FORM FOR THE DIAGNOSIS OF THE KNOWLEDGE, COMMITMENT, AND CONTRIBUTIONS OF HIGHER EDUCATION INSTITUTIONS TO THE 2030 AGENDA AND THE SUSTAINABLE DEVELOPMENT GOALS.

PRESENTATION

This form was designed in compliance with one of the activities committed in the Small-Scale Financing Agreement (SSFA-ETN-001/2020) signed between the Regional Office of the United Nations Environment Programme (UN Environment) and the Universidad de Ciencias Aplicadas y Ambientales (U.D.C.A), on behalf of the Alliance of Ibero-American Networks of Universities for Sustainability and the Environment (ARIUSA for its acronym in Spanish).

The agreement between UNEP and U.D.CA - ARIUSA is made in compliance with the mandates of the Forum of Ministers of Environment, in particular in response to the 2019-2020 Work Plan of the Environmental Training Network for Latin America and the Caribbean (RFA-ALAC).

The objective of this form is to assess the progress of universities and other tertiary education institutions in Latin America and the Caribbean in terms of knowledge, commitment, and contributions to the fulfillment of the Sustainable Development Goals (SDGs) outlined in the United Nations 2030 Agenda. Based on the information gathered, a first diagnosis of the current status of this process in the region is expected to be made.

For this purpose, the form is structured based on the consideration of five fields of action of higher education institutions (HEIs) and different dimensions of sustainable development. The fields of action are the same as those used in previous ARIUSA and OSES-LAC surveys: 1) Government and participation; 2) Teaching and training; 3) Research and technology; 4) Outreach or projection; and 5) Management and planning. In addition to the environmental dimension, other institutional decisions and actions of a social, economic, cultural, and political nature are taken into consideration as central aspects of the contribution of HEIs to the fulfillment of the SDGs.

A team of Latin American experts on environment and sustainability in higher education, most of them linked to ARIUSA, was in charge of developing this form. In a virtual workshop held over several months, this team of experts compiled and analyzed a large number of forms, surveys, guides, articles, and other similar publications on knowledge, commitment, and contributions of HEIs to the SDGs. Among them, documents from international organizations and university networks on this topic were mainly taken into account. In each question, the main sources from which it was taken

directly or adjusted will be indicated. At the end of the form, you will find the complete bibliographic reference for each one of them.

A preliminary, pilot test was accomplished to validate this evaluation instrument and to make final adjustments, upon which the survey has been made available to higher education institutions on the Observatory for Sustainability in Higher Education in Latin America and the Caribbean (OSES-ALC) platform. It can be viewed at: https://oses-alc.net/compromiso-con-la-agenda-2030/.

The participation of universities and other HEIs in this survey is strictly institutional and, therefore, must have the authorization and support of their highest levels of management, prior to engage with the survey questions. Preferably, **responses should be provided by an interdisciplinary team, with representatives from the fields of governance, teaching, research, outreach and management, coordinated by an official responsible for sustainability issues at the institution.**

The answers to the survey questions should be reflective of the higher education institution as a whole, which includes its different sites, campuses or facilities in the same city, or even in several locations. It is known that not always all campuses or sites of an institution have or implement the same policies. In this case, the responses that best represent the main campus or site are expected.

The form has been constructed in such a way that it can be taken as a guide to orient higher education institutions in Latin America and the Caribbean for the integration of the SDGs in their actions and process. Therefore, it is highly recommended that its completion be used by each institution to make a serious and careful assessment of its progress in the commitment and contributions to the achievement of the Sustainable Development Goals of the 2030 Agenda. The responses should accurately reflect the results of this self-assessment. Based on it, an improvement plan should also be formulated in those specific aspects where the institution's greatest weaknesses are identified.

The information provided by each institution of higher education through this form will be handled in a strictly confidential manner and there will be no opportunity to be identified. The results of the diagnosis will only be published at the general level of networks, countries or regions.

For each of the questions asked, further information is requested with details or clarifications on the respective answer or by reporting official documents in which they can be verified. These documents could be: meeting notes, agreements, resolutions or similar administrative documents that record the topics discussed and decisions made by the institution, about sustainability issues in general, or on specific SDGs

With the intention of promoting transparency in institutional management, HEIs are expected to regularly publish and provide all interested parties with relevant information on their decisions and actions regarding sustainability. For this reason, each question also asks to report the URL of websites where documents and information to support, or confirm the answer provided can be accessed.

This form was designed to be answered online in the Platform of the Observatory of Sustainability in

Higher Education in Latin America and the Caribbean, which can be accessed through https://oses-alc.net/. Specifically, it will be found in the "Forms" menu of this website or at the address https://oses-alc.net/compromiso-con-la-agenda-2030/.

To access the online form, a "Registration Form" must be previously filled out, in which the basic data of the University or Higher Education Institution and of the official authorized to do so must be informed. Those responsible for the OSES-ALC Platform will verify the information received and will confirm acceptance of the request to answer the questions of this online survey.

Any questions or concerns about this form can be consulted at oses-alc@udca.edu.co.

REGISTRATION FORM
INFORMATION ABOUT THE INSTITUTION OF HIGHER EDUCATION

Please begin by filling out this form with the following information:

· Name of institution:

_____

· Country of the institution's principal place of business:

_____

· City of the institution's principal place of business:

_____

· Name of the institution's Rector:

_____

· E-mail address of the institution's Rector:

_____

Number of students in the institution:

_____

· Number of professors in the institution:

_____

· Year of creation of the institution:

_____

· Name of official responding to the survey:

_____

· E-mail address of the responding officer:

_____

Position of the responding officer:

_____

· Unit or office in which the responding officer works:

_____

. University networks in which the institution participates:

1) Alliance of Ibero-American Networks of Universities for Sustainability and the Environment (Alianza de Redes Iberoamericanas de Universidades por la Sustentabilidad y el Ambiente) - ARIUSA. ☐

2) Association of Universities of Latin America and the Caribbean for Integration (Asociación de Universidades de América Latina y el Caribe para la Integración) – AUALCPI. ☐

3) Other university network: ☐
Specify which one: _____

4) No university network. ☐

. If the institution is linked to one of the networks in ARIUSA, indicate which of the following is/are linked to:

a) Red Colombiana de Formación Ambiental - RCFA. ☐
b) Red Nacional de Formación e Investigación Ambiental - REDFIA. ☐
c) Consorcio Mexicano de Programas Ambientales Universitarios para el Desarrollo Sustentable - COMPLEXUS. ☐
d) Red de Medio Ambiente - REDMA. ☐
e) Red de Universidades en Medio Ambiente y Desarrollo Sostenible - MADS. ☐
f) Red Argentina de Universidades por la Sostenibilidad y el Ambiente – RAUSA ☐
g) Red Sur Brasilera de Educación Ambiental – REASul. ☐

h) Comisión Ambiental de la Conferencia de Rectores de lasUniversidades Españolas – CRUE. ☐
i) Red Costarricense de Instituciones Educativas Sostenibles – REDIES.

j) Red Ambiental Interuniversitaria – RAI ☐

k) Red Ambiental de Universidades Dominicanas – RAUDO. ☐

l) Red de Indicadores de Sostenibilidad en las Universidades – RISU. ☐

m) Red de la Revista Iberoamericana Universitaria en Ambiente,
   Sociedad y Sostenibilidad – AMBIENS. ☐

n) Red Venezolana de Universidades por el Ambiente – REDVUA. ☐

o) Red Ambiental de Universidades Sostenibles – RAUS. ☐

p) Red Campus Sustentable – RCS. ☐

q) Red Internacional de Estudios sobre Medio Ambiente y
   Sostenibilidad – RIMAS. ☐

r) Red de Medio Ambiente – RedMA. ☐

s) Red Nicaragüense de Universidades por el Ambiente – RENUA. ☐

t) Red de Planes Ambientales Institucionales - PAIs CRSS. ☐

u) Red de Sustentabilidad Ambiental - RedSA CRCS. ☐

v) Red de Universidades Panameñas para el Desarrollo Sostenible
   - RUPADES. ☐

w) Red de Universidades Argentinas para la Gestión Ambiental
   y la Inclusión Social – UAGAIS. ☐

x) Red de Ambientalización y Sostenibilidad en la Educación
   Superior – RASES. ☐

y) Red de Universidades y Organizaciones Hondureñas por la
   Sustentabilidad y el Ambiente – RUOHSA. ☐

z) Red Latinoamericana y Caribeña para la Gestión Sostenible
   de Recursos Sólidos - ReLaC-GeRS. ☐

A. INSTITUTIONAL KNOWLEDGE ON THE SDGs
AND SUSTAINABLE DEVELOPMENT

1. **Select the level of knowledge that managers have at your institution, substantiated by official documents, about the following concepts:**
   For each concept, rate the level of knowledge held in the institution on a scale of 0 to 4, where 0 = Not known; 4 = Very well known.

   LEVEL OF KNOWLEDGE

   Level of Knowledge:

	0	**1**	**2**	**3**	**4**
a. 2030 Agenda.	☐	☐	☐	☐	☐
b. Sustainable Development Goals.	☐	☐	☐	☐	☐
c. Education for Sustainable Development.	☐	☐	☐	☐	☐
d. Environmental Education.	☐	☐	☐	☐	☐
e. Whole Institution Approach.	☐	☐	☐	☐	☐
f. Sustainable Lifestyles.	☐	☐	☐	☐	☐
g. Specific Learning Objectives for SDGs.	☐	☐	☐	☐	☐

   Additional information: Refer to the official document(s) of your institution where the level of knowledge about some of these concepts can be verified.
   Add the URL where the referenced documents can be found, or upload the PDF copy of these.
   Question sources:
   Mallow, Toman & van't Land, 2019: 3
   CRUE, 2018: 2
   IAU, SEGIB & ASCUN. 2018: 4
   UNESCO, 2017: 11

2. **What is the understanding of sustainable development at the management level of the institution?**

   Select only one of the following answers:
   a) Predominantly associated with the economic dimension.   ☐

   b) Predominantly associated with the environmental dimension.   ☐

   c) Predominantly associated with the social dimension.   ☐

   d) Predominantly associated with the cultural dimension.   ☐

   e) Predominantly associated with the political dimension.   ☐

   f) Necessarily integrates all or several dimensions.   ☐

   g) Another meaning.   ☐

   Specify which one: _____

Additional information: Refer to the official document(s) of your institution where the level of knowledge about some of these concepts can be verified.

Add the URL where the referenced documents can be found, or upload the PDF copy of these.

Question sources:

Mallow, Toman & van't Land, 2019: 3.

CRUE, 2018: 2

UNESCO, 2020.

IAU – SEGIB – ASCUN. 2018: 4

3. **What is the official position of the institution with regard to the definition of sustainable development formulated by the Brundtland Commission?**

Select only one of the following answers:

1. It is known and shared fully. ☐

2. It is known and partially shared. ☐

3. It is known and not shared at all. ☐

4. Although it is known, no position has been taken. ☐

5. This definition is not known in the institution. ☐

Additional information: Refer to official document(s) of the institution that explicitly refer to the Brundtland Commission's definition of sustainable development.

Add the URL where the referenced documents can be found, or upload the PDF copy of these.

4. **Is the institution aware of any national standards or policies that require or promote the integration of the SDGs in higher education?**

Select only one of the following answers:

a. It is aware of a national norm or policy on the subject. ☐

b. It is not aware of a national norm or policy on the subject. ☐

c. It is not aware of a norm or policy on the subject, and it shouldn't exist. ☐

d. It is not aware of a norm or policy on the subject, but it should exist. ☐

Additional information: Specify what is the national standard or policy that requires or promotes the integration of the SDGs in higher education.

Add the URL where the document can be found or upload the PDF copy of the main document.

Question sources:

Proposed by officials of the Regional Office for Latin America and the Caribbean of the United Nations Environment Programme.

B. INSTITUTIONAL COMMITMENT TO THE SUSTAINABLE DEVELOPMENT GOALS

5. **Select the documents expressing the institutional commitment to the 2030 Agenda and the SDGs:**
    Mark all choices that apply.

    a. Mission or vision of the institution. ☐

    b. Institutional educational project. ☐

    c. Institutional development plan. ☐

    d. Institutional environmental policy or plan. ☐

    e. Institutional sustainability policy or plan. ☐

    f. Institutional evaluation system. ☐

    g. Quality accreditation or assessment system. ☐

    h. Periodic institutional reports. ☐

    i. Joint statement with networks or other HEIs. ☐

    j. Institutional regulations. ☐

    k. Another institutional document. ☐

    l. None. ☐

    Additional information: Refer to the official document(s) expressing the institutional commitment to the 2030 Agenda and the SDGs.
    Add the URL where the referenced documents can be found or upload the PDF copy of the main document.
    Question sources:
    Mallow, Toman & van't Land, 2019: 9
    Equipo UAS, 2014: 3.
    Equipo UAS, 2016: 5-8.
    ASCUN, 2018: 8.
    IESALC, 2020: 11.
    AQUA, 2019.

6. **What is the highest level from which the implementation of the 2030 Agenda and the SDGs is directed at the institution?**
    Select only one of the following answers:

    a. From the highest managerial level (Rectory or Vice-Rectory). ☐

    b. From the level of a specialized administrative unit or service. ☐

    c. From the level of an academic-administrative unit or service. ☐

    d. From the level of faculty, school or major academic unit. ☐

    e. From the level of department or minor academic unit. ☐

f. From the level of an official or teacher in charge of the subject. ☐

g. From the level of the students. ☐

h. From another level. ☐

i. It is not directed from any level. ☐

Additional information: Refer to the official document(s) that determines the level, instance or official that should lead the implementation of the 2030 Agenda and the SDGs in the institution.

Add the URL where the referred document can be found or upload the PDF copy of the main document.

Question sources:

Mallow, Toman & van't Land, 2019: 8

Equipo UAS, 2014: 3.

Equipo UAS, 2016: 5.

ASCUN, 2018: 5

IESALC, 2020: 11

7. **The organization of activities for the implementation of the 2030 Agenda and the SDGs in your institution corresponds to:**

Select only one of the following answers:

a. A comprehensive institutional system. ☐

b. An institutional plan. ☐

c. An institutional strategy. ☐

d. An institutional programme. ☐

e. An institutional project. ☐

f. Another mode of organization. ☐

g. Activities are carried out in isolation. ☐

h. There are no activities. ☐

Additional information: Briefly describe how activities for the implementation of the 2030 Agenda and the SDGs are organized.

Add the URL where it can find a document or information about how these activities are organized or upload the PDF copy of the main document.

Question sources:

Equipo UAS, 2014: 3.

Equipo UAS, 2016: 6.

CRUE, 2018: 8

IESALC, 2020: 11

8. **Is there a specialized unit, office or program that coordinates the implementation of the 2030 Agenda and the SDGs in the institution?**

   Select only one of the following answers:

   a.   THERE IS an office or program for this function.　☐

   b.   THERE IS NOT an office or program for this function.　☐

   c.   UNDER CONSTRUCTION an office or program for this function.　☐

   d.   OTHER SITUATION with respect to this office or program.　☐

   　　　Specify which:　_____

   Additional information: Indicate the name and briefly describe how the unit, programme or office responsible for implementing the 2030 Agenda and the SDGs is organized in the institution.

   Add the URL where it can find documents or information about this unit, program or office or upload the PDF copy of the main document.

   Question sources:
   Equipo UAS, 2014: 3.
   Equipo UAS, 2016: 6.
   CRUE, 2018: 8
   IESALC, 2020: 11

9. **Does the University allocate a specific budget for the implementation of the SDGs?**

   Select only one of the following answers:

   a.   IT DOES allocate budgets for the implementation of the SDGs.　☐

   b.   IT DOES NOT allocate budgets for the implementation of the SDGs.　☐

   c.   IT PLANS to allocate budgets for the implementation of the SDGs.　☐

   d.   ANOTHER SITUATION regarding the budget allocation for the SDGs.　☐

   　　　Specify which:　_____

   Additional information: Indicate if the budget is allocated with any regularity and allows the continuity of the work of that unit or office.

   Add the URL Report the URL where it can find a document or information about this budget or upload the PDF copy of the main document.

   Question sources:
   Equipo UAS, 2017: 6
   ASCUN, 2018: 5

10. **Does the institution have any of the social policies and programmes related to the 2030 Agenda and the SDGs listed below?**

    Mark all answers you consider necessary.

    a.   Occupational health and safety programme.　☐

    b.   Policy or mechanisms for the labor inclusion of minorities.　☐

c. Policy to prevent and avoid harassment and harassment at work. ☐

d. Employee training and promotion programs. ☐

e. Policies for the promotion of and respect for human rights. ☐

f. Training for members of the institution on human rights. ☐

g. Policy to ensure freedom of association of employees. ☐

h. Policy to avoid discrimination based on gender, race, religion, etc. ☐

i. Policy to ensure accessibility to people with disabilities. ☐

j. Promotion of healthy, balanced and/or organic eating. ☐

k. Mechanisms to prevent bribery and embezzlement. ☐

l. Mechanisms to avoid favoritism, nepotism and clientelism. ☐

m. Training teachers and students on copying, fraud and plagiarism. ☐

n. Reliable mechanism for receiving complaints about anomalous situations. ☐

o. Policy of ethics, bioethics and scientific integrity. ☐

p. Sustainability training programs for its employees. ☐

q. Another social policy or program directed to your community. ☐
    Specify which: _____

Additional information: Refer to the official document(s) in which they approved the institution's social policies and programs related to the 2030 Agenda and the SDGs.

Add the URL where it can find a document or information about the featured action, or upload the PDF copy of the main document.

Question sources:

Mallow, Toman & van't Land, 2019: 6

PRME, 2018: 36

SDSN, 2020

C. CONTRIBUTIONS OF THE INSTITUTION TO THE SDGs
FROM THE FIELD OF TEACHING AND TRAINING

11. **Are the Sustainable Development Goals included as content or topics that are addressed in any of the following training actions carried out by the institution?**

    Mark the answers you consider necessary:

    a. Teaching or training policy. ☐

    b. Short, refresher or diploma courses. ☐

    c. Institutional chairs. ☐

    d. Programs or Professional Technical Careers. ☐

    e. Technological Programs or Careers. ☐

    f. Programs or Professional Careers. ☐

    g. Specialization Programs. ☐

h.   Master's Programs.   ☐

i.   Doctoral Programs.   ☐

j.   Other training actions.   ☐
     Specify which: _____

    Additional information: Refer to the official document(s) that demonstrate the inclusion of the SDGs as content or themes in the different training actions of the institution.

    Add the URL where the referenced documents can be found or upload the PDF copy of the main document.

    Question source:
    Equipo UAS, 2018

12. Have training actions on the 2030 Agenda and the SDGs been developed for the different levels and groups of the institution?

Mark the answers you consider necessary:

a.   University directors (Rectors, Directors, Deans).   ☐

b.   Administrative officers.   ☐

c.   Basic workers and service personnel.   ☐

d.   Teachers and plant researchers and/or chair.   ☐

e.   Undergraduate and graduate students.   ☐

f.   Other groups of the institution.   ☐
     Specify which: _____

g.   No internal training action on SDGs.   ☐

    Additional information: Briefly describe the most outstanding training action on the 2030 Agenda and the SDGs with an institution or group.

    Add the URL where you can get more information about the featured action or upload the PDF copy of the main document.

    Question source:
    ASCUN, 2018:6

13. Have transversal competences or skills been explicitly defined at the institution that can be applied to sustainability training? What are they?

Mark all answers that may apply:

a.   Critical thinking and analysis.   ☐

b.   Systems thinking.   ☐

c.   Interdisciplinary work.   ☐

d.   Anticipatory thinking.   ☐

e.   Justice and ethical responsibility.   ☐

f.   Personal involvement.   ☐

g. Interpersonal relationships and collaboration. ☐

h. Empathy and change of perspective. ☐

i. Strategic action. ☐

j. Assessment and self-evaluation. ☐

k. Tolerance for ambiguity and uncertainty. ☐

l. Use of media. ☐

m. Social responsibility. ☐

n. Other important competency or skill. ☐

    Specify which: _____

o. No major competency or skill. ☐

Additional information: Refer to the official document(s) that define basic transversal competences or skills in sustainability for the higher education programs offered by the institution.

Add the URL where the referenced documents can be found or upload the PDF copy of the main document.

Question sources:
Lozano, 2021.
Equipo UAS, 2018:9
UNESCO, 2017: 10
IESALC, 2020:19
SDSN, 2020.

14. **Are any of the following pedagogical approaches or teaching tools applied in the SDG training offered by the institution?**

Mark all the answers that may apply:

a. Traditional master class or lecturing. ☐

b. Teaching from constructivism. ☐

c. Teaching from behaviourism. ☐

d. Inter-disciplinary team teaching. ☐

e. Participatory action research. ☐

f. Eco-justice and community. ☐

g. Place-based environmental education. ☐

h. Traditional ecological knowledge. ☐

i. Meaningful learning. ☐

j. Complexity-based approach. ☐

k. Problem-based learning. ☐

l. Project-based learning. ☐

m. Collaborative work. ☐

n. Group dynamics. ☐

o.   Action learning. ☐

p.   Metatraining. ☐

q.   Service learning. ☐

r.   Case studies. ☐

s.   Mind and concept maps. ☐

t.   Jigsaw / Interlinked teams. ☐

u.   Supply chain / life cycle analysis. ☐

v.   Use of information and communication technologies. ☐

w.   Another pedagogical approach or didactic tool. ☐
      Specify which: _____

Additional information: Refer to the official document(s) in which the pedagogical approaches and didactic tools that are implemented in the higher education programs offered by the institution are defined.

Add the URL where the referenced documents can be found or upload the PDF copy of the main document.

Question source:
Lozano, 2021.

15a. Has the institution defined learning objectives related to the SDGs, as proposed by UNESCO 2017?
Select only one of the following answers:

YES   ☐

NO   ☐

Additional information: Refer to the official document(s) in which the institution defines the learning objectives, relevant to the SDGs, in the training actions offered by the institution to its students.

Add the URL where the referenced documents can be found or upload the PDF copy of the main document.

Question sources:
UNESCO, 2015: 15
UNESCO, 2017: 11

15b. If the above answer is yes, **what priority does the institution assign to the learning objectives defined for training actions related to the SDGs?**
Assign values on a scale of 0 to 4, where: 0 = Not considered; 4 = Higher priority.

	0	1	2	3	4
a. Cognitive learning objectives.	☐	☐	☐	☐	☐
b. Social-emotional learning objectives.	☐	☐	☐	☐	☐
c. Behavioural learning objectives.	☐	☐	☐	☐	☐
d. Other learning objectives.	☐	☐	☐	☐	☐

Specify which one: _____

Additional information: Refer to the official document(s) in which the learning objectives, relevant to the SDGs, are defined in the training actions offered by the institution to its students.

Add the URL where the referenced documents can be found or upload the PDF copy of the main document.

Question sources:
UNESCO, 2015: 15
UNESCO, 2017: 11

16. **Indicate the degree to which the teaching actions offered by the institution to its students are related to the SDGs.**

    Use the following scale where: 0 = No RELATIONSHIP; 4 = The highest degree of relationship.

DEGREE OF RELATIONSHIP

	0	1	2	3	4
SDG 1 No poverty.	☐	☐	☐	☐	☐
SDG 2 Zero hunger.	☐	☐	☐	☐	☐
SDG 3 Good health and well-being.	☐	☐	☐	☐	☐
SDG 4 Quality education.	☐	☐	☐	☐	☐
SDG 5 Gender equality.	☐	☐	☐	☐	☐
SDG 6 Clean Water and Sanitation.	☐	☐	☐	☐	☐
SDG 7 Affordable and clean energy.	☐	☐	☐	☐	☐
SDG 8 Decent work and economic growth.	☐	☐	☐	☐	☐
SDG 9 Industry, innovation and infrastructure.	☐	☐	☐	☐	☐
SDG 10 Reduced inequalities.	☐	☐	☐	☐	☐
SDG 11 Sustainable cities and communities.	☐	☐	☐	☐	☐
SDG 12 Responsible consumption and production.	☐	☐	☐	☐	☐
SDG 13 Climate action.	☐	☐	☐	☐	☐
SDG 14 Life below water.	☐	☐	☐	☐	☐
SDG 15 Life on land.	☐	☐	☐	☐	☐
SDG 16 Peace, justice and strong institutions.	☐	☐	☐	☐	☐
SDG 17 Partnerships to achieve the SDGs.	☐	☐	☐	☐	☐

Additional information: Briefly describe the training action directly related to the SDGs, most prominent in the institution.

Add the URL where the featured action is publicly presented, or upload the PDF copy of the main document.

Question sources:
Mallow, Toman & van't Land, 2019: 6
IESALC, 2020: 17

D. CONTRIBUTIONS OF THE INSTITUTION TO THE SDGs
FROM THE FIELD OF RESEARCH AND TECHNOLOGY

17. **Which of the following research actions developed by the institution are directly related to the Sustainable Development Goals?**

    Mark all the answers that may apply:

    a. Research policy. ☐

    b. Research promotion strategies. ☐

    c. Criteria for evaluating research projects. ☐

    d. Institutional research projects. ☐

    e. Formative research of students. ☐

    f. Research programs. ☐

    g. Research groups. ☐

    h. Lines of research. ☐

    i. Institutes or research centres. ☐

    j. Use of the campus for research. ☐

    k. Specialized scientific publications. ☐

    l. Specialized scientific events. ☐

    m. Other research actions related to the SDGs. ☐

    Specify which: _____

    n. No research action related to the SDGs. ☐

    : Refers to the document(s) that demonstrate the inclusion of the SDGs in the institution's research actions.

    Add the URL where the referenced documents can be found or upload the PDF copy of the main document.

    Question sources:
    Equipo UAS, 2018: 11 a 21.
    IESALC, 2020: 25
    IAU, SEGIB & ASCUN. (2018).

18. **Which of the following technological innovation actions developed by the institution are directly related to the Sustainable Development Goals?**
    Mark all answers that may apply:
    a. Technological innovation policy. ☐
    b. Strategies to promote innovation. ☐
    c. Criteria for evaluating innovation projects. ☐
    d. Institutional innovation projects. ☐
    e. Technological innovation programs. ☐
    f. Spin off, ventures, incubators or science park. ☐
    g. Innovation and development of clean technology. ☐
    h. Development of technologies to solve environmental problems. ☐
    i. Development of technologies for solving social problems. ☐
    j. Other technological innovation actions. ☐
        Specify which: _____
    k. No technological innovation action related to the SDGs. ☐

    Additional information: Refer to the document(s) that demonstrate the inclusion of the SDGs in the technological innovation actions of the institution.

    Add the URL where the referenced documents can be found or upload the PDF copy of the main document.

    Question sources:
    Equipo UAS, 2018: 11 a 21.
    IESALC, 2020: 25
    IAU, SEGIB & ASCUN. (2018).

19. **Indicate the degree to which the institution's research or technological innovation actions relate to the SDGs.**
    Use the following scale, where: 0 = No relationship; 4 = The highest degree of relationship.

    DEGREE OF RELATIONSHIP

	0	1	2	3	4
SDG 1 No poverty.	☐	☐	☐	☐	☐
SDG 2 Zero hunger.	☐	☐	☐	☐	☐
SDG 3 Good health and well-being.	☐	☐	☐	☐	☐
SDG 4 Quality education.	☐	☐	☐	☐	☐
SDG 5 Gender equality.	☐	☐	☐	☐	☐
SDG 6 Clean Water and Sanitation.	☐	☐	☐	☐	☐
SDG 7 Affordable and clean energy.	☐	☐	☐	☐	☐
SDG 8 Decent work and economic growth.	☐	☐	☐	☐	☐
SDG 9 Industry, innovation and infrastructure.	☐	☐	☐	☐	☐
SDG 10 Reduced inequalities.	☐	☐	☐	☐	☐
SDG 11 Sustainable cities and communities.	☐	☐	☐	☐	☐

SDG 12 Responsible consumption and production. ☐ ☐ ☐ ☐ ☐

SDG 13 Climate action. ☐ ☐ ☐ ☐ ☐

SDG 14 Life below water. ☐ ☐ ☐ ☐ ☐

SDG 15 Life on land. ☐ ☐ ☐ ☐ ☐

SDG 16 Peace, justice and strong institutions. ☐ ☐ ☐ ☐ ☐

SDG 17 Partnerships to achieve the SDGs. ☐ ☐ ☐ ☐ ☐

Additional information: Briefly describe the most outstanding scientific research or technological innovation action that directly relates to the SDGs.

Add the URL where the featured action is publicly presented or upload the copy in PDF of the main document.

Question sources:

Mallow, Toman & van't Land, 2019: 6

PRME, 2018: 34

D. CONTRIBUTIONS OF THE INSTITUTION TO THE SDGs
FROM THE FIELD OF OUTREACH OR EXTENSION

20. **Which of the following outreach or social extension actions developed by the institution are directly related to the Sustainable Development Goals?**

Mark all the answers that may apply:

a. Outreach policy or social extension. ☐

b. Extension courses open to the public. ☐

c. Forums, seminars, congresses or face-to-face events. ☐

d. Webinars, forums, congresses or virtual events. ☐

e. Advertising campaigns in the media. ☐

f. Business practices. ☐

g. Work with ethnic groups. ☐

h. Awareness campaigns. ☐

i. Community involvement. ☐

j. Other outreach or social extension actions. ☐
Specify which: _____

k. No outreach or social extension action related to the SDGs. ☐

Additional information: Refer to the document(s) that demonstrate the inclusion of the SDGs as a topic of extension or social projection in the institution.

Add the URL where the referenced documents can be found or upload the PDF copy of the main document.

Question sources:

Equipo UAS, 2016: 12 a 14.

Equipo UAS, 2018: 12 a 14.

21. In relation to the previous question**, with which of the following social sectors do you have alliances, agreements, programs or cooperation agreements directly related to the SDGs?**
Mark all the answers that may apply:

a. Other higher education institutions. ☐

b. National university networks. ☐

c. International university networks. ☐

d. Educational institutions of other levels. ☐

e. Local communities. ☐

f. Quality accreditation agencies. ☐

g. Ethnic groups. ☐

h. Non-governmental organizations. ☐

i. Social movements. ☐

j. Local governments. ☐

k. Regional governments. ☐

l. National governments. ☐

m. United Nations agencies. ☐

n. Other international organizations. ☐

o. Private companies. ☐

p. Economic guilds. ☐

q. Other social sectors. ☐
Specify which ones: _____

r. No cooperation agreement with social sectors. ☐

Additional information: List the alliances, programs or cooperation agreements directly related to the SDGs.

Add the URL where you can obtain more information about the referenced cooperation agreements or upload the PDF copy of the main document.

Question sources:
Equipo UAS, 2018: 14 y15
ASCUN, 2018: 6 y 11
PRME, 2018: 34

22. Indicate the degree to which the institution's outreach or social extension actions relate to the SDGs.
Indicate the degree of relationship that each of the SDGs has with the outreach actions or social extension of the institution.
Use the following scale where: 0 = No relationship; 4 = The highest degree of relationship.

DEGREE OF RELATIONSHIP

	0	1	2	3	4
SDG 1 No poverty.	☐	☐	☐	☐	☐
SDG 2 Zero hunger.	☐	☐	☐	☐	☐

SDG 3 Good health and well-being. ☐ ☐ ☐ ☐ ☐

SDG 4 Quality education. ☐ ☐ ☐ ☐ ☐

SDG 5 Gender equality. ☐ ☐ ☐ ☐ ☐

SDG 6 Clean Water and Sanitation. ☐ ☐ ☐ ☐ ☐

SDG 7 Affordable and clean energy. ☐ ☐ ☐ ☐ ☐

SDG 8. Decent work and economic growth. ☐ ☐ ☐ ☐ ☐

SDG 9 Industry, innovation and infrastructure. ☐ ☐ ☐ ☐ ☐

SDG 10 Reduced inequalities. ☐ ☐ ☐ ☐ ☐

SDG 11. Sustainable cities and communities. ☐ ☐ ☐ ☐ ☐

SDG 12 Responsible consumption and production. ☐ ☐ ☐ ☐ ☐

SDG 13 Climate action. ☐ ☐ ☐ ☐ ☐

SDG 14 Life below water. ☐ ☐ ☐ ☐ ☐

SDG 15 Life on land. ☐ ☐ ☐ ☐ ☐

SDG 16 Peace, justice and strong institutions. ☐ ☐ ☐ ☐ ☐

SDG 17 Partnerships to achieve the SDGs. ☐ ☐ ☐ ☐ ☐

Additional information: Briefly describe the most prominent outreach or outreach action that relates directly to the SDGs.

Add the URL where the featured action is publicly presented or upload the PDF copy of the main document.

Question sources:
Mallow, Toman & van't Land, 2019: 6
PRME, 2018: 35

E. CONTRIBUTIONS OF THE INSTITUTION TO THE SDGs FROM THE FIELD OF MANAGEMENT AND PLANNING

23. Are any of the following actions of environmental management and planning of the campus or headquarters of the institution carried out in direct relation to the Sustainable Development Goals?

Mark all the answers that may apply:

a. Water management for human consumption and other uses. ☐

b. Proper waste management. ☐

c. Wastewater management. ☐

d. Sustainability criteria in purchases and contracts. ☐

e. Reduction in paper consumption. ☐

f. Measurement of food loss and waste. ☐

g. Management of chemical substances in general. ☐

h. Control of contaminants in university laboratories. ☐

i. Hazardous waste management. ☐

j. Urban planning of the campus. ☐

k. Management of green areas and landscaping. ☐

l. Management of energy resources. ☐

m. Transport management and active mobility. ☐

n. Greenhouse gas inventory. ☐

o. Actions aimed at reducing emissions. ☐

o. Offsetting or removal of emissions. ☐

p. Disaster risk management actions. ☐

q. Climate change mitigation and adaptation actions. ☐

r. Sustainable construction criteria. ☐

s. Bioclimatic design. ☐

t. Environmental construction certifications. ☐

u. Water or water footprint measurement. ☐

v. Management of Flora and Fauna. (Wildlife and domestic). ☐

w. Internal recognition to the university community

 for good environmental practices. ☐

x. Other actions of management or ordering of the campus

 or university facilities. ☐

 Specify which: _____

y. No campus management or ordering action

 or university facilities. ☐

Additional information: Refer to the document(s) that demonstrate the consideration of the SDGs in the actions of environmental management or planning of the campus or headquarters of the institution.

Add the URL where the referenced documents can be found or upload the PDF copy of the main document.

Question sources:
Equipo UAS, 2016: 16 a 20.
PNUMA & GRID Arendal. 2020.
REDIES, 2015.

24. Are any of the following social management actions carried out on the campus or facilities of the university institution in direct relation to the Sustainable Development Goals?

Mark all the answers that may apply:

a. Infrastructure and equipment adapted for accessibility

 of persons with disabilities. ☐

b. Advertising for the promotion of healthy lifestyles

 and sustainable. ☐

c. Restaurants with healthy food offer. ☐

d. Spaces for fairs or barter activities. ☐

e. Promotion of local solidarity economy. ☐

f. Use of the campus for physical activity and sport
   university students and communities. ☐

g. Internal recognition to the university community
   for good social practices. ☐

h. Breastfeeding rooms. ☐

i. Spaces for the care of children of the university community. ☐

j. Other social management actions on campus or university
   facilities. ☐

   Specify which: _____

k. No social management action on campus or facilities
   or university facilities ☐

Additional information: Refer to the document(s) that demonstrate the consideration of the SDGs in social management actions on the campus or facilities of the institution.

Add the URL where the referenced documents can be found or upload the PDF copy of the main document.

Question sources:
Equipo UAS, 2016: 16 a 20.
PNUMA & GRID Arendal. 2020
REDIES

25. **Indicate the degree to which the actions of management or planning of the campus or headquarters of the institution are related to the SDGs**
   Use the following scale where: 0 = No relationship; 4 = The highest degree of relationship

DEGREE OF RELATIONSHIP

	0	1	2	3	4
SDG 1 No poverty.	☐	☐	☐	☐	☐
SDG 2 Zero hunger.	☐	☐	☐	☐	☐
SDG 3 Good health and well-being.	☐	☐	☐	☐	☐
SDG 4 Quality education.	☐	☐	☐	☐	☐
SDG 5 Gender equality.	☐	☐	☐	☐	☐
SDG 6 Clean Water and Sanitation.	☐	☐	☐	☐	☐
SDG 7 Affordable and clean energy.	☐	☐	☐	☐	☐
SDG 8. Decent work and economic growth.	☐	☐	☐	☐	☐
SDG 9 Industry, innovation and infrastructure.	☐	☐	☐	☐	☐
SDG 10 Reduced inequalities.	☐	☐	☐	☐	☐
SDG 11. Sustainable cities and communities.	☐	☐	☐	☐	☐
SDG 12 Responsible consumption and production.	☐	☐	☐	☐	☐

SDG 13 Climate action.

SDG 14 Life below water.

SDG 15 Life on land.

SDG 16 Peace, justice and strong institutions.

SDG 17 Partnerships to achieve the SDGs.

Additional information: Briefly report the most prominent environmental or social management action on the institution's campus or facilities that directly relates to the SDGs.

Add the URL where the featured action is publicly presented or upload the PDF copy of the main document.

Question sources:

Mallow, Toman & van't Land, 2019: 6

THANK YOU VERY MUCH FOR ANSWERING THIS FORM

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