Integration of SD at the University of Bern: ESD-implementation and monitoring

Conference: Teaching and Learning for Change: Sustainability in Higher Education

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Implementation (E)SD at UniBE

**Political preparation** and key points of implementation

- 2009: SD as a goal for the University of Bern by the Bernese government (Cantonal Government, Directorate of Education)

- 2011: Vice rectorate quality, combines quality assurance, sustainability

- 2013: A SD minimum has been determined, which states that all students of major programs at the University of Bern should receive two lessons ("double lesson sustainability") at least once in their study program as part of their education on SD

- 2013–2016 Development of an implementation concept ESD

- 2016 ESD-mandate to CDE to support university executive in the implementation of this concept

ESD-mandate at the University of Bern

Issued by the vice rectorate for quality since 2016

- Support to integrate SD into teaching (publications, videos, tutorials, grant, …)
- Consultancy for lecturers (and others interested in ESD)
- Networking with ESD partners at local, national and international level
- Communication of products and offers
- **Monitoring** of university courses including and relating to SD
- …

More information can be found [here](): www.esd.unibe.ch

Services
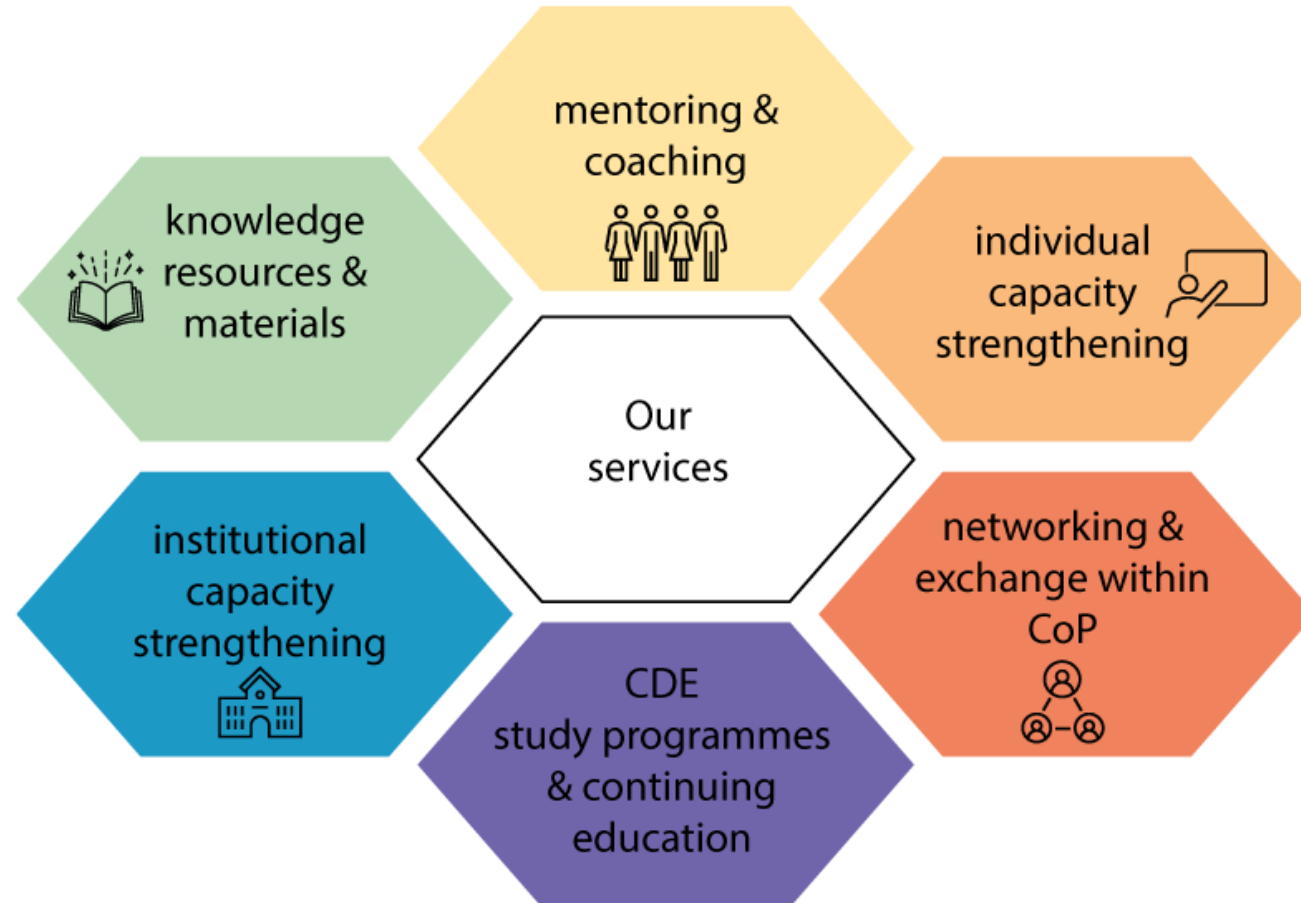
More information can be found [here](#)

Example: Monitoring

Object of investigation: Integration of SD in teaching in the study programs and courses

Target group: Cantonal Government, University rectorate, study program directors, sustainability officers, HEI lecturer

Activities: since 2017

3 monitoring types

- Monitoring A: CTS-search for lectures with key-terms
- Monitoring B: CTS-search with self-definition SD ('checkbox sustainability')
- Monitoring C: monitoring of SD minimum

More information can be found [here](#).

Example: Monitoring

institutional capacity strengthening

Monitoring A (since 2017):

- Data source: Core Teaching System (CTS)

- Based on the key-terms *"nachhaltig*", "sustainab*", "Agenda 2030" and "SDG"*

- Co-coding based on defined categories

Monitoring B (since 2020):

- Data source: Core Teaching System (CTS)

- Based on 'checkbox sustainability'

- Co-coding based on defined categories

Example: Monitoring

institutional capacity strengthening

Coding categories (Monitoring B)

Category	Description	Criteria
Explicit sustainability	The lectures is explicitly related to sustainability	• The terms *"nachhaltig*"*, *"sustainab*"*, *"Agenda 2030"* or *"SDG"* appear in title, description and/or learning outcome. • The terms are used in accordance with our definition of SD. • The lecture includes an examination of SD from a disciplinary perspective.
Implicit sustainability	The lecture is likely to be related to sustainability	• The terms *"nachhaltig*"*, *"sustainab*"*, *"Agenda 2030"* or *"SDG"* appear in title, description and/or learning outcome, however, are not used in accordance with our definition of SD. • The lecture's content suggests that it is related to SD (it clearly deals with SD topics).
Potential for sustainability	The lecture deals with sustainability topics, but has no explicit reference (potential for SD exists)	• The terms *"nachhaltig*"*, *"sustainab*"*, *"Agenda 2030"* or *"SDG"* <u>do not</u> appear in title, description and/or learning outcome. • There is an engagement with SD topics.
No relation to sustainability	The lectures is not related to sustainability	• The terms *"nachhaltig*"*, *"sustainab*"*, *"Agenda 2030"* or *"SDG"* <u>do not</u> appear in title, description and/or learning outcome or are not used in used in accordance with our definition of SD.

Example: Monitoring

institutional capacity strengthening

Year	Explicit sustainability	Implicit sustainability	Potential for sustainability	No relation to sustainability
2020/2021	140 (41.9%)	13 (3.9%)	36 (10.8%)	145 (43.4%)
2021/2022	135 (67.8%)	18 (9.0%)	11 (5.5%)	35 (17.6%)
2022/2023	101 (42.6%)	17 (7.2%)	60 (25.3%)	59 (24.9%)

■ Explicit sustainability   ■ Implicit sustainability   ■ Potential for sustainability   ■ No relation to sustainability

Monitoring B: Comparison of the number of courses with activated checkbox 'Sustainability' in the KSL over the academic years 2020-2023.

Challenges:

• Communication of 'checkbox SD' (persons delegated for CTS-entries)

• SD minimum hard to monitor (differences at faculties)

• Quantitative approach, reflect, integrate qualitative approaches

Questions?

Groupwork - Summary Matrix

institutional capacity strengthening

[1] That was new to me	[2] Thank you for the reminder
[3] I will continue to think about this	[4] This is what I would like to contribute to the topic

Outlook: Hub «Students4Sustainability»

- Inter-university hub for student activities in the field of sustainability

- Supported by all four Bernese higher education institutions

- Launch in 2024, continuing the efforts of the national U Change support programme

ESD-documents

- **Monitoring report for the Vice-Rectorate Quality: Integration of sustainable development in teaching at the University of Bern, academic year 2022/2023 (German only)**

- **Transdisciplinary Learning for Sustainable Development**

- **IGS North-South Tracer Study 2022: Decolonizing a PhD Programme and Beyond**

- **Good Practice Guidelines. Digital Tools for Transdisciplinary and Transformative Research and Learning**

- **Unlocking knowledge for sustainability: Partnership-based research and education**

- **Mainstreaming Education for Sustainable Development at a Swiss University: Navigating the Traps of Institutionalization**

- **Integrating Sustainable Development into Higher Education: Foundations**

- **Safe Spaces for Disruptive Learning in a North–South Research Partnership Context: International Mobility of Doctoral Students**

Thank you very much for your attention

Impact Area *Transformative Education and Science*

sustainability.cde@unibe.ch

Workshop A 11
Sustainability Transformation and Monitoring ESD Integration at Two Bernese HEI's

▶ Part 1: Sustainability Transformation @ BFH: Success factors and obstacles

▶ Part 2: Integration of SD at the University of Bern: ESD-implementation and monitoring

▶ Part 3: Hub «Students4Sustainability»

Sustainability Transformation @ BFH: Success factors and obstacles

Ingrid Kissling-Näf and Christelle Ganne-Chédeville

Conference Teaching and Learning for Change: Sustainability in Higher Education 01.09.23

▶ Nachhaltige Entwicklung

From "Ressort" to Strategic Thematic Field NE 2018 -23

Start in April 2018

Start in October 2022

Activities April 2018 to August 2019

First time 3 items on SD in student and alumni survey.

BFH SUSTAINS: Submission U-Change application positive and funding decision.

On the initiative of the Commission SD, BFH students participate for the first time in the organization of the Sustainability Week Bern

Membership with Circular Economy Switzerland and SDSN Switzerland

FHL adopts the BFH **Sustainable Development Action Plan 2018 - 2022**

Action plan 2018 - 2022

Aktionsplan
Nachhaltige Entwicklung BFH

2018–2022

Kommission Nachhaltige Entwicklung
13. November 2018

▶ Kommission Nachhaltige Entwicklung

Massnahmen (Priorisierte fett/dunkelblau)	2018	2019	2020
	N D	J F M A M J J A S O N D	J F M A M J J A S O N D
Lehre			
4.1.1 Bestandesaufnahme NE-Module			
4.1.2 Mindestens 1 NE-Modul pro Studium			
4.1.3 NE-Zertifikat			
4.1.4 Einführung NE-Awards			
4.1.5 Unterstützungsplattform			
4.1.6 Start-Up-Lab			
4.1.7 Interdep. NE-Formate/-Inhalte			
Weiterbildung			
4.2.1 NE-Workshop für WB-Leitende			
4.2.2 Positionspapier NE			
Forschung und DL			
4.3.1 Messung/bewertung von NE			
4.3.2 NE als Qualitätsindikator			
4.3.3 Weiterentw. F-förder. bzgl. NE			
4.3.4 Start-Up-Lab			
4.3.5 Call zu NE			
Betrieb			
4.4.1 NE-Reporting			
4.4.2 Mobilitätskonzept			
4.4.3 NE-Standards bei Beschaffung			
4.4.4 Dialog soziale NE			
4.4.5 Kommunikation zu NE			

Berner Fachhochschule | Haute école spécialisée bernoise | Bern University of Applied Sciences

Goals from Action Plan 2018-2022

Education goals

4.1A   Embed sustainability in all BSc and MSc degree programs

4.1B   Improve visibility of existing offerings

4.1C   Promote and support extracurricular projects and activities of BFH students (e.g. for Swiss Sustainability Week, Sustainability Day of Bernese Universities, European Sustainability Week, etc.).

4.1D   Develop and promote skills in social and sustainable entrepreneurship.

Further education goals

4.2A   Establishment and/or embedding of sustainability topics in continuing education programs

4.2B   Identification and better visibility of existing offers

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Targets from action plan 2018-2022

Research goals

4.3 Better connectivity of Promoting collaboration among research groups, researchers, and projects with a sustainability focus

4.3B Increase visibility of research projects with sustainability relevance internally and externally

4.3C Further promote the integration of sustainable development issues in BFH research projects

University operation goals

4.4A Promotion of sustainability awareness and resource-conserving behavior in everyday life among employees and students

4.4B Reduction of resource and material consumption and promotion of closed substance cycles

4.4C Better connectivity, promotion of cooperation and ensuring the flow of information between different organizational units on the cross-cutting issue of sustainable development

December 2019 until August 2020

Survey on sustainability in teaching

First Annual Report of the Commission SD

Adoption of the mobility concept by FHL

Increase of specialist position NE to 40% plus 20 % student assistance

Sustainability Call for Proposal on Social Innovation

December 2020 until June 2022

- Adoption of GRI Sustainable Development Reporting goals / inclusion of several SD goals in current BFH strategy

- Adoption of Sustainable Development Goals

- Final portfolio with GRI report in June 2022

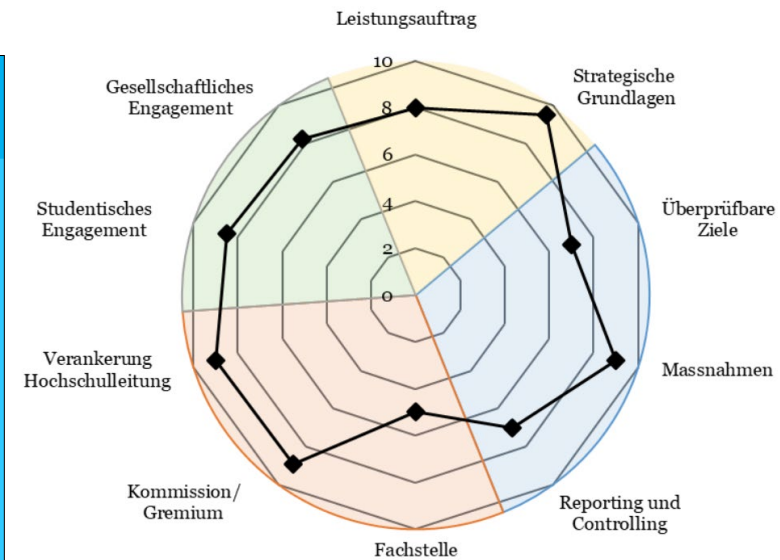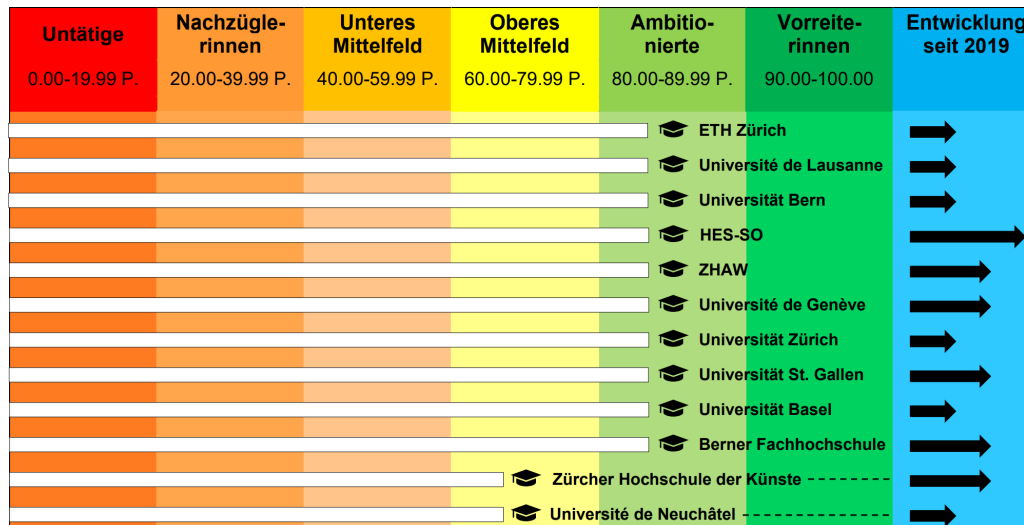- Increase of specialist position to 140 % plus 20 % student assistant

- Launch of BFH SUSTAINS support program "Sustainable Entrepreneurship" and certificate

- Adoption of guidelines for long-distance travel and air travel

September 2021: WWF Rating Study 2021

Untätige	Nachzügle-rinnen	Unteres Mittelfeld	Oberes Mittelfeld	Ambitio-nierte	Vorreite-rinnen	Entwicklung seit 2019
0.00-19.99 P.	20.00-39.99 P.	40.00-59.99 P.	60.00-79.99 P.	80.00-89.99 P.	90.00-100.00	

- 🎓 ETH Zürich
- 🎓 Université de Lausanne
- 🎓 Universität Bern
- 🎓 HES-SO
- 🎓 ZHAW
- 🎓 Université de Genève
- 🎓 Universität Zürich
- 🎓 Universität St. Gallen
- 🎓 Universität Basel
- 🎓 Berner Fachhochschule
- 🎓 Zürcher Hochschule der Künste
- 🎓 Université de Neuchâtel

BFH Commitment Sustainable Development

▶ BFH Strategy 2023-26

▶ Mandate of the strategic field sustainable development

Sustainable Development – we foster, live and breathe sustainability

In our teaching and research, as well as in our dialogue with the public, we are strong advocates of the Sustainable Development Goals [3].

We pay particular attention to the development of healthy food systems, the circular economy and sustainable living environments. We conduct effective interdisciplinary, national and international research into this and empower students, employees and project partners to help shape the transformation with a view to creating a resource-conserving economy and society.

As a university, we act with credibility and courage – we want to be climate-neutral by 2030.

Strategic Thematic Field SD - Structure

UEB-C
Ingrid Kissling, Thomas Beck, Ute Seeling, Peter Staub

STF Head
Christelle Ganne-Chédeville, Manuel Fischer

Specialist office STF

Commission for Sustainable Development (CSD)

Sustainable Development Network
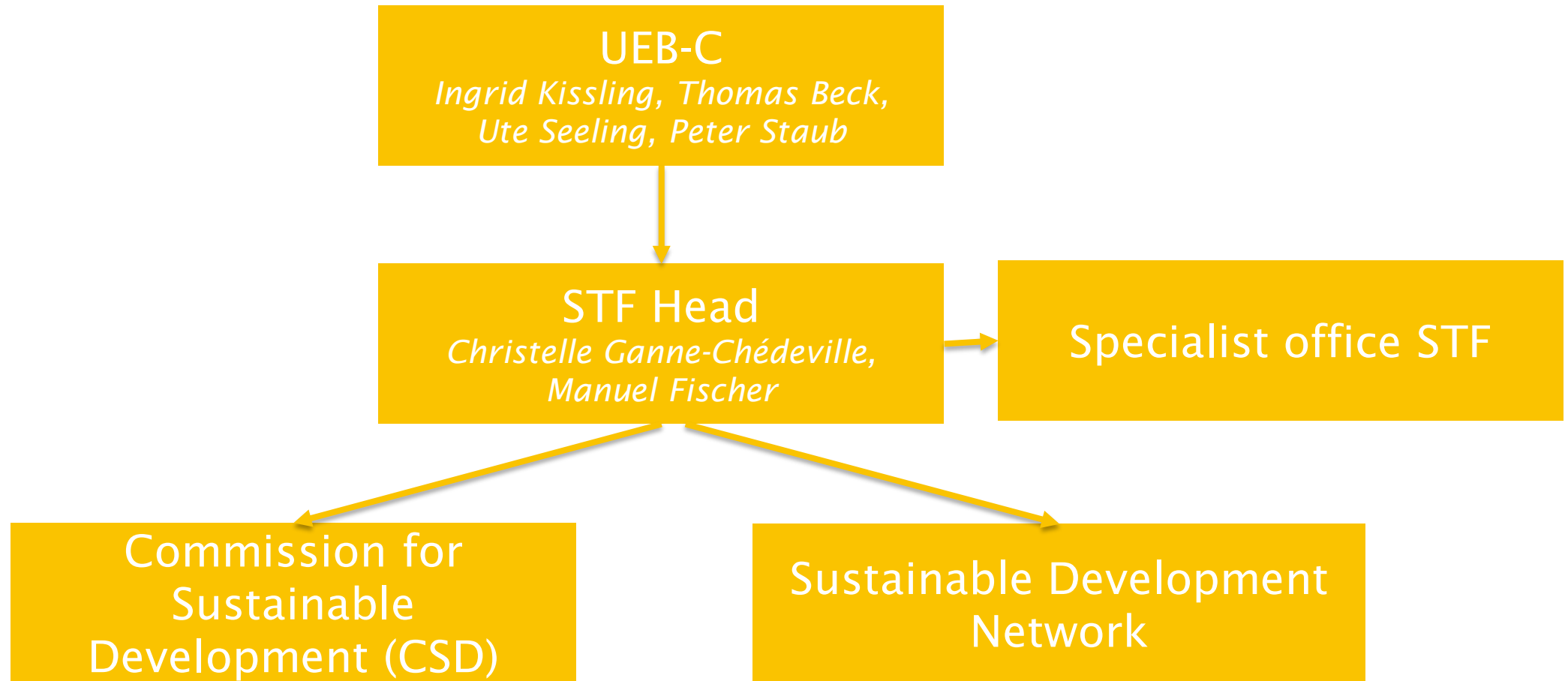
Thematic field SD - Fields of action and key topics

Field of action

Education for sustainable future

Research for a sustainable future

Social participation

Sustainable operation

11 Key topics

Research for a sustainable future

- Quality in applied research
- Sustainability-oriented research
- Transparency and ethical conduct in research

Education for a sustainable future

- Quality in education
- Equal opportunities in education
- Sustainable development in teaching

Social Participation

- Strategic partnerships
- Public discourse

Sustainable operation

- Governance, compliance and ethics
- Energy and climate
- Experiencing sustainability

Strategic Thematic field SD - focus topics

Development pathways to resilient, sustainable, health-promoting food systems

Thriving Spaces: Sustainable development of urban areas

Transition to a circular and climate appropriate economy

Values, visions and implementation paths for social transformation

Performance agreement 2022-2023: Examples of measures and instruments

Interdepartemental support program (seed money) for teaching, research and networking

Certificate of Engagement in Sustainability

Diagonal modules

Mapping of competencies, virtual platform and thematic workshops

Climate neutrality roadmap, mobility survey, integration in the procurement group, GRI Report

Social participation: Sustainability Day, S Week, Science et Cité, Filme für die Erde

Questions / Exchange part

1. Read the question and think about possible answer

2. Write on a paper 1-2 words which support your answer

3. Stick them to the Flip-chart
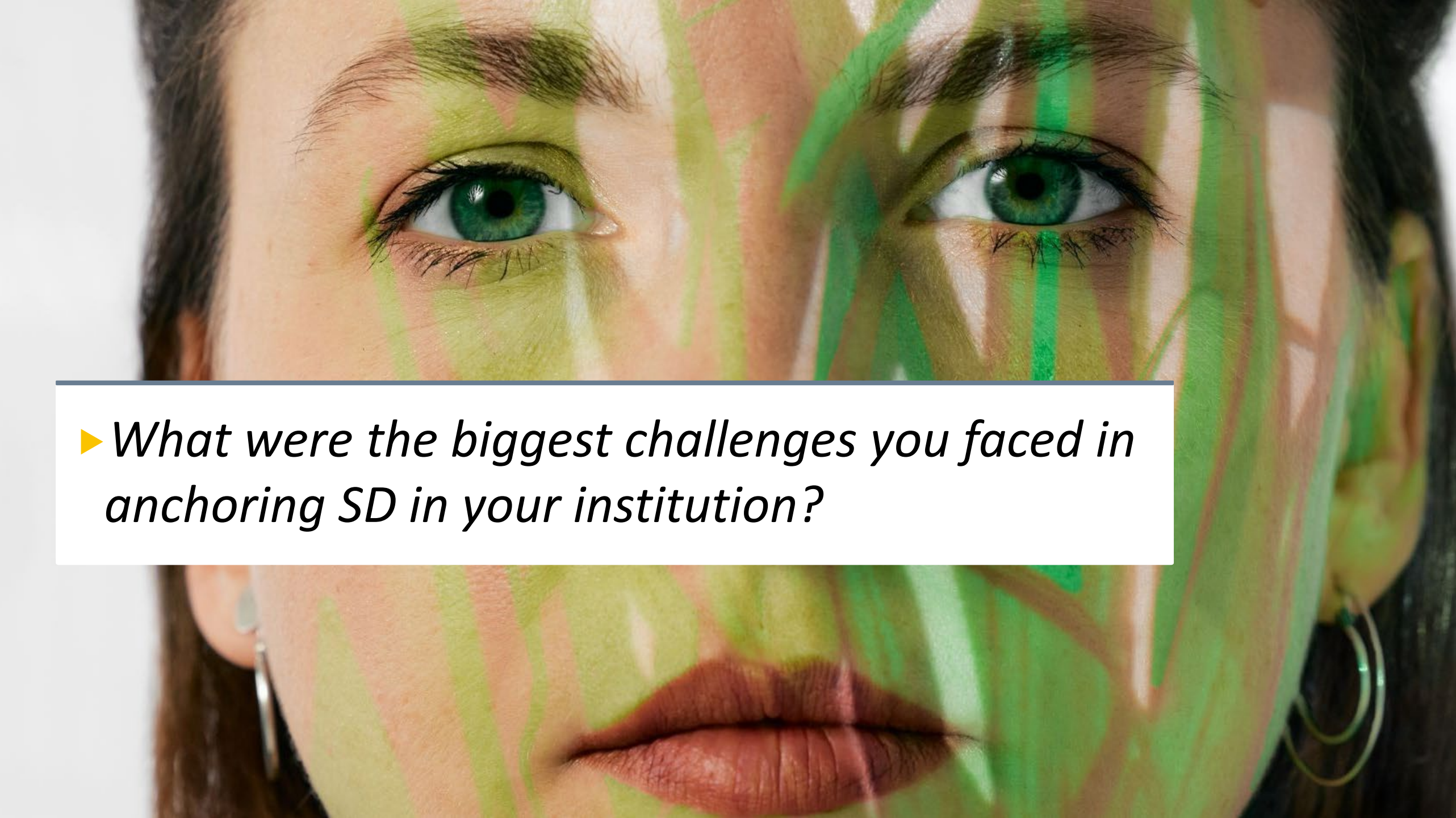
2 minutes

4. Explain your point of view
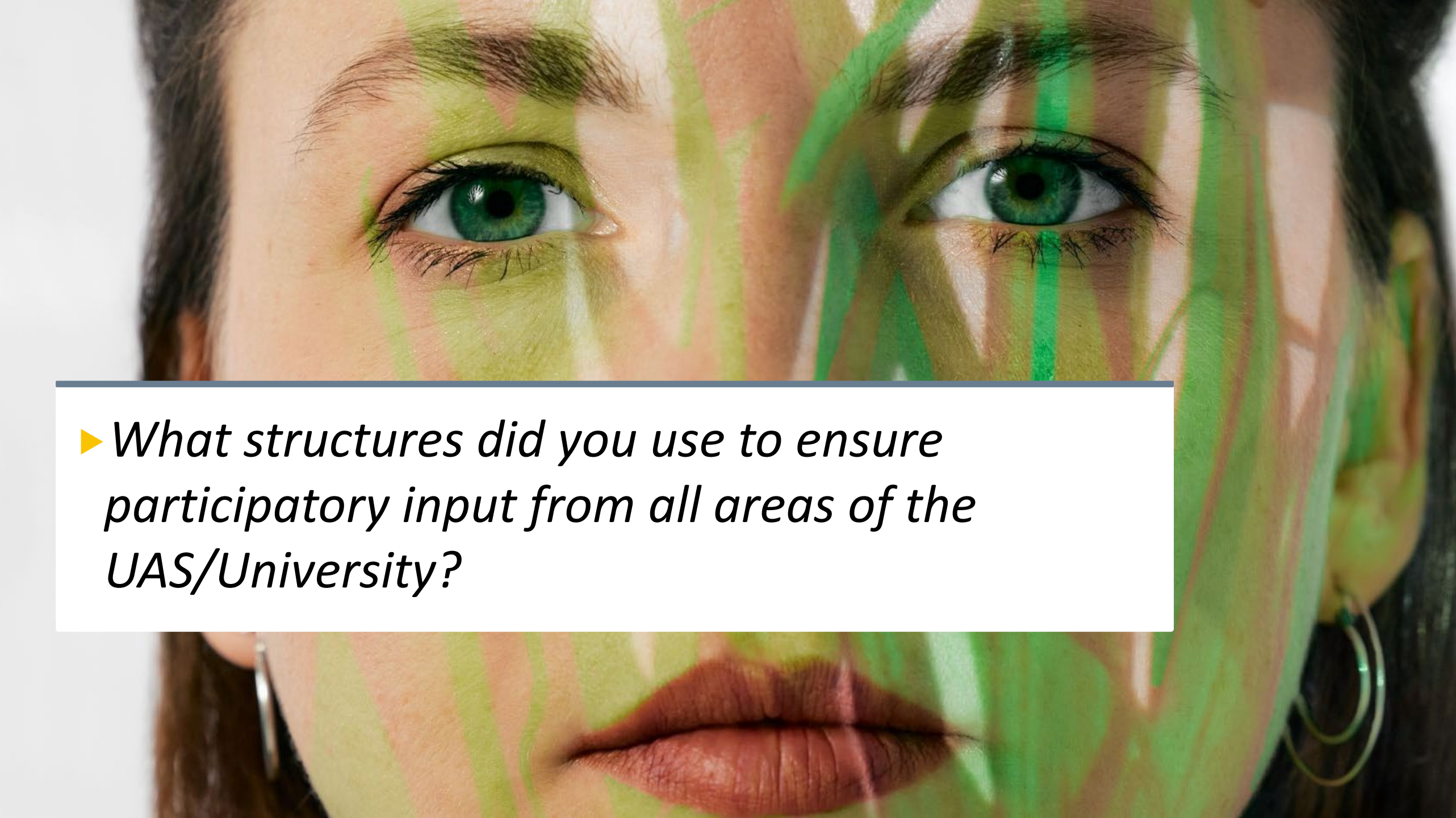
▶ *What were the biggest challenges you faced in anchoring SD in your institution?*
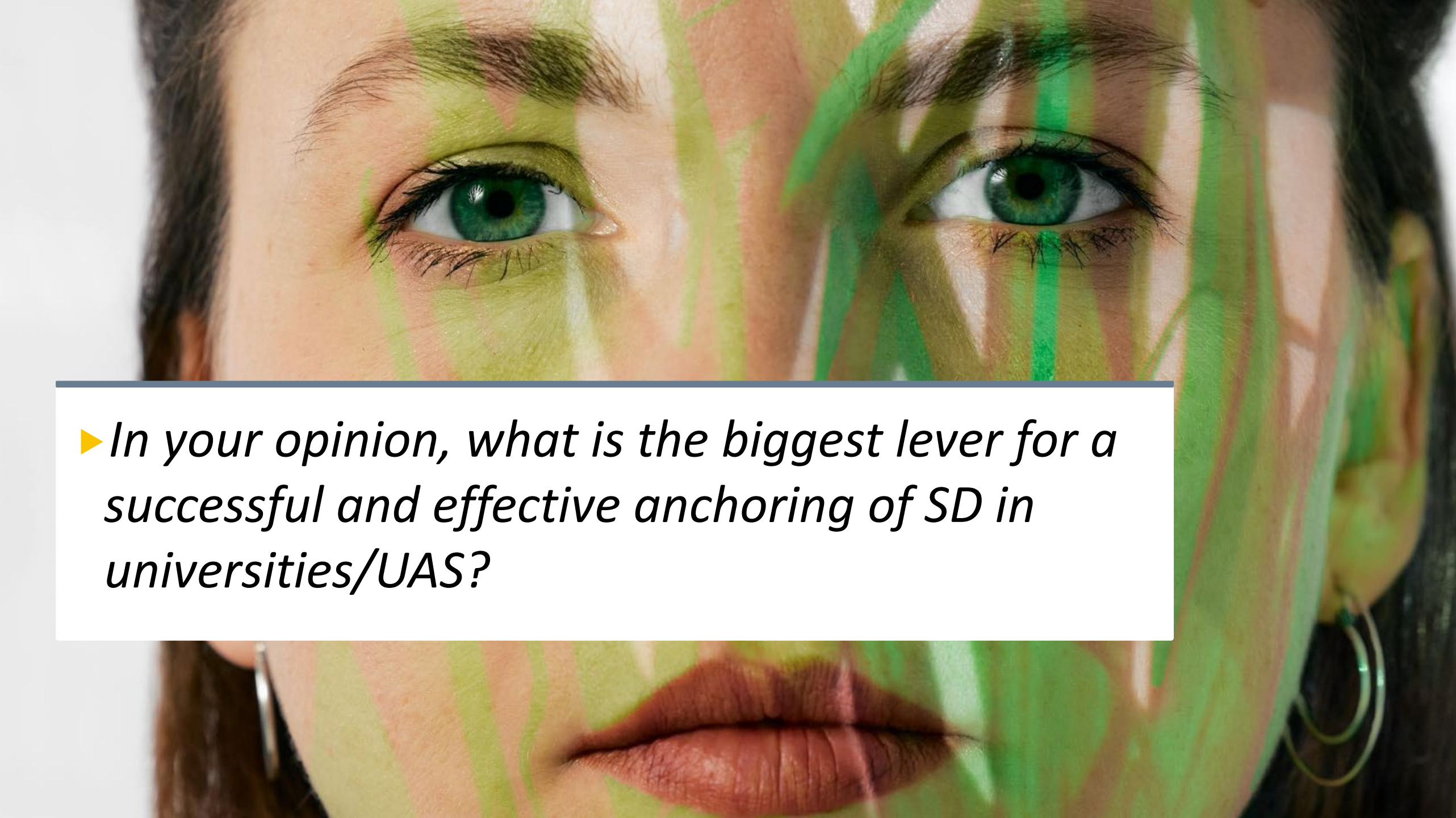
▶ *How do you activate and organise your FH/Uni networks for SD?*

▶ *What structures did you use to ensure participatory input from all areas of the UAS/University?*

▶In your opinion, what is the biggest lever for a successful and effective anchoring of SD in universities/UAS?

Main Obstacles to Transformation

competition among HEI's

Komillment ABC

Lehrer-bildung

Kein Auftrag seitens Regierung/ AHB

lack of professional incentive (not a paper or a grant)

Kultur & Werte verankern (als Teil d. Strategie)

- interest of teaching stoff in SD (very specialized)

- Strategy for ed.
- lecturers' competencies and teaching support

space in the curriculum (for ESD).

Silo

Finanzen

teachers not interested

No strategy

Common understanding/ joint of efforts