Alternative University Appraisal Model

for ESD in Higher Education Institutions

(Version 1.0 as of March 2010)

AUA

AUA Model Guideline
AUA Self-Awareness Questions
Value & Improve ESD at Universities
Create ESD Learning Community
Develop ESD University Peer-Consultation System

A joint project of six ProSPER.Net members
Alternative University Appraisal Model
for ESD in Higher Education Institutions

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1. **Preamble**

Dear User,

We embarked on a project to develop an Alternative University Appraisal (AUA) system as a viable alternative to existing, conventional university ranking systems that are influential but can be constraining. We are not proposing an appraisal system for a small subset of universities that reject mainstream ranking systems and choose an alternative path. A university should not have to choose to go one way or the other. Universities can aspire to be rated highly according to both traditional and Education for Sustainable Development (ESD) measures. Not only does the AUA system recognise good practices of universities consciously espousing the principles of ESD, but it also aspires to shape the ways in which universities operate for a more sustainable future.

Alternative University Appraisal is a system that recognizes diversity, innovation and change towards sustainable development. Ultimately, the AUA system is envisioned to become a guiding force that shapes the universities of today and tomorrow.

Sincerely,

AUA Core Members
2. **AUA Project**

**Background**

The Alternative University Appraisal (AUA) project was launched in June 2009 as a collaborative undertaking of ProSPER.Net (Promotion of Sustainability in Postgraduate Education and Research Network) members. ProSPER.Net is an Asia-Pacific academic alliance aimed at Education for Sustainable Development (ESD) under the auspices of the United Nations University Institute of Advanced Studies (UNU-IAS), and is currently made up of 19 leading universities in the region as founding member institutions. Hokkaido University acts as the secretariat for the AUA project, which is carried out in close collaboration with the Asian Institute of Technology (AIT, Thailand), TERI University (India), Universiti Sains Malaysia (USM), Yonsei University (Korea) and UNU-IAS.

**Goals of AUA**

The AUA project aims to support Higher Education Institutions (HEIs) planning to introduce ESD or advance their current ESD activities, and sets as its ultimate goal the creation of a learning community in which HEIs can identify their own strengths and weaknesses, learn from one another and share good ESD practices in their own areas of interest.

As an integral part of achieving the ultimate goal to create a dynamic community of practice for reorienting higher education toward sustainable development, we created the AUA Model, which includes self-awareness questions designed to help interested HEIs enhance their related activities. The model was developed in consultation with a variety of stakeholders through international/local conferences, meetings and consultations. It is not intended to intensify competition among HEIs or to impose a uniform, pre-determined ideal university model upon them; rather, it aims to provide perspective to enable consideration in their efforts to reorient themselves toward a sustainable future and help them identify specific areas to be addressed and improved.

**Roadmap to the Goals**

- **Step 1.** Development of AUA Model (2009 – 2010)
- **Step 2.** Development of AUA Peer Consultation Model (2010 – 2011)
- **Step 3.** Development of Peer Consultation System (2011 – 2012)
**How AUA Peer Consultation Works**

Step 1. The AUA Secretariat calls for participation by any university, especially in the Asia-Pacific region.

Step 2. The AUA Secretariat accepts applications from interested universities (to be made in the name of the head of the institution).

Step 3. Participating universities take part in orientation with the AUA Secretariat to share goals and plan the consultation process.

Step 4. Participating universities answer the self-awareness questions and submit the results to the AUA Secretariat.

Step 5. The AUA Secretariat selects experts to sit on the AUA Peer Consultation Committee* based on the results submitted by individual universities.

Step 6. Peer consultation is held between each participating university and the AUA Peer Consultation Committee for advice and to set the ultimate goals.

→ The process is repeated from Step 3 after several years and continues thereafter.

*AUA Peer Consultation Committees will consist of AUA Core Member experts and other external ESD experts.

**AUA Core Members and Collaborative Institutions**

- UNESCO: United Nations Educational, Scientific and Cultural Organization
- UNEP: United Nations Environment Programme
3. **The AUA Model**

The AUA Model is a tool for self-reflection enabling HEIs to identify their involvement with ESD. It represents our overall approach toward the creation of an appraisal system through a series of self-awareness questions. Its focus is on ESD at HEIs, and it appraises both qualitative and quantitative aspects by review. Through this process, we believe HEIs can identify areas of ESD to be further addressed in the future with a view to protecting and enhancing the diversity of higher education.

The AUA Model is expected to serve as the first step in AUA peer consultation among universities and ESD experts addressing ESD in diverse ways with the aim of sharing good practices and strengthening their initiatives.

**Mission Statement**

The Alternative University Appraisal system seeks to facilitate and encourage institutions of higher education to engage in education and research for sustainable development, and to raise the quality and impact of such activities by providing benchmarking tools that support the diversity of missions as well as offering a framework for sharing good practices and facilitating dialogue and self-reflection.

**History**

The first version of the AUA Model presented here has been refined continuously since June 2009 during a series of intensive consultations between AUA Core Members and other experts in various fields worldwide, although we recognize the need for continued improvement in the future.

Throughout the process of developing the model, we focused primarily on making it a dialogue-based approach aimed at enabling HEIs to orient themselves in the right direction toward good ESD practices. It is expected to serve not only as a tool for self-reflection but also as a framework for consultation between the institution under assessment and experts capable of providing appropriate suggestions and know-how.

We aim to attract widespread participation by institutions worldwide toward the creation of an ESD learning community with diverse experience and expertise by incorporating a wide range of views from different stakeholders in the model.
Characteristics of AUA Self-Awareness Questions

- Facilitation of universities’ selection of ESD focus areas to be assessed
- Provision of a mixture of quantitative (objective) and qualitative (subjective) questions, some of which require narrative responses
- Encouragement of universities’ self-awareness regarding their own strengths and weaknesses through question responses

Discussions

Outlined below are some of the discussion points from the consultation process of creating the AUA Model. The latest opinions and discussions can be viewed on the AUA website at:

http://www.sustain.hokudai.ac.jp/aua

Consideration: The self-awareness questions should be a benchmark by which universities can assess how much they have achieved in terms of their common ideal university ESD model.

Response: We believe the ideal university model varies depending on local factors. We therefore chose not to set an ideal university model but to create the AUA Model based on ESD that supports universities in setting their own goals. Our role is to encourage self-awareness, by which individual universities can identify specific areas to be addressed and improved.

Consideration: In order to attract widespread participation in the AUA Model, the accumulation of quantitative data for relative evaluation is essential.

Response: We understand the importance of this point, and have considered both the qualitative and quantitative aspects of institutions. As a result, the AUA self-awareness questions contain a mixture of qualitative and quantitative evaluations by which institutions under assessment can express their perceived strengths and weaknesses, and their initiatives will be highlighted in a way different from the mainstream university ranking system.
4. **Instructions for Users**

**Intended Users and Timing**

The AUA Model works efficiently when used by a committee consisting of multiple stakeholders of a university, as it reflects diverse opinions and encourages the parties involved to work together to reach a consensus on the ESD field under assessment. Committees may consist of university representatives such as management executives, faculty members, staff and students as well as individuals from alumni associations, non-governmental organizations and/or non-profit organizations in related communities.

The model can be used at any time of the year, but the user should bear in mind that many of the questions require information based on annual data for fiscal years since 2005 – a year considered to represent an appropriate benchmark as it witnessed the United Nations’ declaration of the Decade of Education for Sustainable Development, to which we hope to contribute. It may therefore take a while for first-time users to collect information covering at least the last five years, but the burden on subsequent occasions will be lighter.

The AUA Model is an important tool not only in encouraging self-reflection on the part of the user but also for subsequent AUA peer consultation between users and groups of ESD experts. Accordingly, the user is requested to provide responses and descriptions as candidly as possible, especially when unified opinions are not reached.

**Steps for Usage**

**Step 1.** Access the AUA website and download the latest version of the AUA Model.

**Step 2.** Form a group consisting of university representatives such as management executives, faculty members, staff and students as well as individuals from alumni associations, non-governmental organizations and/or non-profit organizations of related communities to answer the AUA self-awareness questions.

**Step 3.** Set the field of ESD to be assessed, such as (according to the United Nations Decade of Education for Sustainable Development, hereafter referred to as UNDESD) gender equality, health promotion, the environment, cultural diversity, rural development, peace, human security, sustainable development, sustainable consumption or sustainable urbanization. You may of course create your own field of ESD to be assessed.

**Step 4.** Fill out the institutional profile.

**Step 5.** Answer the self-awareness questions.

**Step 6.** Submit the results to the AUA Secretariat at Hokkaido University.

For contact information, please refer to page 31.
Step 7. Let us know of any requests for specific individuals/institutions/organizations to be included as part of the AUA Peer Consultation Committee. This may be taken into consideration in the organizational process as the committee includes both AUA Core Member institutions and specialists in users’ ESD assessment fields.

Step 8. Be prepared to hear from us regarding the peer consultation schedule.

Feedback
The AUA Model will continue to be developed in response to suggestions and feedback. Thus far, AUA Core Members have gathered opinions from stakeholders with various backgrounds at international/local conferences, meetings and consultations. While we will continue to do so, we have also launched an AUA website (URL below) through which anybody can access the latest version of the AUA Model and send comments or feedback on it.

http://www.sustain.hokudai.ac.jp/aua

We look forward to your opinions on:

1. Approach to the AUA Model
   • What is your opinion on conducting self-assessment by narrowing down the scope to a single theme (or multiple themes)?

2. Composition of Self-Awareness Questions
   • Do self-awareness questions offer an appropriate framework for understanding university activities?
   • Do the groups of questions cover university activities sufficiently?

3. Ease of Using Self-Awareness Questions
   • Can you easily understand the point of each question?
   • Are the number of questions and the amount of work required to answer them appropriate?
   • Are the answer styles appropriate?

4. Handling of Self-Assessment Results
   • Are scoring and grading techniques such as marking, rating and university rankings appropriate?

5. Overall Approach to the AUA System
   • Do you have any ideas for the realisation of substantial peer-consultation?
   • Do you have any ideas for the continued expansion of the learning community?
5. **Institutional Profile**

Please enter the following information regarding your institution’s profile.

### Basic information

1. Institution name
2. Address
3. Year of foundation
4. Sustainability-related website
5. Contact information

### Faculty and student information

6. Number of full-time employment (FTE) faculty members and staff in each faculty/department/centre.

   Please use the table below to indicate overall numbers of faculty members and staff.

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
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<tbody>
<tr>
<td>Teaching only</td>
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<tr>
<td>Research only</td>
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<tr>
<td>Teaching and research</td>
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<tr>
<td>Total</td>
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</table>

7. What is the average annual teaching load of faculty members in your institution?

   (Please specify the number of credit hours or classes taught at the undergraduate and postgraduate levels.)

8. Please indicate the number of students in each school.

### Financial information

9. Annual operating budget
10. Endowment
11. What is the total annual expenditure and annual expenditure on ESD-related education, research and community development?

   Include both internal and external funding for each of the categories of education, research (SD or ESD) and community development for each year from 2005 to 2010.

   Please use the table below to indicate total university expenditure for each year.

<table>
<thead>
<tr>
<th></th>
<th>Education</th>
<th>Research</th>
<th>Community development</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal (2005)</td>
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<td></td>
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<tr>
<td>External (2005)</td>
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<tr>
<td></td>
<td>Education</td>
<td>Research (SD or ESD)</td>
<td>Community development</td>
<td>Total</td>
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<td>Internal (2005)</td>
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<td>External (2005)</td>
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<td>Internal (2006)</td>
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<td>External (2006)</td>
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<td>Internal (2007)</td>
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<td>External (2009)</td>
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<td>Internal (2010)</td>
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<tr>
<td>External (2010)</td>
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</table>

Please use the table below to indicate ESD-related expenditure for each year.
6. **AUA Self-Awareness Questions**

(I) **ESD Theme**
Please indicate here only one ESD area for which your institution would like to be assessed. Answers to the following questions should only include the data that is relevant to the subject you enter here.
For detailed instructions on the assessment area, please see Step 3 in Section 4 “Instructions for Users” on page 8. If you have more than one subject to be assessed, please report it separately.

Assessment Area:

(II) **ESD Activities**

A. **Governance**
1. Is [assessment area] an element of your university’s strategic plan? If so, how?
   Please include information on your university’s interpretation of [assessment area].

2. What action plans and policies are in place for the implementation of [assessment area] strategies? How is progress monitored and assessed?

3. How does your university gather diverse opinions and ideas on and off campus, share them transparently and reflect these ideas in its work?

4. What are the strengths and weaknesses of your [assessment area] governance?

B. **Education**
5. What mechanisms does your institution have to ensure that students gain an understanding of sustainable development?

6. How does the institution offer opportunities to network with external sustainable development institutions for educational purposes?

7. Does the institution employ any particular pedagogical or learning approaches in teaching sustainability? If so, please provide examples (such as those in participatory learning, problem solving, community engagement, trans-disciplinary studies, etc.).
8 a. Does your institution offer programmes, courses or formal structures specifically on [assessment area] or related to [assessment area]? Please include other relevant information such as internships.

<table>
<thead>
<tr>
<th></th>
<th>Number of programmes</th>
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<td>PhD</td>
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<td>Masters</td>
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<td>Postdoctoral</td>
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<td>Diploma</td>
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<tr>
<td>Certificate</td>
<td></td>
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</table>

8 b. How many faculty members are involved in teaching programmes and courses related to [assessment area]?  

<table>
<thead>
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<th></th>
<th>2005</th>
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<th>2007</th>
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8 c. Please list degree or non-degree programmes and the names of any dedicated centres at which they are offered, and indicate the number of students enrolled in such programmes.

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</table>

8 d. How many credit hours does the institution offer on courses related to [assessment area]?

<table>
<thead>
<tr>
<th>[assessment area] credit hours – lectures (with an explicit [assessment area] focus)</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
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<tr>
<td>[assessment area] credit hours – lectures (with an [assessment area] component)</td>
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<tr>
<td>[assessment area] credit hours – fieldwork</td>
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<tr>
<td>[assessment area] credit hours – experiment/lab work</td>
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</tbody>
</table>
Total number of [assessment area] credit hours

Total number of credit hours offered

9. Please indicate the number of graduates (1) who enter professions explicitly related to [assessment area] and (2) who engage in [assessment area]-related activities.

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<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
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<tr>
<td>Number of graduates</td>
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<tr>
<td>Number of graduates from programmes listed in 8 b.</td>
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<tr>
<td>Number of graduates entering professions explicitly related to [assessment area]</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of graduates engaging in [assessment area]-related activities</td>
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</table>

10. How intensive is capacity development in [assessment area] in your institution?

<table>
<thead>
<tr>
<th></th>
<th>Faculty members</th>
<th>Administrative officers and managers</th>
<th>Graduate assistants</th>
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<tbody>
<tr>
<td>Compulsory for all</td>
<td></td>
<td></td>
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<tr>
<td>Compulsory for promotional purposes</td>
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<td></td>
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<tr>
<td>Voluntary</td>
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<tr>
<td>Does not exist</td>
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</table>

11. How do students practice sustainability in their extracurricular activities?

<table>
<thead>
<tr>
<th>Type of activity</th>
<th>Number of participants</th>
<th>Organisers</th>
<th>Details and outcomes</th>
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12. What are the strengths and weaknesses of your institution’s educational activities related to sustainable development?
C. Research and Consultancy

13. Does the institution provide incentives to encourage research for [assessment area]?

14. Please indicate the total number of FTE faculty members and research staff pursuing [assessment area] research.

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
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<tbody>
<tr>
<td>Research only (non-teaching staff and faculty members)</td>
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<tr>
<td>Teaching and research</td>
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</table>

15. How much is the total annual revenue from research consultancy on [assessment area]?

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<th>2005</th>
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<th>2008</th>
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16. Please indicate the number of graduating master’s and doctoral students who conducted thesis research in [assessment area].

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<th>2007</th>
<th>2008</th>
<th>2009</th>
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<tbody>
<tr>
<td>Master’s</td>
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<td>Doctoral</td>
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17. Please indicate the number of publications, patents and citations in the field of [assessment area].

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<th>2005</th>
<th>2006</th>
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<th>2008</th>
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<td>Publications</td>
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<td>Peer-reviewed journals</td>
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<td>Peer-reviewed conferences</td>
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<td>Book chapters</td>
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<td>Books</td>
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<td>Articles in popular media at national level or higher</td>
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<tr>
<td>Patents</td>
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18. Please list all research awards and recognitions for research in [assessment area] from 2005 to the present.

19. Please describe any social impact of your institution’s research in [assessment area].
20. What are the strengths and weaknesses of your institution’s research activities related to sustainable development?

D. Outreach and Transformation
21. Please list any \( \text{assessment area} \)-related seminars, conferences, workshops or training sessions at local, national or international level organised by the institution from 2005 onward.

<table>
<thead>
<tr>
<th>Year</th>
<th>Type and title of activity/event</th>
<th>Level (local, national or international)</th>
<th>Number of participants</th>
<th>Organiser(s)</th>
<th>Duration of event</th>
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<td>2005</td>
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</tbody>
</table>

22. Does your institution provide \( \text{assessment area} \)-related learning opportunities for the community? If so, please explain. If not, please outline the reasons why.

23. Does your institution have mechanisms in place to encourage and foster innovation for \( \text{assessment area} \)?

24. How does your institution share ideas and practices on \( \text{assessment area} \) with other institutions and organizations?

25. What are the strengths and weaknesses of your institution’s \( \text{assessment area} \)-related outreach and transformational activities?
7. Instructions for and purposes of AUA Self-Awareness Questions

Please refer to the following instructions for and purposes of the questions listed in the previous section.

A. Governance
This section is designed to assess the overarching administrative structure and policy directions of your institution. “Governance” in this section indicates a basic framework to promote ESD that impacts most on ESD-related research and education.

Question 1. Is [assessment area] an element of your university’s strategic plan? If so, how?
Please include information on your university’s interpretation of [assessment area].

Purpose
To assess the institution’s understanding of and commitment to [assessment area] as well as to check if the concept of [assessment area] is incorporated in its management strategy.

Instructions
Please provide your institution’s strategic plan, indicating in which part [assessment area] is stipulated and how it links with your strategy.

Question 2. What action plans and policies are in place for the implementation of [assessment area] strategies? How is progress monitored and assessed?

Purpose
To assess if the progress of [assessment area] in your institution is self-monitored.

Instructions
Please include information on the level(s) at which [assessment area] is planned, e.g. at board level or at departmental level, and whether there is a separate committee for planning.

Question 3. How does your university gather diverse opinions and ideas on and off-campus, share them transparently and reflect these ideas in its work?
**Purpose**
To assess the institution’s responsiveness to the needs of society

**Instructions**
Please specify from whom and how your institution gathers opinions and ideas, and how you disclose them.

**Question 4.** What are the strengths and weakness of your [assessment area] governance?

**Purpose**
To offer the institution an opportunity to reveal its own concerns in the field of [assessment area] governance.

**Instructions**
This narrative response can include any other relevant information that you feel has not been reflected in the preceding responses.

**B. Education**
Indicators/questions in this section are designed to assess curriculum, teaching, capacity development and other learning opportunities your institution offers to its students, faculty members, staff and communities.

**Question 5.** What mechanism does your institution have in place to ensure that students gain an understanding of sustainable development?

**Purpose**
To assess mechanisms of delivering an understanding of sustainable development to students.

**Instructions**
Please include a description of the mechanisms.

**Question 6.** How does the institution offer opportunities to network with external sustainable development institutions for educational purpose?

**Purpose**
To assess the institutional efforts for educational outreach.
Instructions
Please include a description of the opportunities to develop networks.

Question 7. Do the institution employ any particular pedagogical or learning approaches in teaching sustainability? If so, please provide examples (such as those in participatory learning, problem solving, community engagement, trans-disciplinary studies, etc.).

Purpose
To assess the institutional efforts for educational transformation.

Instructions
Please include a description of the approaches of such efforts, if any.

Question 8 a. Does your institution offer programmes, courses or formal structures specifically on [assessment area] specifically or related to [assessment area]?
Please include other relevant information such as internships.

Purpose
To assess formal educational structures for recognizing students’ achievements.

Instructions
Please include not only the number of programmes and their formal titles but other relevant information such as internships.

Question 8 b. How many faculty members are involved in teaching programmes and courses related to [assessment area]?

Purpose
To assess the educational environment in terms of the number of faculty teaching [assessment area]-related programmes and courses.

Instructions
Please indicate the number of FTE faculty.

Question 8 c. Please list degree or non-degree programmes and the names of any dedicated centres at which they are offered, and indicate the number of students enrolled in such programmes.
Purpose
To assess structural input for [assessment area] and its outcomes.

Instructions
Please indicate the number of full-time students.

Question 8 d. How many credit hours does the institution offer on courses related to [assessment area]?

Purpose
To assess enrollment structure for [assessment area] by the number of credits provided for the students.

Instructions
Please ensure that the table indicates courses where sustainable development is integrated into the course in some manner and those where it is explicitly focused upon.

Question 9. Please indicate the number of graduates (1) who enter professions explicitly related to [assessment area] and (2) who engage in [assessment area]-related activities.

Purpose
To assess educational input and output for students who graduate and enter [assessment area]-related professions and activities.

Instructions
Please indicate the number of full-time students.

Question 10. How intensive is capacity development in [assessment area] in your institution?

Purpose
To assess [assessment area] training systems for faculty, administrative officers and managers, and graduate assistants.

Instructions
Please indicate the numbers of FTE faculty, staff and students.
Question 11. How do students practice sustainability in their extracurricular activities?

Purpose
To ascertain the level of student activity in student councils, clubs, etc.

Instructions
Please include a description of the nature of the activities in terms of sustainability.

Question 12. What are the strengths and weaknesses of your institution’s educational activities related to sustainable development?

Purpose
To offer the institution an opportunity to reveal its own concerns in the field of [assessment area]-related education.

Instructions
This narrative response can include any other relevant information that you feel has not been reflected in the preceding responses.

C. Research and Consultancy
This section is designed to assess the institution’s efforts and commitment to ESD and SD research and consultancy.

Question 13. Does the institution provide incentives to encourage research for [assessment area]?

Purpose
To assess the institutional systems to advance research for [assessment area].

Instructions
Please indicate incentive types, such as financial remuneration, appraisal mechanisms, infrastructure support, etc.

Question 14. Please indicate the total number of FTE faculty members and research staff pursuing [assessment area] research.

Purpose
To assess types of faculty and research staff specially appointed for [assessment area] research.
Instructions
Please indicate the numbers of FTE faculty and research staff.

Question 15. How much is the total annual revenue from research consultancy on [assessment area]?

Purpose
To assess the practical competencies, expertise and knowledge base of the institution in regard to [assessment area].

Instructions
Please ensure that the table indicates the annual revenue where [assessment area] is integrated or explicitly focused upon.

Question 16. Please indicate the number of graduating master’s and doctoral students graduated who conducted thesis research in [assessment area].

Purpose
To assess structural input for [assessment area] and its outcomes.

Instructions
Please indicate the number of full-time students.

Question 17. Please indicate the number of publications, patents and citations in the field of [assessment area].

Purpose
To assess publications, patents and citations stemming from [assessment area] research.

Instructions
Please ensure that the table indicates research outputs where [assessment area] is integrated in some manner or explicitly focused upon.

Question 18. Please list all research awards and recognitions for research in [assessment area], from 2005 to the present.

Purpose
To assess research achievements in [assessment area].

Instructions
Please include a description of each item and reason for receiving the awards.

**Question 19. Please describe any social impact of your institution’s research in [assessment area].**

**Purpose**
To assess academic outreach in the field of [assessment area] research.

**Instruction**
This may include information on research results that have been applied in society, e.g. on poverty alleviation, climate change, etc.

**Question 20. What are the strengths and weaknesses of your institution’s research activities related to sustainable development?**

**Purpose**
To offer the institution an opportunity to reveal its own concerns in the field of sustainable development-related research.

**Instructions**
This narrative response can include any other relevant information that you feel has not been reflected in the preceding responses.

**D. Outreach and Transformation**
This section helps to assess the extent of transformation that the institution has undergone toward ESD and to understand the institution’s reach.

**Question 21. Please list any [assessment area]-related seminars, conferences, workshops or training sessions at the local, national or international levels organized by the institution from 2005 onward.**

**Purpose**
To gauge the institution’s involvement in [assessment area] with the local community or with broader networks.

**Instructions**
Please ensure that the table indicates activities/events where [assessment area] is integrated in some manner or explicitly focused upon.
Question 22. Does your institution provide [assessment area]-related learning opportunities for the community? If so, please explain. If not, please outline the reasons why.

Purpose
To assess the institutional efforts regarding the advancement of [assessment area] for the community at various levels.

Instructions
This may include information on non-credit short training courses or programmes for continued learning in the community.

Question 23. Does your institution have mechanisms in place to encourage and foster innovations for [assessment area]?

Purpose
To assess mechanisms to deliver sustainable development for community outreach and transformation.

Instructions
Please include a description of the relevant mechanisms.

Question 24. How does your institution share ideas and practices on [assessment area] with other institutions and organizations?

Purpose
To review collaboration and partnerships with other entities across disciplines so that both may share and learn from experiences.

Instructions
Please include details on collaborating institutions and examples.

Question 25. What are the strengths and weaknesses of your institution’s [assessment area]-related outreach and transformational activities?

Purpose
To offer the institution an opportunity to reveal its own concerns in the field of SD-related outreach and transformation.
Instructions
This narrative response can include any other relevant information that you feel has not been reflected in the preceding responses.
8. **Creators of AUA Model**

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- UNEP–Tongji Institute of Environment for Sustainable Development

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**China**
- Peking University
- Tongji University
- Zhejiang University

**Germany**
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- German Technical Cooperation
- *Leuphana* Universität Lüneburg

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- Indian Institute of Management
India International Centre
Institute for Studies in Industrial Development
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Keisen University
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Ministry of Environment (MOE)
Miyagi University of Education
Nagoya University
National Commission for UNESCO
Okayama University
Osaka Institute of Technology
Rikkyo University
Ritsumeikan University
Shinshu University
Sophia University
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Korean Association for Policy Studies, General Affairs Committee
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Malaysian Qualification Agency
Ministry of Higher Education Malaysia
National Higher Educational Research Institute
Universiti Kebangsaan Malaysia

**Netherland**
PUM Netherlands senior experts

**Pakistan**
National University of Sciences & Technology

**Papua New Guinea**
Papua New Guinea Office of Higher Education

**Philippines**
Ateneo de Manila university
De La Salle University
Palawan State University
Southern Leyte State University
University of the Philippines
South Pacific
University of South Pacific

Taiwan
Chinese Culture University
National Applied Research laboratories
National Science Council
National Tsing Hua University
Science & Technology Policy Research and Information Center

Thailand
Chulalongkorn University

U.S.A. 
Indiana University
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