



Leveraging Individual SDG Contributions by University Staff

# SDG-iLevel POLICY AND IMPLEMENTATION GUIDELINES (PR5)



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# I. Introduction

The "Policy and Implementation Guidelines" aim to empower higher education leaders, rectors, deans, vice-deans, and department chairs, to strategically plan, design, and implement actionable measures to support individual contributions to the Sustainable Development Goals (SDGs). By doing so, higher education institutions will not only strengthen their capacity for sustainable development but also create new opportunities for academics and students. These Guidelines represent the output in the Institutional Capacity Phase, providing a foundation for transformative practices across departments, faculties, and the entire university.

The Guidelines are tailored for university leadership at both institutional and departmental levels. They offer strategic insights and actionable recommendations that enable leaders to design and implement policies, initiatives, and measures to recognize, promote, and expand individual staff contributions to the SDGs. Available as a free, online PDF in five languages (Croatian, English, German, Lithuanian and Spanish), the Guidelines serve as a comprehensive resource for leaders seeking to align their institutions with the principles of sustainable development.

The document is divided into two key sections: one focused on **policy and strategy development**, and another detailing **30+ implementation measures** contributed by project partners. This structured approach ensures that university leaders are equipped to foster meaningful, impactful contributions to the SDGs within university.

In the appendix we provide three examples of **SDG-iLevel Departmental Roadmaps**. These are strategic plans tailored to specific academic units such as departments, faculties, and centers for entrepreneurship. They are designed as both management and communication tools to facilitate strategic planning, decision-making, and articulate clear programs of action.

## 2. Policy and strategy development and deployment

Higher education institutions (HEIs) play a critical role in fostering innovation, societal development, and sustainability. HEI's critical task is to find the balance between often limited available resources and high demands to improve efficiency and effectiveness of their key agency. This is where strategic planning comes in as a way to encourage the development of universities. Strategic planning is integral to effectively launching new projects within HEIs, ensuring alignment with institutional missions and global trends through setting operational goals and actionable steps (Hinton, 2022).

The basic model for strategic planning includes three consecutive steps: (I) strategic analysis that includes mapping desired changes in institution's environment as well as their internal potential and resources,

followed by the (II) development of the (usually written) strategies with short-term and long-term goals and (III) necessary operational activities and actions to achieve those goals (Zechlin, 2010). Apart from the listed strategic activities, the literature (e.g., Immordino et al., 2016; Jalal & Murray, 2019; Khalilov et al., 2024) also emphasizes the importance of monitoring the effects of implemented activities as an indicator of the effectiveness of strategic planning. Models of strategic planning, such as Allison and Key's (2005) seven-phases model or Hunger and Wheelen's (2010) model, imply that the final step of strategic planning is the systematic evaluation of progress.

Despite the potential benefits of strategic planning, HEIs often face significant challenges in execution (Immordino et al., 2016). Key barriers include resistance to change within institutional cultures, misalignment between strategic priorities and available resources, and difficulties in managing diverse stakeholder interests (Al Gharsi et al., 2024; Mensah, 2020; Peng et al., 2024). Institutions in developing regions encounter additional obstacles, such as limited expertise in planning methodologies and constrained funding (Mensah, 2020).

Addressing these challenges requires a multipronged approach: fostering a culture of innovation, adopting data-driven decision-making tools, and conducting regular evaluations to adapt strategies as needed. One of the key ways to improve the strategic planning process is to encourage the inclusivity of HEI stakeholders including faculty, students, administrative staff and external partners.

Related to the stakeholder's engagement is the issue of HEI governance. Leadership styles, such as distributed and relational leadership, play a crucial role in promoting collaboration and trust, ensuring that strategic planning processes benefit from a wide range of expertise and insights (Laush, 2021).

Sustainability has become one of the cornerstones of strategic planning in HEIs (Duarte et al., 2023). Effective HEI's strategic plans integrate environmental, social, and economic dimensions, aligning institutional goals with global sustainability targets (Franco et al., 2019). According to Leal Filho et al. (2018), the key to the successful implementation of sustainability in HEI is in making viable strategic plans with a focus on securing the necessary financial resources for the implementation of the plan. Other than that, motivated people of influence are crucial to the success of strategic planning. However, it is important to emphasize that implementing sustainability in HEIs cannot be reduced to a few highly motivated individuals, as this is not sustainable in the long term. It is important that changes are introduced in a planned manner with clear attribution of responsibility for their implementation to all HEI stakeholders.

### 3. Measures for implementation

This document outlines over 30 measures for immediate implementation. Developed collaboratively by project partners, these measures address diverse aspects of sustainability in higher education, including curriculum, research, and institutional management.

Each measure has an **objective**, followed by a **description of actions** which help to achieve the objective. **Indicators of success, required resources**, and instructions for **reporting and review** provide additional support for their implementation.

#### 1. Implementing a sustainability-focused curriculum review

**Objective:**

Ensure that all degree programs incorporate sustainability and SDG content where relevant.

**Description of actions:**

- Review existing curricula across departments to identify opportunities for SDG integration.
- Form a committee to provide recommendations for embedding sustainability in each program.
- Support faculty with resources for curriculum redesign focused on SDG-related themes.

**Indicators of success:**

- Percentage of programs that include SDG content.
- Student feedback on sustainability content in courses.

**Required resources:**

- Review committee, curriculum consultants, resource materials for faculty.

**Reporting and review:**

- Annual report on curriculum changes and student engagement with sustainability topics.

#### 2. Developing a course on sustainability principles and Agenda 2030

**Objective:**

The creation of a faculty or university/campus course on sustainability principles and the SDGs. This course must be compulsory for all students. To introduce students to the sustainability paradigm and to Agenda 2030.

**Description of actions:**

- Development of the course

**Indicators of success:**

- Number of academics, departments and faculties that participates in the creation, update and delivery of the course.
- Number of degrees in which the course has been implemented.

**Required resources:**

- Coordination among university leaders and academics for the development of the course. (Academic work).
- Course publication.

**Reporting and review:**

- Assessment of students, Satisfaction questionnaire for students (annually).

### 3. Encouraging academic incentives for the update of course programs

**Objective:**

Reduction of academics' teaching hours due to their update of program courses including the SDGs. To encourage course renewal and the inclusion of the SDGs and to provide incentives for those doing it.

**Description of actions:**

- Inclusion of this measure at university level.
- Development of guidelines for course renewal.
- Demonstration of renewal of courses.

**Indicators of success:**

- Number of courses that are renewed and that include clearly the SDGs.

**Required resources:**

- University policy on reduction of teaching credits/hours.
- Academic work.

**Reporting and review:**

- Collect and analyze data on the number of courses renewed and the extent of SDG integration.

### 4. Developing a training course on ESD and the SDGs

**Objective:**

Increase the number of academic staff that has been trained in education for sustainability and how to contribute to the agenda 2030.

**Description of actions:**

- The course must be compulsory for new lecturers.
- Institute of Science Education must offer the course for all academics and must be advertised in a privileged position.
- The course could be prepared and delivered by the Innovative Teaching Network on the SDGs.
- It should count on the five years of teaching recognition (an incentive system in Spain).

**Indicators of success:**

- The creation of the course.
- The number of times the course is offered/opened each academic year.
- % of new lecturers that attend the course.
- % of academic staff involved every year.

**Required resources:**

- Academic staff work on the design of the course.
- Administration staff work on the management of the course.

**Reporting and review:**

- Track and publish data on the number of times the course is offered, the percentage of new lecturers attending, and the overall participation rate of academic staff.

**Periodic Review:**

- Reevaluate the course content, delivery methods, and incentive alignment every three years to ensure continued relevance and effectiveness in advancing Agenda 2030 goals.

## 5. Incorporating SDG contributions in dissertations

**Objective:**

To include the contribution made to the SDG in each dissertation, at degree and master levels.

**Description of actions:**

- Inclusion of the SDG in the core elements of the contents of the dissertations.
- Examples of dissertations sections that justify the contribution to specific targets of the SDGs.
- Create an annual record of contributions to the SDGs made by students.

**Indicators of success:**

- The increased number of dissertations that include the SDGs.

**Required resources:**

- To create a sample that could guide tutors and students to complete the dissertation section related to the SDGs.

**Reporting and review:**

- Publication of annual records. Update of the website.

## 6. Awarding the best dissertation contribution to the SDGs

**Objective:**

- To recognize the best dissertation contribution to the SDGs (at degree and master level).
- To incentive students and supervisors to consider the SDG in their research and dissertations.

**Description of actions:**

- To create the award and the procedure it involves.
- To implement the award widely at the university.
- To create a system and committee to select the best dissertation.
- To design the award.
- To communicate and celebrate the results/awarded candidates to the university community.

**Indicators of success:**

- Number of candidates that participate in the competition.

**Required resources:**

- Administrative work for creating the award procedures and management.
- Academic work for the selection of the best dissertations.



- The award.

**Reporting and review:**

- Annual number of awards.
- Publication of annual awardees with an interview to the student and the supervisor.

## 7. Implementing teacher training program “SDGs in Teaching”

**Objective:**

Enhance faculty competence in incorporating SDG principles into teaching practices.

**Description of actions:**

- Launch a training program focused on SDG integration for teaching staff within the university.
- Use available resources to provide workshops, curriculum design support, and peer mentorship for teachers.

**Indicators of success:**

- Number of teachers trained and participant satisfaction surveys.
- Integration of SDG content in syllabi post-training.

**Required resources:**

- Training facilities, trainers, curriculum development materials.

**Reporting and review:**

- Annual evaluation of training program effectiveness and SDG content application in courses.

## 8. Conducting SDG integration workshops for faculty development

**Objective:**

Equip faculty with practical strategies to integrate SDGs into curricula across disciplines.

**Description of actions:**

- Develop workshops to train faculty on embedding SDGs into course content.
- Provide case studies and examples of how to approach SDGs in different subjects.
- Facilitate peer discussions to share ideas and collaborate on interdisciplinary projects.

**Indicators of success:**

- Number of faculty trained and feedback from participants.
- Increase in SDG-aligned content in course syllabi.

**Required resources:**

- Workshop facilitators, training materials, and facility space.

**Reporting and review:**

- Semesterly assessments of workshop effectiveness and course content alignment with the SDGs.

## 9. Launching student-led sustainability projects fund

**Objective:**

Encourage students to initiate sustainability projects by providing financial support.

**Description of actions:**

- Establish a fund where students can apply for grants to support their sustainability ideas.
- Provide mentorship to students on project planning and implementation.
- Showcase successful projects to inspire others.

**Indicators of success:**

- Number of projects funded and completed.
- Student engagement and satisfaction levels with the program.

**Required resources:**

- Project funding, mentor support, event space for project showcases.

**Reporting and review:**

- Annual report on projects completed and impact achieved.

## 10. Launching a sustainability innovation challenge for students

**Objective:**

Encourage innovative solutions to sustainability challenges through student-led projects and competitions.

**Description of actions:**

- Organize an annual competition inviting students to propose and implement projects that tackle specific SDG-related issues.
- Provide mentorship and funding to support the development and execution of winning ideas.
- Showcase successful projects at university and community events.

**Indicators of success:**

- Number of submissions and projects completed annually.
- Measurable sustainability impacts achieved by implemented projects.
- Engagement and feedback from participants and mentors.

**Required resources:**

- Competition funding and awards.
- Mentors and subject matter experts for guidance.
- Event coordination and promotional efforts.

**Reporting and review:**

- Evaluation of project outcomes and competition impact in an annual sustainability report.

## 11. Creating a virtual SDG learning hub

**Objective:**

Provide a centralized online platform for resources, training, and collaboration on the SDGs.

**Description of actions:**

- Develop an interactive web-based platform to host SDG-related courses, best practices, and discussion forums.
- Offer self-paced learning modules on SDG topics relevant to various disciplines.
- Facilitate virtual collaboration spaces for interdisciplinary projects addressing the SDGs.

**Indicators of success:**

- Number of users accessing and completing courses on the platform.
- Volume of collaborative projects initiated through the platform.
- User satisfaction ratings and engagement metrics.

**Required resources:**

- Platform development and maintenance team.
- Content creators and SDG experts for module design.
- Marketing and outreach to promote platform use.

**Reporting and review:**

- Annual report on platform usage statistics, user feedback, and impact on SDG awareness and projects.

## 12. Coordinating university-wide research on subject didactics

**Objective:**

Enhance teaching quality by involving university lecturers in research focused on didactic methods and approaches.

**Description of actions:**

- Engage faculty members in collaborative research projects on subject-specific teaching techniques.
- Hold periodic workshops and discussions to share research findings and teaching methodologies.

**Indicators of success:**

- Number of research projects and participating lecturers.
- Publication of findings or improvements in teaching evaluations.

**Required resources:**

- Research grants, meeting spaces, and administrative support.

**Reporting and review:**

- Quarterly updates on research progress and outcomes.

## 13. Recommendation to include the SDGs in research and innovation grants

**Objective:**

To include the SDGs as a recommendation in research and teaching innovation grants at department, faculty and university levels.

**Description of actions:**

- Inclusion of the SDGs in grant calls at department, faculty and university levels.

- Design a tool or instrument to evaluate the quality of proposals regarding the contribution to the SDGs.

**Indicators of success:**

- Percentage of implementation in annual calls.
- Percentage of projects including the SDGs.

**Required resources:**

- Update of calls with the inclusion of the SDGs and analysis of submitted proposals. Administrative work.

**Reporting and review:**

- Annual university statistics.

## 14. Offering publication incentives for SDG-related research

**Objective:**

To include the SDGs as an incentive for research and teaching innovation papers by providing funding for their publication.

**Description of actions:**

- Inclusion of the SDGs in department, faculty and university funding schemes.
- To enhance SDG-related papers publications in open journals.

**Indicators of success:**

- Percentage of implementation in annual calls.
- Number of annual published papers from university academics that include the SDGs.

**Required resources:**

- Update of calls with the inclusion of the SDGs and analysis of published papers.
- Administrative work.

**Reporting and review:**

- Open university repository with sustainability related papers.

## 15. Creating a dedicated SDG research grant program

**Objective:**

Encourage faculty to conduct research that addresses key SDG challenges by providing funding support.

**Description of actions:**

- Establish a grant program specifically for research aligned with the SDGs.
- Outline priority SDGs each year based on community needs or global developments.
- Provide guidance on framing proposals around SDG themes.

**Indicators of success:**

- Number of research projects funded.
- Publications or results achieved from funded projects.

**Required resources:**

- Research funding, administrative support for grant management.

#### Reporting and review:

- Annual report on funded projects and impact on advancing SDG knowledge.

### 16. Creating cross-departmental SDG knowledge-sharing platforms

#### Objective:

Foster interdisciplinary collaboration on SDGs by establishing regular channels for sharing teaching and research integration methods.

#### Description of actions:

- Create a digital platform or schedule regular interdisciplinary meetings.
- Encourage lecturers and researchers to share best practices for incorporating SDGs into their work.
- Facilitate open dialogues to improve SDG-related strategies across departments.

#### Indicators of success:

- Number of active participants from different departments.
- Frequency of knowledge-sharing sessions and platform interactions.

#### Required resources:

- Digital platform setup, facilitation staff, marketing materials.

#### Reporting and review:

- Biannual review of platform usage and impact on SDG-related research and teaching.

### 17. Establishing a dedicated communication unit for SDG outreach

#### Objective:

Support academic staff in publicizing their SDG-related work to enhance public engagement and awareness.

#### Description of actions:

- Form a unit responsible for creating social media content, articles, and event coordination for SDG-related work.
- Ensure the unit provides a streamlined process for academic staff to promote their SDG initiatives effectively.

#### Indicators of success:

- Number of social media posts, articles, and public engagement events organized.
- Increase in public awareness or engagement with SDG-related university initiatives.

#### Required resources:

- Communication staff, content creation tools, and social media management software.

#### Reporting and review:

- Monthly performance reviews and impact assessments of outreach efforts.

### 18. Establishing an SDG faculty commission

**Objective:**

To create a SDG Commission at faculty level to help and encourage academics to consider the Agenda 2030 in their professional activities.

**Description of actions:**

- Creation of the commission and definition of its aim and function.

**Indicators of success:**

- Statement of foundation.
- Number of annual meetings and decisions taken.

**Required resources:**

- Academic staff work.

**Reporting and review:**

- Resolutions on the faculty website.

## 19. Organizing faculty SDG awards

**Objective:**

Annual Faculty event and award for academics (and alumni) as an open recognition to the contribution to the SDGs, based on the good practices that have been highlighted in the newsletter during the academic year.

**Description of actions:**

- Organization of the event.
- Dean committee for selecting the awarded academics and alumni.

**Indicators of success:**

- Number of nominees (at least 10 per academic year).
- Number of attendees to the event.

**Required resources:**

- Academic staff work for doing the selection of good practices and for the award decision-process.

**Reporting and review:**

- Record of awards in the faculty website.

## 20. Organizing an annual “Sustainability Action Week”

**Objective:**

Raise awareness and encourage active participation in sustainability practices among students and staff.

**Description of actions:**

- Coordinate with student associations to hold a week-long event focused on sustainability activities, workshops, and community projects.
- Include guest speakers, exhibitions, and interactive sessions to engage a wide audience.

**Indicators of success:**

- Attendance rates and feedback from participants.
- Number of sustainability-related initiatives developed as a result of the event.

**Required resources:**

- Venue spaces, event materials, guest speakers, and promotional efforts.

**Reporting and review:**

- Post-event surveys and feedback reviews to measure impact and improve future events.

## 21. Creating an SDG Ambassador Program for university staff

**Objective:**

Build a network of SDG Ambassadors among staff to promote awareness and advocate for sustainable practices within their departments.

**Description of actions:**

- Recruit and train staff volunteers as SDG Ambassadors.
- Provide ambassadors with resources and ideas to promote the SDGs through departmental events and initiatives.
- Regularly hold meet-ups to share progress and collaborate on university-wide initiatives.

**Indicators of success:**

- Number of ambassadors and departments participating.
- Engagement in SDG-related activities across the university.

**Required resources:**

- Training resources, promotional materials, coordination support.

**Reporting and review:**

- Quarterly meetings to review ambassador activities and assess campus-wide impact.

## 22. Establishing an SDG Faculty Awards and Recognition Program

**Objective:**

Motivate and recognize staff contributions to the SDGs by celebrating their achievements and innovations.

**Description of actions:**

- Create award categories such as “Innovative SDG Integration in Teaching” and “Research Impact on the SDGs”.
- Announce and award winners annually at a formal event.
- Publicize winners’ achievements through university channels to encourage wider adoption.

**Indicators of success:**

- Number of award applicants and nominees.
- Engagement metrics from internal publications about SDG efforts.

**Required resources:**

- Funding for awards, event organization, communication materials.

**Reporting and review:**

- Annual review to measure the impact of awards on SDG engagement and make adjustments to award categories as needed.

## 23. Featuring academic SDGs contributions

### Objective:

To create a space in the newsletter of the faculty where every month a best practice on the introduction of the SDGs in teaching, research, community engagement and management is highlighted. To highlight the work of academics related to the SDGs.

### Description of actions:

- To select a good practice about the SDGs contributions at faculty level and monthly.

### Indicators of success:

- To include one good/best practice in the newsletter monthly.

### Required resources:

- The newsletter already exists, so it is just to embed a new section.
- Administrative work to showcase the best practice.

### Reporting and review:

- Dedication of space in the newsletter.

## 24. Organizing community SDG Engagement Workshops

### Objective:

Enhance public understanding and support for the SDGs through hands-on workshops in local communities.

### Description of actions:

- Organize workshops in collaboration with local organizations and schools.
- Cover SDG themes tailored to community-specific challenges and opportunities.
- Provide resources and toolkits for participants to initiate their own SDG projects.

### Indicators of success:

- Number of workshops conducted and participant attendance.
- Positive feedback and measurable actions taken by attendees post-workshop.
- Increased community involvement in university-led SDG initiatives.

### Required resources:

- Partnerships with community organizations.
- Workshop materials and trained facilitators.
- Funding for outreach and logistical support.

### Reporting and review:

- Quarterly reports summarizing workshop activities and community impacts.

## 25. Launching Green Campus Challenge for faculty and staff

### Objective:



Promote sustainable practices within the university environment by encouraging faculty and staff participation in eco-friendly initiatives.

**Description of actions:**

- Set up a yearly Green Campus Challenge with points for sustainable actions, such as reducing paper use, carpooling, or leading eco-friendly projects.
- Recognize and reward departments or teams with the highest scores.
- Encourage creative ideas for making the campus more sustainable.

**Indicators of success:**

- Participation rates and sustainable actions completed.
- Decrease in resource consumption or waste generated.

**Required resources:**

- Reward funds, tracking and monitoring tools, promotional materials.

**Reporting and review:**

- Year-end summary of challenge outcomes and sustainability improvements.

## 26. Developing a circular economy pilot program

**Objective:**

Launch a campus-wide initiative to implement and evaluate circular economy principles in waste management and resource use.

**Description of actions:**

- Conduct a baseline assessment of current waste management practices and resource utilization.
- Implement pilot projects focusing on recycling, reusing, and reducing waste.
- Collaborate with local businesses and community organizations to source materials and share knowledge.
- Create educational campaigns to raise awareness among students and staff about circular economy practices.

**Indicators of success:**

- Reduction in campus waste generation.
- Increase in recycling and reuse rates.
- Participation rates in educational campaigns and pilot initiatives.

**Required resources:**

- Baseline assessment tools and consultancy support.
- Funding for pilot projects and educational campaigns.
- Partnerships with local businesses and organizations.

**Reporting and review:**

- Annual evaluation of pilot program outcomes, with recommendations for scaling successful practices across the campus.

## 27. Launching a sustainable commuting program

**Objective:**

Reduce the carbon footprint of faculty and staff commuting to campus.

**Description of actions:**

- Promote carpooling, biking, and public transport use through incentives like parking discounts.
- Offer seminars on eco-friendly commuting and provide resources for route planning.
- Install bike racks and possibly electric vehicle (EV) charging stations.

**Indicators of success:**

- Decrease in single-occupancy vehicle trips to campus.
- Increase of usage of sustainable transport options.

**Required resources:**

- Bike racks, EV chargers, communication materials, budget for incentives.

**Reporting and review:**

- Semi-annual commuter survey and environmental impact analysis.

## 28. Upgrading to energy efficient equipment

**Objective:**

Reduce the university's energy consumption by replacing outdated equipment.

**Description of actions:**

- Replace older computers, appliances, and lighting with energy-efficient alternatives.
- Install automatic power-saving settings on electronic devices.
- Educate faculty and staff on energy-saving practices.

**Indicators of success:**

- Reduction in energy bills or usage statistics.
- High percentage of energy-efficient equipment installed.

**Required resources:**

- Budget for new equipment, IT support for configuration, informational materials.

**Reporting and review:**

- Quarterly energy consumption reports.

## 29. Implementing sustainable procurement policy

**Objective:**

Ensure that all university purchases are environmentally and socially responsible.

**Description of actions:**

- Develop a procurement policy prioritizing eco-friendly, locally sourced, and fair-trade products.
- Provide training for purchasing staff on sustainable product criteria.
- Collaborate with suppliers to ensure compliance with sustainability standards.

**Indicators of success:**

- Percentage of sustainable products purchased.
- Supplier compliance with university's sustainable procurement standards.

**Required resources:**

- Policy development team, training resources, database of sustainable suppliers.

**Reporting and review:**

- Annual audit of procurement practices and policy adherence.

### 30. Promoting a paperless administration initiative

**Objective:**

Reduce paper consumption by shifting administrative processes online.

**Description of actions:**

- Transition forms, memos, and meeting notes to digital platforms.
- Provide training for staff on using online document management systems.
- Monitor paper usage to track progress toward the paperless goal.

**Indicators of success:**

- Reduction in paper orders by departments.
- Increased staff proficiency in using digital tools.

**Required resources:**

- Document management software, digital training resources.

**Reporting and review:**

- Monthly review of paper consumption statistics.

### 31. Adopting a zero waste campus events policy

**Objective:**

Minimize waste generated by events on campus.

**Description of actions:**

- Require event organizers to use compostable, reusable, or recyclable materials.
- Partner with waste management to provide clear guidelines and resources.
- Offer recognition for events that achieve zero-waste status.

**Indicators of success:**

- Percentage of events achieving zero-waste certification.
- Reduction in event-related waste volume.

**Required resources:**

- Compostable/reusable materials, waste bins, policy communication.

**Reporting and review:**

- Post-event waste audits and feedback collection.

### 32. Adopting sustainable building design for new constructions

**Objective:**

Ensure that new university buildings adhere to high environmental standards.

**Description of actions:**

- Adopt sustainable building standards such as LEED or BREEAM for all new construction.
- Use renewable materials and energy-efficient designs.
- Engage architects with experience in sustainable construction.

**Indicators of success:**

- Number of buildings achieving green certification.
- Reduced energy and water use in new buildings.

**Required resources:**

- Architectural expertise, budget for sustainable materials, construction oversight.

**Reporting and review:**

- Evaluation of each new building against sustainable design criteria.

### 33. Introducing food waste reduction initiatives in university cafeterias

**Objective:**

Decrease food waste generated in campus dining facilities.

**Description of actions:**

- Implement portion control and “pay-per-weight” options.
- Promote “take only what you’ll eat” campaigns and donation programs for leftovers.
- Regularly review menu planning to reduce waste.

**Indicators of success:**

- Reduction in cafeteria food waste volume.
- Positive feedback from diners on waste-reduction initiatives.

**Required resources:**

- Campaign materials, food donation partnerships, cafeteria adjustments.

**Reporting and review:**

- Monthly food waste volume tracking and reporting.

## 4. Appendix: Examples of roadmap measures

The **SDG-iLevel Departmental Roadmaps** are strategic plans tailored to specific academic units such as departments, faculties, and centers for entrepreneurship. Each roadmap outlines a program of actionable measures, setting 4-6 specific goals, and detailing the steps needed to achieve them. Designed as both management and communication tools, these roadmaps facilitate strategic planning, decision-making, and articulate clear programs of action.

All roadmaps for the three participating universities can be found at <https://sdgi.jel.do>.

Example from UdG: Measure 3: A training course to all academics on ESD and SDGs.

UdG - Training course on ESD and the SDGs	
<b>Objective</b>	To increase the number of academic staff that has been trained in education for sustainability and how to contribute to the Agenda 2030 and the SDGs. This objective is aligned with the new <i>Greening Plan</i> of the University of Girona.
<b>Description of actions</b>	<ul style="list-style-type: none"> <li>- Design of the course. The MOOC and additional materials created in the SDG-iLevel project could be used to guide and inspire the design and the creation of the contents of the course.</li> <li>- The course should be included in the training that offers the ICE-SAID and to start during 2026.</li> <li>- To explore the inclusion of the course as one of the merits to be considered in the five-year teaching period recognition. This action would motivate academics to undertake the course.</li> </ul>
<b>Indicators of success</b>	<ul style="list-style-type: none"> <li>- The creation of the course.</li> <li>- The number of times the course is offered each academic year.</li> <li>- The number and % of academic staff that complete the course each academic year.</li> </ul>
<b>Resources required</b>	<ul style="list-style-type: none"> <li>- Working hours from the coordinators of the Innovation Teaching Network on the implementation of the SDGs (XID-ODS).</li> <li>- Administrative work for the management of the course (publicity, inscriptions/registrations and follow up).</li> </ul>
<b>Reporting and review</b>	<ul style="list-style-type: none"> <li>- Annual evaluation of the effectiveness of the training program and the application of SDG content in academic subject courses.</li> </ul>

<b>Responsible persons and Department/Unit</b>	Leslie Collazo and Jesús Granados Sánchez, current coordinators of the Innovation Teaching Network on the implementation of the SDGs (as part of the ICE-SAID). Implication of the GRECA research group members (SSED) and <i>the Green Plan</i> commission (UdG).
<b>Time frame</b>	01/03/2025-01/03/2026

Example from KTU: Measure 2: Development of academic information system that integrates the SDGs into didactic support for teachers

## KTU - Development of academic information system that integrates the SDGs into didactic support for teachers

<b>Objective</b>	To support lecturers in finding structured didactic material/information more quickly and efficiently, which can be used in the context of the course to integrate the SDGs.
<b>Description of actions</b>	<ul style="list-style-type: none"> <li>- Develop didactic materials related to the SDGs</li> <li>- Integrate an additional plugin into the AIS didactic support</li> <li>- Introduce the new plugin in the Teachers' Café</li> <li>- Encourage teachers and researchers to share best practices in integrating the SDGs into their work</li> </ul>
<b>Indicators of success</b>	<ul style="list-style-type: none"> <li>- Number of active participants from different departments.</li> <li>- Number of teachers participating in the Teachers' Café</li> <li>- Number of personal enquiries, consultations</li> </ul>
<b>Resources required</b>	- Development of digital platform, facilitators, promotion of materials.
<b>Reporting and review</b>	- Annual review of use of AIS platform SDG didactic support.
<b>Responsible person</b>	Asta Daunorienė, Head of Centre, EDU_Lab Centre for Excellence in Teaching and Learning
<b>Time frame</b>	01/06/2025-01/09/2025

Example from UNIRI: Measure 7: Cross-departmental SDG knowledge-sharing platforms

## UNIRI - Cross-departmental SDG knowledge-sharing platforms

<b>Objective</b>	Continuous interdepartmental collaboration by academics at the Faculty of Humanities and Social Sciences engaged in the interdepartmental SDG task force
<b>Description of actions</b>	<ul style="list-style-type: none"> <li>- Department of Education advocating for establishing interdepartmental SDG task force at the faculty level</li> <li>- Establishing an interdepartmental SDG task force</li> <li>- Developing a framework of interdepartmental SDG-related collaborative schemes</li> <li>- Encourage teachers and researchers to share best practices related to integrating the SDGs into their every work (teaching, research, outreach)</li> </ul>
<b>Indicators of success</b>	<ul style="list-style-type: none"> <li>- Established interdepartmental SDG task force at the faculty level</li> <li>- Number of teachers/colleagues who contributed to the interdepartmental task force</li> <li>- Number of teachers/colleagues who participated in organized activities and shared their best practices of integrating the SDGs into their every work (teaching, research, outreach)</li> </ul>
<b>Resources required</b>	<ul style="list-style-type: none"> <li>- Office space for the meetings</li> <li>- faculty web and social networks</li> </ul>
<b>Reporting and review</b>	<ul style="list-style-type: none"> <li>- Interdepartmental SDG task force meetings</li> <li>- Information on the organized activities (e.g. sharing best practices) shared on the web and social networks</li> </ul>
<b>Responsible persons</b>	Bojana Ćulum Ilić & person from the extended team
<b>Time frame</b>	03/2025-03/2026

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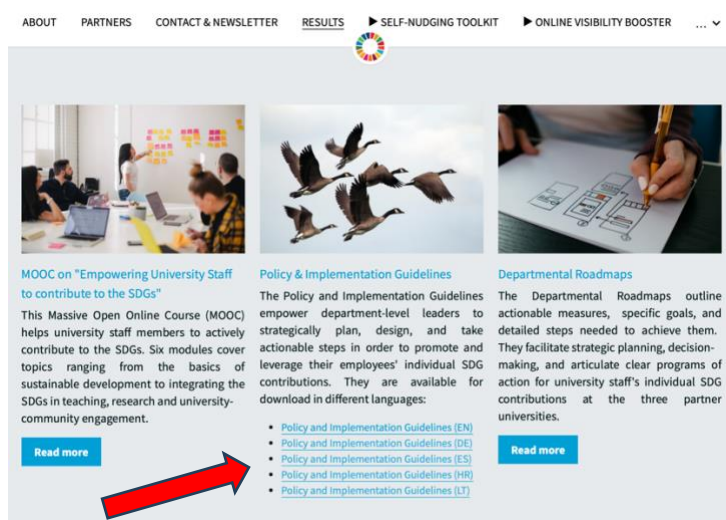
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## 6. Translations

This Policy and Implementation Guidelines document has been translated into Lithuanian, Croatian, German and Spanish. These versions of the document are hosted in the “project results” section of the SDG-iLevel project website and can be accessed through the following link: <https://www.sdg-ilevel.eu/results>



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