SUSTAINABLE DEVELOPMENT GOALS: HOW CAN FRENCH HIGHER EDUCATION AND RESEARCH INSTITUTIONS CONTRIBUTE?

EDITORIAL

Given the environmental and social challenges facing us in the 21st century, **we each have a role to play in meeting the 17 Sustainable Development Goals (SDGs)** adopted in September 2015 by the 193 member states of the United Nations. The 17 goals cover a wide range of subjects, including health, access to water, the fight against poverty, equal opportunities, education, diversity, climate change and the protection of animal and plant species.

All higher education institutions (HEIs), both through their activities and in their organization, are directly concerned by the SDGs. The fourth goal is particularly pertinent: ensure inclusive and equitable quality education and promote lifelong learning opportunities for all - a fundamental goal for higher education.

Meeting the SDGs will take more than government action and public policy. Each stakeholder must act, not only in contributing to national objectives, but also in their specific field. To that end, representatives of the French higher education service decided to put their minds together to prepare a manual about their professions and how they are associated with the SDGs:

- **The manual is the result of close collaboration between** B&L évolution and institution management associations, student associations, and funding and insurance bodies: the CPU (*Conférence des Présidents d'Université*), the CGE (*Conférence des Grandes Ecoles*), the MGEN (*Mutuelle Générale de l'Education Nationale*), the Cnous (*Centre nationale des œuvres universitaires et scolaire*) and the REFEDD (*Réseau français des étudiants pour le développement durable*). The Ministry of Higher Education, Research and Innovation and the Ministry of Ecological and Inclusive Transition also took part, alongside the CIRSES (*Collectif pour l'Intégration du Développement Durable and Responsabilité Sociétale dans l'Enseignement Supérieur*), a professional association for supporting sustainable development in HEIs.

- The manual covers the social issues influenced by higher education and research institutions. The premise is the following: we can each contribute in different ways, through voting, daily actions and citizenship, but **the professional sphere is particularly conducive to collective action**.
- However, action for sustainable development and social responsibility (SD&SR) in the professional sphere is too often reduced to environmentally-friendly gestures and conceivably the raising of the population's awareness. And in many instances, only specific professions get involved. Yet, **the challenges concern all HEI activities** including teaching, learning content development, social actions, career guidance, workforce integration, facilities and property management, finance, human resources, IT and food services.

What do universities, graduate schools, and food or student housing services have to do with the SDGs? How can they be included in institution strategies? What are the advantages for governance? This manual has been developed to provide practical answers, categorized by the major professional groups in higher education and research institutions. This manual is the first of its kind. It provides a detailed presentation of the SDGs by profession, using results of a survey conducted in the higher education and research network.

This handbook demonstrates that all the occupations and professions in higher education and research institutions can - and must - contribute to the SDGs through increased cross-disciplinary cooperation. We also recommend it be used as a tool to develop and promote the commitment of an institution through its actions. The manual is intended to help CPU, CGE and Crous member institutions make decisions.

Gilles ROUSSEL, President, Conférence des Présidents d'Université (CPU)

Anne-Lucie WACK, President, Conférence des Grandes Ecoles (CGE)

Alain TORD, Coordinator, Higher Education and Research, B&L évolution

Dominique MARCHAND, President, Cnous

Anne-Marie HARSTER, National Delegate, MGEN

THE PRODUCT OF COLLEGIAL COOPERATION

The manual was created by:

- *Conférence des Présidents d'Université* (CPU): HEI management association
- *Conférence des Grandes Écoles* (CGE): HEIs association
- *B&L évolution*: social business in consulting for social responsibility
- Cnous: student services
- MGEN: public sector health insurance organization
- *Caisse des Dépôts*: public financial institution

With participation from:

- Ministry of Higher Education, Research and Innovation (MESRI)
- Ministry of Ecological and Inclusive Transition (MTES)
- *Réseau français des étudiants pour le développement durable* (REFEDD): student association for sustainable development
- *Collectif pour l'intégration du DD&RS dans l'enseignement supérieur* (CIRSES): professional association for integration of sustainable development in higher education
- The *Artiès*, *Courroie*, *Arces*, *AACU* and *GP'Sup* networks: associations of HEIs professionals

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Natacha BEDHIAF (MESRI), Roumaïssa BENAHMED (B&L évolution), Jean-Christophe CARTERON (Kedge BS/CGE), Michelle JOUHANEAU (MTES/CGDD) (MTES/CGDD), Samuel JUHEL (REFEDD), Céline LEROY (CPU), Charles Adrien LOUIS (B&L évolution), Gérald MAJOU (CGE), Mélissa POUTRAIN (B&L évolution), Florian PRUSSAK (Cnous), Pierre-François SZCZECH (MGEN), Alain TORD (B&L évolution), Alexandra WATIER (B&L évolution)

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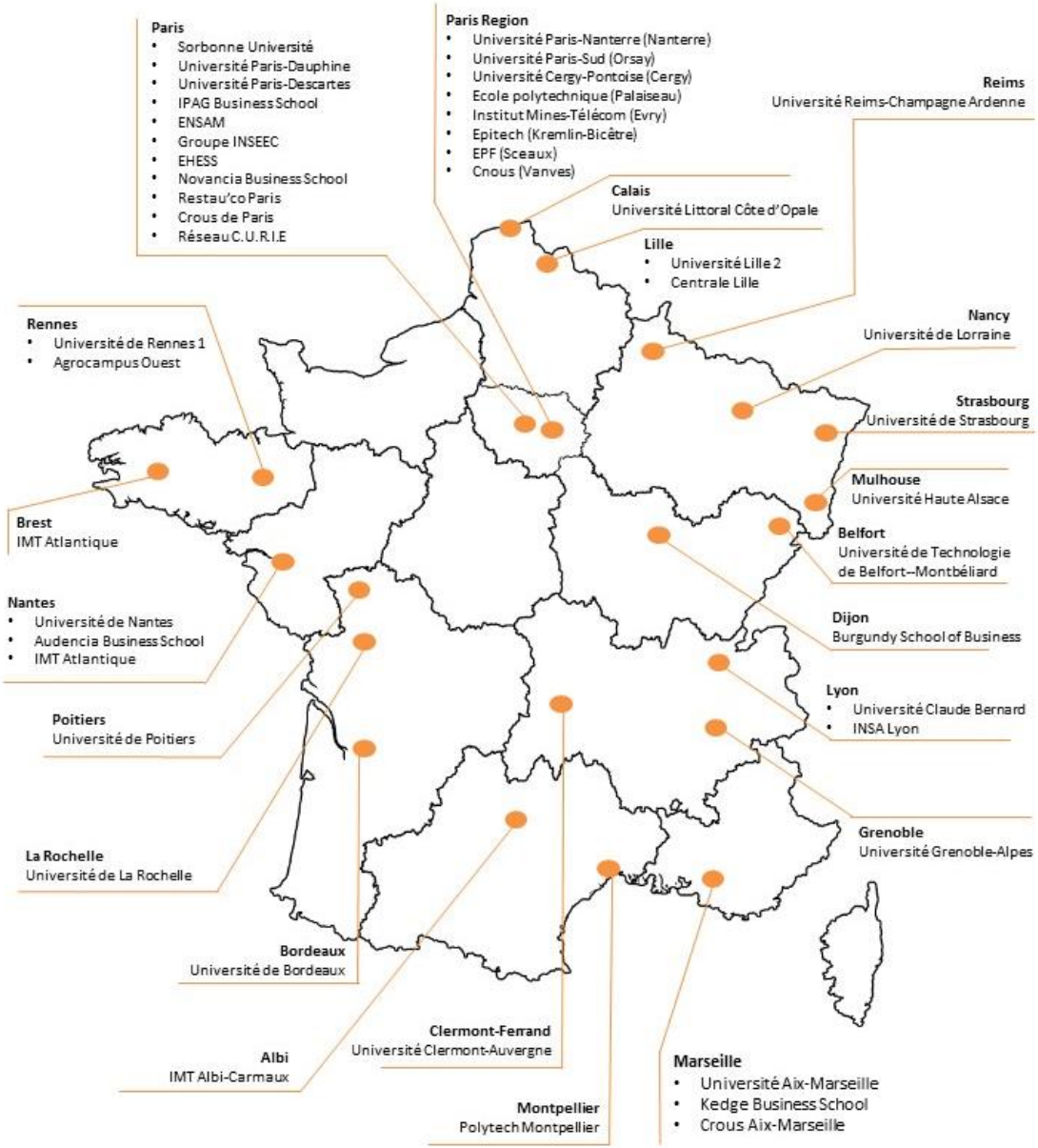
Map of French institutions interviewed



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PART 1

From the Grenelle forum to the Sustainable Development Goals (SDGs): a decade of commitment by HEIs to sustainable development in France

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A decade of commitment in France

Already intrinsically existent in higher education and research work, **sustainable development issues were formally defined for HEIs in 2009 by article no. 55 of the Grenelle 1 Act**. This gave new impetus by requiring higher education institutions to develop "green plans" ("*Plan verts*") and suggested the creation of a label based on sustainable development criteria.

Since 2010, higher education institutions have been using a self-assessment tool - the Sustainable Development and Social Responsibility (SD&SR) standard - to evaluate actions taken. The standard features five fields: strategy and governance, social policy and local life, environmental protection, research, and teaching and education.

Some institutions decided to include themes such as Corporate Social Responsibility (CSR), social and inclusive economy, ecological transition, agroecology and sustainable urbanism in their curriculums and research activities. Others included such sustainable development criteria in their operations, for example when making structural changes to their campuses. More committed institutions did both - to set an example and for consistency.

Sustainable development and social responsibility issues have an increasingly important influence in HEIs. A concrete demonstration of this is the emergence of new professions and the creation of two new bodies: the association of representatives for social responsibility and sustainable development in higher education (CIRSES), and the network of energy-efficiency experts.

The CPU and the CGE promote the cause nationally to support action in the field. For example, they attended the 2013 environmental conference, RIO+20 summit and COP21, and have participated in the *Conseil National de la Transition Ecologique* (CNTE), a body created for dialogue about sustainable development in 2015.

A set of tools has been developed by HEIs to communicate about sustainable development and incite institution involvement. This includes **the SD&SR label, created in 2015** and now run by the CIRSES, the publication of **an SD&SR skills manual** and the **Sulitest.**

Proof of the growing action behind sustainable development; over one hundred institutions now use the SD&SR standard to assess their actions each year. And almost 20 institutions are now labeled SD&SR.

Further mobilizing higher education and research professions

Given the environmental and social challenges facing the 21st century, each one of us is accountable to act by voting, in our daily behavior, through citizenship and in our professional lives. However, in the professional sphere, action for sustainable development and social responsibility is often reduced to environmentally-friendly gestures and awareness-raising operations, and only seems to concern certain specialized professions.

Yet, deep-seated change is needed to contend with the environmental and social issues facing us: change which will result in the way we report and communicate, in the way we guide and support students, in teaching and research methods, in risk management and end-user protection, and in our international relations. And behind each of these elements are HEI professions, whose activities are directly concerned with SD&SR.

To that end, we need to:

- **Define the social issues for each HEI profession** and their potential contribution;
- **Show how we are all concerned by the SDGs** and how each higher education professional can use his/her role and expertise to make a difference;
- **Stimulate reflection** about how the social issues will generate evolution in the professions;
- **Understand how different professions with shared social issues work together** and how to create new associations;

The SDGs represent a new universal cause. Despite the wide range of issues covered, they are user-friendly. The 17 goals are an inventory of key issues facing our era. Defining them as goals provides a frame of reference to help us to deal with these issues. The goals are also the ideal tool for analyzing the requirements mentioned above.

What are the Sustainable Development Goals (SDG)?

The 2030 Agenda was adopted by heads of member states in September 2015 at the special summit for sustainable development. **It features 17 Sustainable Development Goals (SDG).** Adopted by 193 states, the universal program for sustainable development **addresses environmental, social and economic issues**: fighting against inequality, exclusion and injustice, tackling climate change and the erosion of biodiversity, and putting an end to extreme poverty.

Unlike the 8 Millennium Development Goals (MDGs) they supersede, the **17 SDGs are universal**: every country in the world is concerned, regardless of how developed they are. The 17 SDGs include **169 linked targets**. The specific targeted themes reinforce the interaction **between the SDGs**.

244 indicators have also been selected to enable the nations to assess their SDG progress. They were adopted by the United Nations Statistical Commission in March 2017. Member states can also define their own indicators.

The **High-Level Political Forum (HLPF)** is central to the overall SDG monitoring system. The Forum meets annually under the auspices of the UN Economic and Social Council, as part of a four-year cycle. At the end of each cycle, Heads of State and Government meet under the auspices of the UN General Assembly. The member states can choose to present their own road map and progress at the Forum. The UN Secretary-General prepares an **annual report that examines and reviews SDG progress** and summarizes resolutions negotiated between states. The review aims **to stimulate exchange and create new partnerships**.

Agenda 2030 encourages member states to regularly and comprehensively assess their national and regional progress through **actions in civil society.**

Every year, high-priority **SDGs are selected** to ensure the Agenda 2030 objectives are carefully monitored. For example, the 2018 HLPF focused on SDGs about water (SDG 6), affordable and clean energy (SDG 7), sustainable urbanism and communities (SDG 11), responsible consumption and production (SDG 12), life on land (SDG 15), and partnerships for the goals (SDG 17).

1 NO POVERTY

Economic growth must be inclusive to provide sustainable jobs and promote equality.

2 ZERO HUNGER

The food and agriculture sector offers key solutions for development, and is central for hunger and poverty eradication.

3 GOOD HEALTH AND WELL-BEING

Ensuring healthy lives and promoting the well-being for all at all ages is essential to sustainable development.

4 QUALITY EDUCATION

Obtaining a quality education is the foundation to improving people's lives and sustainable development.

5 GENDER EQUALITY

Gender equality is not only a fundamental human right, but a necessary foundation for a peaceful, prosperous and sustainable world.

6 CLEAN WATER AND SANITATION

Clean, accessible water for all is an essential part of the world we want to live in.

7 AFFORDABLE AND CLEAN ENERGY

Energy is central to nearly every major challenge and opportunity.

8 ACCÈS À DES EMPLOIS DÉCENTS

Sustainable economic growth will require societies to create the conditions that allow people to have quality jobs.

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

Investments in infrastructure are crucial to achieving sustainable development.

10 REDUCED INEQUALITIES

To reduce inequalities, policies should be universal in principle, paying attention to the needs of disadvantaged and marginalized populations.

11 SUSTAINABLE CITIES AND COMMUNITIES

There needs to be a future in which cities provide opportunities for all, with access to basic services, energy, housing, transportation and more.

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

Responsible Production and Consumption

13 CLIMATE ACTION

Climate change is a global challenge that affects everyone, everywhere.

14 LIFE BELOW WATER

Careful management of this essential global resource is a key feature of a sustainable future.

15 LIFE ON LAND

Sustainably manage forests, combat desertification, halt and reverse land degradation, halt biodiversity loss

16 PEACE, JUSTICE AND STRONG INSTITUTIONS

Access to justice for all, and building effective, accountable institutions at all levels.

17 PARTNERSHIPS FOR THE GOALS

Revitalize the global partnership for sustainable development for all, and building effective, accountable institutions at all levels.

HEIs have a major role to play in the transition towards sustainability with nearly 200 million students all around the world, a teaching staff of 6.5 millions including 4.7 millions professors and 1.8 million researchers. (source: UNESCO Institute of Statistics, 2015).

HEIs educate our current and future leaders and actors in the local economy, making it instrumental in advancing sustainable development issues. They must show the way and encourage students to take the right direction. The issues are prevalent both in **education and research activities,** and in **institution management**.

The SDGs are international goals currently being translated and taken on board at a national and local level. This gives HEIs an opportunity to **boost sustainable development actions on campus**. As part of their social transformation role, HEIs must proactively communicate about SDGs.

A first step was made in France with the publication of the *Livre Blanc de l'ESR*, a white paper about higher education. The paper drew links between the SDGs and HEI strategies with respect to education and research at a national level (StraNES and SNR) and highlights their essential role in meeting the 17 SDGs.

Diverse perspectives for HEI roles in France

When preparing this manual, we consulted four HEI stakeholders: one trustee (Ministry of Industry), student associations involved in sustainable development (REFEDD), the association for families (UNAF), and a private health insurance organization (MGEN). We asked them these two questions:

- What are the priorities for HEIs in your opinion?
- What would you recommend - or warn against - for the application of the SDGs in HEIs?

According to all the participants, the first priority for HEIs is to provide equal access to a first chosen qualification without cost being an obstacle. The curriculum - regardless of the field - must include sustainable development issues. The ultimate aim is to give students the means to participate in a competitive and responsible economy that addresses the issues of the 21st century.

They recommend increasing information about existing financial assistance systems and housing for students. To take SDG issues into consideration, HEIs need to work closely both internally and externally with their local and regional communities. Interaction between the different objectives must also be taken into account.
Finally, if we are to change the economy, students - future professionals - must be mobilized.

Apart from their action in the teaching and research role, HEIs must also take the SDGs into account in their operations

Some concrete examples:

Facilities and property management: energy efficiency and "green space" (parks) maintenance, and as a result, protection of land and water biodiversities.

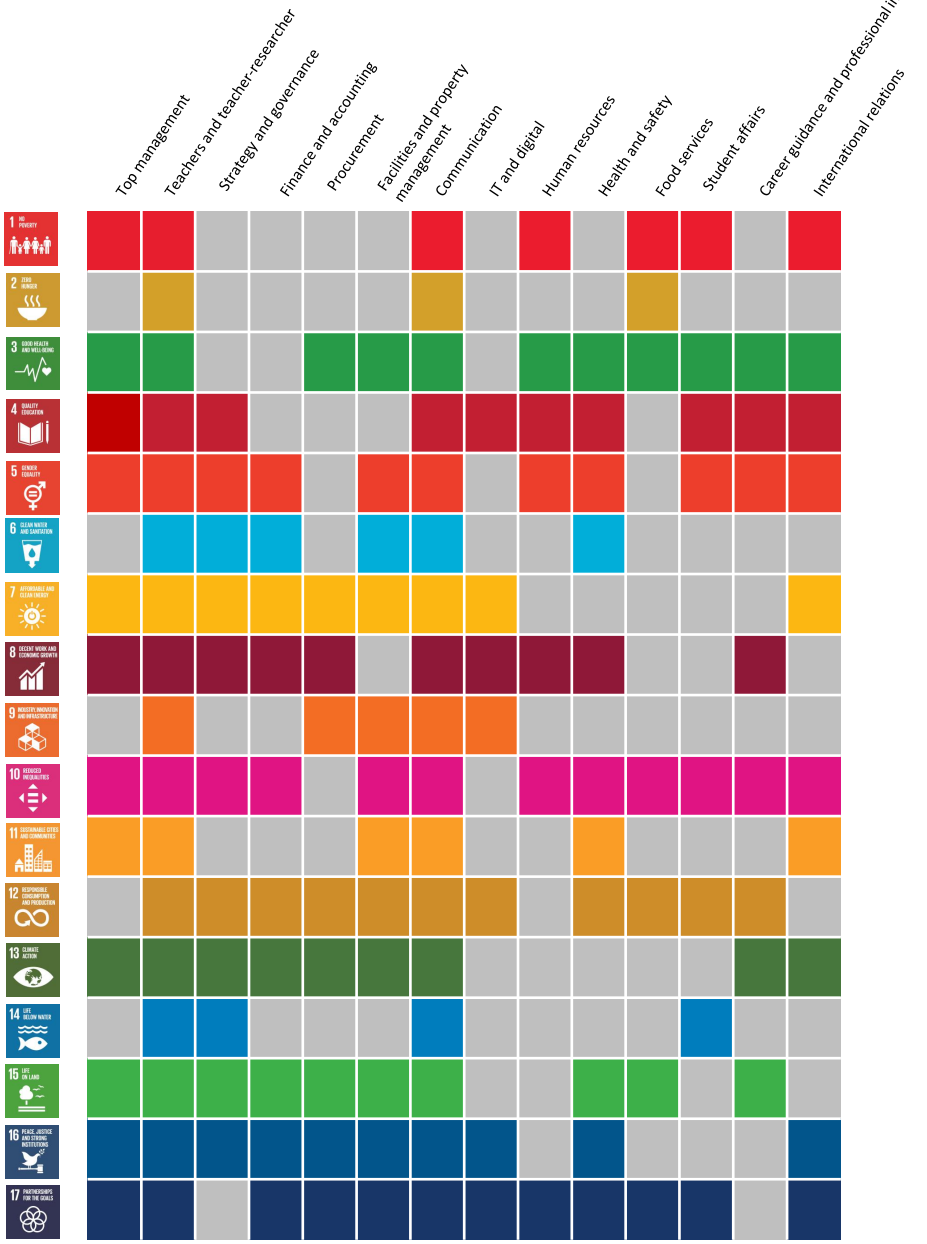
The institution's role in their local area: developing sustainable towns and organizations, preserving resources and participating in the circular economy, tackling climate change, and developing a local economy driven by innovation.

Student life and improving user well-being: ensuring accessibility to all, fighting against inequality and creating a context that is conducive to learning in a healthy environment.

A team-work approach: working with local, national and international partners and encouraging good practices.

How does each profession contribute to SDGs ?

The above analysis shows that HEIs contribute to all the SDGs through their operations. Many HEI professionals already make a contribution. They all contribute to the SDGs, even unconsciously. Each profession contributes in its own way, as the table below shows. That is the fundamental premise for the next part of the manual.



PART 2

How each profession can advance the SDGs

- 14 guides by HEI profession p.16
- Goals common to multiple HEI professions p.130

14 guides by HEI profession

To ensure the manual is pertinent to everyday practices and reflects the diversity of HEIs, we **interviewed around 50** representatives of different professional groups.

This provided us with a wealth of information which we used to create the following **14 professional categories**:

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Teaching and research..... p.26

Strategy and governance p.34

Finance and accounting p.42

Procurement p.50

Facility and property management..... p.58

Communication p.66

IT and digital systems p.74

Human resources (HR) p.82

Health and safety p.90

Food services p.98

Student affairs p.106

Career guidance p.114

International relations (IR) p.122

How to use the guides by profession

The manual features a practical 8-page guide for each category of profession which addresses:

- social issues for the profession;
- the main SDGs pertinent to the profession and their deployment;
- the major challenges facing the profession.

Each guide recommends good practices relevant to the pertinent SDGs and includes comments by interviewed representatives how their commitment manifests in their professional life.

To avoid gender stereotypes (particularly pertinent to the French language), the guides are gender-neutral.

SUSTAINABLE DEVELOPMENT GOALS FOR MANAGEMENT PROFESSIONALS

SOCIAL ISSUES

Spanning from daily operations to strategy, HEI management (president, vice president, CEO) have a key role to play. High in the hierarchy, their capacity to make a significant impact is intrinsically linked to their far-reaching responsibility for impact generated by the institution. **Their primary role is to define, convey and deploy the institution's vision with the other stakeholders**. They guide the management team, and they coordinate the implementation of strategy by attributing human and financial resources. For example, elected student representatives are responsible for funding student association projects. Management also works to improve internal operations and to promote the institution externally.

Their role is to **stimulate, support and promote; and demonstrate their own personal dedication** to convey the importance of the subject to their teams. They can increase the number of social responsibility actions by assisting those who take initiatives and providing a context which encourages others to do the same. Management must ensure that social responsibility is embedded in the institution's governance.

They are both financial manager and guide. Sufficient perspective and management skills are important qualities for sizing teams correctly and inspiring a project culture. This is particularly necessary in HEIs which need to escape their traditionally cyclic activity. They must also be able to select the right co-workers, and ask for advice and seek help when looking for the best solutions. Knowing when to outsource rather than call on in-house teams is also crucial.

Managers have interaction with a **wide range of contacts - internally and externally**. In-house, they participate in management committees and boards: executive committees, board meetings, school committees, student affairs associations, scientific committees, education and research committees, and strategic advisory boards. Their decisions about attributing funds affect everyone in the institution: policy team, departments, research laboratories, administrative services. They also interact with elected student representatives, student clubs and association leaders, and alumni associations.

Outside the institution, HEI management exchanges with supervisory ministerial, as well as national and international assessment and accreditation bodies such as AACSB, AMBA and EFMD for Business schools. They also work with local and regional academic representatives, technology transfer bodies, research centers, industry partners and regional representatives such as local authorities, government departments, companies, business networks (in France: MEDEF) and the local Chamber of Commerce and Industry. Some engineering schools also cultivate relations with the public sector including state engineers and armament agencies, the army and maritime affairs.

> **Denis Guibard**
> **Director, Institut Mines Télécom Business School / President of the SD&SR commission, CGE, France**
>
> "Social and environmental issues must be integrated in both the institution's operations and the teaching and research activities. The most significant impact is likely to come from the evolution of teaching and from research choices. But for that to work, I also think it's necessary to apply the same principals to our operations - both to lead by example and for consistency. In my view, it's important that the institution be an active participant in its local area, and not an intellectual center which is indifferent to its surroundings."

Multiple social and environmental issues are central to the management role. The fundamental role of higher education and research institutions is to create knowledge and transfer know-how: knowledge, social skills and expertise. It is through these activities that institutions have the greatest potential impact on society and the environment.

> **Pascale Gefflot**
> **Finance and Administration manager and Director of the Kedge Business School Marseille campus, France**
>
> "As a company manager and member of the board, I consider myself as a pilot, or co-pilot. In my view, it's important to supervise the institution's performance at an economic, social and environmental level. We have created a Sustainable Performance strategic committee to ensure a link between our values, how we drive our performance and our operational practices. The committee comprises all the institution's stakeholders. We also strive for consistency between what we teach and the school's daily life."

Managers must consider **the social and environmental impact of the teaching practices and research projects conducted in their institutions**, as well as their involvement with **their surroundings** and **contribution to the local economy**. The institution's operations also have social impact through job creation and destruction, well-being or distress in the workplace and access to education. Their scope for environmental impact includes waste management, use of natural resources and greenhouse gas emission. Management has a role to play - and must lead by example - by ensuring **consistency between the institution's practices and teaching content**. They must also ensure that **in-house democracy and social dialogue are dynamic**. This entails effective internal authorities, healthy debate, strongly committed elected representatives and quality of working life.

HOW MANAGEMENT PROFESSIONALS CAN CONTRIBUTE TO THE SDGs

Management has a cross-disciplinary role in the institution, making it possible for them to make a large contribution to Sustainable Development Goals (SDGs) 4, 8, 10, 16 and 17.

Obtaining a quality education is the foundation to improving people's lives and sustainable development.

- Support and encourage measures for better access to higher education for all students, regardless of their background, through funding, tackling self-censorship and improving information about study programs.
- Support and encourage measures to reduce the dropout rate.
- Support and encourage measures for enrolling refugee students
- Ensure consistency between the values and knowledge conveyed by the institution and the resolution of major current social and environmental challenges

- Ensure the institution is financially sustainable
- Guarantee serene labor relations
- Work to increase job stability by anticipating changes in professions with an anticipative and preventive HR plan and to protect non-permanent staff from unemployment
- Oversee the institution's contribution to the local economy

Sustainable economic growth will require societies to create the conditions that allow people to have quality jobs.

To reduce inequalities, policies should be universal in principle, paying attention to the needs of disadvantaged and marginalized populations.

- Take measures to effectively tackle discrimination against the institution's students and employees
- Define and implement policy to reduce inequality and promote diversity, to improve access to higher education, and to support people with a disability
- Avoid pay gaps

- Support in-house actions for sustainable development and social responsibility (SD&SR)
- Create an ambitious context for SD&SR to thrive
- Guarantee consistency between in-house policies
- Demonstrate a comprehensive and open attitude and lead by example
- Ensure justice prevails in the institution

Access to justice for all, and building effective, accountable institutions at all levels.

Revitalize the global partnership for sustainable development

- Guarantee collegial decision-making
- Include internal and external representatives in policy-making for optimal pertinence and greater legitimacy
- Advocate the inclusion of environmental and social issues in management tools, such as accounting and financial tools

Management also has impact on other sustainable development issues through the actions, methods and policies they initiate or support.

"

Olivier Laboux

President, Université de Nantes / President , ecology and energy transition committee, CPU, France

"Presidents of institutions are political figures who execute public policy. They are elected as a result of the vision they impart. The vision becomes a program based on the idea that the university and campus are active parts of the city, shaping it, and participating in urbanism projects. As a result, there are strong links between the university and local authorities. I give the political impetus for sustainable development. When I was re-elected, I made 30 commitments which I make sure are applied. The vice presidents and departments are responsible for implementing them and monitoring their progress."

THE CHALLENGES

The challenges for managers lie in the institution's **social and institutional context**, in its **internal operations**, and in their **own management activities.**

Access to higher education in France is still largely dependent on social criteria such as revenue levels and parents' education or the fact of growing up in a big city. This challenges the widely spread impression of a meritocratic education system in France. Despite some real change, equal opportunity programs have not yet succeeded in reversing this trend. And social determinism persists for students in higher education. Factors causing students to **leave school early and quit higher education** are similar to those which determine access to higher education. This is particularly noticeable in academic courses with no selection process, in itself a challenging Darwinian selection." This situation is even more worrying as over 150,000 young French students leave higher education without a qualification. The aim is to be able to effectively identify the profile that drops out and create a special assistance program to avoid them leaving higher education too early.

French HEIs have evolved significantly since the turn of the century. There are two marked trends: increased autonomy and more mergers between institutions. And this dual trend is accentuated by **growing competition between institutions**. Competitive projects decide a large part of additional funding for higher education and research institutions.

"

Antoine de Daruvar
Vice President, institutional affairs,
Université de Bordeaux, France

"As vice president of institutional affairs, I am responsible for making sure that social responsibility is integrated at every level of the institution. In my opinion, it is important to both act and communicate about actions. Social responsibility must not be reduced to a hollow gesture. And it must certainly not be considered as a simple communication opportunity which would only undermine our legitimacy within the community. Political representatives have the power to make change if they choose participative models and decide to work closely with the community."

When making such a conscious choice, public authorities aim to create a culture based on efficiency and results. The HEI philosophy is based on sharing, on public service, and on production of knowledge for public interest. As a result, changes made to funding methods have organizational and social consequences. On one hand, institutions require assistance to cope with the changes; on the other, the competition paradigm must be adapted to the reality and aspirations of HEI professionals.

Historically, **HEIs have a silo logic** like many organizations in other sectors. Such structured and bureaucratic organizations are very efficient in a stable context. But in today's changing, unstable context, such organization impedes quality. Capacity for innovation and adaptation to change are also limited because internal communication and exchange are limited. How institutions function must be reviewed to identify structural problems such as administrative procedures and governance. Quality of life in the workplace and social dialogue will improve if the way institutions function is improved.

Given the complexity of their operations, **HEIs are naturally very inert**. Like bureaucracy, inertia is a strength in a stable context. However, in a context where new difficulties abound - particularly environmental - inertia is a handicap. It limits the scope for motivated participants to act. Such a context can be worsened by the sentiment that environmental problems only have long-term effects. This can discourage short-term mobilization as the issues are not considered essential to an institution's operations.

"

Ilona Lemaitre

Student Vice President, Université Lille 2 (2016-2017) / Former President, CEVPU (student vice president association), France

"Student vice presidents are also responsible for sustainable development. The student vice president's role is to guide students, assist student sustainable development actions and initiatives, evaluate and communicate about existing actions and make decisions. They also ensure students be included in discussions, which is not always the case. It is important to include students, who can make valuable suggestions about sustainable development, and who know more about daily life in the university. As their representative, I have to make sure I agree with students' demands."

Trustees have an important role to play in this case. They need to incite and prescribe more when evaluating institutions' contract clauses and policies (via evaluation and accreditation bodies like the French HCERES).

A fundamentally political role, a lot of the manager's **time is spent working with local partners**. Such activities promote the institution, giving it weight in local and national debate, and making it an active participant in public policy. This, however, reduces the time managers can spend in their institution, and hence in direct contact with their teams. Elected student representatives struggle to choose between their investment in governance and staying in the field. This makes it difficult for them to maintain close contact with other students and consult with them about their recommendations and demands. Student contact is also limited for other types of managers.

"

François Bouchet
CEO,
École polytechnique, France

"A school CEO is responsible for deploying human resources and finances necessary for reaching goals. Sustainable development is a goal for progress which must be handled at the right level. A global approach is required which must have concrete commitments with measurable effects, otherwise credibility is at risk. This means attributing sufficient means for long-term success. Budgeting sufficient resources is vital. It is also essential for motivating teams for actions that were not originally their priority."

- GOING FURTHER -

Management professionals

If I... ↴ **I contribute to...** ↴

GENERAL APPROACH

- ❑ Develop campaign promises about SD&SR issues including: equality, people with a disability, assisting the underprivileged, quality of life in the workplace, waste management, water consumption, energy efficiency, sustainable procurement and fair trade.
- ❑ Work with other colleagues to develop a USR (university social responsibility) and SD&SR policy, outlining the institution's vision and medium- and long-term goals
- ❑ Work with other colleagues to develop a SD&SR management plan with the institution's stakeholders to determine the medium- and long-term road map and the means required
- ❑ Create a USR Vice President position in universities or a SD&RS project manager position in schools
- ❑ Develop a list of USR/SD&SR contacts in the departments, services and laboratories
- ❑ Develop a list of USR/SD&SR contacts in student representative bodies and associations
- ❑ Establish a viable procedure for stakeholder consultation, such as an SD&SR or USR committee and annual survey
- ❑ Create a Green office reserved for SD&SR representatives - including students, teachers and administrative staff - to manage projects and raise awareness in the rest of the community
- ❑ Create a materiality matrix to determine the most important issues for the institution and community
- ❑ Regularly evaluate actions made on campaign promises or the institution's strategy about SD&SR

TARGETED POLICIES

- ❑ Implement a jobs and skills forecast management tool such as an anticipative and preventive HR plan
- ❑ Establish policy for quality of working life and psychosocial risk factors
- ❑ Establish inclusive policy for people with a disability
- ❑ Apply a facilities management plan for accessibility to premises, energy efficiency and green space maintenance
- ❑ Apply digital plan featuring a section about responsible digital practices including responsible procurement, reuse, data protection, the right to disconnect, and the right to be forgotten
- ❑ Establish a gender equality charter
- ❑ Include sustainable development criteria in student funding such as grants, association funding and institutional funding

INTERNAL DEMOCRACY

- ❑ Participate diligently in employee representative bodies
- ❑ Create a student advisory board for institutions which do not have an established student representative body
- ❑ Create a student parliament with its own budget
- ❑ Provide a participative budget
- ❑ Develop an ethical internal warning system about criminal actions, fraud, harassment and any other practice contrary to public interest

SUSTAINABLE DEVELOPMENT GOALS FOR TEACHERS AND TEACHER-RESEARCHERS

SOCIAL ISSUES

With **4.7 millions teachers** (source: UNESCO Institute of Statistics, 2015), teaching staff have important leverage for the transition to a sustainable society. **Responsible for the education of nearly 200 million students** (source: UNESCO Institute of Statistics, 2015), HEI teaching staff have an important responsibility in social change. They need to deliver education adapted to the requirements of tomorrow's world, which must be more sustainable. By communicating their research findings, they can orient political and strategic decisions.

Teacher-researchers have several roles: they create knowledge, they transmit knowledge, and they help students to learn and acquire the skills necessary to reach a high and stable level of knowledge and expertise.

There are several key issues: Firstly, **educational content** has an indirect impact on society through student action... and their future actions once in the professional world; and secondly, **research choices** influence both social and environmental issues for the rest of society.

It is therefore important to **reconfigure the way we work** and base teaching on the acquisition of five SD&SR skills: collective, prospective, systemic, for change, and responsible and ethical. Sustainable development must also be integrated in subjects with applications.

"

Alexandre Levillain

Lawyer and Legal Professor,
IPAG Business School, France

"I instigated the creation of an Ethical Affairs module in the Engineering, Management & Wealth Management (5th-year master's degree program), and an Equitable Economy component in the Management and Networks course."

The way we teach and conduct research also makes a difference...through the degree of cooperation and inclusion for success and through the sustainability of the teacher-researcher's project. We need **to change our educational and research methods to have a positive impact on society**.

And given the way society and professions are evolving, it is important to continuously update our methods to stay close to companies' real needs and anticipate future needs. So it is important to **stay close to the field, working with socioeconomic actors.** And to be prepared to question our educational content.

"

Dominique Bonet Fernandez

Teacher-researcher, IPAG Business School, France

"I was behind the creation of the *Supply chain management and circular economy* 5th-year master's degree program, which replaced the *Supply chain* course and won the second Trophées de l'économie circulaire in 2015. I strive to work with my students on concrete subjects about social transition such as "Paris 2020: new consumption patterns". I also participated in the creation of the European Collaborative Chair of Economics."

"

Vincent Huault

Teacher-researcher, Université de Lorraine, France

"As a result of my paleontology research, I am naturally aware of subjects about historical climate change, which led me to participate in an Earth Science bachelor degree about climates and paleoclimatology. In our program we analyze pluralist documents, and students organize and moderate their own debates. The main goal of this course is to give students the basic knowledge necessary to make their own opinions and become conscious participants capable of raising awareness about climate issues."

Finally, given the high degree of autonomy teachers and teacher-researchers have in their work, they are most frequently at a crossroad between two domains: their institution and their research or company. As a result, a community of colleagues from different institutions working on the same themes or using the same research methods has developed. They try to stay closer to the second domain, rather than to the first, because it is more important for their career. The aim is to work effectively as a team to **share expertise** and develop new research subjects that arise from social issues.

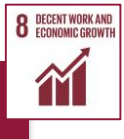
HOW TEACHERS AND TEACHER-RESEARCHERS CAN CONTRIBUTE TO THE SDGs

Teaching staff have direct contact both with students and institution management. They also interact with other members of society who participate in their courses. A researcher's laboratory work constantly contributes to their course content. They also have constant contact with companies, politicians and partner laboratories.

As a result, teacher-researchers have a strategic role in the higher education and research ecosystem, giving them direct impact on SDG numbers 4, 8 and 9.

Obtaining a quality education is the foundation to improving people's lives and sustainable development.

- Include sustainable development themes such as human rights, gender equality and citizenship in existing courses
- Make sustainable development an independent subject
- Develop inclusive and collaborative education methods
- Encourage entrepreneurship
- Develop committed citizenship and active participation in associations
- Ensure all students, regardless of their background, have equal access to knowledge
- Help students with learning difficulties
- Make the institution a model for sustainable development practices



Sustainable economic growth will require societies to create the conditions that allow people to have quality jobs.

- Ensure course content is pertinent to employment opportunities so that students find long-term employment
- Ensure theories taught are applicable to professional practices
- Encourage and promote professional experience with vocational training, internships and entrepreneurial projects

Investments in infrastructure are crucial to achieving sustainable development.

- ❑ Choose research subjects which lead to sustainable innovation
- ❑ Advise companies about sustainable innovation
- ❑ Encourage students to choose research subjects compatible with sustainable development

Higher education and research institutions can make indirect contributions to **all the SDGs**, depending on the subjects taught and developed, including:

- gender equality
- energy transition
- eco-friendly construction
- biodiversity protection
- etc.

This will increase the profession's capacity to meet the SDGs.

"

Brigitte Vu

Teacher-researcher in energy-efficient construction, Université de Technologie de Belfort-Montbéliard, France

"I created the energy-efficient construction cursus to train engineers in multidisciplinary skills: temperature control, home automation and energy efficiency. Thanks to my participation in ministerial commissions, I am able to include content based on forecasts about the subject. My students are in the field as much as possible. For example, they participate in energy-efficiency renovations of the university buildings."

THE CHALLENGES

Several challenges are yet to be met for the successful application of the SDGs. Due to their outright majority in an institution, teaching and research staff have the means to make a difference, but their primary role is to teach and conduct research. Their capacity to fulfill this dual role may reduce their involvement.

The **disciplinary framework** and importance given to a field of research can be an obstacle to academic progression and prestige for teacher-researchers who are more proactive about including sustainable development in their work. This often requires **interdisciplinary** work, which is not yet well-regarded by the profession. The CNU (Conseil National des Universités), the French lecturer **qualification system** discourages PhD students and young doctoral students from selecting interdisciplinary subjects. Complete revision of the system would facilitate such orientation.

Also, as the principal role of teacher-researchers is to develop knowledge and educate (knowledge, expertise and social skills) rather than make decisions, this can limit their impact. The challenge is to **remain neutral and objective** about their chosen research activity by keeping a distance from decision-makers. Involving decision-makers may pose a problem, but all the observations we have collected seem to indicate that involving students is feasible.

> **“ Yvan Lagadeuc**
> **Ecology Teacher-researcher, Université de Rennes 1, France**
>
> “Given the natural association between sustainable development and my courses and research work, I tried to direct our management towards changing the overall organization of the institution to make the university a model for sustainable development at every level. For example, I tried to convince our management to make the link between sustainable development research and course content a priority.”

Teachers can choose to include sustainable development in course content where they have direct contact with students, but change will only be effective if the **rest of the teaching staff and management** are on board. This can be more complicated and may require gradual awareness raising among institution staff.

If the whole institution is not behind sustainable development, a teacher's results in their own area will be limited.

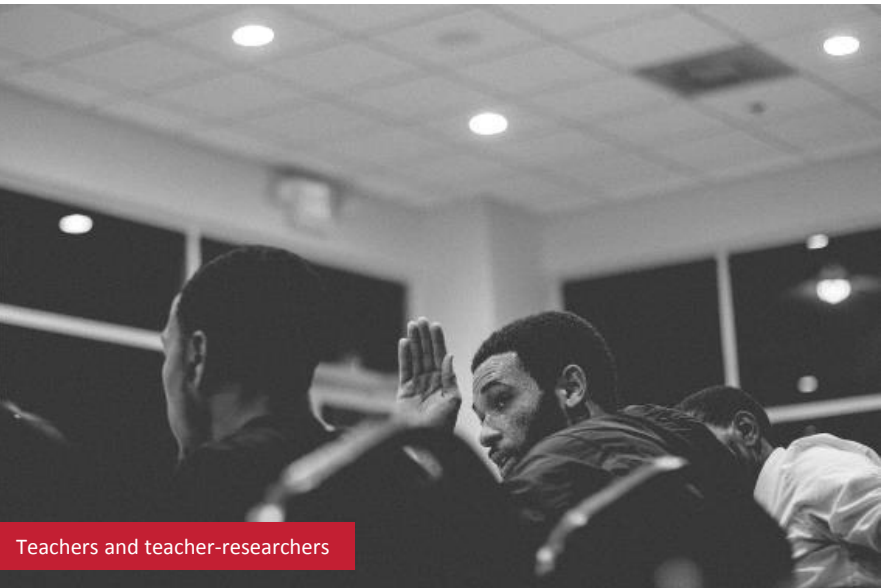
Also**, continuing education** for teacher-researchers is insufficient, slowing change to course content and teaching methods. But change is underway, as the new May 2017 decree about university professor and lecturer status shows.

Finally, the extremely strong **competitive spirit** between institutions and between countries about research can be an obstacle to initiatives about innovative subjects associated with sustainable development.

"

Virginie Martin
Teacher-researcher, political science and management, KEDGE Business School, France

"I include company case studies with social themes such as gender equality in my course. I try to communicate my research findings to political leaders to change society. I work with my students to develop my courses to avoid imposing an analysis and to encourage them to participate in their learning."



Teachers and teacher-researchers

- GOING FURTHER -

Teachers and teacher-researchers

If I...	I contribute to...
TEACHING METHODS	
❑ Establish new evaluation criteria for continuous assessment including creativity, entrepreneurial attitude and skill acquisition	4 Quality Education; 10 Reduced Inequalities
❑ Encourage autonomous learning such as internet research during class, personal analysis of work, e-learning, MOOC.	4 Quality Education
❑ Reduce class sizes to optimize contact with teachers and regular and effective practical exercises	4 Quality Education
❑ Reduce use of paper: less photocopies and increased use of computers in class	15 Life on Land
❑ Include innovative research exercises for sustainable development subjects	4 Quality Education; 9 Industry, Innovation and Infrastructure
❑ Encourage students to participate in sustainable development workshops and competitions (Green gown awards, HESD portal by IAU, Médiaterre by AUF, etc.)	4 Quality Education; 9 Industry, Innovation and Infrastructure
❑ Participate in think tanks about innovation for meeting the SDGs	4 Quality Education; 9 Industry, Innovation and Infrastructure; 17 Partnerships for the Goals
❑ Create an interdisciplinary program so students can follow subjects from different study programs	4 Quality Education
CONTENT AND PRACTICAL CASES	
❑ Develop a curriculum in cooperation with students, enhanced by their personal and professional experiences with associations, through citizenship and in vocational training, internships	4 Quality Education; 8 Decent Work and Economic Growth
❑ Make sustainable development subjects compulsory, such as social and inclusive economy, circular economy, ethical finance, business ethics, entrepreneurship, sports for disabled people	4 Quality Education; 8 Decent Work and Economic Growth; 12 Responsible Consumption and Production
❑ Integrate climate change issues in engineering, finance, economy, urbanism and other courses.	4 Quality Education; 13 Climate Action
❑ Include study into technical innovations such as carbon and energy storage, renewable energy and energy recycling.	4 Quality Education; 7 Affordable and Clean Energy; 9 Industry, Innovation and Infrastructure; 13 Climate Action
❑ Develop new courses which could be supported by employers with a specific need, for example: Entrepreneurship and Socially Responsible Economy, Energy efficiency	4 Quality Education; 8 Decent Work and Economic Growth; 17 Partnerships for the Goals
PROFESSIONAL AND ASSOCIATIVE LIFE	
❑ Include dissertations on subjects associated with sustainable development specific to the course taken	4 Quality Education; 9 Industry, Innovation and Infrastructure
❑ Recognize internships with associations and give ECTS credit for associative work	4 Quality Education; 8 Decent Work and Economic Growth
❑ Support teaching with practical cases proposed by companies, based on associative projects, or to solve institution problems	4 Quality Education; 8 Decent Work and Economic Growth; 17 Partnerships for the Goals
❑ Develop a curriculum in consultation with people working in the field every day	4 Quality Education; 8 Decent Work and Economic Growth; 17 Partnerships for the Goals
❑ Invite speakers from the field to make sustainable development more real, such as CSR and NGO consultants, elected representatives, professionals or social-economy startups	4 Quality Education; 8 Decent Work and Economic Growth; 17 Partnerships for the Goals
❑ Create a special course for experienced professionals whose activity has evolved	4 Quality Education; 8 Decent Work and Economic Growth
RESEARCH	
❑ Build relations between a curriculum and research institutions or bodies associated with SDGs	9 Industry, Innovation and Infrastructure; 17 Partnerships for the Goals
❑ Work towards becoming a model institution by creating collaborative courses for teachers, students and other personnel about research findings into sustainable development	4 Quality Education; 11 Sustainable Cities and Communities; 17 Partnerships for the Goals
❑ Invite political and business leaders into laboratories to communicate first-hand about work into sustainable development and social and environmental innovation	9 Industry, Innovation and Infrastructure; 11 Sustainable Cities and Communities; 17 Partnerships for the Goals
❑ Request the creation of research chairs into subjects associated with SDGs (example: Chair of circular economy)	9 Industry, Innovation and Infrastructure
❑ Offer freely and easily accessible courses and/or research results in more than one language	4 Quality Education; 8 Decent Work and Economic Growth; 9 Industry, Innovation and Infrastructure; 10 Reduced Inequalities; 16 Peace, Justice and Strong Institutions

SUSTAINABLE DEVELOPMENT GOALS FOR STRATEGY AND GOVERNANCE PROFESSIONALS

SOCIAL ISSUES

Given the decision to increase autonomy for HEIs (2007 LRU and 2013 ESR acts), governance has become an increasingly important issue, resulting in the creation of dedicated expert missions and departments which often report to the institution's senior management.

Governance professionals are responsible for the development and deployment of an institution's strategic project, and they organize the necessary administrative, technical and financial operations. They have **a pivotal role between the strategic project and day-to-day operations**. Their job is to facilitate decision-making, whilst creating the best possible working conditions for students and staff. Governance professionals are also responsible for **stimulating dialogue among colleagues about the values the institution decides to convey** to their students, teacher-researchers and administrative and technical staff.

Governance has two aspects: technical and interpersonal. On one hand, governance professionals produce, collect and deploy information required for **facilitating decision-making and optimizing the use of financial, human and natural resources**. They coordinate assessment and accreditation applications and provide information when requested by stakeholders, such as supervisory ministries and assessment and certification bodies. They also **advise departments and help them evolve**, for example for quality improvement. Significant and continuous consultation is required.

A word from the CIRSES

«The goal of the CIRSES is to assist all HEIs to integrate SD&SR issues through long-term support of all professionals responsible for SD&SR. We provide platforms for exchange (esresponsable.org), guides (SD&SR kit) and sites (label-ddrs.org, etc.) for the higher education community»

Armelle Carnet, President, CIRSES, France

Governance professionals include experts, such as quality and sustainable development officers, and managerial staff such as department supervisors and chief administrative officers. Both aspects are important, but the content of technical and interpersonal aspects is distributed differently for these two governance professional types: experts are more concerned with technical issues, whilst managerial staff concentrate more on interpersonal aspects. Unlike the experts, managerial staff also have authority, forcing them to assume a leadership role. They work for **an effective alliance between the different professionals, and for coherence between the institution's orientations and policies**.

> "
> **Éric Dutil**
> **Former Operations Manager, Université de Bordeaux (former president of the association of operations managers), France**
>
> As operations manager, I had to both guide and be political. Universities have an internal democratic system. It is important to find a balance: preserve autonomy for teaching and research whilst working in an overall framework (the Université de Bordeaux "brand"). I organize dialogue between colleagues about social responsibility values that our institution can convey to our students and staff."

Both expert and managerial governance staff have many contacts internally and externally. Internally, they exchange with the institution's department, service and laboratory managers. Experts also exchange with operational staff for reporting purposes and to gain information about working conditions. Outside the institution, governance professionals exchange with the institution's partners: supervisory ministries, accreditation and certification bodies, local authorities, research bodies, socioeconomic partners (companies, professional associations, non-profit organizations, etc.), international partners, and in the case of university hospitals, with the medical profession.

> "
> **Joris Benelle**
> **Operations Manager, Université Grenoble-Alpes (UGA), France**
>
> "I have the pivotal role between the institution's strategy policy and the administration that supports it. The aim is to provide the best possible working conditions for students and staff. I am not an expert, but I consult with experts when necessary. I ensure that social and environmental issues are given weight in institution debate. Quality of working life is important to me, because our staff - whose expertise is our livelihood - are not equipment or robots."

Several social and environmental issues are key to governance. Given the interpersonal dimension of their role, governance professionals are key to well-being and the quality of working life. Responsible for evaluating and planning, **governance professionals are central to decision-making, and as a result, on the institution's choice of action**. This has repercussions on a wide range of issues, both social: access to education, inequality, people with a disability, health, well-being, quality of working life and job insecurity etc.; and environmental: preservation of natural resources, pollution reduction, tackling climate change, biodiversity protection, etc.

HOW STRATEGY AND GOVERNANCE PROFESSIONALS CAN CONTRIBUTE TO SDGs

Strategy and governance professionals have a cross-disciplinary role in the institution, making it possible for them to make a large contribution to Sustainable Development Goals (SDG) number: 8, 10, 16 and 17.

Sustainable economic growth will require societies to create the conditions that allow people to have quality jobs.

- Ensure human and material resources are deployed to ensure conducive conditions for teaching and research
- Take action against discrimination in the work place with inclusive policies, for example for diversity or disability
- Make forecasts for jobs, manpower and skills using a management tool like an anticipative and preventive HR plan Assess the institution's contribution to the local economy
- Assess the financial viability of the institution

- Ensure equal opportunity for access to education
- Reduce pay gaps
- Ensure students and staff from underprivileged backgrounds have the means to remain autonomous
- Guarantee fair social protection for staff

To reduce inequalities, policies should be universal in principle, paying attention to the needs of disadvantaged and marginalized populations.

Access to justice for all, and building effective, accountable institutions at all levels.

- Coordinate the development and deployment of the institution's strategy
- Ensure consistency between the institution's policies and action plans
- Coordinate the application of a quality control system
- Coordinate the application of a social responsibility code of conduct
- Develop and update tracking and management reporting tools
- Guide and support change

17 PARTNERSHIPS FOR THE GOALS

Revitalize the global partnership for sustainable development

- Ensure consistency in the institution's policies
- Report to supervisory ministries, accreditation and certification bodies
- Stimulate exchange with stakeholders
- Develop a social responsibility code of conduct with colleagues
- Ensure social dialogue is open and just

Governance professionals can also play a role in other sustainable development issues, for example via the collection and processing of information used for decision-making.

Through the **quality control system**, they participate in the structural organization, optimization and continued improvement of the institution. This has repercussions on employment, on expertise and on the quality of working life.

Through application of **a social responsibility code of conduct,** they have an impact on energy consumption, waste management, reduction of greenhouse gas emission and biodiversity protection within the institution, as well as the diversity of student and staff profiles.

"

Nathalie Petit-Maltaverne

Improvement and Development Project Officer, Centrale Lille, France

"I am basically a facilitator: I work with all the departments to provide the information necessary to help the management team make decisions. The aim is prevention rather than cure, so I also warn about organizational problems. In my job, it essential to show respect to staff and have an open attitude when we are reviewing our processes. Confidentiality is also important, because I have access to a large quantity of data about the staff, students and school finances."

THE CHALLENGES

Sustainable development issues create challenges for governance professionals both in their work content and methods.

Existing management control tools need to be adapted - and new ones created - to take into account social and environmental issues Traditional management control tools, for example for analytic and general accounting, are outdated for handling social and environmental issues. As a result, new tools have been introduced such as the social audit, stakeholder mapping, the greenhouse gas audit, carbon footprint, risk management tools. But they cannot yet provide a true vision of the institution's situation. More progress is particularly required for measuring an institution's environmental impact.

Political issues are hidden behind what may appear to be a technical subject: the aim of a management control tool is to represent reality, which necessitates choices, setting premises or hypotheses for calculations, thus giving priority to certain information, to the detriment of others. Social and environmental issues require analysis based on a wide range of criteria and generate **recurring dilemmas**. Because actions are rarely beneficial at every level. For example, reducing lighting at night may cause safety problems, or increase a feeling of insecurity, particularly for vulnerable populations, like women on their own.

That is why dialogue and consultation - and collaboration - are necessary to ensure consensus about the ethics and objectives underlying the conception of the tools.

"

Pierre Risso
Quality and SD&SR Engineer, Polytech Montpellier, France

"I was quality control manager in the welfare and health care sector for 15 years. During that time, I learned a great deal about the impact of social structure and social relations on sustainable development. At Polytech Montpellier, I work part-time on the SD program, and part-time on the quality control system. Three actions are particularly important in my work: identifying people who may be a source of data, collecting indicators and gaining trust. To gain their trust, I show my aim is to promote the work of the person who supplied the data."

Two inspiring examples: the collaborative work carried out by the UN to establish the SDGs, and the collaborative work carried out by the Economic, Social and Environmental Council (ESEC / *CESE*) in France on the sustainable development indicators.

Governance professionals rely on and process large amounts of information - and in some cases, sensitive information. They also have to **juggle between two potentially contradictory objectives: respect for confidentiality versus the duty of transparency**, inherent for institutions acting in the public interest. On the one hand, institutions are increasingly required to report on their activities and demonstrate their efficiency - economic efficiency, financial viability and the integration of social and environmental issues. On the other, they must respect the right to privacy (anonymous data, statistic process controls) and trade secrets (particularly for research in progress about technology for military use or other technology which could be misused in this context).

A balance must be found between transparency and confidentiality: a hot topic for the wider public which is being addressed by new national and international regulations like the Aarhus convention, the environmental charter, the general data protection regulation (GDPR) and the European trade secret directive.

Recent arrivals in institutions, governance professionals need to **promote their actions to confirm their legitimacy.** However, this can prove difficult due to lack of time, interest in the subject or relevant skills. The result can be more time being spent on action, and insufficient time being spent on communication. Having a good relationship with communication professionals can be useful in this case, as it can lead to the governance featuring constantly in the institution's communication strategy.

"

Armelle Carnet
Strategy and Governance Assistant,
Agrocampus Ouest,
France

«Initially, I was often consulted for my expertise in guiding change and governance. I began with the HCERES [Public agency assessing universities in France] evaluation of the institution and the development of a strategic project. I had to create bridges between the institution's different objectives and develop opportunities to meet the collective ambition. I identified the sustainable development and social responsibility strategy as an opportunity which I am currently implementing »

- GOING FURTHER -

Strategy and governance professionals

If I...	I contribute to...
POLICIES	
❑ Coordinate the development and deployment of the institution's social responsibility strategy	3, 4, 5, 6, 7, 10, 11, 12, 16, 17
❑ Coordinate self-assessments for accreditation and certification bodies such as EFMD, AACSB and AMBA for Business schools	4, 16, 17
❑ Assist with the creation of a policy for people with a disability	4, 8, 10, 11, 16, 17
❑ Lead a social responsibility committee bringing together all internal and external stakeholders	16, 17
❑ Assist with the creation and deployment of a jobs and skills forecast management tool like an anticipative and preventive HR plan	8, 10, 16, 17
❑ Assist with the creation and deployment of a plan for the improvement of the quality of working life	3, 8, 16, 17
❑ Participate in the creation and deployment of a plan to reduce travel between institutions, such as the French PDIE.	3, 7, 11, 16, 17
IT	
❑ Create an environmental accounting system	6, 7, 11, 12, 15, 16
❑ Create non-financial reporting tools	6, 7, 8, 10, 11, 12, 15, 16
❑ Carry out a greenhouse gas (GHG) emission inventory following the GHG Protocol standard	7, 16
❑ Carry out a social audit	8, 10, 16
❑ Respond to bodies and media who publish national and international rankings	16, 17
❑ Coordinate the institution's SD&SR self-assessment	16, 17
PROCESSES	
❑ Map the institution's staff recruitment processes	6, 8, 10, 16
❑ Map the institution's student recruitment processes	4, 10, 14, 16
❑ Map the institution's energy consumption processes	6, 7, 12, 13, 16
❑ Map the institution's waste management processes	12, 16
INITIATIVES	
❑ Assist with the deployment of the "Sustainability Literacy Test" (*Sulitest*)	4
❑ Assist with the creation of solutions to help refugees return to education	4, 10
❑ Enable the creation of a network to improve equal opportunity and access to higher education	4, 10, 17
❑ Support the implementation of a program for prevention and protection of student health	3, 17
❑ Contract with a social employment program for the reuse of depreciated electronic products	3, 8, 10, 11, 12, 17
❑ Build relations with local suppliers	3, 8, 17

SUSTAINABLE DEVELOPMENT GOALS FOR FINANCIAL AND ACCOUNTING PROFESSIONALS

Responsible for the institution's financial management, finance and accounting professionals play a key role in operations. Their main role is to **assist the policy team in the deployment of the institution's project and with budget control and financial management**. Working with teams in the field, they also calculate budgets and forecasts. They are guided by management tools: the investment plan, the economic model, medium- to long-term forecasts, budget policy, etc. On a daily basis they also control income and spending. Accounting professionals oversee the accounts and production of supporting documents and financial reports. They also report problems and advise to ensure the institution's operations are sound, honest and reliable.

Financial and accounting professionals have **contact with all the other teaching departments, laboratories and services throughout the institution**. The department is at the crossroads of all the other departments and services as accounting processes touch every part of the institution. Their primary contact is the person who signs or delegates the signature for contracts and delivery notes, such as the president of a university. They also exchange with the management team and strategy and governance professionals.

A word from the AACU (university accountants association), France

«At the crossroads of all the institution's internal processes, the accountant is the essential advisor to the president or manager for finance and accounting. Such an overview of the economic activity includes issues touching social and environmental responsibility, which they report to the governance team. The AACU works with the CPU [HEI management association] to promote actions for energy transition such as digitization and telecommuting. In a context where resources are limited, we also consider the CSR policy creates financial opportunities because it drives energy efficiency, reducing our impact on the environment. Energy-efficiency building renovations would also be accelerated if universities were authorized to borrow to fund such projects, which is not yet the case.»

Pascal Pain, Vice President, AACU, France

They work closely with procurement officers, directors and financial managers in the departments and laboratories. They also have contact with students, particularly for the payment of tuition and enrollment fees.

Finance and accounting professionals also exchange with **a wide range of contacts outside the institution, for audits, for funding applications and for registering income and spending**. Their main contacts are supervisory ministries and regulatory bodies such as the school board, the government accountability office and statutory auditors. They also have contact with tax and welfare services, the office, the COMUE (French group of universities and institutions), partner institutions, local authorities and companies for funding research projects, as well as suppliers, continuing education clients and providers of financial IT systems (particularly the AMUE, a support body for public institutions in France).

Ethical considerations such as producing compliant accounts and operations, measures against embezzlement and sound management of public funding are paramount. In France, public accountants swear before the Cour des Comptes, the equivalent of the government accountability office, and are personally accountable for financial problems. Sound management of public funding is a constant issue due to the prevalent practice of spending the totality of budgets to avoid them being decreased in the future. Finance and accounting professionals have several techniques to avoid such practices.

"

Pascal Pain

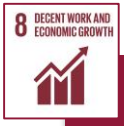
Accountant, Arts et Métiers Paris Tech / Vice President, AACU, France

«Generally speaking, we simply cannot neglect environmental and social issues. We are active participants in our society. As an accountant, I am responsible for the integrity of the accounts. I make sure they are correct and honest, and closely reflect the economic reality. I also make sure payment terms are not too long, even if my department is not responsible for procurement. My role is also to advise and supervise, with a duty to report to my management. This is where environmental issues come in. For example, I advise that new vehicle purchases be electric or hybrid. »

Like their peers in the banking sector, through activities they finance, **they generate social and environmental impact, both directly and indirectly**. Directly, through their **work methods and tools** including use of paper, digital devices and transport. Indirectly, **through budget distribution, which has potentially more impact**. Budgets can be attributed to activities which have positive or negative impact. Finance and accounting professionals may not have decision-making power, but they can help management to take into account social and environmental impact generated by the activities they finance, and hence make enlightened choices.

HOW CAN FINANCE AND ACCOUNTING PROFESSIONALS CONTRIBUTE TO THE SDGs

Finance and accounting professionals have a cross-disciplinary role in the institution, making it possible for them to make a large contribution to Sustainable Development Goals (SDGs) numbers 8, 12, 16 and 17.



Sustainable economic growth will require societies to create the conditions that allow people to have quality jobs.

- Ensure the institution is financially sustainable
- Diversify institution funding sources
- Exercise budget control
- Respect and reduce payment terms
- Develop business with local companies for procurement

Responsible Production and Consumption

- Rationalize consumable procurement procedures to reduce use of resources
- Include social and environmental clauses in purchase specifications
- Integrate social and environmental criteria in ratings for procurement contracts and tenders
- Give priority to new economic models: circular economy, product-service system, sharing economy
- Include clauses about product end-of-life and ensure they are applied correctly

Access to justice for all, and building effective, accountable institutions at all levels.

- Ensure the accuracy, impartiality and honesty of the institution's accounts in collaboration with statutory auditors
- Establish a policy against corruption and conflict of interest
- Include responsible purchasing in the procurement strategy and policy
- Guarantee equal access to information for consultation and transparent decisions about procurement contracts

- Collaborate to create new financial and accounting tools which include social and environmental issues: non-financial reporting tools, social and environmental accounting, etc.
- Include the social and environmental impact of the institution's activities in budget analysis

Revitalize the global partnership for sustainable development

17 PARTNERSHIPS FOR THE GOALS

Finance and accounting professionals can also contribute to other sustainable development issues, by their choice of work methods and the development of new tools to facilitate decision-making.

Social and environmental indicators can be added to existing financial and accounting tools for better monitoring of **pay gaps** and the impact of the institution on **climate change**.

Digitizing/dematerializing documents reduces paper use, which indirectly reduces **water, energy and wood consumption** used for paper manufacturing and printing. At the same time, digitization must be carried out within a responsible digital framework: Green IT avoids environmental benefits being overridden by the impact of IT equipment on the environment. The use of digital devices must be part of an overall strategy and policy to prevent increasing the digital divide which can isolate certain staff members.

"

Stéphane Minaberry,
Managing Director for Operations and Assistant Delegate for Finance and Procurement, Université de Bordeaux / President, ADF (French association for financial directors of HEIs), France

«Sustainable development is important to me, both for social and environmental reasons. I think it's necessary to integrate these issues in our decision-making processes within the institution's financial capacity. I do my best to promote this internally. The aim is not to make the issue a dogma, but to make our institution and operations more ethical. For example, we can educate our departments to consider these issues when handling procurement contracts. In some cases, we can accept to pay a higher price, which is in fact not an additional cost when criteria for analysis are widened.»

THE CHALLENGES

Finance and accounting professionals face three main challenges which impact their contribution to social and environmental issues: the financial sustainability of HEIs, the increasing complexity of finance regulations (which generates difficulties for human resource management), and the inadequacy of existing tools.

Maintaining HEI financial viability is a major challenge in a price scissors context. On one hand, income is stagnant due to the reduction in public funding. On the other, expenditure is increasing due to the need for cutting-edge equipment for research, high investment in campuses for digital transition and facilities renovation, as well as the need to increase support service workforce due to the decentralization of the higher education and research system which began about a decade ago. This strained situation requires extra focus on financial balance. With reductions in spending, particularly for staff, priorities need to be reviewed. One solution is to spend better, not spend less. In this context, HEI procurement teams need to be professionalized.

Over the last few years, **financial regulations** have been reformed for better risk management, particularly since the 2008 financial crisis. This means that finance and accounting professionals require a higher level of skill and knowledge. To that end, **training existing staff is necessary**, and particular attention needs to be made when recruiting. As a result, it has become **difficult to recruit** in these professions, which is only worsened by the lack of general interest the professions attract. And respecting workplace diversity policies is very difficult as a result.

"

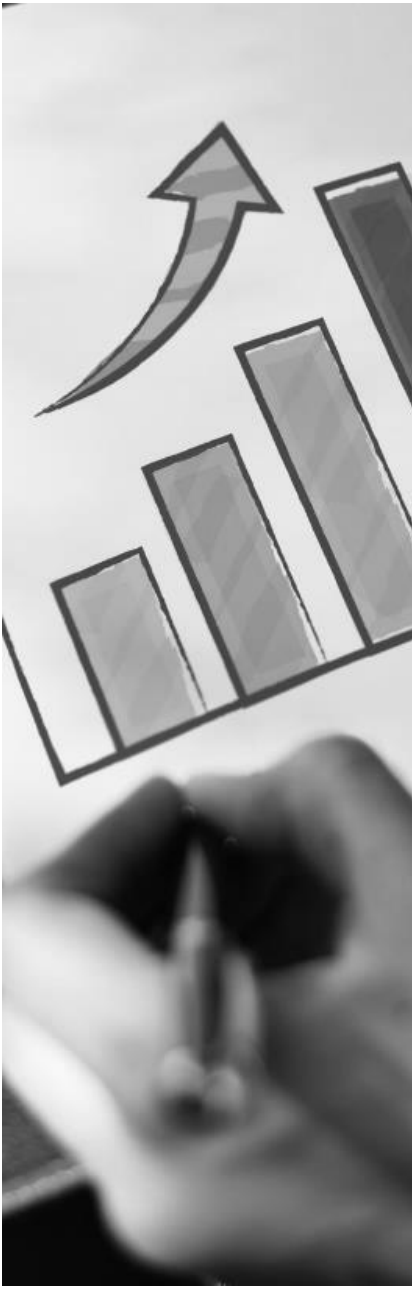
Hélène Da Costa
Deputy Finance Director, Université Paris-Dauphine, France

«The environmental issue is very important to me. I am vegetarian, which is difficult to talk about when you don't want to provoke a feeling of guilt or discomfort. Progress can only be made by raising awareness, by communicating, and by being consistent...even if it is not easy every day. Environmental issues in a financial department suggest paper, dematerialization, or the way we choose to spend our budgets: on what, how much and with which supplier. But we can also include environmental criteria in our forecasts, analyzing our budgets by the type of expenditure. The indicators are yet to be defined. We can also stimulate change by including environmental impact as criteria for decision-making.»

It is also worth noting that staff responsible for financial management of departments and laboratories part-time have trouble keeping up with the increasing demands and workload. To facilitate skill upgrading, it would be useful to create **bridges between administrative staff and teacher-researchers**, particularly in management schools, to exploit knowledge and skills created and transferred in the cursus.

The inadequacy of existing technical tools creates two main problems: a loss of productivity and the difficulty to include non-financial criteria in budget attribution. It is important to **improve existing tools and create new ones**. On one hand, existing IT systems require improvement and are obstacles to financial management productivity due to, for example, duplicated inputting which could be automated with **connections between software and databases**. On the other hand, financial decisions are still largely blind to environmental and social issues. Accounting tools (the existing balance sheet and income statement) only cover such issues partially and are not conducive to the analysis of an organization's environmental and social impact. **Financial tools** such as budget guidelines, budget dialogue tools and financial models need to be **reviewed so that decision-making includes environmental and social issues**.

Accounting research has already resulted in some interesting solutions, with the creation of **a range of new tools**: new **physical accounting methods** such as the greenhouse gas emission audit and the social audit, as well as new monetary accounting systems including the triple capital accounting system, the **CARE model** (accounting adapted to environment renewal) and the environmental profit and loss. Physical accounting tools have proven to be robust but do not have a direct impact on budgets. Monetary accounting tools, on the other hand, have proven more powerful, but are still experimental. They now need to be improved and tested in the field.



- GOING FURTHER -

Financial and accounting professionals

If I... → **I contribute to...**

SOUND MONEY MANAGEMENT

- ❑ Plan department funding programs over several years to reduce excessive consumption at the end of the accounting period
- ❑ Re-attribute resources unused by the department to spread a high outlay over several years
- ❑ Educate departments about financial regulations for the transfer of unused funds to working capital, which remains an asset for the institution and the departments and can be released when needed.
- ❑ Create an internal ethical alert system for unorthodox practices, embezzlement, conflict of interest and corruption
- ❑ Establish a policy for air travel

NON-FINANCIAL ANALYSIS

- ❑ Include environmental and social issues in budget guidelines
- ❑ Work with other managers involved in budget issues to create an interactive budget tool with non-financial environmental and social criteria
- ❑ Create a non-financial environmental and social dashboard for the governance team
- ❑ Apply environmental and social accounting systems: greenhouse gas audit, accounting systems adapted to environment renewal (CARE), the French IDEA method which includes indicators for sustainable farming.
- ❑ Carry out an annual carbon audit of the institution's purchases to identify actions to be taken
- ❑ Set an annual carbon budget for each department to establish their total greenhouse gas emission allowance
- ❑ Fix an internal carbon tax for international travel

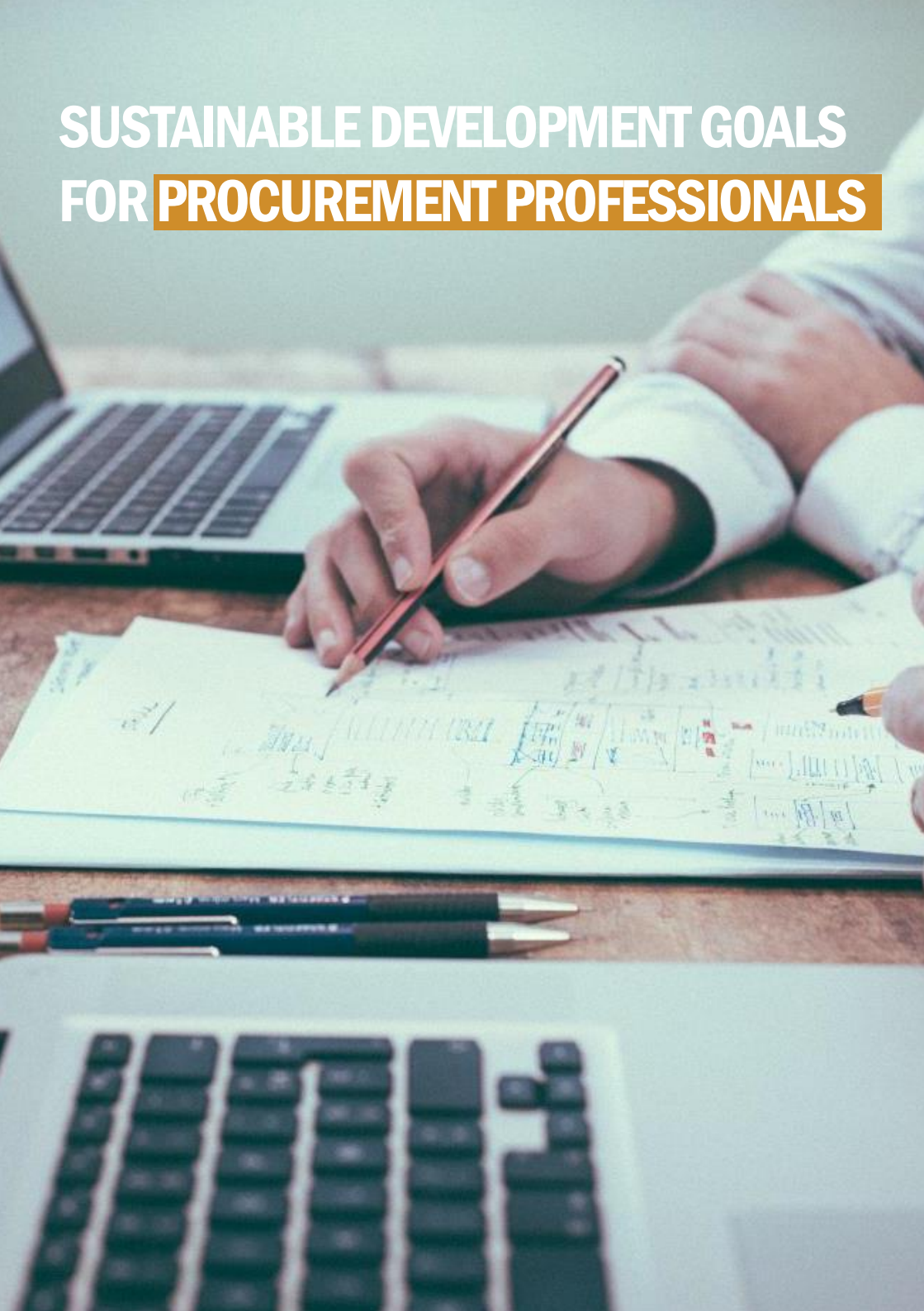
SUSTAINABLE PROCUREMENT

- ❑ Include sustainable development criteria in procurement contract ratings
- ❑ Improve the flow of internal communication about services rendered to reduce payment terms
- ❑ Include social integration clauses in specifications
- ❑ Identify corruption risks and potential conflicts of interest and establish rules to ensure suppliers are treated equally
- ❑ Give priority to local suppliers to support the local economy
- ❑ Build close working relations with inclusive employers to develop markets for the disabled
- ❑ Distribute information about sustainable development to internal procurement officers

PAPER USE

- ❑ Digitize accounting documents (supporting documents and invoices) in a Green IT framework
- ❑ Digitize financial documents (funding application and budget requests) in a Green IT framework
- ❑ Configure printer defaults for black and white and double-sided printing
- ❑ Share printing equipment: one printer/photocopier per floor to minimize the ecological footprint and incite sedentary staff to be more active

SUSTAINABLE DEVELOPMENT GOALS FOR PROCUREMENT PROFESSIONALS



SOCIAL ISSUES

Procurement professionals

The role of procurement professionals is to provide the institution with supplies and services. The aim is to satisfy the institution's requirements within the policy and regulatory framework Procurement staff prepare, analyze and sign contracts, and ensure they are applied correctly. They also source, monitor regulations, advise and assist internal staff with procurement plans.

Procurement professionals have contact with all the other departments in HEIs, given that purchase can be made by any management team, departments and laboratories in the institution. They work with the finance and accounting professionals to oversee contracts and control budgets. They can also request human or material resources internally for sustainable development, the disabled policy or questions about occupational health and safety. Procurement professionals also have external contacts including other HEIs, companies, local authorities, associations, central buying services, government procurement supervisors. Buyers can work with these contacts to group orders and exchange about their practices.

Several social and environmental issues are key to the procurement role. HEIs' purchase policies have **a knock-on effect** on other companies, whether they be suppliers or prospective suppliers. These demands can generate improvement in what suppliers offer, both for working conditions and the environmental impact of their products and activities. The orders they place also have an impact on the **local economy and workforce**.

Purchases have both direct and indirect social and environmental impacts. Direct impact is caused by the use of the product or service purchased, such as energy efficiency of effect on user's health. Indirect impact is generated by the fabrication and product end-of-life, supplier working conditions, environmental impacts of manufacturing processes and recycling potential.

- Use of the product or service purchased
- Energy efficiency of effect on user's health

DIRECT

IMPACT

INDIRECT

- Fabrication and product end-of-life
- Supplier working conditions
- Recycling potential
- Environmental impacts of manufacturing processing

"

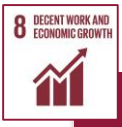
Virginie Filippini
Procurement Department Manager,
Université Claude Bernard-Lyon, France

«The university's buildings are large and old. As part of the refurbishment program started about ten years ago, the institution decided to have all the asbestos removed and not postpone the problem. The institution has fully accepted the financial impact of this decision. The selection process for service providers must be strict, because asbestos removal is a delicate operation. Personnel protection and waste management require particular attention.
The tender procedure is stringent to ensure the quality and reliability of selected companies.»

The relationship between buyers and suppliers is complex. Buyers must make neutral judgments, keeping a certain distance from suppliers. Caution is essential, because **there is a fine line between good business relations and corruption**. At the same time, buyers need to maintain good relations with their suppliers to ensure mutual trust and efficient, reactive communication. They must also respect reasonable payment terms to avoid endangering suppliers, particularly SMEs or when a supplier is dependent on the institution's business.

HOW PROCUREMENT PROFESSIONALS CAN CONTRIBUTE TO THE SDGs

Procurement professionals have a cross-disciplinary role in the institution, making it possible for them to make a large contribution to Sustainable Development Goals (SDGs) number 8, 12 and 16.



Sustainable economic growth will require societies to create the conditions that allow people to have quality jobs

- Improve sustained employment possibilities for the long-term unemployed and people with a disability
- Combat suppliers working in the informal economy using unlawful employment and forced labor
- Act to eliminate child labor
- Ensure suppliers take adequate protective measures for their employees
- Respect and reduce payment terms
- Develop business with local companies

- Rationalize consumable procurement procedures to reduce use of resources
- Integrate clauses for food waste in contracts with food services companies and ensure they are applied correctly
- Give priority to new economic models including the circular economy, the product-service system and the sharing economy
- Include clauses about product end-of-life and ensure they are applied correctly

Responsible Production and Consumption

Access to justice for all, and building effective, accountable institutions at all levels.

- Include responsible purchasing criteria in the procurement strategy and policy
- Create written guidelines for buyers
- Help suppliers to apply a responsible purchasing policy
- Ensure equal access to information for consultations
- Apply transparent selection procedures
- Establish a policy against corruption and conflict of interest

Procurement professionals can also make a difference in other fields of sustainable development through the choice of goods and services and the type of relations the institution has with its suppliers.

How energy efficient a product is, the carbon footprint left by its fabrication process, the distances and modes of transport used for delivery...all generate energy consumption and contribute to climate change. Contracts with energy providers (for electricity and heating) and staff travel also have an impact.

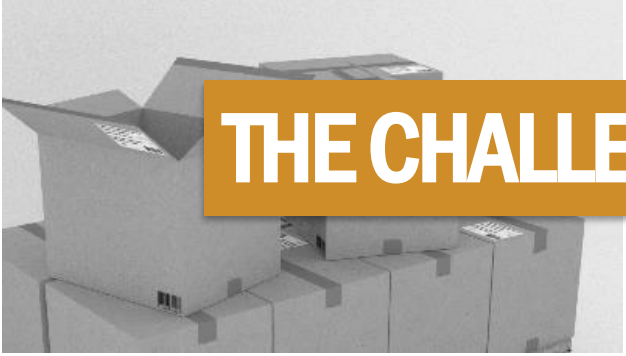
Through their choice of product and criteria regarding supplier working conditions, procurement professionals can have an impact on the workers' exposure to chemical substances and air, water and soil pollution. Buyers can also guide suppliers by requesting more ecological products, such as eco-label products or products made with recycled materials. The purchase of food and products using forest materials such as paper, furniture and wood construction must also be scrutinized. For example, buying large quantities of meat produce or produce containing palm oil contributes to deforestation.

Lastly, purchasing can also stimulate innovation. Institutions can create partnerships with suppliers to develop an innovative product or service, or accept to be the first customer of young, innovative companies.

"

Diane Piclet
Procurement Manager,
Aix-Marseille Université, France

« Our institution has many sites, and most of them have green spaces. How the university maintains the green spaces has environmental and social impacts. When we decided to sign a contract to maintain our green spaces, we made sure we integrated environmental and social issues. We carefully selected the plants used, complied with standards and chose maintenance practices with environmental impact in mind. We decided to divide our green spaces into lots and attribute some contracts to inclusive employment schemes which employ people with a disability or from underprivileged backgrounds." »



THE CHALLENGES

The procurement profession has undergone **significant change** over the last few years, particularly in the public sector. Most importantly, the activity has been professionalized, and now goes further than the simple application of legal standards. Integration of environmental and social issues in purchasing accentuates this trend.

Social responsibility for buyers in higher education and research requires strong professional ethics: **fair, honorable and stringent conduct** in their relations with current and potential suppliers. This is essential for the legitimacy of the institution's demands for environmental and social performance.

In the past, the criterion for purchasing was price. In sustainable responsible procurement, the **notion of value for money is surpassed by questions about quality and value**. Questions about quality can include the environmental impact of the product or the supplier working conditions. And questions about value can include the total cost of the product, such as costs generated by the purchase and the end-of-life disposal, rather than the simple purchase price.

Such a calculation contradicts preconceived ideas that a sustainable product or service is always more expensive. That said, buyers' habits and goals are still focused on the purchase price. **It is important that procurement policies are backed by high-level policy** at presidential and senior management level to avoid contradictory objectives and sanctions. Otherwise, purchasing criteria will always be the lowest price rather than social and environmental performance.

> **"Gaël Sandrin**
> **Procurement and Contracts Manager,**
> **Kedge Business School, France**
>
> « Our sustainable purchasing policy addresses each phase in the purchasing cycle. As soon as a purchasing requirement is expressed, we make sure that social and environmental issues are considered. The issues differ for each contract. To simplify the process, purchasing managers create questionnaires for colleagues by purchase category. This helps analyze the requirements of the department placing the order and the institution to obtain precise and useful information from the suppliers. Working together on these questionnaires has another intrinsic purpose: sustainable purchasing is communicated as a priority throughout the institution, developing a social culture among buyers and their internal contacts. »

Grouping high-volume orders can be used to negotiate lower prices and simplify supplier relations by reducing the number, but this also reduces the access that local companies and SMEs have to contracts.

There is a clear need **for training and assisting buyers** and department staff who place orders. Stiff supply chain regulations addressing social and environmental issues now exist but buyers have trouble taking them on board. Buyers also have difficulty putting in place criteria to differentiate between supplier propositions. Using only social or environmental criteria (labels, charters, quality assurance plans etc.) is often ineffective because bidders often present similar advantages. It is now necessary to improve on existing sustainable purchasing guides and training programs to make them more operational.

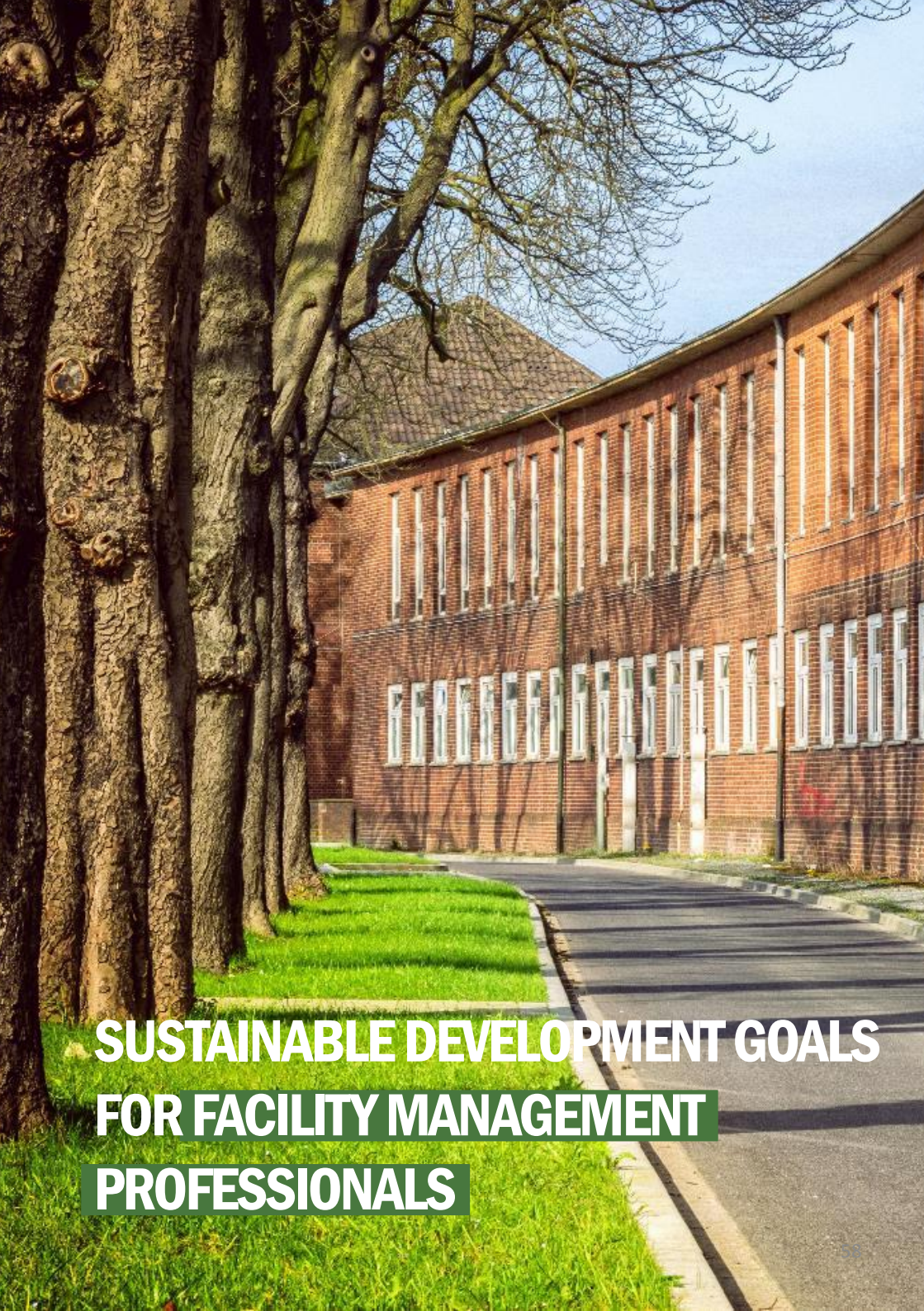
The integration of social and environmental issues in developing, applying and monitoring contracts (and other buying transactions) adds to the already heavy workload of procurement teams. More time needs to be spent sourcing to understand the range available and what can be asked of suppliers. More analysis of potential supplier proposals is also required. Staff members dedicated to social responsibility in the institution may be able to help procurement teams.

Inclusive employers **have a reputation** for being more expensive and providing inadequate quality. And it is also not always easy to identify which contracts they can provide for, and they may only represent small quantities. Finally, they require closer supervision because they are not always as reactive as other types of companies. Organizations (like the GESAT in France) which act as an intermediary between the network of such organizations and clients can raise awareness about the sector and break down certain preconceived ideas.

- GOING FURTHER -

Procurement professionals

If I...	I contribute to...
RELATIONS	
❑ Identify corruption risks and potential conflicts of interest and put in place rules to ensure suppliers are treated equally	8 DECENT WORK AND ECONOMIC GROWTH; 16 PEACE, JUSTICE AND STRONG INSTITUTIONS
❑ Respect and reduce payment terms	8 DECENT WORK AND ECONOMIC GROWTH; 16 PEACE, JUSTICE AND STRONG INSTITUTIONS
❑ Participate diligently in a local network focusing on sustainable purchasing	16 PEACE, JUSTICE AND STRONG INSTITUTIONS; 17 PARTNERSHIPS FOR THE GOALS
❑ Build close working relations with inclusive employment organizations to develop markets for workers with a disability	8 DECENT WORK AND ECONOMIC GROWTH; 10 REDUCED INEQUALITIES; 17 PARTNERSHIPS FOR THE GOALS
❑ Choose suppliers using questionnaires and tables created with other departments which focus on social and environmental issues by purchase category	12 RESPONSIBLE CONSUMPTION AND PRODUCTION; 16 PEACE, JUSTICE AND STRONG INSTITUTIONS; 17 PARTNERSHIPS FOR THE GOALS
❑ Source ecologically innovative solutions	8 DECENT WORK AND ECONOMIC GROWTH; 9 INDUSTRY, INNOVATION AND INFRASTRUCTURE; 12 RESPONSIBLE CONSUMPTION AND PRODUCTION
❑ Give priority to contracts with local suppliers	8 DECENT WORK AND ECONOMIC GROWTH
❑ Distribute information about sustainable development to internal buying staff	12 RESPONSIBLE CONSUMPTION AND PRODUCTION; 16 PEACE, JUSTICE AND STRONG INSTITUTIONS; 17 PARTNERSHIPS FOR THE GOALS
CLAUSES AND CRITERIA	
❑ Include sustainable development issues in procurement contract criteria	12 RESPONSIBLE CONSUMPTION AND PRODUCTION; 16 PEACE, JUSTICE AND STRONG INSTITUTIONS; 17 PARTNERSHIPS FOR THE GOALS
❑ Add social integration clauses to specifications	8 DECENT WORK AND ECONOMIC GROWTH; 10 REDUCED INEQUALITIES
❑ Include clauses for nutritional balance and portion size in contracts with food service providers	2 ZERO HUNGER; 3 GOOD HEALTH AND WELL-BEING
❑ Add clauses about seasonal products, sustainable farming practices (responsible, organic, biodynamic etc.) and marine resource protection (prefer MSC-labeled products, exclude over-fished species, etc.) for contracts with food service providers	2 ZERO HUNGER; 14 LIFE BELOW WATER
❑ Include a clause about adapting work contracts to climate change	13 CLIMATE ACTION
❑ Incorporate clauses about the carbon footprint of materials in goods and building supplies	7 AFFORDABLE AND CLEAN ENERGY; 9 INDUSTRY, INNOVATION AND INFRASTRUCTURE; 12 RESPONSIBLE CONSUMPTION AND PRODUCTION
❑ Insert clauses about building site waste management	11 SUSTAINABLE CITIES AND COMMUNITIES; 12 RESPONSIBLE CONSUMPTION AND PRODUCTION
❑ Include clauses about plans to reduce the education drop-out rate in contracts	4 QUALITY EDUCATION; 8 DECENT WORK AND ECONOMIC GROWTH; 10 REDUCED INEQUALITIES
❑ Check suppliers for gender equality policies	5 GENDER EQUALITY; 10 REDUCED INEQUALITIES
❑ Request suppliers provide a carbon audit	8 DECENT WORK AND ECONOMIC GROWTH; 12 RESPONSIBLE CONSUMPTION AND PRODUCTION
❑ Establish a pallet return system with suppliers	12 RESPONSIBLE CONSUMPTION AND PRODUCTION; 15 LIFE ON LAND
CHARACTERISTICS	
❑ Buy products with eco-labels	6 CLEAN WATER AND SANITATION; 9 INDUSTRY, INNOVATION AND INFRASTRUCTURE; 12 RESPONSIBLE CONSUMPTION AND PRODUCTION
❑ Rationalize supply orders	6 CLEAN WATER AND SANITATION; 12 RESPONSIBLE CONSUMPTION AND PRODUCTION
❑ Choose a 100% renewable energy supplier	7 AFFORDABLE AND CLEAN ENERGY; 12 RESPONSIBLE CONSUMPTION AND PRODUCTION
❑ Establish a product-service system use rather than possession	12 RESPONSIBLE CONSUMPTION AND PRODUCTION
❑ Purchase products made with recycled materials	6 CLEAN WATER AND SANITATION; 7 AFFORDABLE AND CLEAN ENERGY; 12 RESPONSIBLE CONSUMPTION AND PRODUCTION
❑ Purchase fair trade products	1 NO POVERTY; 2 ZERO HUNGER; 8 DECENT WORK AND ECONOMIC GROWTH



SUSTAINABLE DEVELOPMENT GOALS FOR FACILITY MANAGEMENT PROFESSIONALS

SOCIAL ISSUES

French HEIs have over 6,350 buildings with nearly 18.6 million square meters and 56 million square meters of land (source: Ministry of Higher Education, Research and Innovation).

The property is complex and diverse due to the wide range of HEI activities: teaching, research, administration, documentation, student affairs including cultural venues, associations, food services, housing and sports facilities.

Facility management is fundamental for HEIs. The service requires a range of skills and policy to provide the HEI with the premises necessary for fulfilling their strategy at a controlled cost. Facilities and property services include building, renovation, maintenance and operations.

A word from Artiès

"Sustainable development has become a daily concern for university facility managers in every area of their work.
Are the teaching and research premises functional, practical, safe, accessible, adapted and adaptable? Are the surroundings and infrastructures agreeable and can they be used for third place purposes? Are they ecological and sustainable and do they guarantee users' health? Do materials and systems meet requirements and are they ecological?
Artiès members take these questions and questions about energy transition into account, making them responsible actors conscious of the impact of their activity on the social and environmental and economic sectors in their field."

Nicolas Gaillard, President
and Anne Mangano, Vice President,
Artiès, France

According to the nationwide energy audit carried out by the Caisse des Dépôts and the CPU, French university facilities are generally energy-intensive. This result makes **energy efficiency** a high priority, particularly for electricity and heating. Another high priority is **water consumption**, an increasing cost for institutions. Furthermore, water is a rare resource and water treatment and energy production generate pollution.

The goal is to become more energy efficient and consume less water, but there is another important priority: **improve the comfort and functionality of our buildings** for users including teacher-researchers, administrative staff and students.

THE MOST ENERGY INTENSIVE AREAS ARE THE POOLS, FOOD SERVICES AND LABORATORIES

Campus renovation is the ideal opportunity for establishing new working relationships internally with educational projects and using the campus as a model. Externally, projects can be led with local authorities, associations and companies.

Finally, the wide range of users and their diverse profiles, use, and requirements at different times means that the **provision of a safe, accessible and adaptable environment** is a high priority for facility managers. Many campuses have taken the opportunity to open up their sites to the city when undertaking renovation projects.

"

Anne Mangano
Facilities and Property Manager, Université Haute Alsace, Vice President, Artiès, France

"We have an eco-campus policy where energy efficiency is the first priority. Our institution is certified ISO 50001 and we have launched an energy action plan which costs the university €1.3M. Return on investment is expected in ten years. For example: all lighting in the future will be LED (replaced as required); intelligent meters are installed to monitor consumption; and wall and roof insulation have been improved. These actions have already reduced our energy consumption by 12%! We intend to reach our target of 16% less energy consumption by 2019 compared with 2012."

HOW FACILITY MANAGEMENT PROFESSIONALS CONTRIBUTE TO THE SDGs

Sustainable development, particularly the environmental element, is naturally associated with **premises management**: maintenance, structure, renovation etc. and **premises use**: energy and water consumption, use of space etc. This requires the facility manager to be both manager and innovator.

The priority SDGs for facility management professionals are 7, 9, 12, 13 and 15:

7 AFFORDABLE AND CLEAN ENERGY

Energy is central to nearly every major challenge and opportunity

- Provide electricity for heating and air conditioning
- Provide renewable energy sources
- Improve the institution's energy efficiency

- Manage use of the premises, maintenance, construction and renovations
- Ensure buildings are energy efficient for their use
- Use innovative building materials i.e. low energy and resource consumption
- Innovate the use and optimize the versatility of premises
- Meet research laboratories' technical requirements
- Use the campus as a place for experimentation

Investments in infrastructure are crucial to achieving sustainable development

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

Responsible Production and Consumption

- Manage consumables and waste
- Develop an effective waste-management system, reduce waste volumes and encourage waste sorting
- Use ecological, reusable and recyclable products for maintenance, cleaning, repairs and renovations
- Reduce resources used on campus

- Employ a long-term policy for facilities and property management with projects adapted to climate change
- Act to raise awareness among users
- Ensure a supply of energy resources with minimum greenhouse gas emission

Climate change is a global challenge that affects everyone, everywhere.

13 CLIMATE ACTION

Sustainably manage forests, combat desertification, halt and reverse land degradation, halt biodiversity loss

- Develop and preserve campus green spaces
- Establish green and blue corridors or join existing local infrastructures
- Manage green spaces sustainably
- Organize plantations by biodiversity in designated areas
- Choose local plant species

Meeting these objectives can be conducive to **three levels of cooperation**: within the institution, locally and nationally. In the institution: facilities and property managers can work with all the users whose conduct is a key factor in meeting the SDGs. At a local level: facilities and property managers can contribute social and technical expertise to the institution management for better interaction with local government, companies and associations about space reserved for transport systems and green spaces, access to institutions with green modes of transport, and **considering the campus as a ecosystem.** At a national level: facilities and property managers can spread the word about good practices and feedback, particularly to other institutions.

Facilities and property management professionals also have a role to play in social issues, such as **access for all**: vulnerable people, people with a disability, of all ages and of all genders, and **the health and safety of the premises**.

Finally, they must also have a multidisciplinary vision, ensuring that environmental and social solutions do not have a negative impact on **the comfort, health and well-being of institution users**.

"

Lionel Vinour
Facilities and Property Manager,
Université de Poitiers, France

"Sustainable development is a strategic theme for our university which was awarded the SD&SR label in 2016. All facilities and property management departments have assimilated the issues at a high level thanks to our management's sustainable development policy which promises social change and environmental transition. In 2015, 42% of the university's energy source was renewable. We plan to use 100% renewable energy by 2020. Simplicity and comfort are our priorities. Thanks to an energy-efficiency specialist, a network of contacts, and citizenship programs (French "service civique"), we have successfully combined energy-plus construction, ambitious renovations, energy consumption management and raised user awareness. Also, 30% of value assessment criteria in 100% of the real estate market are SD&SR, which reinforces our local position."

THE CHALLENGES

There are three main obstacles to the deployment of these actions and successfully meeting the SDGs: social inertia and resistance to change, renewal of the student population, and financial limits. But this is also an opportunity to bring together technical staff, researchers and students for a shared project.

Future **user behavior** and practices must be taken into account when planning projects for premises which have a direct impact on the institution's daily life. The aim is to offer solutions and guide users towards optimal use of the premises. One example is **modularity to ensure premises change in step with evolving educational practices**: digital, off-site, third places, fablabs, etc. This shift is not easy to implement and is more costly per meter square.

Behavioral change and wide acceptation takes time, whether it be for changing use or a renovation project. **Cultural obstacles** are the first problem, because change in user habits is essential for there to be real improvement of premises use. Given this problem, it is vital to **involve all the stakeholders**: teaching staff, non-teaching staff and students in **decision-making**, and also to allow time for **training and to raise awareness** in ways that are suited to the whole population.

"

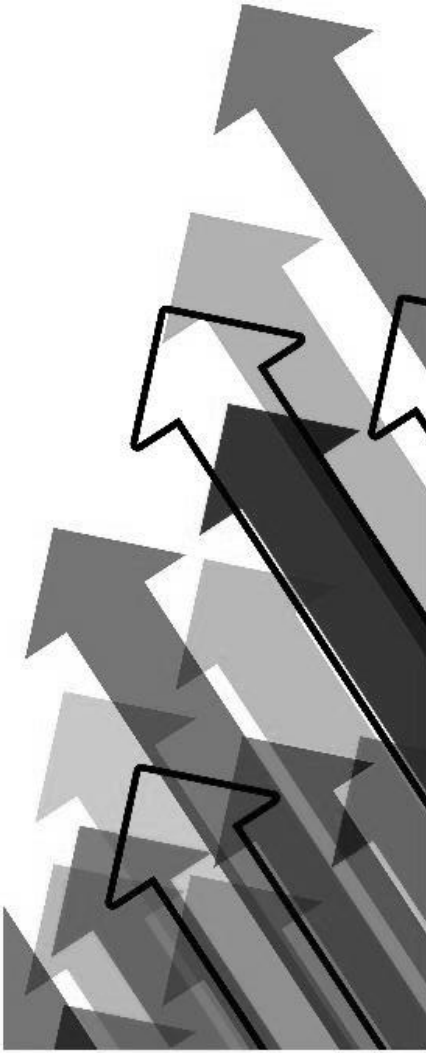
Nicolas Gaillard
Assistant Director, INSA, Delegate for sustainable development and facilities / President, Artiès, France

"The construction of the INSA Lyon campus was an experimental ecological project involving the institution's laboratories, teaching staff and socio-economic partners. A range of experiments are underway including: big data processing for building use; Canadian wells in an amphitheater; alternative water infiltration methods which could be applied in turn by the City of Lyon; a project with a human sciences laboratory studying and developing green modes of transport; energy efficiency *nudging* experiments for use of newly refurbished buildings; creation of a sustainable development fund to support individual and collaborative projects. The site has become a level 1 demonstrator for assessing solutions, raising awareness among students and staff, and inspiring other institutions."

Given the regular renewal of institution users, due to the high student population, the challenge is to maintain their involvement by renewing and diversifying awareness-raising campaigns regularly to ensure their effectiveness.

The other obstacle is the respect of **limited budgets**. Finding the right balance between efficient investments and SDG issues is vital. To compensate for limited budgets, facilities and property management professionals can **work with other partners** such as research laboratories, companies or associations to combine resources, expertise and actions. Facilities and property management professionals can also **work with students and researchers professors** whose course and research subjects are often associated with facility management and real estate. The institution's own premises can be used as an object of research and the subject of an educational facilities management project.

As new stakes emerge, new functions are created. One example is **energy-efficient experts** whose job is to reduce heating, electricity, water and air conditioning consumption and waste generation both by educating and informing users and implementing technical solutions. This new profession needs to have both an overall understanding of user behavior and technical knowledge about buildings. HEI facility managers also take interest in **technological developments** like solutions for intelligent energy management (smart grid) and urban development (smart city).



- GOING FURTHER -

Facility management professionals

	If I...	I contribute to...
BEHAVIOUR	❑ Raise awareness about reducing energy and water consumption	4 Quality Education; 6 Clean Water and Sanitation; 7 Affordable and Clean Energy
	❑ Educate about the potential impact of climate change including extreme events such as heatwaves and drought.	13 Climate Action
	❑ Engage in a *smart building* program with students and researchers	4 Quality Education; 7 Affordable and Clean Energy; 9 Industry, Innovation and Infrastructure; 17 Partnerships for the Goals
	❑ Establish working relations with research laboratories for experiments and innovation for sustainable facility management	4 Quality Education; 9 Industry, Innovation and Infrastructure; 17 Partnerships for the Goals
	❑ Work with students studying energy-efficiency construction to find new solutions	4 Quality Education; 7 Affordable and Clean Energy; 17 Partnerships for the Goals
	❑ Share good practices about facility management within the campus and with other institutions	17 Partnerships for the Goals
EQUIPMENT	❑ Monitor equipment to measure reductions in energy consumption	7 Affordable and Clean Energy; 9 Industry, Innovation and Infrastructure
	❑ Monitor equipment to measure reductions in drinking water consumption	6 Clean Water and Sanitation; 9 Industry, Innovation and Infrastructure
	❑ Choose equipment that produces renewable energy: electricity, heating and air conditioning	7 Affordable and Clean Energy
	❑ Establish alert systems and evacuation plans for climate disasters such as flooding and storms	13 Climate Action
	❑ Apply health and safety measures	4 Quality Education; 9 Industry, Innovation and Infrastructure; 11 Sustainable Cities and Communities; 16 Peace, Justice and Strong Institutions
AMENITIES	❑ Develop green spaces for use by campus population	3 Good Health and Well-being; 15 Life on Land
	❑ Create bike infrastructures with paths and parking	3 Good Health and Well-being; 11 Sustainable Cities and Communities
	❑ Reduce areas for vehicles with combustion engines	3 Good Health and Well-being; 11 Sustainable Cities and Communities
	❑ Create inclusive access to premises taking into account people with reduced mobility, sight and hearing impairments, the aged and women	4 Quality Education; 5 Gender Equality; 10 Reduced Inequalities; 11 Sustainable Cities and Communities
	❑ Make space for waste management and sorting	12 Responsible Consumption and Production
	❑ Work with teachers to develop new connected, modular and digital educational spaces	4 Quality Education; 9 Industry, Innovation and Infrastructure; 17 Partnerships for the Goals
	❑ Create relaxation and nap rooms	3 Good Health and Well-being; 4 Quality Education
BUILDINGS	❑ Build for climate change effects including higher temperatures, increasing extreme weather events and the rising sea level	13 Climate Action
	❑ Renovate for climate change effects including rising temperatures, increasing extreme weather events and the rising sea level	13 Climate Action
	❑ Use environmentally friendly materials for construction such as recycled materials and wood from certified sustainable forests	7 Affordable and Clean Energy; 12 Responsible Consumption and Production; 15 Life on Land
	❑ Improve insulation	7 Affordable and Clean Energy; 9 Industry, Innovation and Infrastructure
MAINTENANCE	❑ Use eco-label products for maintenance	3 Good Health and Well-being; 6 Clean Water and Sanitation; 9 Industry, Innovation and Infrastructure; 12 Responsible Consumption and Production
	❑ Collect rainwater for maintaining green spaces	6 Clean Water and Sanitation; 12 Responsible Consumption and Production

SUSTAINABLE DEVELOPMENT GOALS FOR COMMUNICATION PROFESSIONALS

SOCIAL ISSUES

Communication professionals

Communication professionals **create and develop the institution's image** to be conveyed to future students, to develop a feeling of belonging and **create a sense of community**. Their role is to **promote the institution's initiatives** internally and externally. They are also an interface between current students, future students and employers, and the institution's departments and management. Their tools include websites, social networks, printed documents, and events such as trade fairs. 85% of communication professionals believe that communication plays an integral role in their institution's strategy (source: 2017 ARCES survey)

The content and methods of communication involve multiple social issues. One of the key issues is **accessibility to information**. The abundance of digital communication channels means new potential for information diffusion, but this must not generate exclusion. Communication means must be diversified to ensure easy access to all. This is particularly important because this has direct impact on open **access to higher education**, through the promotion of the institution and its courses.

85% of communication professionals believe that communication plays an integral role in their institution's strategy
(source: 2017 ARCES survey)

Their central role means they have contact with all the institution's departments, so the profession **must guarantee clear and reliable information**. HEIs have an important role in society so the image they diffuse must be sincere and pertinent whatever their target audience.

As part of their goal to create a sense of belonging, communication professionals can create and maintain relations with graduates, and as a result, **assist them with their integration into the job market**.

Communication professionals, like many others, have had to adapt to the digital revolution. For example, **continuous innovation in communication methods** is also an important issue for the profession.

Almost half of school and university communication officers spend at least three hours per week on social networks
(2015 Observatoire de l'Arces)

"

Claire Laval-Jocteur
Former Communications Manager for Université Pierre et Marie Curie (UPMC), now Digital Strategy Manager at Sorbonne Université / President, ARCES (2008-2017), France

"When several universities merged to create Sorbonne Universités, it was necessary to develop a new website. In-house departments and external service providers worked together to ensure the site conveyed a consistent and coherent message, while also communicating the particularity of each member. Workshops were organized with participants from around the institution to ensure the new site was perfectly adapted to user needs."

Communication professionals have a central role in the HEIs because they have everyday contact with, and are the voice of all the institution's management, departments and laboratories: academic, human resources, international relations, student affairs, sustainable development services, and the procurement department where they place their orders. The choice of suppliers and products also has a **social and environmental impact**. The aim is **to make sure this impact be positive**.

HOW COMMUNICATION PROFESSIONALS CONTRIBUTE TO THE SDGs

Through their daily interaction with all the other departments and management of the institution, communication professionals must coherently coordinate the institution's image with its actions. They can influence which of the institution's assets and values are highlighted. As a result, communication professionals make an important contribution to SDGs 10, 12 and 16.

10 REDUCED INEQUALITIES

To reduce inequalities, policies should be universal in principle, paying attention to the needs of disadvantaged and marginalized populations

- Use means of communications adapted to all, regardless of age, social background, disability, country of origin or gender
- Contribute to equal opportunity for access to education

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

Responsible Production and Consumption

- Choose communication means and promotional merchandise which generate little impact on the environment
- Limit printed documentation and promotional merchandise

16 PEACE, JUSTICE AND STRONG INSTITUTIONS

Access to justice for all, and building effective, accountable institutions at all levels

- Present a sincere and honest image of the institution and its practices
- Ensure information diffused to promote the institution is pertinent and reliable
- Guarantee public access to information

Communication professionals can also play a role in other sustainable development issues through messages diffused via the institution's channels. Given their role to diffuse reliable, correct and transparent information, communication professionals can have an impact on all the SDGs, for example through positive communication and promotion of the institution's activities such as:

- grants proposed by the institution
- a sustainable food services program in the school dining halls or the institution's criteria for selection of service providers
- an anti-smoking campaign
- courses about sustainable development
- gender-discrimination campaigns
- a rainwater collection system
- the selection of renewable energy sources for electricity, heat etc.
- a HR policy for the inclusion of people with a disability
- laboratory research subjects associated with sustainable development
- an action plan for integration, resilience and risk management
- a campaign for raising awareness about adapting to climate change
- food services commitment to sourcing from sustainable fish supplies
- criteria for buying paper products from sustainable forests, recycled products, etc.
- partnerships with institutions in developing countries to meet one or more SDGs, for example access to education for all

"

Cendrine Le Locat

Sustainable Development and Social Responsability Manager, IMT Atlantique, former position: Communications Officer, Télécom Bretagne, France

"Cooperation between the sustainable development function and communications service in a higher education institution is essential, both internally and externally. For external communication, there is now ESResponsable.org - a collaborative website accessible to all the HEIs for the promotion of their sustainable development initiatives."

THE CHALLENGES

The communication profession has lost popularity over the last few years. The general public has become skeptical due to the greenwashing methods used by some companies. Communication professionals now have to **regain their audience's trust.** One solution is to get back to basics with useful communication and event organizing to promote the institution's services. It can be difficult to find the right **balance between excessive and insufficient communication**. **Transparency** is a difficult challenge for a profession which is often trained to embellish reality and hide negative points.

The **balance between what the institution wants to communicate and promote, and what actually takes place** is precarious. Communication professionals have a central role in contact with the other departments. They can raise awareness about good practices by promoting exemplary actions, in the hope they become a source of inspiration.

"

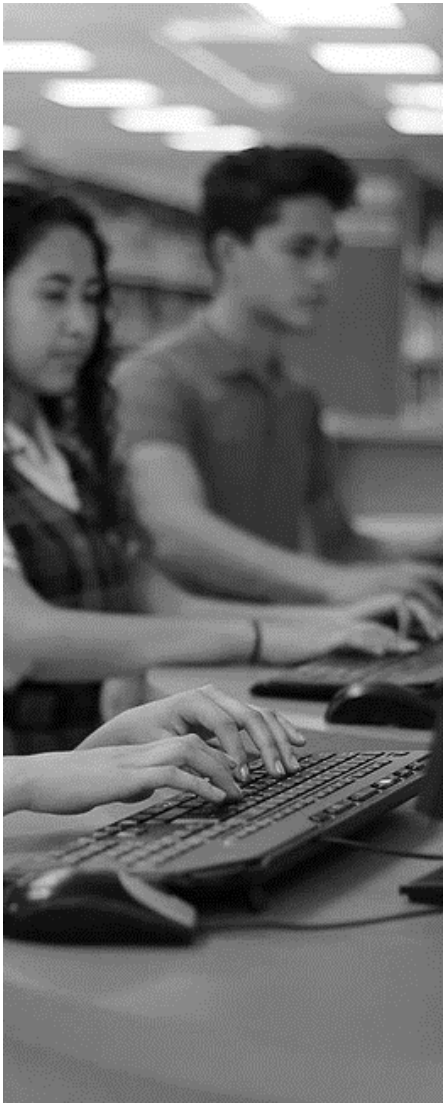
Marie Waltzer
Communication Projects Manager,
Université de Cergy Pontoise, France

"My role is to promote the institution's initiatives for ecological and social transition. Our role is to highlight our achievements ...practical results are convincing. I work with the students and teachers who help me to understand the issues. One of the university associations organizes events to raise awareness as part of our program. My projects include a vegetable garden project, showing the film Demain and a social transition eco-corner."

With the emergence of digital technology and the internationalization of HEIs, the communications profession has undergone extensive change and **new jobs, such as community manager, have been created**. This has generated deep-seated change in communication strategies. Participating in a professional communication network and staying in step with changes **facilitates adaptation and leads to cooperative innovation**.

Sustainable development provides good leverage for communication about an institution's good practices; but communication professionals are not always well-versed in the issues, impeding their inclusion in the communication strategy. **Collaboration between sustainable development and communication professionals** would improve communication about the institution's commitment, yet creating the necessary bridges still seems to be problematic. This would encourage initiatives showcased by communication services. And actions at every level of the institution would be structured, and a certain consistency would be gained from the exposure.

Communication is information sharing. It is vital for the diffusion of information and to ensure access to information which must be **shared openly**, as proposed by Creative Commons licenses. But an **intellectual-property culture maintained by people with knowledge can be an obstacle** to such open access. The **capacity to use new tools** can also be an obstacle to information sharing, particularly for internal communication, not always used by administrative staff.



- GOING FURTHER -

Communication professionals

	If I...	I contribute to...
TARGETS	❑ Question the pertinence of each message to each recipient, and the use of mass communication	16
	❑ Communicate more effectively and appropriately to people with less access to information	4, 10
	❑ Provide translations of communication content, at least into English	4, 10
CONTENT	❑ Showcase the institution's good practices to promote its core values	16
	❑ Ensure transparency between the institution's commitments and actions by communicating about achievements and what remains to be done	16
	❑ Provide examples of women in typically male-dominated courses, and vice versa.	4, 5
	❑ Work with the sustainable development team to promote the institution's values and ensure that practices are consistent with the image conveyed	4, 5, 10, 12, 17
	❑ Promote educational programs with sustainable development content: on the website, in institution brochures, etc.	4
TOOLS	❑ Organize multidisciplinary workshops to develop a new website including a cross-section of people from the institution including department staff, teachers, students, alumni and doctoral graduates	16, 17
	❑ Respect web accessibility standards: WCAG, Accessiweb accreditation, e-accessible label	4, 10
	❑ Apply the "web eco-conception" standard when creating or redeveloping a website	7
	❑ Publish a website under a Creative Commons license	16
	❑ Establish criteria for selecting paper suppliers such as sustainable forest management labels (FSC, PEFC, Blue angel), recycled paper, and printers with ISO 14001 certification.	12, 15
	❑ Establish criteria for choosing promotional merchandise to limit the impact of their fabrication on the environment, for example recycled materials and certified organic produce.	2, 3, 12
	❑ Establish criteria for choosing promotional merchandise for the environmental impact of end-of-life disposal: reusable objects, recovery of unused objects, and easily recyclable objects (for example made with cardboard)	12
	❑ End standardized distribution of flyers and/or promotional merchandise	12, 15
	❑ Avoid featuring dates or specific information on communication items such as kakemonos, flyers etc. so they can be reused	12, 15
	❑ Present the institution website at fairs and show students how to use it to find information to avoid the distribution of a profusion of printed material	15
	❑ Establish social and environmental criteria for service providers including local companies, inclusive employers, sheltered workshops, naked or packaging-free products, fair trade etc.	8, 12, 16
	❑ Communicate about the institution's virtuous practices via good practices flyers or pages on the Higher Education for Sustainable Development (HESD) plateform by IUA (iau-hesd.net) or the French ESResponsable.org platform by CIRSES	17
	❑ Use low-energy communication methods that are easy to create and consult, that do not outplay the content, such as podcasts for example	12, 16
	❑ Select event partners and sponsors with SDG values	17
	❑ Establish criteria for food service providers: seasonal produce and sustainable farming practices (sustainable, organic, biodynamic), protection of marine resources (FSC label, exclusion of over-fished species, etc.)	2, 12, 14
	❑ Organize events to showcase SDG initiatives (e.g. show documentaries), and/or highlight the institution's participation in SDG projects	17

SUSTAINABLE DEVELOPMENT GOALS FOR IT AND DIGITAL PROFESSIONALS

SOCIAL ISSUES

The role of IT and digital professionals is **to meet the different requirements of institution users**. To that end, they analyze requirements, provide recommendations about devices, and order **material and services** including equipment, servers and software. They are responsible for providing IT services and guiding users. They also provide technical support for users, including students. As a result, they have wide-ranging contact with anyone in the institution who expresses a requirement related to digital devices: teaching staff, management, administrative departments, research, training and students. They also exchange with the procurement department for orders; the facilities and property management service for organizing IT labs or installing connected devices; and the health and safety service which handles end-of-life disposal of equipment. They also work with a wide range of external contacts for far-reaching projects, such as the creation of a data center.

Their profession concerns many social issues. Firstly, **the tools they provide are a service for users**, and not an end in themselves. Despite the **overwhelming presence of equipment and the general tendency towards virtualization**, it is important **to preserve human links** in an institution with a community of users including teachers, students, researchers, administrative and technical staff. Digital technology creates virtual links between isolated people, but the resulting profusion of **written communication can be to the detriment of verbal communication and human contact**. The ability to **disconnect** is another new problem, as the unguided or unlimited use of digital devices, both by staff and students, can generate excessive working hours. This can cause mental health problems, professional stress and an imbalance between professional and private life.

Controlling the environmental impact of digital and IT tools is also a big issue for the profession. Digital technology has many positive aspects, but the ecological impact is significant and must be taken into account. The impact on the environment begins with the **manufacturing process**, which **consumes large quantities of non-renewable raw materials** such as metal and rare-earth elements. The extraction of these materials generates land, water, and air pollution. The extraction process is also **energy-intensive** and **working conditions** are often dubious. Furthermore, the **use** of digital technology is **energy-intensive and generates high water consumption** due to the cooling systems required for multiple servers in constant use. Finally, **end-of-life disposal** of IT equipment poses problems. The materials used are difficult to recycle, which can also cause water and soil pollution.

Computers, data centers, networks etc. devour almost 10% of the world's electricity consumption

"

Lionnel Baumann
IT Manager,
Groupe INSEEC

"We use user data to optimize some of the institution's actions, but we are careful to respect anonymity. Using such data makes it easier for students to plan their educational program with information about courses and internships...and the evolution of their career afterwards if they wish. I am part of the institution's CSR service. We have promoted IT Green methods over five years: emptying mailboxes, centralizing servers, deploying telecommuting and videoconference systems... And we use digital technology to track the progress of our CSR actions. The role of IT departments is to guide and assist with change."

IT and digital services are also associated with other social issues linked to their use. On one hand, it is important to ensure open **access to IT and communication devices**, whether it be in design (for disabilities such as sight impairment or dyslexia), in **installation** (adapted for people with reduced mobility), and their **availability** which must be guaranteed for all to avoid exclusion.

On the other hand, their use generates **ethical** issues, such as **data security**, both in-house and for students. IT services store more and more data about users, who don't know exactly for what purpose it will be used. It's true that data is often used to improve orientation, teaching and services, but **transparency of data use** is a major issue for the IT profession.

HOW IT AND DIGITAL PROFESSIONALS CAN CONTRIBUTE TO THE SDGs

Through the use of pertinent and effective tools used with a responsible attitude to their human and environmental impact, IT and digital professionals in higher education institutions can contribute to SDGs 4, 7, 9, 12 and 16:

4 QUALITY EDUCATION

Obtaining a quality education is the foundation to improving people's lives and sustainable development

- Enable isolated people to participate in courses through distance learning
- Combat drop-out rates by making higher education programs more flexible
- Raise awareness about sustainable development using new communication channels
- Facilitate interaction between teachers and students
- Develop new teaching methods such as digital learning

- Use connected sensors to increase the energy-efficiency of buildings
- Install videoconference equipment to reduce travel
- Curb and optimize energy consumption of IT equipment including servers and equipment
- Encourage the use of renewable energy for IT services

Energy is central to nearly every major challenge and opportunity

7 AFFORDABLE AND CLEAN ENERGY

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

Investments in infrastructure are crucial to achieving sustainable development

- Increase access to IT and communication technology and Internet
- Establish a high-quality, reliable, sustainable and resilient IT infrastructure with priority on universal access at an affordable cost with fair conditions.

- Use digital technology to diffuse knowledge about sustainable development and lifestyle in harmony with nature
- Use IT equipment rationally and sustainably (devices, servers etc.)
- Choose ecodesign products with low-energy consumption
- Participate in ecodesign of IT services or include ecodesign criteria in technical specifications when outsourcing
- Promote internal and external reuse of depreciated equipment

Responsible Production and Consumption

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

Access to justice for all, and building effective, accountable institutions at all levels

- Ensure data safety of institution's information system
- Ensure transparency towards users about the use of datas collected
- Enable users the right to be forgotten regarding datas hold by the HEI
- Familiarize users with open source softwares

IT and digital professionals also contribute to improving working conditions through tools which reduce repetitive tasks, improve productivity, and develop links between people who are not physically in the same place Despite certain negative impacts such as musculoskeletal disorders and the replacement of jobs by automation, IT and digital professionals can also work with HR professionals for risk prevention **to improve workers' rights.**

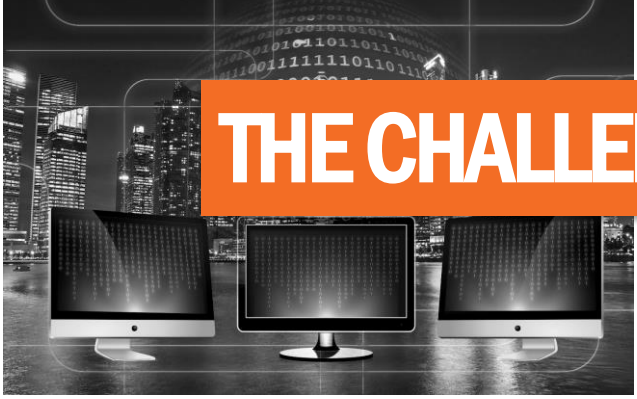
Furthermore, as a result of their central role in the organization, IT and digital professionals have contact with all users (staff, teachers, students, etc.) and can therefore **facilitate cooperation for meeting the SDGs.** They diffuse technology which must have a low impact on the environment. And through training about use of technology, they can guide change for sustainable development.

IT and digital **tools** provide the **means** for applying strategy. As a result - depending on their use - they can contribute to multiple SDGs. In HEIs, they can be used to **facilitate and improve student orientation and job market integration**, and for **raising awareness about sustainable development**.

"

Christophe Quintard
IT Manager,
Université de Poitiers, France

"I work with facilities and property management on the Internet of Things for reducing energy consumption. We post energy consumption flows to raise awareness about our consumption. The IT department also centralized the servers which resulted in pooled cooling systems. It was also an opportunity to rationalize needs and resources. We now use virtual servers which are much more flexible: storage needs are adjustable. The problem of over- or under-sized servers is over. The strategy is to optimize resources - make best use of what we already have."



THE CHALLENGES

The IT profession and IT tools are constantly evolving. This generates challenges which are not always anticipated when systems are initially put in place. First and foremost, and the IT profession's **major challenge**: the negative impact of technology on the environment. Recognizing the environmental impact has become even more difficult now that **virtualization makes the impact less visible** to users. Furthermore, the consequences for users including musculoskeletal disorders, increased workload, psychosocial risks, isolation and weakening social relations, and exposure to WiFi waves are not yet known. This is partly due to a lack of perspective given the recent arrival of the technology. The same applies for dilemmas about data usage: these are new notions and knowledge comes with hindsight. Professionals must therefore **constantly monitor these issues and be trained about the social effects of digital services** mentioned above: the impact of manufacturing processes, energy and water consumption for servers, consequences for users, data protection, cybersecurity etc. Apart from training, this requires professionals to be **flexible**, to constantly question their practices, and adapt the tools and services they provide.

Apart from gaining knowledge, several obstacles need to be overcome to reduce the negative impact of digital devices. On one hand, given the **short lifecycle, both of material** (low-performance equipment), **and for marketing purposes** (a booming sector with new, higher performance devices on the market every year, popularity of new tools); and **increasing technical demands** (computer power, storage capacity), **many of the requests** facing IT and digital professionals are incompatible with the goal to reduce the institution's overall digital footprint.

"

Jean-Christophe Burie
IT and Digital Campus VP, Université de La Rochelle, France

"Digital technology is one of the themes of our current Smart Campus project. Our aim is to develop a borderless campus by providing digital distance learning with virtual reality and immersive classrooms to make education more easily accessible. We also have a range of digital tools for different uses including the proposition of a teaching unit adapted for newcomers; new educational methods such as flipped classrooms, MOOCs, and multidisciplinary exchange between students; and student assistance and detection of students with difficulties. Finally, the CIO has given order to prolong the lifecycle of machines from three to five years."

Furthermore, they are facing the **rebound effect**: when improvements via digital devices like smart buildings with connected objects, are offset by the acquisition of more and more equipment, increasing overall resources and energy consumption.

The profession must learn to **use new technology rationally and efficiently, whilst providing services that meet user needs**. Possible solutions are: pooling and reusing equipment, raising awareness among users about the impact of their request, and using equipment which consume less energy and resources.

Another obstacle to reducing the negative impact of digital devices is insufficient **traceability of raw materials,** and as a result, the difficulty to find suppliers who guarantee decent working conditions. Manufacturing has a range of negative human and environmental effects, so efforts need to be made to prolong the lifecycle of equipment and reduce the need for purchasing.

The time required to train all users for the deployment of new digital devices in HEIs (for education or career guidance for example) is a constraint. Digital devices reinforce links within the institution, between a diverse population with varied skills including students with different education levels, teachers and researchers. As a result, the time required to train them up to effective utilization is an important factor.

The profession also designs tools adapted to different management requests. In this context, it is important to avoid creating "black boxes": **tools which are so complicated to understand, that transparency and impartiality are questionable.** An example is the French post-baccalauréat admissions platform for which the publication of the algorithm was delayed. To avoid this, IT and digital professionals are trying to include notions such as **socially responsible algorithms,** and to be clear and user-friendly when designing tools which will play a role in decision-making, both for students and departments.

When configuring workstations, IT and digital professionals are confronted with one particularly sizeable hurdle: **the monopoly - or near monopoly of tools** like Microsoft Office. It's a vicious circle: companies expect students to be able to use these tools, and so to have been trained in them. By installing them on their workstations, HEIs generate student dependency...which, in turn, strengthens the monopoly. IT and digital professionals can try to install free software to improve students' access to IT, but that seems difficult given the current technological context.

- GOING FURTHER -

IT and digital professionals

	If I...	I contribute to...
TOOLS FOR EDUCATION AND SUSTAINABLE DEVELOPMENT	❑ Put in place tools, such as forums, intranet, and in-house social networks to facilitate interaction between teachers, students and laboratories, and companies if possible	4 QUALITY EDUCATION; 8 DECENT WORK AND ECONOMIC GROWTH; 9 INDUSTRY, INNOVATION AND INFRASTRUCTURE
	❑ Create a transparent algorithm proposing a flexible and personalized education program according to student profile, background and extra-curricular experiences etc.	4 QUALITY EDUCATION; 16 PEACE, JUSTICE AND STRONG INSTITUTIONS
	❑ Create a student profile monitoring system which would detect early drop-out signs using transparent and impartial use of data	4 QUALITY EDUCATION; 16 PEACE, JUSTICE AND STRONG INSTITUTIONS
	❑ Provide programming lessons to demystify how digital tools work	4 QUALITY EDUCATION; 9 INDUSTRY, INNOVATION AND INFRASTRUCTURE
	❑ Work with the facilities and property team to install connected sensors to optimize energy and water consumption, for example, by automatically shutting down devices at closing time	6 CLEAN WATER AND SANITATION; 7 AFFORDABLE AND CLEAN ENERGY
	❑ Post energy and water consumption indicators to raise awareness among institution users	6 CLEAN WATER AND SANITATION; 7 AFFORDABLE AND CLEAN ENERGY
	❑ Work with the institution's sustainable development officers and communications department to create a collaborative platform to track the institution's sustainable development actions	17 PARTNERSHIPS FOR THE GOALS
	❑ Pool IT equipment and services between departments and other institutions	7 AFFORDABLE AND CLEAN ENERGY; 12 RESPONSIBLE CONSUMPTION AND PRODUCTION
THE ENVIRONMENTAL IMPACT OF DIGITAL TECHNOLOGY	❑ Group servers in one room to reduce energy loss	7 AFFORDABLE AND CLEAN ENERGY
	❑ Install virtual desktops on students' computers with access to the institution's software to reduce computer purchases	12 RESPONSIBLE CONSUMPTION AND PRODUCTION
	❑ Use virtual rather than physical servers with adjustable storage capacity and avoid over - or under - sized servers, and resource consumption	7 AFFORDABLE AND CLEAN ENERGY; 12 RESPONSIBLE CONSUMPTION AND PRODUCTION
	❑ Prolong equipment lifecycles within the institution	12 RESPONSIBLE CONSUMPTION AND PRODUCTION
	❑ Redeploy less powerful equipment for appropriate use	7 AFFORDABLE AND CLEAN ENERGY; 12 RESPONSIBLE CONSUMPTION AND PRODUCTION
	❑ Make reasonable choices between digital technology and printed documents, using criteria such as required archive duration, perishability of the information, and consultation frequency and duration	6 CLEAN WATER AND SANITATION; 7 AFFORDABLE AND CLEAN ENERGY; 13 CLIMATE ACTION; 15 LIFE ON LAND
	❑ Provide information about good practices when in contact with users about optimization of computer performance, mailbox, cloud, printer configuration for black and white, double-sided copies etc.	7 AFFORDABLE AND CLEAN ENERGY; 9 INDUSTRY, INNOVATION AND INFRASTRUCTURE; 17 PARTNERSHIPS FOR THE GOALS
	❑ Put in place a recycling system for electronic and electronic equipment waste (WEEE) with a suitable company	10 REDUCED INEQUALITIES; 12 RESPONSIBLE CONSUMPTION AND PRODUCTION
HUMAN IMPACT	❑ Foster the right to disconnect and develop tools for implementation	8 DECENT WORK AND ECONOMIC GROWTH
	❑ Provide ergonomic IT equipment	8 DECENT WORK AND ECONOMIC GROWTH
	❑ Raise awareness about good practices for reducing the impact of Wi-Fi waves on both staff and students	3 GOOD HEALTH AND WELL-BEING
ACCESSIBILITY	❑ Provide free access workstations installed with course software for students without a computer or Internet access	4 QUALITY EDUCATION; 9 INDUSTRY, INNOVATION AND INFRASTRUCTURE
	❑ Provide access for people with a disability to the institution's digital services: website, intranet, library software, text-to-speech, zoom etc.	4 QUALITY EDUCATION; 10 REDUCED INEQUALITIES
	❑ Work with HR to anticipate the consequences of using digital tools on working conditions, employment and skills (with jobs and skills forecast management tool like an anticipative and preventive HR plan)	8 DECENT WORK AND ECONOMIC GROWTH; 10 REDUCED INEQUALITIES
DATA	❑ Propose the right to be forgotten to students at the end of their course when they leave the institution	16 PEACE, JUSTICE AND STRONG INSTITUTIONS
	❑ Ensure transparency and responsible student data management and inform about the advantages: finding an internship, following their course, etc.	16 PEACE, JUSTICE AND STRONG INSTITUTIONS
	❑ Assign a data protection officer (DPO) for the protection of personal data	16 PEACE, JUSTICE AND STRONG INSTITUTIONS

SUSTAINABLE DEVELOPMENT GOALS FOR HUMAN RESOURCES PROFESSIONALS

SOCIAL ISSUES

Human Resources (HR) comprises a wide variety of activities which cover all the administrative and social aspects of **personnel management.** One of the main issues is employment stability. HR professionals guide and manage employees, both payroll and administration, and for other issues like training and quality of working life. They use tools such as an anticipative and preventive HR plan, a jobs and skills forecast management tool which helps to **anticipate the impact of structural reforms or policy, to adapt the HR management model, to reduce job insecurity and train up employees**.

Given their central role in the institution, HR professionals exchange with a wide range of internal (senior management, administrative departments, etc.) and external contacts (service providers, other institution, associations, recruitment consultancies, etc.) Members of **labor unions** whose tasks are to inform on and negotiate working conditions etc. are also among their main contacts. Given their knowledge of social issues, HR professionals also work closely with **social services** like preventive medicine and social workers. As a result of this pivotal role, they **relay information and raise awareness** among employees. They must be available to employees, and provide them with essential information for their career development.

One of the goals of HR professionals is to **encourage employee development. Training** is one way to optimize employees' **employability**. But above all, HR oversee an employee's career path from recruitment to retirement. HR professionals also implement administrative procedures and pay budgets, create work timetables and paid leave schedules, and all other administrative actions that employees may require during their career: transfer, public service status etc.

"

Françoise Queraud
President, PARFAIRE Network / Personnel Training Manager, Université Paris Descartes, France

"HR activities include long-term planning which requires vision, but they also include subjects such as training, which requires more expertise. Our staff, teacher-researchers in particular, did not realize they were entitled to continuing education, and it is now very difficult to identify training requirements. The PARFAIRE network promotes continuing education to HEI staff by giving members the opportunity to capitalize on and share their experiences."

"

Nancy Sanchez
Manager, Action Sociale, EHESS

"The goal of our association is to manage services and funding systems to provide employees with active assistance for administrative procedures. We also put in place welfare measures, such as subsidized rates for food services or holidays for children and families. Employees' well-being at work is also our concern. For example, we worked with the facilities and property team to create relaxation areas. We set up a division for monitoring the quality of life at work and preventing psychosocial risks. Finally, we apply our management's plan for accessibility for people with a disability. We have also selected an inclusive employer (French ESAT) to supply our business cards and other stationery."

HR professionals are also concerned with **social issues**. They also manage social and welfare services for employees, such as subsidized rates for food services. They also **ensure quality working conditions**, such as employee well-being, both physical and psychological, and that **worker's fundamental rights are respected**.

To that end, HR professionals **carry out preventive and awareness raising campaigns about occupational risks** (musculoskeletal disorders, psychosocial risks etc.); **campaigns to combat discrimination** (gender inequality, people with a disability, etc.) and **equal opportunity.**

HOW HUMAN RESOURCES PROFESSIONALS CAN CONTRIBUTE TO THE SDGs

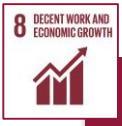
HR professionals have a cross-disciplinary role in the institution, making it possible for them to make an important contribution to Sustainable Development Goals (SDGs) 3, 5, 8 and 10.

Ensuring healthy lives and promoting the well-being for all at all ages is essential to sustainable development

- Establish working conditions that enhance physical and mental health and well-being such as: combating harassment and preventing psychosocial risks
- Raise awareness about health risks (cigarettes, alcohol etc.)
- Provide access to universal health cover to ensure accessible basic medical attention for all

Gender equality is not only a fundamental human right, but a necessary foundation for a peaceful, prosperous and sustainable world

- Prevent discrimination against women
- Advocate recruitment of women and their career evolution
- Raise awareness about the gender gap



Sustainable economic growth will require societies to create the conditions that allow people to have quality jobs.

- Guarantee decent work for people with a disability
- Ensure workers' rights are respected, and just and open social dialogue
- Propose stable jobs and attractive pay scales
- Develop training programs to ensure employees are employable

10 REDUCED INEQUALITIES

To reduce inequalities, policies should be universal in principle, paying attention to the needs of disadvantaged and marginalized populations

- Advocate social and economic inclusion for all
- Support recruitment of people with a disability
- Combat gender wage gaps
- Adopt social and societal policies for greater equal opportunity

HR professionals also contribute to goals for lifelong learning as part of their responsibility for skills management and **training** programs. Through providing quality training programs, HR professionals meet target 4.4 which is to provide young adults with **skills for stable employment.**

As part of their social actions, HR professionals contribute to providing welfare benefits such as subsidized rates for food services to assist people with insufficient means.

Finally, thanks to their pivotal role, HR can also raise awareness and **influence more sustainable conduct** by selecting responsible service providers or distance learning to reduce travel, for example. They can also **work with other departments** to realize the SDGs.

1 NO POVERTY | 4 QUALITY EDUCATION | 12 RESPONSIBLE CONSUMPTION AND PRODUCTION | 17 PARTNERSHIPS FOR THE GOALS

"

Isabelle Kraus
Delegate VP Equality-Parity,
Université de Strasbourg, France

"French universities now have a legal obligation to conduct a gender equality program. This political function has an operational section for deploying the strategy. Yet, little funding is attributed to deployment, particularly for human resources. So we mobilize different administrative services in-house. We carry out awareness raising campaigns to promote gender equality, to combat harassment and discrimination, for example, through touring exhibitions and training programs. We also encourage the recruitment of women and promote their career development. As part of this action, we collect and communicate pertinent statistics concerning gender throughout the institution."

THE CHALLENGES

HR professionals have direct contact with employees throughout their career and carry out an increasing number of complex administrative procedures. The increasing autonomy of French HEIs and the development of real HR management policies must lead to more attention to human aspects. This requires deep-seated change in HEI human resources activities which were traditionally an administrative service. A balance needs to be found between **administrative tasks and human resources management**. The current **professionalization** of human resources is generating **profound skill development** to equip professionals to better manage employability issues, combat discrimination, promote equal opportunities and improve well-being at work.

Furthermore, through their skill development role, HR professionals are the first contact for career guidance and needs for lifelong education. Given ongoing technological and social developments which will cause far-reaching change in HEI professions, HR professionals will be forced to offer more continuing education, particularly for people with specific professional training, to **maintain their employability**.

Also, if these rapid changes are not managed, working conditions will suffer with increased workloads, more pressure, resistance to change etc. As a result, HR actions regarding **quality of working life** are increasingly important.

"

Yves Cardellini

Disability Officer, Université de Lorraine / President, APACHES (French association of HEIs professionals working with people with a disability)

"Professionals working with people with a disability receive regular training to ensure they are capable of filling the requirements of their role. A plural team has also been created to study requests for adapted working conditions. Despite these actions, people are often reticent to declare their disability for fear of the impact on their career path. To combat these preconceptions, we conduct annual communication campaigns, but the road is long."

The collection of statistics is essential for assessing, understanding and analyzing all these developments and their impact. But very few HEI human resources departments have statistics about discrimination, racism or harassment for example. **Collecting more statistics in the field** will give a more overall vision across the board of what is needed to reduce the impact of these developments. This could be facilitated by the creation of an observatory of discrimination and harassment problems on campus, in cooperation with HR professionals.

Finally, given their pivotal role, HR professionals can promote action in favor of **sustainable development and equal opportunities (gender, social, economic, etc.)** in other departments, but also to individual employees.

"

Françoise Le Fichant
Vice President, Human Resources and Social Dialogue, Université de Nantes, France

"The current main issues for human resources are maintaining quality of working life, particularly the prevention of psychosocial risks, combating discrimination and promoting gender equality. To do so, preventive measures must be planned to anticipate distressing situations. Corrective actions are recommended, such as the creation of specialized offices or helplines for reporting discrimination.

Training is also key in this context. The training program must foresee the need for an increase in employees' skills. For example, when a teacher-researcher becomes laboratory manager, they do not necessarily receive management training."

HR professionnals

- GOING FURTHER -

HR professionals

If I...	I contribute to...
SKILLS DEVELOPMENT	
❑ Work with other departments to implement a jobs and skills forecast management tool such as an anticipative and preventive HR plan	4 QUALITY EDUCATION · 5 GENDER EQUALITY · 8 DECENT WORK AND ECONOMIC GROWTH · 10 REDUCED INEQUALITIES · 17 PARTNERSHIPS FOR THE GOALS
❑ Create a distance learning system (e.g. MOOC) to reduce travel	4 QUALITY EDUCATION · 8 DECENT WORK AND ECONOMIC GROWTH · 9 INDUSTRY, INNOVATION AND INFRASTRUCTURE · 12 RESPONSIBLE CONSUMPTION AND PRODUCTION
❑ Give management training to all personnel with supervisory roles (both administrative and teaching) to improve well-being at work and preserve employees' mental health.	3 GOOD HEALTH AND WELL-BEING · 8 DECENT WORK AND ECONOMIC GROWTH
COMBAT DISCRIMINATION	
❑ Conduct awareness raising campaigns about gender inequality: touring exhibitions, conferences etc.	5 GENDER EQUALITY
❑ Conduct social audits including statistics concerning gender to gain a clearer vision of the reality of gender inequality	5 GENDER EQUALITY · 8 DECENT WORK AND ECONOMIC GROWTH
❑ Establish concrete measures to support discrimination or harassment victims with a helpline etc.	5 GENDER EQUALITY
❑ Train department heads in managing people with a disability	3 GOOD HEALTH AND WELL-BEING · 5 GENDER EQUALITY · 10 REDUCED INEQUALITIES
❑ Create a network of ambassadors to accompany people with a disability and raise awareness about disabilities	8 DECENT WORK AND ECONOMIC GROWTH · 10 REDUCED INEQUALITIES
❑ Identify obstacles to recruiting people with a disability	8 DECENT WORK AND ECONOMIC GROWTH · 10 REDUCED INEQUALITIES
❑ Work with the departments concerned (the recruiting department and occupation health and safety) to adapt jobs and working conditions when a person with a disability is recruited	8 DECENT WORK AND ECONOMIC GROWTH · 10 REDUCED INEQUALITIES · 17 PARTNERSHIPS FOR THE GOALS
OCCUPATIONAL HEALTH AND SAFETY	
❑ Conduct awareness-raising campaigns against smoking, drug use and excessive alcohol consumption	8 DECENT WORK AND ECONOMIC GROWTH · 10 REDUCED INEQUALITIES · 11 SUSTAINABLE CITIES AND COMMUNITIES · 17 PARTNERSHIPS FOR THE GOALS
❑ Create a plural center for psychosocial risks with a doctor, mediator, social worker and personnel representatives	3 GOOD HEALTH AND WELL-BEING
❑ Create a helpline for reporting discrimination, harassment, fraudulent practices, etc.	3 GOOD HEALTH AND WELL-BEING · 8 DECENT WORK AND ECONOMIC GROWTH · 16 PEACE, JUSTICE AND STRONG INSTITUTIONS · 17 PARTNERSHIPS FOR THE GOALS
❑ Work with the CIO to train personnel and raise awareness about the use of digital tools: courtesy, minimizing mass mailings, etc.	5 GENDER EQUALITY · 8 DECENT WORK AND ECONOMIC GROWTH · 10 REDUCED INEQUALITIES · 16 PEACE, JUSTICE AND STRONG INSTITUTIONS
❑ Establish a code of conduct with labor organizations, for the right to disconnect	3 GOOD HEALTH AND WELL-BEING · 8 DECENT WORK AND ECONOMIC GROWTH · 17 PARTNERSHIPS FOR THE GOALS
❑ Create an open-access vegetable garden to enhance well-being and strengthen social relations	3 GOOD HEALTH AND WELL-BEING · 8 DECENT WORK AND ECONOMIC GROWTH · 17 PARTNERSHIPS FOR THE GOALS
❑ Install beehives on the roofs with students and employees, (if pertinent to the local ecosystem)	1 NO POVERTY · 3 GOOD HEALTH AND WELL-BEING · 7 AFFORDABLE AND CLEAN ENERGY · 8 DECENT WORK AND ECONOMIC GROWTH
❑ Codevelop relaxation and meeting areas	3 GOOD HEALTH AND WELL-BEING · 7 AFFORDABLE AND CLEAN ENERGY · 8 DECENT WORK AND ECONOMIC GROWTH
SERVICES	
❑ Work with inclusive employers (French ESAT) to outsource services and to conduct awareness-raising actions	3 GOOD HEALTH AND WELL-BEING · 8 DECENT WORK AND ECONOMIC GROWTH · 17 PARTNERSHIPS FOR THE GOALS
❑ Select green service providers for food services and office supplies	8 DECENT WORK AND ECONOMIC GROWTH · 10 REDUCED INEQUALITIES · 16 PEACE, JUSTICE AND STRONG INSTITUTIONS
COMMUNITY ACTION	
❑ Propose means-tested subsidized kindergarten places	12 RESPONSIBLE CONSUMPTION AND PRODUCTION · 13 CLIMATE ACTION
❑ Organize cultural and sports outings and subsidized private health insurance	1 NO POVERTY
❑ Propose meal vouchers	1 NO POVERTY · 3 GOOD HEALTH AND WELL-BEING

SUSTAINABLE DEVELOPMENT GOALS FOR OCCUPATIONAL HEALTH AND SAFETY PROFESSIONALS

SOCIAL ISSUES

Occupational health and safety professionals **develop and implement health and safety policies and risk prevention plans**. The role of prevention advisors in French public institutions is precisely set out in a law (n°82-453). Generally, their role is to assess risks in the workplace (physical, psychosocial, chemical, mechanical, etc.) and to adapt work and the surroundings accordingly. To expand their effectiveness, they manage and train a network of prevention assistants who observe and report back. Health and safety professionals exchange with law enforcement agencies and the fire department and coordinate their operations on campus. They ensure institution guidelines are respected and prevent discrimination. Finally, in some institutions they coordinate self-assessment for SD&SR .

Apart from their roles as prevention advisor or prevention assistant, the profession also includes health services for prevention and treatment, and services provided by other specialists like industrial psychologist, ergonomics experts, quality of working life and environmental protection officers.

A word from GP'Sup (French association for occupational risk prevention in HEIs)

"Risk prevention is an element of sustainable development. We contribute to environmental protection by, for example, managing dangerous waste disposal (chemical, biological, radioactive, electronics, etc.).
The development of an institution and its personnel also contributes to sustainable development. Well-being at work is an integral element: providing safe and organized working conditions conducive to employees being fulfilled in their professional life. To that end, we oversee the arrangement of the premises and workplace to provide comfortable conditions for employees, and ensure they have an adapted workstation and training, while also protecting the environment. An employee who is happy at work is less stressed, less absent, more efficient and less likely to want to change jobs."

Vincent Conrad, President, GP'Sup, France

Due to their responsibilities, occupational health and safety professionals **report directly to the senior management team** (president, vice president, health services manager, managing director for schools). **Internally**, they work with facilities and property management (particularly for safety inspections) and human resources professionals for all quality of working life issues, social action, psychosocial risks and personnel training. They also exchange with labor unions and occupational health and safety committees (in France: CT, CHCST) and the preventive health service. Finally they work with the communications and legal departments and student associations. Their **external** contacts include local authorities and government representatives such as police headquarters and health and safety inspections bodies like the French occupation health and safety inspectorate.

Occupational health and safety professionals develop and implement health and safety policies and risk prevention plans.

Occupational health and safety professionals act on **multiple societal issues**: risk prevention, crisis management, mutual respect and tolerance, protection of the environment. **Risk prevention**: they oversee occupational hazards (mechanical, chemical, bacterial, psychosocial etc.) and dangerous driving (excessive drug or alcohol consumption at student parties for example). **Crisis management**: they advise and assist the president about how the institution would continue to operate in the event of a natural or technological disaster or terrorist attack for example; coordinate emergency services and evacuation or lockdown procedures.

Environmental protection: they prevent and reduce the impact on the environment such as water, soil and air pollution, waste management such as dangerous waste and recycling electrics and electronics (WEEE).

"

Jean-Luc Guinot
Former Occupational Health and Safety Department Manager, Université Paris-Nanterre, France

"When I arrived 17 years ago, there were 180 cases of assault. The last count was zero. And we still have an open campus. I'm very proud of that! Police, guards and cameras remain important for stopping violence, but educating and informing society is more important. In my opinion, security enables us to educate. Without education, we would need more security. Mutual respect and tolerance are fundamental for protecting the population. That's the best security we have. It's more effective than cameras."

HOW CAN OCCUPATIONAL HEALTH AND SAFETY PROFESSIONALS CONTRIBUTE TO THE SDGs

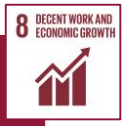
Occupational health and safety professionals have a cross-disciplinary role in the institution, making it possible for them to make an important contribution to Sustainable Development Goals (SDGs) 3, 8, 11 and 16.

Ensuring healthy lives and promoting the well-being for all at all ages is essential to sustainable development

- Supply personal protective equipment to users in daily hazardous situations
- Work with preventive health services to combat smoking and addiction in students and employees
- Combat air, water and soil pollution to guarantee users' health

- Develop and implement an occupational hazard prevention plan
- Ensure safe conditions in research laboratories
- Adapt workstations to prevent musculoskeletal disorders (MSD)
- Prevent psychosocial risks and improve well-being at work
- Advise labor unions about occupational health and safety issues

Sustainable economic growth will require societies to create the conditions that allow people to have quality jobs



There needs to be a future in which cities provide opportunities for all, with access to basic services, energy, housing, transportation and more

- Develop a safety plan for natural or technological disasters or attacks (e.g. French PPMS)
- Develop a Continuity of Operations plan
- Develop and update a risk assessment record
- Contribute to actions for environment protection and waste management

- Coordinate procedures for crisis management: accidents, fires, terrorist attacks, etc.
- Implement educational actions to prevent delinquency
- Create measures to increase dialogue and combat harassment and discrimination

Access to justice for all, and building effective, accountable institutions at all levels

Apart from these issues, **occupational health and safety professionals can also contribute to other sustainable development goals.** In some case, they establish **partnerships with external contacts who contribute complementary resources and experience.**

For the prevention of delinquency, they can investigate **areas that may be dangerous for women on their own,** such as badly lit areas. They can also work with the facilities and property management department to make buildings accessible to **people with a disability**.

Occupational health and safety professionals can also help to improve access to higher education for underprivileged people. They can help young drop-outs return to school either by developing or supporting educational programs. They can help foreign students without visas with administrative procedures and to exercise their **right to education.**

For waste management, they can put in place waste prevention plans and improve the **sorting system to increase recycling**. Particularly for paper waste, they can reuse and recycle, hence **reducing the number of trees used to make paper pulp**.

"

Vincent Conrad

Professional Risk Prevention Advisor – Head of Risk Prevention Division, Université Reims-Champagne-Ardenne / President, GP'Sup, France

"Our primary aim is to avoid accidents. I make sure all employees are safe and work in suitable conditions with a good atmosphere. It's not just providing a comfortable temperature, adapted equipment and personal protection when necessary. Psychosocial risks are also important. It is important to create a multidisciplinary team including the preventive advisor, the quality of working life department, preventive health service and sustainable development managers to make sure psychosocial risks do not overshadow traditional risks (mechanical, chemical, etc.)"

THE CHALLENGES

Occupational health and safety professionals have **several challenges**: risk diversification, diversification of types of violence and tension, recognition of professions internally, access to information, safety issues, the worsening global environmental situation.

As a poorly recognized profession, there is one feature that can attract **recognition from other HEI professionals**: anticipation and resolution, before problems arise when possible. The sign of successful occupational health and safety management is a smoothly functioning organization that seems normal to users and other professionals. As a result, they do not realize the contribution that occupational health and safety professionals make. Unfortunately, the utility of the profession only becomes evident in the event of a crisis. As a result, occupational health and safety professionals sometimes have trouble convincing their colleagues to undertake training or heed their guidance about investing in a subject, particularly for **prevention** and **planning** crisis management.

Technological development and the evolution of management methods and mentality (low risk tolerance) increase the **diversification of risks to be considered**. Initially, the main occupational risks were mechanical, chemical and bacteriological. Psychosocial risks are new risks. Taking them into consideration requires new skills and collaborative work with other professionals, such as health professionals.

"

Jean-Christophe Guillet
Prevention Advisor,
IMT Albi-Carmaux, France

"I ensure that all research operations are conducted in safely controlled environments. On a wider level, I can potentially take into account all environmental subjects. My job is now more like QSE [Quality, Safety and Environment] officer who acts on environmental issues in an integrated quality-safety-sustainable development/environment system. Despite certain achievements, the volume of action does not match the issues: impact is very low - even zero - because there is no clearly defined strategy."

Social evolution and changing mentalities (such as the quest for balance between men and women) lead to a diversification in the **tensions and violent situations to be considered**. New types of violence and sources of tension have been added to the traditional focus which was physical violence: verbal abuse, bullying, sexual harassment, proselytism, racism, violence against women, etc. Handling these new types of violence requires new skills and knowledge. Some professionals do this by adding an important component of community education to their activity.

How to deal with personal safety is also a new concern due to this diversification. There are two possible approaches: preventive and corrective. The aim is to reach a balance between preventive and corrective. New technology provides new means for surveillance and safety: drones, security cameras with facial recognition, security passcard systems integrated in student cards etc. These tools require enormous quantities of personal data which now generates other issues. The dilemma is to protect the university community, on one hand, and to protect privacy, as well as the desire to keep campuses open to the wider community, on the other.

Finally, the **worsening environmental situation** at a global level (climate change, rapid loss of biodiversity, etc.) urges ambitious action to protect the environment and preserve natural resources. For occupational health and safety professionals, more action is required for the prevention and reduction of air, water and soil pollution, as well as a complete review of waste management (particularly harmless waste) and be members of a circular economy. This requires new skills, new management tools and more multidisciplinary actions - with facilities and property professionals, human resources, student affairs, teachers and research.

- GOING FURTHER-

Occupational health and safety professionals

If I...	I contribute to...
CRISIS SITUATIONS	
❑ Create an internal network of rescuers and occupational first-aid workers	3, 8, 10, 17
❑ Provide first-aid training	3, 8, 17
❑ Establish a network of evacuation officers	3, 8, 17
❑ Conduct drills to train for crisis situations	3, 8, 17
RISK PREVENTION	
❑ Develop and update a risk assessment record	3, 8
❑ Create a "prevention program": health and safety training for each employee throughout their career in the institution	3, 8
❑ Establish an orientation program to help new arrivals discover their work environment: characteristics, risks they may encounter and their prevention	3, 8
❑ Advise teacher-researchers about precautions to be taken before a mission or travel in hazardous zones	3, 8
❑ Create a waste register, particularly for hazardous waste, to be updated daily	3, 8, 12
❑ Apply procedures for handling chemical and radioactive products	3, 8, 12
❑ Apply procedures for handling chemical and radioactive waste	3, 8, 12
❑ Conduct regular and regulatory inspections to guarantee user safety	3, 8, 12
❑ Conduct preliminary risk analysis	3, 8, 11, 12, 16, 17
❑ Make necessary adjustments to workstations to reduce risks	3, 8, 11, 12, 16, 17
❑ Train student associations in the administrative procedures and safety regulations necessary to ensure student safety at student parties and events	3, 4, 16, 17
❑ Work with student associations to raise awareness about addiction and hazing rituals prior to orientation weekends	3, 4, 16, 17
❑ Work with human resources to develop and train a network of prevention assistants	8, 17
❑ Work with human resources to develop and train a psychosocial risks center or helpline which redirects contacts to the appropriate internal or external service	3, 8, 17
❑ Provide a serene working environment: participate in decisions about premises, department reorganization and manager training	3, 8, 17
❑ Create a sexual harassment helpline with human resources and student affairs	4, 5, 10, 11, 16, 17
❑ Ensure the campus is safe and equipped for the prevention of all types of risk: firefighter access, measures against ram-raiding, etc.	4, 11, 16
MUTUAL RESPECT AND TOLERANCE	
❑ Participate in the development of a mutual respect and tolerance code of conduct	4, 11, 16, 17
❑ Include students in the risk prevention plan, such as first-aid training for personnel and students	4, 8, 16, 17
❑ Participate in accessibility plans: create safe waiting areas, ensure pathways are safe, etc.	4, 10, 11, 17

SUSTAINABLE DEVELOPMENT GOALS FOR FOOD SERVICES PROFESSIONALS

SOCIAL ISSUES

Food services professionals

Food services professionals provide students and employees with **affordable and balanced meals**. Their task is vast: sourcing and selecting products, creating meals and menus, ensuring daily dietary requirements are covered, and preparing and serving meals. Kitchen and serving staff must respect strict hygiene regulations which exist to protect users from health risks. Managing a food service also entails other fields of expertise: finance, accounting, human resources, communication and waste management. Waste management is carried out by the kitchen staff and outsourced to service providers. Events are regularly organized in HEI dining halls to raise awareness about a range of themes: such as “La semaine du goût” in France to educate users about flavors, waste-reduction week, etc.

On-site HEI food service professionals have daily contact with students and employees. They work with dieticians to create menu plans. Institution managers, local authorities and student representatives are included in strategic food service decisions through their seats on the Crous board. This ensures that user requirements and changing demands are taken into consideration, and that food services are part of student life.

When food services are outsourced, HEI food service professionals also work with the institution’s procurement department. The procurement department addresses specifications and priorities for sources and menus to the service provider. The accounting department and institution management also participate in decision making.

Through purchases and the meals they serve, food service professionals have impact on multiple social issues. The first is **sustainable buying and food services**. Through their sourcing decisions, food services can contribute to healthy, sustainable and local farming by choosing fresh, organic, local and seasonal produce or produce with eco, quality or fair trade labels. Food services can raise awareness among students and employees about responsible consumption by communicating about their sustainable sourcing choices.

Meals served in dining halls are part of a **healthy, balanced diet**. Food service professionals can go even further with ensuring food has no negative impact on health, by proposing food without pesticides. Also, respect of hygiene regulations in the kitchen and during the service ensure user food security.

> "
>
> **Bernard Lemoult**
> **Research Director,**
> **IMT Atlantique, France**
>
> "When food services are outsourced, the specifications are fundamental to a sustainable approach. Stringent guidelines must be set about the proportion of organic, fair trade and other labeled products, as well as the frequency of vegetarian dishes. From one contract to another, the service provider learns more...and we do too. Mapping out your approach in written specifications helps with setting goals."

> "
>
> **Dominique Francon**
> **Food Services Advisor to the President,**
> **Cnous (public-sector food, housing aand social aid services network), France**
>
> "To help students develop good dietary habits, we work with Crous housing services to conduct awareness raising campaigns for students in housing. Some students prefer to eat in their room than go to the university dining hall in the evening. But students don't always know how to cook or store their food to eat healthily. So we teach them how to shop, buy healthy produce, and cook with a tight budget and little equipment. They learn that it's not necessarily more expensive to eat a balanced diet!"

Food services generate enormous quantities of biodegradable waste. The current challenge is to **reduce biodegradable waste** generated by kitchens and user leftovers, and to **sort waste for recycling and reconversion**. This necessitates a hard-hitting awareness raising campaign targeting food service users.

Finally, HEI food services have to provide affordable meals. The aim is to give students with a low budget access to a healthy balanced diet, creating a **level playing field** among students in this domain. As a result, food services have to **reconcile quality with a low price for users**.

HOW FOOD SERVICES CONTRIBUTE TO THE SDGs

Selecting sources, waste management, menu creation, preparing and serving meals, cost control and management...HEI food service professionals contribute to several social and environmental subjects. They mainly contribute to SDGs 2, 3, 12 and 15:

2 ZERO HUNGER

The food and agriculture sector offers key solutions for development, and is central for hunger and poverty eradication

- Ensure students have access all year round to healthy food in sufficient quantity
- Promote sustainable farming which preserves ecosystems
- Preserve the diversity of seeds, crops and livestock
- Serve food with no health risks

- Ensure hygiene standards are respected in meal preparation and service
- Propose balanced, healthy meals
- Reduce fat, salt and sugar content in food to combat obesity and diabetes
- Provide the nutrition required for good health

Ensuring healthy lives and promoting the well-being for all at all ages is essential to sustainable development

3 GOOD HEALTH AND WELL-BEING

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

Responsible Production and Consumption

- Support agriculture practices which preserve ecosystems, such as organic or agroecology, through buying choices
- Support local agriculture for economic development and reduction of greenhouse gas emissions
- Reduce the quantity of food waste generated by food services
- Sort biodegradable waste for compost or reconversion into biogas

Sustainably manage forests, combat desertification, halt and reverse land degradation, halt biodiversity loss

- ❑ Contribute to the preservation and sustainable use of natural resources
- ❑ Participate in the protection of ecosystems and biodiversity
- ❑ Preserve seed and species diversity

As a result of their many stakeholders and the scope of their role, food services can contribute to many other SDGs:

- Establish partnerships to develop a long-term sustainable food industry
- Provide access to food at an affordable price for people with a low budget
- Reduce inequality of access to food
- Contribute to the preservation of marine ecosystems by sourcing MSC-labeled fish

"

Marie-Cécile Rollin

Manager, Restau'Co (food service network), France

"*Mon Resto Responsable* is a voluntary program. It's free and open to all food service organizations - both public and private. Agreeing on our members' needs and creating a pertinent system was a long process. The system has four phases: The institution completes a self-assessment questionnaire. They are then visited by a peer to discuss their practices and identify strategies for improvement. The food service then publicly outlines their commitment and the progress they hope to make at an open meeting. They can then use the *Mon Restau Responsable* logo to promote their commitment. As a result of this system, professionals can now exchange good practices, communicate their long-term commitment and be evaluated by colleagues to ensure continuous improvement."

THE CHALLENGES

Providing students with an acceptable level of food quality includes proposing products which have **quality labels and origin certification** (such as PDO label in Europe). But to organize quality supplier networks, certainty about quantities and a long-term commitment are necessary. Public contracts - which represent 80% of HEI food supplies - are too short to support the long-term organization required by such supplier networks. Extending contract periods to four years, for example, would give the **food industry better visibility** and encourage conversion to sustainable production.

The limited quantity produced by French **organic agriculture** slows the sector's organization. Organic producers are local and generally sell their produce through specialized chains or in mass retail stores where consumers are prepared to pay more. HEI food services cannot pay more, making it difficult to develop the proportion of organic produce used. The problem is twofold - insufficient quantities and high prices. By turning the 20% of local sourcing towards organic produce, with help from local and regional authorities, food services would incite farmers to convert to organic practices; and the increase in production would lower their costs.

"

Sandrine Cloarec
Food Services Manager, Coordinator Crous Marseille, France

"We have put in place a series of actions to reduce food leftovers and waste in 2014. For example, we raised awareness by weighing our biodegradable waste every day for a week and posting the result. This encouraged students to reduce the quantities left on their tray at the end of a meal. We also work with local authorities to reduce waste. For example, we have a partnership with a food bank which takes all the kitchen's unused food. But to take the action a step further, and recover biodegradable waste, we also need to change the organization and equipment in wash-up areas."

The number of dining halls with a concrete sustainable development approach increases every year, but they are still the minority. More cooperation is required between regional representatives to increase their number. Dialogue between committed food services - both public and private, and other potential partners, support from elected representatives and exchange with suppliers are vital to develop sustainable development practices. More communication about such initiatives means food services professionals would be more aware of their opportunities.

Reducing biodegradable waste is still a complex problem for food services due to existing infrastructure and habits: food waste needs to be sorted for recycling and reconversion. Sorting can be done by dining hall personnel which would ensure the quality and absence of pollution in biodegradable waste, or by users, which encourages good reflexes but is also very time consuming. Users do not always pay attention to sorting, but significant reduction in food waste depends on them realizing the impact of their habits on the environment.

"

Michel Delamarre
Food Services Officer, Crous Paris, France

"Open exchange and cooperation with student associations is essential for putting in place sustainable development projects in our institutions. The younger generation commits spontaneously. We listen to them and support their projects - that is our role in the public service. For example, when we supported an association for the reduction of food waste, we realized that students are informed and aware, and the results are telling. Simple actions initiated by students themselves are the most effective."

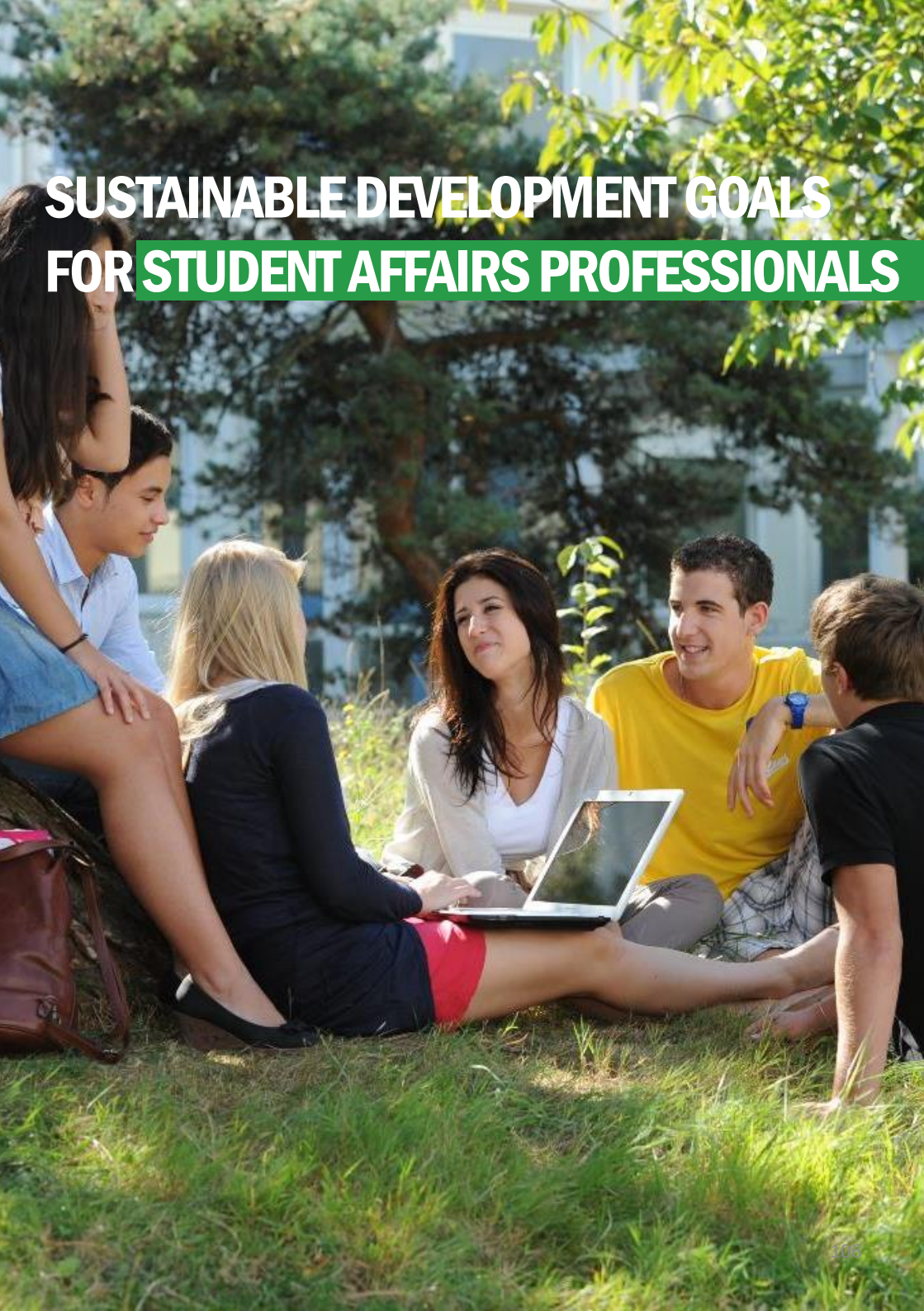
Food services professionals

- GOING FURTHER -

Food services professionals

	If I...	I contribute to...
A HEALTHY DIET	❑ Organize actions to raise awareness among students about sustainable consumption	2, 4, 12, 14, 15
	❑ Organize demonstrations and workshops by dieticians	3, 10, 12
	❑ Work with housing services to raise awareness	3, 12, 17
	❑ Serve soup to students in winter	2, 3, 10, 12
	❑ Create a book of simple and low-cost recipes for students	2, 3, 12
	❑ Apply hygiene practices to eliminate health hazards	2, 3
SUSTAINABLE PROCUREMENT	❑ Include environmental criteria in specifications: water consumption, input, livestock conditions, etc.	2, 3, 6, 12, 14, 15
	❑ Establish partnerships with associations to work with farmers for developing sustainable practices	2, 3, 12, 15, 17
	❑ Make long-term commitments to suppliers	2, 8, 12, 15, 17
	❑ Source products from suppliers with recognized labels (such as PDO)	2, 3, 8, 12, 14, 15
	❑ Establish a sustainable development standard with goals and methodologies	2, 12, 15
	❑ Exchange with peers committed to sustainable development practices	2, 12, 15, 17
	❑ Train future chefs and food service managers in sustainable development	2, 4, 12, 15
	❑ Encourage local authorities to buy organic produce	2, 3, 12, 15
	❑ Buy organic produce whenever possible	2, 3, 12, 15
	❑ Establish supplier and service provider specifications requiring organic, fair trade, labeled, fresh and local produce	1, 2, 3, 12, 15
FOOD WASTE	❑ Encourage the organization of activities and awareness raising campaigns by associations about reducing food waste, such as weighing waste	4, 12
	❑ Collect food for a food bank	2, 10, 12
	❑ Put in place a dehydrator to reduce the volume of food waste	9, 12
	❑ Reorganize wash-up areas so that staff can sort biodegradable waste	9, 12
	❑ Create a tray-return area conducive to sorting by users	9, 12
	❑ Raise awareness among users about food waste sorting at the tray-return area by dishwashing staff	9, 12
	❑ Install a self-service vegetable bar	2, 12
	❑ Provide bread at the end of the buffet line	12
	❑ Exchange with student associations and support their projects	4, 12

SUSTAINABLE DEVELOPMENT GOALS FOR STUDENT AFFAIRS PROFESSIONALS



SOCIAL ISSUES

Professionals involved in student affairs are an important bridge between students and institutions. Their job is to **ensure the self-fulfillment and success of students**. First and foremost, they ensure students have the means they require to successfully complete their higher education. They help students who have health problems or who have physical, psychological or financial difficulties. They ensure access to health care, and participate in funding attribution. Information sessions about health, personal development, social skills and well-being organized by student affairs are also key to ensuring students' academic and professional success. Through the organization of associative projects and funding associations, they **create links between students which are often fragmented.** It is important to ensure that associations organize constructive projects which are consistent with the institution's values.

Student affairs professionals coordinate with other partners who participate in the personal self-fulfillment of students. All the departments in the institution, particularly management, teachers and the careers guidance service, work together to decide curriculum content and personal development support. Finance, accounting and marketing departments support projects. Student affairs professionals also work with external partners, such as public authorities and health services.

Their job focuses on several core social issues, particularly those which concern students. Firstly, they **ensure the inclusion of all students and that underprivileged students have the means to successfully complete higher education**. They advise students with financial difficulties, and provide attention and psychological and physical support. There are different solutions to help them: funding, reorganization of education programs, and adaptation of the premises to ensure access.

Students participate in society, even when they are learning. Being a student is a precious time of life. It is conducive **to developing a conscience and becoming a positive citizen**. The challenge is to raise awareness among students so they take action for sustainable development when they enter society. They can contribute to strengthening social relations, combating discrimination and inequalities, and promoting sustainable consumption and conduct.

Given their new-found independence, students need learn to **take care of their own health**, and be attentive to the health of others...the project to organize first-aid courses illustrates this. However, they are not always attentive to the consequences of their conduct on their own health.

> **“ Édouard Pénide**
> **Former Student Affairs and Equal Opportunities Division Coordinator, Université Paris-Sud, France**
>
> “At Université Paris-Sud, the facilities and property department is responsible for environmental questions, and student affairs is responsible for social aspects. As manager of student affairs, my role is to centralize information and support the representatives of the different departments, sections and services (in France representatives of the FSDIE - a fund for developing student initiatives). Management aims to provide students with optimal social conditions for studying.”

> **“ Muriel Husson**
> **Student Affairs Manager, EPF engineering school, France**
>
> “We organize a Health & Well-being semester. For a whole semester, students have ten hours of classes covering three themes: sophrology (sleep, emotions, speaking in public), naturopathy (healthy diet) and osteopathy (posture, relaxation techniques, sport). These classes are very popular with students. Personal development is vital if students are to enter the professional world with self-confidence. They learn self-awareness, how to cope with their emotions, and are better equipped to confront life’s daily challenges.”

Students need to be **informed about disease prevention and addictions typical of their age group**, to have access to affordable health care, and to learn about a balanced diet. They become more responsible when they learn about how their daily actions can have an impact on their health.

Student affairs professionals **promote student well-being**. Apart from providing education about health, citizenship and community life, the division supports sports and cultural initiatives to give students a wider perspective and contribute to their self-fulfillment.

Finally, one of the major goals is **student integration in professional life**. Student affairs professionals can **help students have confidence in themselves**. This includes encouraging them to surpass themselves and teaching them how to manage projects. But promoting team spirit is also essential, so they understand that working in a team is important for success. This prepares them for a successful professional life.

HOW STUDENT AFFAIRS PROFESSIONALS CONTRIBUTE TO THE SDGs

Student affairs professionals play an important role in the everyday life of students, both for study conditions and extracurricular activities. Through their actions, student affairs mainly contribute to SDGs 3, 4 and 10:

Ensuring healthy lives and promoting the well-being for all at all ages is essential to sustainable development

- Promote health and inform about prevention against transmissible diseases and health risks
- Promote well-being and mental health protection by giving access to self-fulfillment and stress management workshops
- Reinforce prevention and early detection of addiction
- Ensure everyone has access to sexual health services and family planning
- Ensure students have access to free, good quality health services

Obtaining a quality education is the foundation to improving people's lives and sustainable development

- Reinforce academic success by ensuring students have conducive working conditions
- Raise awareness among students about gender issues
- Ensure vulnerable people, including people with a disability, have access to all levels of education and continuing education.
- Ensure students have the knowledge and skills necessary to promote sustainable development

To reduce inequalities, policies should be universal in principle, paying attention to the needs of disadvantaged and marginalized populations

- Ensure all students have autonomy and encourage their social, economic and political integration
- Create favorable conditions for people with a disability, permanent or temporary, due to illness or otherwise
- Ensure equal opportunities through grants and other forms of financial assistance and subsidized services: housing, food, activities, etc.
- Create favorable conditions for access to higher education for students from underprivileged backgrounds and combat self-censorship (in France: "Cordées de la Réussite" program)
- Create favorable conditions for access to higher education for students from underprivileged backgrounds through funding and subsidized services: grants, student housing, food, free health care, etc.

Student affairs professionals can also have an impact on other SDGs through their projects:

- Raise awareness among students about **gender issues and discrimination against women**
- Make sure all students have **access to housing** and other basic services
- Raise awareness among students about the impact their **consumer habits** have by applying sustainable consumption practices

"

Alexandrine Bornier

Personal Assistance and Development Division Manager, Burgundy School of Business, France

"Citizenship is very important for students, particularly for students who have had a successful academic life. They become conscious of the world they live in. To that end, we have created the "Pédagogie par l'action citoyenne" module about citizenship. Students spend 40 hours per year helping people in difficulty. Students meet senior citizens in retirement homes, tutor high-school students, participate in Red Cross collections, help people with a disability, etc. We make a contribution to the local community and students realize how lucky they are."

THE CHALLENGES

Students are not always concerned by environmental problems. They reject projects imposed upon them. Real dialogue between student affairs and students is essential for the **codevelopment of projects and to give sufficient importance to issues identified by students.** Participating in associative activities is one way to act for the environment. Many associations in the institution raise awareness among students about a variety of subjects and boost sustainable projects: green cups, community projects, GHG emissions inventories, etc. This is why it is important to give importance to associations and their projects.

Insufficient time and resources limit the number of projects possible. But all representatives of HEIs - particularly teachers and the administration - **must take the institution's CSR values on board** to ensure far-reaching awareness among students. Course content about these issues is even more important now, because jobs are evolving and require new skills for dealing with sustainable development issues. Representatives for CSR, disability, equality etc. are very important when putting in place sustainable development projects.

"

Julie Belleil
Manager, Student Affairs, Université de Nantes / President, R2VE (French HEI student affairs network), France

"The student affairs division has a pivotal role in the institution. We have contact with our colleagues in all the other services about a wide range of subjects...academic programs, finances, facilities... Student affairs act both on campus and off, via student projects, but also in partnership with other local bodies. The direct result of what we do is not immediately apparent on a large scale. Our work focuses on the human aspect and social themes. Student affairs is like building: brick by brick."

Sometimes it is difficult to identify students in difficulty because they **don't know about the services that exist in the institution to help and support them**. It can be difficult for student affairs to recognize students in need, whether it be for their everyday conditions or discrimination. Communicating with students on their arrival is important, but it is also important throughout their entire education program, in case their situation changes.

The structure and schedules put in place in HEIs many years ago are not always conducive to the best results. Short lunch breaks, exam periods, lack of access to cultural and sports activities, certain services only open on weekdays...the organization can have an impact on students' well-being and their results. It would be interesting to review the organization of university life to distribute students' time more effectively, and measure the impact on their results.

"

Laurent Gerbaud

Health Center Manager, Université Clermont-Auvergne and Professor, Public Health Service, CHU de Clermont-Ferrand (Clermont-Ferrand Public Hospital), France

"Our university health center proposes a range of services: prevention, promotion, health care, medical planning, vaccinations, screening and the university's psychological service. We work with student associations to advocate a healthy lifestyle to students and to raise awareness about simple daily practices such as: sleeping well, disconnecting in the evening, etc. and risk prevention, particularly for festive events. Our actions also help to prevent the use of medication for non-medical problems and to generate sustainable behavior."

- GOING FURTHER -

Student affairs professionals

If I...	I contribute to...
HEALTH AND WELL-BEING	
❑ Support cultural and sports associations for the personal fulfillment of students	3 GOOD HEALTH AND WELL-BEING; 5 GENDER EQUALITY; 10 REDUCED INEQUALITIES
❑ Train association administrators in preventing at-risk behavior	3 GOOD HEALTH AND WELL-BEING; 16 PEACE, JUSTICE AND STRONG INSTITUTIONS
❑ Apply policies for awareness about physical activity and reducing risks	2 ZERO HUNGER; 3 GOOD HEALTH AND WELL-BEING; 16 PEACE, JUSTICE AND STRONG INSTITUTIONS
❑ Organize dietary prevention campaigns such as classes about cooking in student rooms	2 ZERO HUNGER; 3 GOOD HEALTH AND WELL-BEING; 12 RESPONSIBLE CONSUMPTION AND PRODUCTION
❑ Create a network of prevention officers and student health officers to raise awareness among students and put actions in place	3 GOOD HEALTH AND WELL-BEING
❑ Raise awareness among students about at-risk behavior and implement solutions with associations	3 GOOD HEALTH AND WELL-BEING; 10 REDUCED INEQUALITIES; 16 PEACE, JUSTICE AND STRONG INSTITUTIONS
❑ Work with health services to provide guidance and assistance for students with physical and psychological problems	3 GOOD HEALTH AND WELL-BEING; 10 REDUCED INEQUALITIES
❑ Educate students about healthy sexual conduct and consent	3 GOOD HEALTH AND WELL-BEING; 4 QUALITY EDUCATION; 5 GENDER EQUALITY
CITIZENSHIP	
❑ Work with food services to offer vegetarian menus	2 ZERO HUNGER; 4 QUALITY EDUCATION; 12 RESPONSIBLE CONSUMPTION AND PRODUCTION; 15 LIFE ON LAND
❑ Organize partnerships with student associations to develop sustainable consumption among students	4 QUALITY EDUCATION; 12 RESPONSIBLE CONSUMPTION AND PRODUCTION
❑ Organize awareness-raising events about environmental and social problems: reduction of waste, blood donations, etc.	4 QUALITY EDUCATION; 11 SUSTAINABLE CITIES AND COMMUNITIES; 12 RESPONSIBLE CONSUMPTION AND PRODUCTION; 15 LIFE ON LAND
❑ Organize theater workshops and sports activities to develop social skills and self confidence	3 GOOD HEALTH AND WELL-BEING; 4 QUALITY EDUCATION; 8 DECENT WORK AND ECONOMIC GROWTH; 10 REDUCED INEQUALITIES
❑ Create a self-awareness module with personality tests	3 GOOD HEALTH AND WELL-BEING; 4 QUALITY EDUCATION; 8 DECENT WORK AND ECONOMIC GROWTH; 10 REDUCED INEQUALITIES
❑ Create a citizenship module covering students' actions for members of the community in difficulty	4 QUALITY EDUCATION; 10 REDUCED INEQUALITIES
❑ Raise awareness in students about combating discrimination	4 QUALITY EDUCATION; 5 GENDER EQUALITY; 10 REDUCED INEQUALITIES
EQUAL OPPORTUNITIES	
❑ Provide students with career guidance	8 DECENT WORK AND ECONOMIC GROWTH; 10 REDUCED INEQUALITIES
❑ Provide grants and subsidized housing	1 NO POVERTY; 10 REDUCED INEQUALITIES; 11 SUSTAINABLE CITIES AND COMMUNITIES
❑ Provide personal assistance for vulnerable students	1 NO POVERTY; 10 REDUCED INEQUALITIES
❑ Adapt the education program and exams for students with a disability	4 QUALITY EDUCATION; 10 REDUCED INEQUALITIES
❑ Establish partnerships with associations to help underprivileged students, for example with clothing donations from charitable organizations	1 NO POVERTY; 10 REDUCED INEQUALITIES
❑ Provide a mentoring system and a system for detecting drop-out candidates	4 QUALITY EDUCATION; 10 REDUCED INEQUALITIES
❑ Organize a program to make higher education easily accessible to all, regardless of sociocultural background by giving them the means to commit and achieve results in high-level programs	4 QUALITY EDUCATION; 10 REDUCED INEQUALITIES

SUSTAINABLE DEVELOPMENT GOALS FOR CAREER GUIDANCE PROFESSIONALS

SOCIAL ISSUES

Each year, 41 million people leave higher education with a degree (source: UNESCO Institute of Statistics, average 2014-2015-2016). Career guidance professionals **inform** high school students and other potential students about the **programs and curriculums**, and **assist** students enrolled in their institution to find an **internship** or a **job**. This includes staying in touch with new **graduates** or providing **guidance when a change of track** is required.

There are several key issues for this activity: The most important is **equal opportunity**: both before entering higher education for career guidance, and after, for the beginning of a career. Access to higher education is directly linked to socioeconomic status: children of managers, executives and teachers are twice as likely as working-class children to reach mainstream higher education (source: MENESR-DGESIP/DGRI-SIES, 2015). The main issue for career guidance professionals is to **balance giving extra support to students with less means** - which need to be identified to do be able to do so - without neglecting other students.

Also, **gender equality** is an issue which must be taken into account: firstly, for the inclusion of women. Despite 55% of higher education students being women, they still represent a minority in scientific programs (source: MENESR-DGESIP/DGRI-SIES, 2015-2016) and in leadership positions.

Women are also disadvantaged when entering the working world, both for pay and employment opportunity and stability: After leaving higher education, 61% of male graduates sign permanent contracts compared to only 54% of women (source: CEREQ, Generation survey 2010).

The goal being to guide students to employment, the job is twofold: **prepare** students for the **corporate world** and **educate them to make choices for education and employment that suit them best**. Students who have been ill-informed or influenced, for example by a trend or family pressure, are in danger of dropping out and need to be redirected. It is essential that **their well-being and wishes** be taken into account.

61% of men sign a permanent contract compared with 54% of women

"

Véronique Prax
Former Career Guidance Manager, Université Paris-Dauphine, France

The university "equal opportunities" program has signed agreements with 27 senior high schools to identify students with potential for Dauphine and who may be in danger of self-censorship. Between 40 and 60 students are recruited by the program each year. They receive special assistance with a team of mentors: a student, a teacher and a corporate representative."

The challenge is to help the most underprivileged people: with a disability, with financial difficulties, without access to information, planning a career change, seeking employment, too far from any HEIs, outside the standard admission process, in danger of dropping out or failing, foreign students, etc. Whether it be for education or career guidance, helping this population is essential for improving equal opportunity for education and access to employment.

HOW CAN CAREER GUIDANCE PROFESSIONALS CONTRIBUTE TO THE SDGs

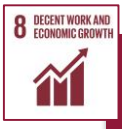
Given the issues mentioned above, the main SDGs for career guidance professionals are numbers 4, 5, 8 and 10:

Obtaining a quality education is the foundation to improving people's lives and sustainable development

- Inform high-school students, HE students and adults about the range of education options available, regardless of their situation or their social status
- Ensure students have the means to acquire the skills necessary to find employment
- Train teachers to include career planning in their programs
- Identify students in danger of dropping out and redirect them depending on their skills

Gender equality is not only a fundamental human right, but a necessary foundation for a peaceful, prosperous and sustainable world

- Stop the transmission of preconceived ideas about gender-specific courses and professions
- Help women to find jobs with the same responsibilities and pay as men with the same skills



Sustainable economic growth will require societies to create the conditions that allow people to have quality jobs

- Integrate the corporate world in higher education
- Create partnerships with companies who can offer stable jobs
- Assist young graduates until they find a stable job
- Advocate graduate equality for the right to employment in companies
- Represent students and defend their right to decent working conditions
- Help people undergoing a career change or unemployed people find a decent and stable job
- Encourage entrepreneurial spirit in students

- Assist all people - regardless of their age, gender, disability, ethnic group, origin, religion or economic status - to choose higher education for their social and economic integration and to reach autonomy

To reduce inequalities, policies should be universal in principle, paying attention to the needs of disadvantaged and marginalized populations

Apart from these fundamental social issues, career guidance professionals can also participate in **environmental protection**. They organize events - trade fairs, events, workshops - and produce many communication tools. They can choose **sustainable methods of production and modes of consumption**.

Furthermore, career guidance professionals can contribute to the **preservation of biodiversity** by reducing printed material which also reduces **waste**.

Finally, promotional activities are the opportunity to communicate about commitments made to **reduce the institution's greenhouse gas emissions and air pollution**.

"

Isabelle de Frémont-Caminade
Career Guidance Manager,
Novancia Business School Paris, France

"My job in a Corporate Relations service is very rare. I personally advise and assist students with their career plan. I work closely with them to help them understand their skill set to understand their potential so they can build their career plan during their time in the institution. I give presentations to students throughout the year so they can later contact me freely to work together on a personalized career plan. As a result of the second part of my job which involves giving companies recruitment advice, I act as an interface between students and companies, giving them both the best advice. I often advise my students, to succeed: open up, listen up, adapt, then go for it!"

THE CHALLENGES

Career guidance professionals work with students before, during and after their period in a higher education institution. They need to be able to effectively **collect, compile and use data**, both for individuals and for use as statistics.

This means they need to have **as much contact as possible with students**, which is difficult for a rather administrative role. Student contact is possible through working with teachers, student affairs, or the creation of an individual student advisory position.

Digitization and **new technologies** are a powerful means of communication, but that leads to another issue. On one hand, communication tools and the way information is collected is changing which requires **training of staff** and students, high-school students, adults, etc. On the other hand, it is vital to ensure that these new communication tools do not amplify inequality or exclusion.

The evolution of new technology has generated a new period of change which has an impact on all professionals. It is essential that career guidance professionals **take into account these modifications** which cause deep-seated change in the different aspects of their role - assistance, guidance and finding employment. Institutions currently carry out their own independent studies, whereas pooling means and compiling data would generate more precise statistics that take into account students' increasingly complex education programs.

"

Cécile Lecomte
Career Guidance and Employment Centre Manager, Université Rennes-1 and President, La Courroie, France

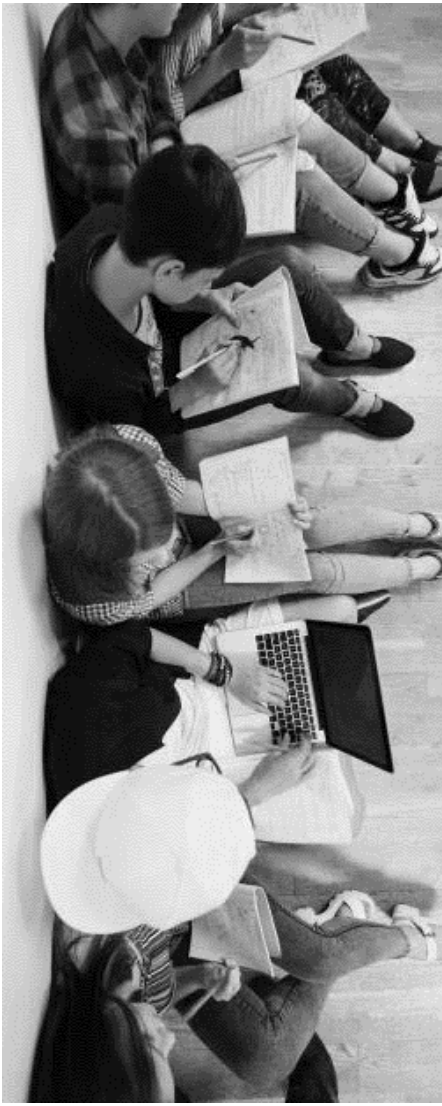
"To facilitate the transition from high school to university, Université Rennes 1 has joined a program created to improve equal opportunity for students from underprivileged backgrounds, the French "Cordées de la Réussite". Thanks to a mentoring program by older students, 500 to 600 high-school students begin to discover university in their penultimate year of high school. They work on a project with a representative of the university, such as a third-year bachelor or masters student, supervised by a teacher-researcher. In Brittany, our challenge is to help students find a job in a region with high unemployment."

Of course, collecting personal data also poses a growing problem for the **protection of personal data and privacy**.

It will be possible to target information, even personalize information, but career guidance professionals must also **make sure that students make their own decisions about their chosen career**. Their goal is to show them opportunities and give them the capacity to make their own career plan, whereas some follow the plan their parents make for them. They can also provide information about less typical career possibilities that their choice of education can lead to.

Current changes in society, like ecological and digital transition and the aging population are accelerating **changes in professions**. Forward-thinking perspectives are necessary to anticipate future developments and give students pertinent information about their career options.

External factors also impact the SDGs. **Financial obstacles, distance, existing infrastructures or supply of student housing** all contribute to equal opportunities. Resolving these issues requires cooperation with other departments and authorities.
Finally, one of the problems for career guidance professionals is **students' lack of exposure to the corporate world**, which can lead them follow an education program ill-suited to them. One solution would be to organize networking between a range of professionals and junior high school students to raise their awareness about the professional world with observation internships.



- GOING FURTHER-

Career guidance professionals

If I... → **I contribute to...**

INFORMING HIGH SCHOOL STUDENTS

- ❑ Organize a mentor program with presentations for high school students by professionals (presentation by teachers or former students)
- ❑ Create an equal opportunities program to identify high school students with potential and in danger of self-censorship
- ❑ Present the range of education programs to rural high schools
- ❑ Participate in a program to improve equal opportunity for students from underprivileged backgrounds (e.g. the French "Cordées de la Réussite").

PROMOTE THE INSTITUTION

- ❑ Establish environmental and social criteria for selecting suppliers and service providers of communication tools (printing, paper, etc.)
- ❑ Reduce car travel by staging videoconference events to present the institution
- ❑ Reduce the quantity of printed material (less transported weight and raw materials) and train students in sourcing information on the internet

GUIDING STUDENTS

- ❑ Organize meetings where former students present the professions possible after the institution's education program
- ❑ Develop a strategy for identifying potential drop-out students, then assist and guide them during a "springboard" semester
- ❑ Establish partnerships with universities in developing countries so their students can access a wider choice of education programs
- ❑ Establish environmental and social criteria for selecting service providers (food services, logistics, etc.) for events with professionals or former students
- ❑ Establish partnerships with traditionally male-dominated sectors (IT, industry, etc.) to promote the recruitment of women
- ❑ Broadcast video reports about women in traditionally male-dominated sectors
- ❑ Include gender / women aspects in presentations about professions or curriculums

EMPLOYMENT

- ❑ Organize special workshops for students having difficulty finding a job
- ❑ Provide special guidance to foreign students about culture-specific customs related to employment in France
- ❑ Organize a week for meetings between professionals and Masters students
- ❑ Establish partnerships with local companies and employment services (e.g. French Pôle Emploi and APEC in France, Jobcenter Plus in the UK, EURES for EU as a whole)
- ❑ Schedule meetings to assist young graduates during the first six months after leaving the institution
- ❑ Develop digital employment and internship platforms with offers adapted to the curriculum
- ❑ Communicate student expectations to companies so they propose appropriate jobs

EDUCATION

- ❑ Organize compulsory modules for identifying skills and preparing students for the corporate world
- ❑ Raise awareness among parents about the results of the institutions' programs to avoid family pressure and to allow students to make their own choices
- ❑ Organize workshops to advocate sustainable entrepreneurial attitudes and/or industry
- ❑ Share good practices about career guidance and employment on campus, and with other institutions

SUSTAINABLE DEVELOPMENT GOALS FOR INTERNATIONAL RELATIONS PROFESSIONALS

SOCIAL ISSUES

International relations professionals

4.5 million students studied abroad in 2016 on a global scale (source: UNESCO Institute of Statistics, 2016). With 324,000 international students in 2016, France is the leading non-English speaking country to receive foreign students. And 81,000 French students studied abroad in 2015: a progression of 40% over 5 years (source: Campus France). As a result, international relations are important in French Universities and other HEIs, and hence for decision-makers.

International relations professionals contribute to teaching and research activities, student affairs and the institution's relationship with the surrounding region. Their job is to assist students (incoming and outgoing), validate grant applications, cultivate relations with partner institutions, and create new mobility programs for education or research, particularly with non-European partners. At management level (international relations director/vice president), they define the institution's international strategy and the associated communication strategy. They also represent and promote the institution's image abroad with municipal, local and regional authorities.

International relations professionals are either part of the central management (international relations managers) or in **departments, schools or research laboratories** as international affairs officers.

They work closely with bodies created to promote HEIs abroad, such as Campus France, and government agencies (supervisory ministries, Prefectures, French embassies) and other regional and local bodies. They also often work closely with student associations (such as *Erasmus Student Network*) and European student associations. They work with the Crous on questions about housing for incoming students and grants for outgoing students and free movers. In universities, international relations professionals exchange with elected committee representatives, such as the international relations commission or the grants commission.

International relations have multiple impacts on society - on people, on development of countries, and on the transmission of knowledge globally. Students benefit from international relations through personal development. Students who learn about other cultures, local issues and identities have open minds and less preconceived ideas. Receiving international students is also beneficial for the host country's students. Students who study abroad also often learn a foreign language, which helps increase employment opportunities. For example, the European Erasmus+ program aims to build a harmonious European identity which is important given the resurgence of nationalist beliefs and inter-ethnic tensions observed in Europe.

France is the leading non-English speaking country to receive international students

> "
> **Oriane Reynaud**
> **Head of International Relations, Epitech, France**
>
> "The most important part of my job is assisting students: ensuring their well-being, their adaptation on arrival, and keeping in touch with students transferred to a partner institution. I take several factors into account before signing a partnership with a new institution: health, safety, environment, and the respect for individual rights in the country in question, such as the status of women, respect for sexual orientation, etc. If more than one of these conditions is not respected, I prefer not to commit."

International relations also have a positive impact on the development of higher education systems in developing countries, through branch campuses, cross board education, cooperation for technical issues, or collaborative projects between two countries or more. Mutual exchange of knowledge between developed and developing countries is another positive effect, such as advanced technology and frugal innovation transfer. Finally, international relations promote the institution, leading to pooled means for research and knowledge for taking projects to a higher level.

HOW INTERNATIONAL RELATIONS PROFESSIONALS CONRIBUTE TO THE SDGs

International relations professionals have a cross-disciplinary role in the institution, making it possible for them to make a important contribution to Sustainable Development Goals (SDGs) 4, 10, 16 and 17.

Obtaining a quality education is the foundation to improving people's lives and sustainable development

- Help international students integrate host society and education system
- Help students complete their program abroad
- Enable people from developing countries to have access to better higher education, either in the host or in their own country

- Improve access to international study through financial aid, equipment for students with a disability, etc.; and combat self-censorship in students from underprivileged backgrounds
- Anticipate discrimination against outgoing international students
- Encourage social and international mixing

To reduce inequalities, policies should be universal in principle, paying attention to the needs of disadvantaged and marginalized populations

Access to justice for all, and building effective, accountable institutions at all levels

- Contribute to improved intercultural exchange
- Facilitate administrative procedures for incoming and outgoing international students
- Guarantee access to rights for incoming and outgoing international students
- Warn about dangerous countries and geographical zones: armed conflict, inter-ethnic tensions, health risks, etc.

- Stimulate international cooperation for education and research
- Work together with local partners and bodies for concerted international action
- Support student initiatives for integrating international students

Revitalize the global partnership for sustainable development

Apart from these issues, **international relations professionals can also contribute to other sustainable development issues.**

They can help international students on arrival with social benefits, health insurance and housing. And advise students about funding possibilities, to improve mobility. They can also be particularly attentive to gender discrimination by informing women about their rights in the host country, and encouraging them to choose countries where women's rights are recognized and protected.

International relations professionals also contribute to energy transition and tackling climate change. They can encourage researchers to work together on the subject, and incite students and researchers to use green transport, such as trains rather than planes in Europe.

"

Nourredine Manamanni

International Relations and Institutional Affairs Manager, Campus France, former Vice President International Relations, Université Reims Champagne-Ardenne, and Coordinator of the VP international relations network until 2016

"International exchange is inspiring...it's essential to maintain the dream and make it possible for everyone in the institution's community. Today, universities must have an international strategy that reflects their ecosystem, surroundings and environment. Promoted by the IR VP, the IR strategy must not be reduced to students abroad, but integrate all the university's activities in a multidisciplinary strategy. International exchange through studying abroad or international cooperation is an opportunity to learn about new experiences related to sustainable development, to break down preconceived ideas and broaden opinions. This is particularly the case in regions where the vote for the extreme right is unfortunately significant."

THE CHALLENGES

International relations have a key role in HEI policies and strategies. There are four key important challenges for sustainable development in particular: conditions for international students, relations with HEI in developing countries, unequal access to study abroad, and tackling climate change.

Firstly, **host countries must provide high-standard conditions for international students.** This is not always easy, particularly in universities where student numbers often already exceed campus capacity (all nationalities included). Student housing is often insufficient in number, and increased international student numbers exacerbates the problem. Quality of student housing can also be a problem, particularly for French HEIs who try to develop prestigious packages for international students but, for a number of reasons, cannot always provide the housing that is expected.

It is also very important to **genuinely support, and not compete with HEIs in developing countries.** Opening education programs and campuses abroad has an impact on the host country, by increasing opportunities, but also competing with existing programs. Yet developing higher education is a political issue for states, and receiving foreign education programs can be perceived as unwelcome interference or neocolonialism. HEIs must develop international activities sensitively, aiming to codevelop with the host country, not just diversifying their own activities.

"

Pierre Van de Weghe
VP International Relations, Université Rennes 1, Coordinator of the IR VP, France

"In my grandfather's time, international relations simply meant studying abroad. Things are completely different now. Where there was one activity in the past, there are now four: education, research, institution and local economic activity. International activities are conducive to exchanging good practices. For example, when you teach abroad, you learn about how others operate, and you share your own educational methods. And if you want to be truly altruistic, you must keep one thing in mind: to have an impact in developing countries outside Europe, it is important to export educational programs in collaboration with the local population, to avoid a neocolonialist effect. Given the cost of living in France, only the most privileged foreign students from developing countries can afford to study in France."

On the other hand, it is important to note that exporting HEI activities to non-democratic countries can contribute to freedom of speech and critical thought.

The third challenge is **combating unequal access to studying abroad**. International mobility is now part for the course in French graduate schools, but it is still fairly exceptional for universities, particularly for short education programs. International mobility is also expensive: travel, housing, cost of living, health cover, etc. So with social inequality and choice of career direction, the cost of studying abroad is another contributing factor to unequal access to higher education.

Balancing cost through grants is only a partial solution. Combating self-censorship by students from underprivileged, particularly rural, backgrounds must also be addressed. This is also important to avoid creating a divide between an "elite" population who experience intercultural exchange, and a marginalized population who feel bitter and downgraded. For example, such a divide may explain the increase in nationalism and xenophobia in France.

The last question is the sustainability of international relations themselves. How to **participate in the transition to a low-carbon economy** - the only option for limiting climate change and widely accepted by our societies. International travel often represents the largest part in HEI greenhouse gas emissions due to plane travel, one of the highest-emitting modes of transport. The desire to develop international relations will increase the institution's greenhouse gas emissions. Which offsets all the institution's efforts for energy performance on campus. Unfortunately, this question is still under the radar for decision-makers. The solution may lie in a proactive approach to reducing greenhouse gas emissions in other areas: energy consumption, school-work-home travel, procurement, etc. Or in a policy for international relations in bordering countries to reduce distances.

- GOING FURTHER -

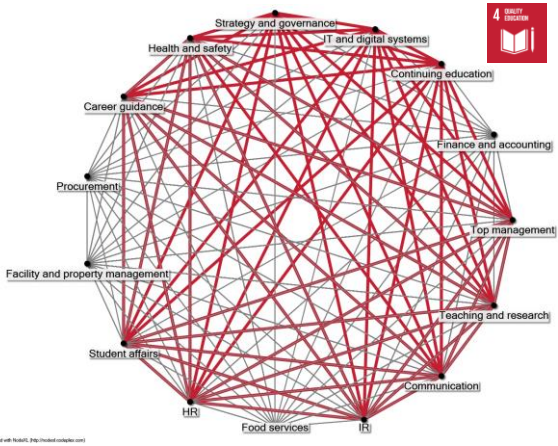
International relations professionals

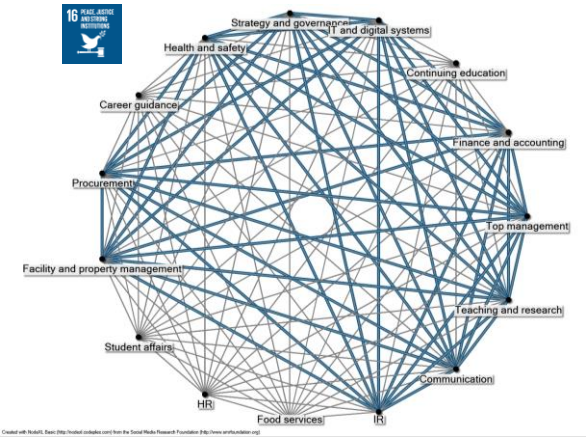
If I... → **I contribute to...**

	If I...	I contribute to...
INCOMING MOBILITY	❑ Create a single office on the campus or in town to help incoming students with administrative procedures (visas or resident permits, social benefits, health insurance, student housing, etc.)	1 NO POVERTY, 3 GOOD HEALTH AND WELL-BEING, 10 REDUCED INEQUALITIES, 11 SUSTAINABLE CITIES AND COMMUNITIES, 16 PEACE, JUSTICE AND STRONG INSTITUTIONS, 17 PARTNERSHIPS FOR THE GOALS
	❑ Reserve student housing for international students	1 NO POVERTY, 11 SUSTAINABLE CITIES AND COMMUNITIES
	Maintain regular contact with international situations to monitor their well-being (home sickness)	3 GOOD HEALTH AND WELL-BEING
	❑ Work with a student association to organize an orientation week for international students	3 GOOD HEALTH AND WELL-BEING, 4 QUALITY EDUCATION, 10 REDUCED INEQUALITIES, 17 PARTNERSHIPS FOR THE GOALS
	❑ Organize intercultural events throughout the year for both French and foreign students	10 REDUCED INEQUALITIES, 16 PEACE, JUSTICE AND STRONG INSTITUTIONS, 17 PARTNERSHIPS FOR THE GOALS
	❑ Organize a buddy system for international students	3 GOOD HEALTH AND WELL-BEING, 4 QUALITY EDUCATION, 10 REDUCED INEQUALITIES, 17 PARTNERSHIPS FOR THE GOALS
OUTGOING MOBILITY	❑ Create a package including education and housing for international students	3 GOOD HEALTH AND WELL-BEING, 4 QUALITY EDUCATION, 17 PARTNERSHIPS FOR THE GOALS
	Establish strategic partnerships with long-term partners to promote student and teacher mobility, combine student affairs, and create collaborative projects	4 QUALITY EDUCATION, 9 INDUSTRY, INNOVATION AND INFRASTRUCTURE, 16 PEACE, JUSTICE AND STRONG INSTITUTIONS, 17 PARTNERSHIPS FOR THE GOALS
	Publish a map of dangerous geographical zones and countries: health risks, political unrest, non-respect of human rights, women's status and minorities, etc.	3 GOOD HEALTH AND WELL-BEING, 5 GENDER EQUALITY, 10 REDUCED INEQUALITIES, 16 PEACE, JUSTICE AND STRONG INSTITUTIONS
	❑ Provide personalized advice to students about studying abroad, covering gender, sexual orientation, belonging to an ethnic minority, disability etc.	5 GENDER EQUALITY, 10 REDUCED INEQUALITIES
	Encourage host country universities to provide for students with a disability: adapted equipment, accessibility to medication, etc.	3 GOOD HEALTH AND WELL-BEING, 4 QUALITY EDUCATION, 10 REDUCED INEQUALITIES
	❑ Organize events to promote outgoing mobility to combat self-censorship in students from underprivileged backgrounds	10 REDUCED INEQUALITIES
	❑ Choose trains, rather than planes for travel within Europe	7 AFFORDABLE AND CLEAN ENERGY, 13 CLIMATE ACTION
	❑ Fix an internal carbon tax for international travel	7 AFFORDABLE AND CLEAN ENERGY, 13 CLIMATE ACTION
	❑ Ensure international travel grants are compatible with receiving other types of grants	1 NO POVERTY, 4 QUALITY EDUCATION, 10 REDUCED INEQUALITIES
TRAINING AND RESEARCH	❑ Provide a hybrid made-to-measure system (distance learning with foreign students and travel abroad for one week) for students who work to finance their studies	4 QUALITY EDUCATION, 9 INDUSTRY, INNOVATION AND INFRASTRUCTURE, 10 REDUCED INEQUALITIES, 17 PARTNERSHIPS FOR THE GOALS
	❑ Provide off-campus programs working closely with a local university	4 QUALITY EDUCATION, 9 INDUSTRY, INNOVATION AND INFRASTRUCTURE, 17 PARTNERSHIPS FOR THE GOALS
	❑ Create a bilateral university based on an equal partnership	4 QUALITY EDUCATION, 17 PARTNERSHIPS FOR THE GOALS
	❑ Promote bilateral scientific cooperation about sustainable development goals: smart building, agroecology, eradication of poverty, microfinance, etc.	9 INDUSTRY, INNOVATION AND INFRASTRUCTURE, 17 PARTNERSHIPS FOR THE GOALS
LOCAL ECONOMY	❑ Co-finance a PhD grant for eradicating poverty	1 NO POVERTY, 4 QUALITY EDUCATION, 9 INDUSTRY, INNOVATION AND INFRASTRUCTURE, 17 PARTNERSHIPS FOR THE GOALS
	❑ Organize international projects with local authorities, companies and HEIs	8 DECENT WORK AND ECONOMIC GROWTH, 17 PARTNERSHIPS FOR THE GOALS

Goals common to multiple HEI professions

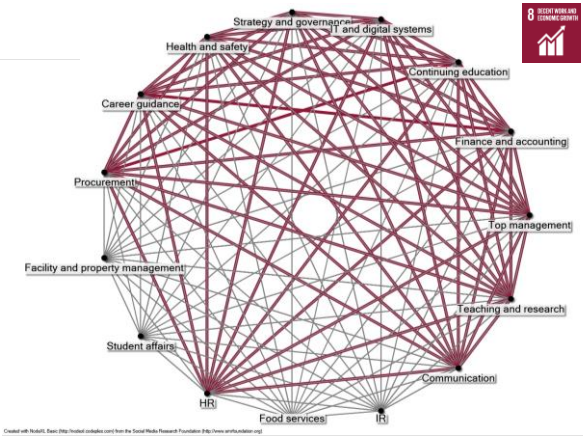
Apart from an analysis by profession, the SDGs can be used to analyze relations between HEI professions. It is possible to use the SDGs to establish a network of existing and potential relations that connect HEI professions. **The 17 SDGs create a network of over 650 relations between the professions.** To illustrate the complexity of such relations, we have presented them in graphs. These graphs represent the web of relations for several SDGs, chosen as examples. On these graphs, each point is a profession, and each line shows the relation between two professions, that is, the SDG common to both professions. The colored lines are the relations for the SDG in question. Grey lines are the relations for other SDGs.





Silo, or stand-alone practices still seem to be common, and are criticized by some professionals. But each profession now works with others. We seem to be at a halfway mark. On one hand, some professional practices are decompartmentalized by the institution's operations. On the other, some actions remain parallel, with no coordination or cooperation between professions.

HEIs capacity to meet environmental and social goals depends on the quality of relations between professionals. No single profession can address the issues alone. In fact, this theme is directly addressed by an SDG, number 17: "partnership for the goals". It is one thing to realize the importance of these relations and illustrate it, as we have done here. Studying the effects is another issue, and requires separate analysis.



ACRONYMS

Higher education stakeholders

AACSB: Association to Advance Collegiate Schools of Business

AMBA: Association of MBAs

AMUE: *Agence de Mutualisation des Universités et Etablissements*, shared-services agency for universities and other higher education and research Institutions

CDC: *Caisse des Dépôts et Consignations*, public financial institution

CGE: *Conférence des Grandes Écoles*, Conference of Grandes Ecoles, HEIs association

CPU: *Conférence des Présidents d'Université*, Conference of University Presidents

Cnous: Centre national des oeuvres universitaires et sociales, public-sector food, housing and social aid services national network

COMUE: *COMmunauté d'universités et d'établissements*, local association of universities and higher education institutions

Crous : *Centre régional des oeuvres universitaires et sociales*, public-sector food, housing and social aid services regional network

CNTE: *Conseil National de la Transition Ecologique*, National council of ecological transition, governmental body in charge of stakeholder dialogue with respect to ecological transition and sustainable development

EFMD: European Foundation for Management Development

EQUIS: European QUality Improvement Standard

ESEC / *CESE*: Economic, Social and Environmental Council / *Conseil Economique Social et Environnemental*

EURES: European employment services

HCERES: *Haut Conseil de l'Evaluation de la Recherche et de l'Enseignement Supérieur*, High Council for Evaluation of Research and Higher Education

MEDEF: *Mouvement des Entreprises de France*, French networks of CEOs and entrepreneurs

MGEN: *Mutuelle Générale de l'Education Nationale*, public sector health insurance organization

IAU: International Association of Universities

REFEDD: *REseau Français des Etudiants pour le Développement Durable*, French network of student-led associations dealing with sustainable development

UNAF: Union Nationale des Associations Familiales, the association for families (UNAF)

Professional associations and networks

AACU: *Association des Agents Comptables Universitaires*, French association of universities accountants

APACHES: *Association des Professionnels d'Accompagnement du Handicap dans l'ESR*, French association of HEIs professionals working with people with a disability

ARCES: *Association des responsables de communication de l'enseignement supérieur*, French association of universities communication officer

Artiés : French association of universities facilities and property manager

R2VE: *Réseau des Responsables Vie Etudiante*, French HEI student affairs network

PARFAIRE: *Pour Aider les Responsables de Formation des établissements d'enseignement supérieur dans leurs Activités d'Intervention et de Recherche*, French association of universities staff training manager

GP'Sup: *Groupement National pour la Prévention des Risques dans l'Enseignement Supérieur*, French association of universities professionals in charge of occupational health and safety

Higher education and research institutions

IPAG: *Institut de préparation à l'administration et à la gestion*

IMT: *Institut Mines-Télécom*

EHESS: *Ecole des Hautes Etudes en Sciences Sociales*

CEREQ : *Centre d'Etudes et de REcherches sur les Qualifications*, French Centre for Research on Education, Training and Employment

Other

CARE: *Comptabilité adaptée au renouvellement de l'environnement,* accounting model adapted to environment renewal

CHSCT: *comité hygiène, sécurité et conditions de travail*, health and safety committees

CSR: Corporate Social Responsibility

CT : *comité technique,* technical commitee

ESR: *Enseignement supérieur et recherche,* Higher education and research

FSC: Forest Stewardship Council

GESAT: *Groupement des Etablissements Sociaux d'Aide par le Travail*, French network of inclusive employment organizations

GHG: GreenHouse Gases

HEI: Higher Education Institution

HLPF: High-Level Political Forum

HR: Human ressources

IT: Information Technology

MDGs: Millennium Development Goals

MSC: Marine Stewardship Council

PEFC: Programme for the Endorsement of Forest Certification

PDO: Protected Designation of Origin

QSE: Quality, Safety and Environment

SD&SR: Sustainable Development and Social Responsibility

SDGs: Sustainable Development Goals

SNR: *Stratégie nationale de la recherche*, French national public research strategy

StraNES: Stratégie nationale de l'enseignement supérieur, French national higher education strategy

UK: United Kingdom

UN: United Nations

WCAG: Web Content Accessibility Guidelines

CONTACTS

CPU
103 Bvd St Michel 75005 PARIS, France
celine.leroy@cpu.fr
www.cpu.fr

CGE
11 rue Carrier-Belleuse 75015 PARIS, France
gerald.majou@cge.asso.fr
www.cge.asso.fr

B&L évolution
21 rue Voltaire 75011 PARIS, France
contact@bl-evolution.com
www.bl-evolution.com

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les Crous

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