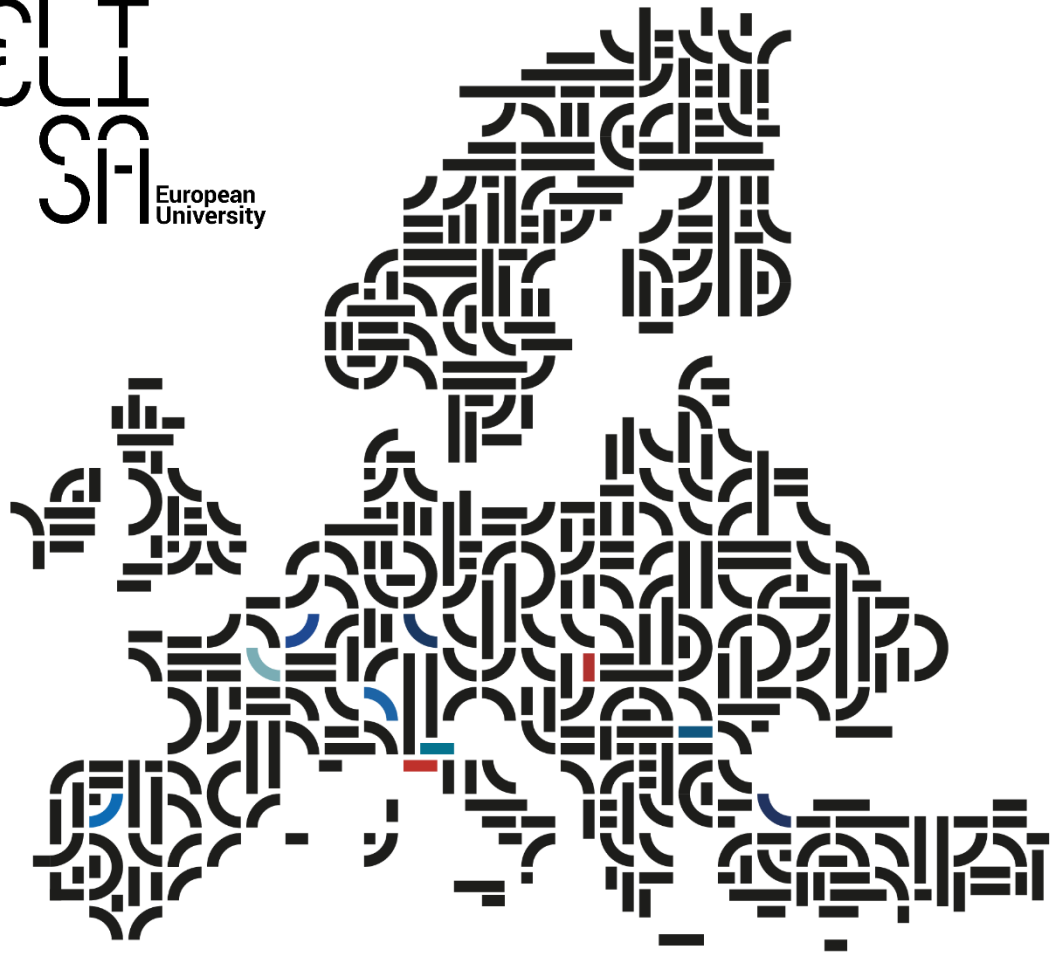




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EELISA Sustainability Compliance Framework

30 August 2025

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EELISA Partners

Number	Role	Name in original language	Name in English	Short name	Country
1	COO	Universidad Politécnica de Madrid	Technical University of Madrid	UPM	Spain
2	BEN	Budapesti Műszaki és Gazdaságtudományi Egyetem	Budapest University of Technology and Economics	BME	Hungary
3	BEN	École Nationale des Ponts et Chaussées	National School of Civil Engineering	ENPC	France
4	BEN	Friedrich-Alexander-Universität Erlangen-Nürnberg	Friedrich-Alexander-Universität Erlangen-Nürnberg	FAU	Germany
5	BEN	İstanbul Teknik Üniversitesi	Istanbul Technical University	ITU	Türkiye
6	BEN	Scuola Normale Superiore	Higher Normal School	SNS	Italy
7	BEN	Scuola Superiore di Studi Universitari e di Perfezionamento Sant'Anna	Sant'Anna School of Advanced Studies	SSSA	Italy
8	BEN	Universitatea Nationala de Stiinta si Tehnologie Politehnica Bucuresti	National University of Science and Technology Politehnica Bucharest	UNSTPB	Romania
9	BEN	Université Paris Sciences et Lettres	Université PSL	PSL	France
10	AE	Paris Sciences et Lettres	Paris Sciences et Lettres	FCS-PSL	France
11	AP	Zürcher Hochschule für Angewandte Wissenschaften	Zurich University of Applied Sciences	ZHAW	Switzerland
12	AP	European Network for Accreditation of Engineering Education	European Network for Accreditation of Engineering Education	ENAE	Belgium

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Executive Summary

The European Engineering Learning Innovation and Science Alliance (EELISA) envisions a future where higher education plays a leading role in addressing Europe's and the world's grand challenges, particularly the ecological and digital transitions, by harnessing the power of engineering, sciences, humanities, and innovation in service of society. As articulated in the EELISA 2.0 Mission Statement, the Alliance is committed to transforming education, research, and engagement by embedding sustainability, inclusiveness, and interdisciplinarity across all its activities.

Sustainability is therefore a cross-cutting priority in EELISA's strategy not only as subject matter for teaching, learning and research activities, but also as a principle that guides governance, mobility, campus and public engagement, and institutional cooperation across university missions. This commitment is visible in the development of joint programmes with embedded sustainability competences, the promotion of EELISA Communities addressing missions around the Sustainable Development Goals, and in the Alliance's commitment to empower young researchers in tackling global challenges. By combining academic excellence with social responsibility, EELISA strives to build a new European model of university: one that empowers all its members to act as agents of sustainable transformation.

This document presents the **EELISA Sustainability Compliance Framework**, a key instrument designed to support the Alliance's mission to build a European University that is inclusive, sustainable, and deeply connected to society. Rooted in the EELISA 2.0 Mission Statement, the framework responds to the need for systemic approaches to embedding sustainability in EELISA's joint activities across its core missions. The EELISA Sustainability Compliance Framework provides a practical and flexible tool for assessing how EELISA translates its sustainability commitments into practice, both at the level of joint Alliance-wide initiatives and in their impact on individual institutions. Adapted from the internationally recognised STARS methodology, the framework identifies compliance areas, assessment criteria and an implementation mechanism that allows for structured monitoring, institutional reflection, and shared progress. This instrument operationalises EELISA's ambition to act as a catalyst for the ecological transition and contribute to the Sustainable Development Goals (SDGs), while enabling learners, educators and researchers to collaborate across borders in new and impactful ways.



Acknowledgement

This document has been developed by adapting the Sustainability Tracking, Assessment & Rating System™ (STARS) framework to the specific characteristics of the EELISA Alliance. Developed by the Association for the Advancement of Sustainability in Higher Education (AASHE), the STARS framework is a voluntary, self-reporting framework for higher education institutions to measure their sustainability progress.

For more information about AASHE and the STARS framework, please visit the official [AASHE website](#).

Glossary – Abbreviations and definitions

AASHE (Association for the Advancement of Sustainability in Higher Education):

International organization supporting universities and colleges in advancing sustainability across education, research, operations, and engagement. It provides tools and resources, including the STARS framework, to help institutions track and improve their sustainability performance.

EELISA: European Engineering Learning Innovation and Science Alliance.

EELISA Community: Mission-driven working groups that bring together students, teachers, researchers and staff from all EELISA partner universities with prestigious professionals, grassroots organizations, citizens, private companies, and public institutions to find innovative solutions to real-world challenges.

EELISA Community activity: Diverse activities organized by or in the context of EELISA Communities, aligned with the Sustainable Development Goals (SDGs), aimed at achieving specific educational, research, or societal impact goals, leading to EELISA Credentials, and typically disseminated via the EELISA Community Platform (e.g., challenges, conferences, congresses, symposia, contests, competitions, courses, seminars, internships, social events, short-term schools, talks, theses, workshops &c.)

EELISA Central Office (ECO): Shared resources of the EELISA partners providing central services to the Alliance, facilitating the cooperation among the institutions and orchestrating activities to achieve maximum synergy. Led by the Executive Director of the Alliance and with personnel hired by different partners of the Alliance, answers and is accountable to the Governing and the Executive Board.

EELISA Credential: Recognition of knowledge and skills acquired, and societal impact achieved by learners participating in EELISA Community activities.

EELISA Digital Campus: Integrated digital platform designed to connect students, faculty, researchers, and external partners across EELISA universities. It enables access to mobility opportunities, academic offers, community activities, and digital recognitions, supporting a seamless inter-university experience within the Alliance.

EELISA Local Office (ELO): Local point of contact at each EELISA partner institution in coordination with the EELISA Central Office, realizing a hub and spokes scheme connecting local resources through a central coordination resource to optimize information flow and efficiency. As a recognizable, local EELISA institution and first contact point for local students, staff, and academia, the EELISA Local Offices foster the integration of the Alliance within the local institution.

STARS framework: Self-reporting framework developed by AASHE to help higher education institutions measure their sustainability performance. STARS provides a comprehensive set of categories, impact areas, and assessment criteria that institutions can use to evaluate their progress in areas such as education, research, operations, planning, and administration. Institutions earn points for meeting specific sustainability standards, which can lead to formal recognition. In the EELISA context, STARS is adapted as a compliance-oriented methodology to structure the Sustainability Compliance Framework, without aiming for formal certification.

STEAM education: Approach to learning that uses Science, Technology, Engineering, the Arts, and Mathematics as access points for guiding student inquiry, dialogue, and critical

thinking, integrating these disciplines into a cohesive learning paradigm based on real-world applications¹.

Sustainable Development Goals (SDGs): also known as the Global Goals, a set of 17 interconnected goals adopted by all United Nations Member States in 2015 as part of the 2030 Agenda for Sustainable Development, addressing the world's most pressing challenges, including poverty, inequality, climate change, environmental degradation, peace, and justice, with specific targets to be achieved by 2030, with the overarching aim of creating a more sustainable and equitable world for present and future generations.

¹ Yakman, G. (2008). STEAM Education: An Overview of Creating a Model of Integrative Education.

EELISA European University

The **European Engineering Learning Innovation and Science Alliance (EELISA)** is a consortium of ten higher education institutions (graduate engineering schools, technical and full-spectrum universities) from eight different countries in Europe with the common ambition of defining and implementing **a common model of European engineer rooted in society** and of **bridging engineering, sciences and humanities for inclusive, sustainable and digital societies**. The higher education institutions that constitute EELISA are the following:

- Budapesti Műszaki és Gazdaságtudományi Egyetem / Budapest University of Technology and Economics (BME)
- École des Ponts ParisTech (ENPC)
- Friedrich-Alexander-Universität Erlangen-Nürnberg (FAU)
- İstanbul Teknik Üniversitesi (ITU)
- Paris Sciences & Lettres (PSL)
- Scuola Normale Superiore (SNS)
- Scuola Superiore Sant'Anna (SSSA)
- Universitatea Națională de Știință și Tehnologie Politehnica București (UNSTPB)
- Universidad Politécnica de Madrid (UPM)
- Zürcher Hochschule für Angewandte Wissenschaften / Zurich University of Applied Sciences (ZHAW)
- Taras Shevchenko National University of Kyiv (KNU, Associated Partner)

In the framework of the roll-out of the European Universities initiative and the broadened ambition of the EELISA 2.0 Mission Statement, EELISA aims to transform European higher education by mobilising all university missions at the service of society by:

- Leveraging engineering, sciences, and technology, embracing social sciences and humanities, to tackle the EU grand challenges, particularly the ecological and digital transitions.
- Transforming education and training towards challenge-based learning and a strong education ecosystem built around research and innovation.
- Improving European competitiveness and well-being and contribute to a more resilient and inclusive Europe.
- Fostering excellence in research and contribute to the continuum of research-education-innovation.
- Strengthening the dynamic integration with industry and business organizations' needs following the future trends and perspectives of the global and European job market.

EELISA envisions a future where societies thrive and master global challenges with smart and sustainable solutions empowered by European engineering, sciences and humanities, where academic excellence and innovation are always linked to social responsibility and commitment, where academic and non-academic partners come together to solve real-world problems, and a future where gender balance in STEAM careers, sustainable mobility between institutions and cooperation between faculty, researchers, students and civil society are the foundations of a new European Higher Education at the centre of the knowledge square.

EELISA Sustainability Compliance Framework

1. Framework purpose and requirements

EELISA requires a comprehensive framework to evaluate how the alliance operationalises and embodies the sustainability principles it has committed to uphold. This framework must provide a light-touch mechanism for monitoring the progressive implementation of these commitments through the relevant joint activities along with their impact on individual institutions.

The framework should enable EELISA to demonstrate accountability for its sustainability commitments and identify opportunities for improvement. It should function both as a tool for evaluating current performance and as a guide for future development in line with international sustainability standards.

The framework should address the following dimensions of EELISA:

- Joint activities, i.e. those directly managed and implemented through collaboration between the EELISA partners, including governance meetings, mobility within the Alliance, joint educational and research programmes, strategic projects, and shared digital infrastructure.
- Institutional impact, i.e. how EELISA's joint strategy, policies and activities influence sustainability practices within individual partner institutions.

2. Framework objectives

Based on the above purpose and requirements, the main objectives of the EELISA Sustainability Compliance Framework are as follows:

- Establish standardised sustainability compliance criteria and metrics based on internationally accepted standards
- Create an accountability mechanism for sustainability commitments for jointly managed ambition and activities of the Alliance
- Provide transparent reporting on EELISA's collective sustainability impact
- Identify areas for improvement and best practices in sustainability compliance
- Foster advancement of sustainability compliance across partner institutions through joint actions

3. Considered frameworks and rationale

Several international sustainability frameworks were evaluated for their applicability to EELISA's context as a transnational consortium of European higher education institutions. The Times Higher Education (THE) Impact Rankings' Methodology² and the Association for the Advancement of Sustainability in Higher Education's (AASHE) STARS (Sustainability Tracking, Assessment & Rating System™) Methodology³ were noted as the most relevant options, each offering structured and comprehensive approaches to assessing sustainability in higher education.

² Times Higher Education, *Impact Rankings 2025: methodology explained*, June 5 2025, accessed 10 June 2025, <https://www.timeshighereducation.com/world-university-rankings/impact-rankings-2025-methodology>.

³ Association for the Advancement of Sustainability in Higher Education (AASHE), *STARS Technical Manual v3.0* (May 2024), accessed 10 June 2025.

EELISA aligns with the United Nations' Sustainable Development Goals (SDGs) throughout all its activities, and frameworks like Times Higher Education (THE) Impact Rankings provide valuable approaches for measuring progress against these global targets. However, the THE Impact Rankings' methodology functions primarily as an impact assessment framework, focusing on measuring outcomes and contributions rather than establishing operational compliance standards for joint activities and institutional practices.

AASHE's STARS was ultimately selected for adaptation to EELISA as it offers a comprehensive compliance-oriented approach specifically designed for higher education institutions, providing a number of compliance areas and detailed operational criteria for assessment. As a self-reporting methodology, consistent with the SDGs, and adopted by a large number of international higher education institutions, STARS seemed a better fit for adaptation and practical implementation within EELISA's context.

It should be noted that EELISA does not intend to apply for STARS recognition but to adapt this internationally accepted standard to its own self-assessment needs. However, EELISA partner institutions are encouraged to pursue STARS recognition individually for their specific and broader institutional sustainability efforts.

4. Adapting the STARS methodology to EELISA

4.1. STARS framework structure

STARS organises the assessment of sustainability compliance through a hierarchical structure consisting of five main Categories:

1. Academics,
2. Engagement,
3. Operations,
4. Planning & Administration,
5. and Innovation & Leadership.

Each category contains multiple Impact Areas that represent specific sustainability domains, such as Energy and Transportation within Operations, or Campus and Community Engagement within Engagement.

Within each Impact Area, a number of sub-areas named Credits provide specific assessment criteria that institutions can pursue for points in order to receive the STARS framework recognition. These detailed criteria define the requirements for implementation and reporting, establishing clear standards for what constitutes compliance and how performance should be measured and documented.

4.2. Selection methodology and criteria

Given the limited resources and timeframe of the EELISA 2.0 project, the chosen approach was to start from a limited number of Compliance Areas for later expansion in subsequent iterations. It was decided to construct these Compliance Areas and Assessment Criteria by selecting and adapting 8 of the Impact Areas of the framework and up to 20 Credits within these. The selection of Areas and Credits from the STARS framework and their adaptation to Compliance Areas and Assessment Criteria for EELISA was based on the following criteria:

1. The Areas and Credits must be applicable to the activities of a consortium of universities rather than an individual institution.
2. They must be directly relevant to the scope of collaboration and impact of EELISA 2.0.
3. Meaningful progress must be achievable within the EELISA 2.0 project timeframe.

4. The required information must be readily available or at least easily obtainable within the scope and resources of the EELISA project teams.

A systematic evaluation of the categories in STARS' Table of Credits was conducted applying these four criteria. Each Credit was rated against the established criteria using a five-point Likert scale (1: Not at all; 2: To a small extent; 3: To some extent; 4: To a great extent; 5: Fully). The comprehensive analysis and scoring matrix are presented in Annex I - Selection of Sustainability Compliance Areas and Assessment Criteria.

4.3. Result of the analysis

The analysis selected 8 Impact Areas from 4 STARS Categories, becoming 4 Compliance Areas with 8 Sub-Areas under the EELISA Sustainability Compliance Framework. Additionally, 18 Credits were identified that will serve as the framework's Assessment Criteria. The selected Areas include a balanced combination of aspects where progress is easily achievable and demonstrable, such as sustainability course offerings and inter-campus collaboration, alongside others where progress and impact will be slower and more complex, such as institutional governance and strategic planning. The strength of the framework thus lies in providing a structured approach enabling EELISA to demonstrate early progress while building foundations for deeper, long-term sustainability transformation across the Alliance.

5. EELISA Sustainability Compliance Framework structure

The following table presents the structure of the EELISA Sustainability Compliance Framework, showing the **four Compliance Areas, eight Sub-Areas, and eighteen Assessment Criteria** resulting from the analysis and to form the foundation of the assessment system. The wording was adapted to align with EELISA's context and categories, with the original STARS terminology provided in italics to preserve the traceability to the source framework.

Compliance Area	Sub-Area	Assessment Criterion
Education & Research (Academics)	Education (<i>Curriculum</i>)	Sustainability Course Offerings
		Bachelor Programmes (<i>Undergraduate Programs</i>)
		Master Programmes (<i>Graduate Programs</i>)
		Applied Learning
	Research	Sustainability Research
Engagement	Campus Engagement	Outreach and Communications
		Staff Engagement and Training
	Public Engagement	Civic Engagement
		Community Partnerships
		Lifelong Learning (<i>Continuing Education</i>)
		Inter-institutional Collaboration (<i>Inter-Campus Collaboration</i>)
Procurement & Mobility	Procurement (<i>Procurement & Waste</i>)	Purchased Goods
	Mobility (<i>Transportation</i>)	Green Mobility (<i>Air Travel</i>)
Planning & Administration	Coordination & Planning	Sustainability Coordination
		Commitments and Planning
		Institutional Governance
	Diversity, Equality and Inclusion (<i>Social Equity</i>)	Institutional Climate
		Gender Equality (<i>Gender Parity</i>)

Table 1 - EELISA Sustainability Compliance Framework Structure

6. Development of an assessment matrix

Following the development of the framework structure, a comprehensive assessment matrix was created to provide a systematic evaluation tool for measuring compliance across all identified Compliance Areas and Assessment Criteria. The assessment matrix serves as the operational instrument for conducting regular evaluations and tracking progress toward sustainability goals within the alliance. The assessment grid organises the assessment around the selected Compliance Areas, Sub-Areas and Assessment Criteria, each containing multiple reference points for detailed evaluation. Again, the detailed criteria and reference points within the matrix were extensively adapted from STARS to match the EELISA context.

The overall assessment structure leverages both quantitative scoring and qualitative analysis. Quantitatively, the assessment employs the same five-point Likert scale used in the selection process (1: Not at all; 2: To a small extent; 3: Somewhat; 4: To a great extent; 5: Fully) to enable systematic and comparable evaluation across all criteria. Qualitatively, the grid provides space for detailed comments to illustrate the basis of assessments as well as recommendations for improvement.

The complete assessment matrix can be found in Annex I, organized by Compliance Areas and Sub-Areas, with specific Assessment Criteria and corresponding reference points for evaluation.

7. Framework implementation

The EELISA Sustainability Compliance Framework will be implemented within the scope of Work Package 4 – EELISA European Campus through a step-by-step approach that builds on existing structures, processes and communication channels. The assessment process will be integrated in the structured annual EELISA planning cycle and reporting mechanisms described in project deliverable D1.2 Quality Assurance and Monitoring Framework.

7.1. Assessment Panel

The framework will be operationalised through an EELISA Sustainability Compliance Assessment Panel comprising representatives from each institution in diverse capacities, aiming to combine relevant expertise in sustainability with stakeholder perspective:

- 2 experts in sustainability, eg representatives from sustainability offices or faculty with sustainability expertise
- 6 campus stakeholder representatives (from the regular elected stakeholder representatives at the EELISA governance unless otherwise decided):
 - 2 student representatives
 - 2 faculty & researchers' representatives
 - 2 staff representatives
- 2 society and industry stakeholder representatives (from the regular stakeholder representatives at the EELISA governance proposed by the partner institutions unless otherwise decided)

Under the coordination of WP4 with the support of the EELISA Central Office, each institution will choose the role and approach and engage the individual that will contribute to the panel on behalf of the institution.

7.2. Implementation of the assessment

WP4, in cooperation with EELISA Central and Local Offices, will provide the Panel with information and evidence on each Compliance Area of the Framework through the relevant part of the assessment matrix.

Once the information and evidence is submitted, the members of the Assessment Panel will review the submitted information and request any further information if needed. The Assessment Panel will then meet online within one month to exchange observations and agree on the recommendations to be made. One Panel member designated by the group, supported by the WP4 leadership and the EELISA Central Office, will consolidate the outcomes of the assessment and issue the assessment report based on the provided matrix, including specific recommendations for advancing sustainability compliance across the different Compliance Areas.

7.3. Communication of assessment outcomes and integration into planning

The EELISA Central Office with WP4 and each partner institution will communicate the outcomes of the assessment to the relevant Alliance- and partner-level stakeholders to ensure that assessment results reach appropriate governance bodies and stakeholders across the Consortium.

The EELISA Central Office will support the Alliance governance in integrating the recommendations into yearly planning cycles in order to ensure that sustainability compliance outcomes directly inform strategic planning and resource allocation decisions at both Alliance and institutional levels.

7.4. Responsibility matrix

The following RASCI matrix clarifies roles and responsibilities for the key implementation tasks of the Framework and define how the different actors collaborate throughout the assessment cycle.

Task	WP4 Leadership	EELISA Central Office (ECO)	EELISA Local Offices (ELOs)	Assessment panel	EELISA governance
Select and engage panel members	S	S	R	I	I
Provide relevant information to the panel	R	S	S	I	I
Conduct assessment	S	S	I	R	I
Prepare assessment report	S	S	I	R	I
Communicate outcomes to stakeholders	S	R	R	I	A
Integrate recommendations into planning	C	S	S	I	R
R: Responsible – A: Accountable – S: Support – C: Consulted – I: Informed					

Table 2 - RASCI matrix of the Framework implementation

8. Conclusions

The EELISA Sustainability Compliance Framework reaffirms EELISA's shared ambition: to make our Alliance of higher education institutions and our activities socially and environmentally sustainable. Through coordinated efforts across institutions, we are fostering a culture of environmental responsibility that shapes policies, practices, and everyday choices.

By adapting the internationally recognized STARS methodology to the distinct collaboration framework of a transnational university alliance, EELISA has created a structured yet flexible tool to assess compliance across four areas of its scope of jointly managed activities. The framework allows us to address compliance systematically, identify current gaps and a clear agenda for improvement.

Through regular evaluation and structured improvement processes, the Alliance will continue to embed environmental and social responsibility into its core missions of education, research, mobility, and community engagement, supporting its members in contributing to sustainable development at local, national, and European levels.

Annex I – EELISA Sustainability Compliance Framework’s assessment matrix

Compliance Area 1 – Education & Research							
Sub-Area 1.1 – Education							
The Alliance offers academic courses, formal education programmes, and applied learning experiences that address sustainability, helping equip its students to apply sustainability concepts and principles across diverse contexts and sectors of society.							
[Section to indicate how EELISA’s joint strategy, policies and activities contribute to fulfil the Criteria and Reference points of this Compliance Sub-Area, with links to relevant evidence.]							
Assessment Criterion	Reference point	Not at all (1)	To a small extent (2)	Somewhat (3)	To a great extent (4)	Fully (5)	Comments
Sustainability Course Offerings	The Alliance provides opportunities to learn about sustainability across its jointly delivered curricula, preparing students to apply sustainability principles in their professional fields.						
	The Alliance has identified and published listings of sustainability course offerings, delivered both jointly or by partner institutions.						
	The Alliance provides incentives, training and other support programmes to help academic staff broaden and deepen the integration of sustainability into the curriculum.						

Bachelor Programmes	The Alliance has formal, jointly delivered sustainability education programmes for Bachelor students, including learning requirements providing students with a grounding in the concept and principles of sustainability.						
Master Programmes	The Alliance has formal, jointly delivered sustainability education programmes for Master students, including learning requirements enabling students to deepen their understanding and apply the concept and principles of sustainability in complex, real-world contexts.						
Applied Learning	The Alliance provides students with solution-oriented applied learning experiences that address sustainability challenges.						
Sub-Area 1.2 – Research The Alliance engages in responsible research and innovation for sustainability, researching sustainability issues and refining theories and concepts to help the world understand sustainability challenges and develop new strategies and tools to address them.							
<i>[Section to indicate how EELISA's joint strategy, policies and activities contribute to fulfil the Criteria and Reference points of this Compliance Sub-Area, with links to relevant evidence.]</i>							
Assessment Criterion	Reference point	Not at all (1)	To a small extent (2)	Somewhat (3)	To a great extent (4)	Fully (5)	Comments

Sustainability Research	The Alliance has academic staff conducting research and producing scholarly work on sustainability topics, requiring collaboration that transcends traditional disciplines.						
	The Alliance has incentive programmes to encourage academic staff and students alike to broaden and deepen their sustainability research in ways that may not otherwise be captured.						
Overall assessment of Compliance Area 1:							
Basis for the overall assessment:							
Recommendations: • Recommendation A • Recommendation B • ...							

Table 3 - Assessment matrix - Compliance Area 1 - Education & Research

Compliance Area 2 – Engagement
<i>Sub-Area 2.1 – Campus Engagement</i> The Alliance engages its institutions' campus stakeholders around sustainability issues through effective outreach and communications, learning experiences outside the formal curriculum, and staff networking and training activities.

[Section to indicate how EELISA's joint strategy, policies and activities contribute to fulfil the Criteria and Reference points of this Compliance Sub-Area, with links to relevant evidence.]

Assessment Criterion	Reference point	Not at all (1)	To a small extent (2)	Somewhat (3)	To a great extent (4)	Fully (5)	Comments
Outreach and Communications	The Alliance produces sustainability-focused outreach materials, conducts outreach campaigns around sustainability issues, and uses communication channels such as social media to share information about its Alliance- and partner-level sustainability initiatives, connect campus stakeholders, and enhance student and staff learning about sustainability.						
Staff Engagement and Training	The Alliance supports its employees in learning about and collaborating to advance sustainability.						
	The Alliance supports peer-to-peer networking and learning and offers trainings focused on sustainability, helping employees integrate sustainability into their lives and work and build a sustainability culture on campus.						
Sub-Area 2.2 – Public Engagement The Alliance helps catalyse sustainable communities through its partnerships, collaborations and public service efforts, engaging with community members and organisations across diverse sectors of society to solve critical sustainability challenges.							

[Section to indicate how EELISA's joint strategy, policies and activities contribute to fulfil the Criteria and Reference points of this Compliance Sub-Area, with links to relevant evidence.]

Assessment Criterion	Reference point	Not at all (1)	To a small extent (2)	Somewhat (3)	To a great extent (4)	Fully (5)	Comments
Civic Engagement	The Alliance supports student civic engagement and employee community service.						
	The Alliance voices support to or helps develop public policies that help advance sustainability.						
Community Partnerships	The Alliance develops lasting, reciprocal and mutually beneficial community partnerships to advance sustainability and create a just, equitable and sustainable future for their localities, regions and countries.						
	The Alliance has published guidelines for creating and maintaining community partnerships and its community partnerships are subject to an assessment process that includes joint evaluation by the Alliance, its institutions and its community partners.						
Lifelong Learning	The Alliance provides to the broader community continuing education courses and programmes, training and recognition offerings on sustainability topics.						

Inter-institutional Collaboration	The Alliance partners collaborate inter-institutionally and with other higher education institutions to help build sustainability broadly.						
	The Alliance fosters the sharing of best practices and lessons learned between its partner institutions and with other institutions to help them accelerate their own movement to sustainability.						
Overall assessment of Compliance Area 2:							
Basis for the overall assessment:							
Recommendations: • Recommendation A • Recommendation B • ...							

Table 4 - Assessment matrix - Compliance Area 2 – Engagement

Compliance Area 3 – Procurement & Mobility
<i>Sub-Area 3.1 – Procurement</i> The Alliance helps build a sustainable economy by choosing ecologically and socially preferable products and support suppliers with strong commitments to sustainability

[Section to indicate how EELISA's joint strategy, policies and activities contribute to fulfil the Criteria and Reference points of this Compliance Sub-Area, with links to relevant evidence.]

Assessment Criterion	Reference point	Not at all (1)	To a small extent (2)	Somewhat (3)	To a great extent (4)	Fully (5)	Comments
Purchased Goods	The Alliance purchases socially and ecologically preferable goods to implement, communicate and disseminate its joint activities.						

Sub-Area 3.2 – Mobility

The Alliance is moving towards sustainable transportation systems through mobility management and behaviour change.

[Section to indicate how EELISA's joint strategy, policies and activities contribute to fulfil the Criteria and Reference points of this Compliance Sub-Area, with links to relevant evidence.]

Assessment Criterion	Reference point	Not at all (1)	To a small extent (2)	Somewhat (3)	To a great extent (4)	Fully (5)	Comments
Green Mobility	The Alliance is reducing and mitigating the air travel generated by its study, academic and work mobility.						

	The Alliance is fostering and normalising decentralised and digital forms of collaboration and mobility.						
	The Alliance is raising awareness among its stakeholders about the greenhouse gas emissions associated with air travel and promoting behavioral change to regard air travel as an exceptional practice.						
Overall assessment of Compliance Area 3:							
Basis for the overall assessment:							
Recommendations: • Recommendation A • Recommendation B • ...							

Table 5 - Assessment matrix - Compliance Area 3 - Procurement & Mobility

Compliance Area 4 – Planning & Administration
<i>Sub-Area 4.1 – Coordination & Planning</i> The Alliance is institutionalising sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging stakeholders in governance.

[Section to indicate how EELISA's joint strategy, policies and activities contribute to fulfil the Criteria and Reference points of this Compliance Sub-Area, with links to relevant evidence.]

Assessment Criterion	Reference point	Not at all (1)	To a small extent (2)	Somewhat (3)	To a great extent (4)	Fully (5)	Comments
Sustainability Coordination	The Alliance has mechanisms and personnel in place to support and coordinate its sustainability initiatives.						
Commitments and Planning	The Alliance has a public commitment to sustainability.						
	The Alliance has developed comprehensive plans for sustainability with measurable objectives.						
Institutional Governance	The Alliance engages its campus (students, academics, staff) and community stakeholders in governance.						
	The Alliance fosters open, inclusive and participatory processes and structures that empower stakeholder groups to come together and work collaboratively to address sustainability challenges.						
Sub-Area 4.2 – Diversity, Equality and Inclusion							

The Alliance works to advance diversity, equality and inclusion among its students and staff. The Alliance fosters a safe and supportive campus climate and a student body and staff that are representative of the communities served by its institutions in order to provide a richer and more inclusive environment for learning and collaboration.

[Section to indicate how EELISA's joint strategy, policies and activities contribute to fulfil the Criteria and Reference points of this Compliance Sub-Area, with links to relevant evidence.]

Assessment Criterion	Reference point	Not at all (1)	To a small extent (2)	Somewhat (3)	To a great extent (4)	Fully (5)	Comments
Institutional Climate	The Alliance has programmes designed to support and assess the institutional climate for underrepresented groups and fostering an inclusive and welcoming climate to all community members.						
	The Alliance supports initiatives or networks to address the specific needs of students and staff from underrepresented groups (eg. students and staff with disabilities, health problems, facing cultural, educational, social or economic and geographical barriers or discrimination).						
Gender Equality	The Alliance is working to ensure that women and individuals with other marginalised gender identities are equitable represented among students and employees.						
Overall assessment of Compliance Area 4:							

Basis for the overall assessment:

Recommendations:

- Recommendation A
- Recommendation B
- ...

Table 6 - Assessment matrix - Compliance Area 4 - Planning & Administration

Annex II – Sustainability Compliance in EELISA by Areas

1. Education & Research

The Education & Research Compliance Area evaluates how sustainability is integrated into the Alliance's educational and research missions. Under Education, the framework assesses the extent to which sustainability concepts are incorporated into joint Bachelor and Master programmes, catalogues of course offerings and other learning opportunities. The Research Sub-Area examines the degree to which the Alliance is generating knowledge and innovation in sustainability-related fields and contributing to global grand challenges through research and innovation.

EELISA recognises education and research as powerful levers for advancing sustainability within and beyond higher education institutions. By embedding sustainability as a cross-cutting priority in curricula, pedagogical approaches and research collaboration, the Alliance aims to foster long-term transformation in alignment with the United Nations' Sustainable Development Goals and the European Green Deal.

1.1. Education

Sustainability Course Offerings	Reference point: <i>The Alliance provides opportunities to learn about sustainability across its jointly delivered curricula, preparing students to apply sustainability principles in their professional fields.</i>
	Compliance approach: Sustainability is a cross-cutting dimension of EELISA's joint educational programmes, including including joint degrees, micro-credentials, joint courses and short-term learning opportunities, notably EELISA Community activities. This integration aims to ensure that sustainability is not addressed as a standalone theme but embedded into the curriculum, pedagogical methodologies, and learning outcomes. Special attention is given to systemic thinking, ethical reasoning, and responsible innovation, enabling students to understand and act upon complex sustainability challenges. • <u>EELISA Credentials</u> are an innovative digital recognition system that places sustainability at its core by using the SDGs as the foundation for all learning activities. EELISA Credentials function as a digital passport where students collect evidence ('badges') of their contribution to societal and environmental challenge-solving processes through participation in EELISA Communities' mission-driven activities. Each badge is characterised by one SDG, one learning objective, and one EELISA impact level, creating a progressive system where students build expertise in addressing real-world sustainability challenges. The system allows students to prove their engagement with the SDGs and their efforts to create real impact on society. EELISA Credentials seek to become a benchmark for public institutions, companies and civil society organizations when looking for committed professionals ready to transform knowledge into action. With over 350 activities implemented and 8,000 Credentials already issued to learners

	from EELISA and beyond, this recognition system successfully bridges academic achievement with practical sustainability impact, preparing students and graduates to tackle global challenges through engaged, interdisciplinary collaboration. • The <u>EELISA European Engineer profile</u> embodies the Alliance's transformative vision for the future of engineering education, going beyond traditional technical expertise to shape professionals capable of addressing today's societal and environmental challenges. Developed in 2022, this common profile is structured around four key pillars, including sustainability. EELISA European Engineers are expected to understand how the techniques and technologies they develop align with the planet's boundaries and to avoid generating irreversible impacts, considering the full lifecycle of the products and services they design. This shared profile not only serves as the academic and conceptual foundation for engineering degrees jointly developed within the EELISA context at the Master level, but can also be applied as a quality label to existing degrees at the local level that fulfil the specified criteria and learning outcomes. Jointly delivered degrees based on the profile include the Joint Executive Master on Digital Twins for Cities and Infrastructures, already launched (Digitwin4ciue), as well as additional joint degrees currently under development. The EELISA European Engineer profile aims to inspire training processes that prepare a new generation of engineers and high-level scientists to become transformative leaders and responsible citizens, committed to delivering sustainable solutions for the complex challenges of contemporary society. • Sustainability is a core component of the <u>EELISA Degree requirements</u>, which apply to all types of jointly delivered degrees, at Bachelor, Master or PhD level, across engineering and other disciplines. These requirements, aligned with the European Commission's 2024 Blueprint for a European Degree, ensure that environmental sustainability is embedded both in terms of implementation and competencies. In particular, sustainability is explicitly addressed under as a criterion requiring the integration of green transition-related learning, sustainability projects and environmentally oriented course content. This systematic inclusion ensures that sustainability is not treated as an optional add-on, but as a core component of every EELISA joint degree. The framework also promotes interdisciplinary education, student-centered pedagogies, and mobility, all of which reinforce students' capacity to understand and act on complex sustainability challenges from a European and global perspective. As of June 2025, EELISA has a portfolio of ten joint degree initiatives at Bachelor, Master and PhD level, including one in implementation and six in development stage, all of them following the EELISA Degree requirements as a blueprint. • <u>EELISA Joint Calls</u> for joint, short-term educational programmes within EELISA Communities require explicit alignment with the SDGs as part of the design and evaluation process. These calls fund collaborative, inter-institutional learning activities such as
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	Challenge-Based Learning (CBL) activities, short-term schools, hackathons, workshops and field visits, fostering interdisciplinary collaboration and societal engagement. Applicants must identify which SDG(s) their activity addresses and explain how their learning outcomes contribute sustainable solutions to real-world problems in cooperation with external problem-owners and stakeholders, preparing students to apply sustainability principles across diverse societal, professional and academic contexts. Future development pathway: To build on its existing efforts, EELISA is committed to further consolidating sustainability as a core dimension of its educational provision. Planned actions include the roll-out of its joint degree portfolio, developing courses addressing the green and digital transitions (50 by 2025 and 100 by 2027) building on the collaborations and results from activities funded by the Joint Call, and defining indicators to monitor the sustainability impact of academic activities. Reference point: <i>The Alliance has identified and published listings of sustainability course offerings, delivered both jointly or by partner institutions.</i> Compliance approach: EELISA provides its students with training opportunities related to sustainability on an ongoing basis, both by opening up educational and training opportunities delivered by partner institutions to the Alliance, as well as by developing joint offerings. • The first of these lists is the <u>EELISA Course Catalogue</u>, now part of the <u>EELISA Digital Campus</u>, bringing together courses taught by partners based on standard area categories, many of them related to sustainability (eg 'Smart cities', 'Environment, climate, energy'). This joint catalogue of courses allows EELISA students to pursue educational opportunities complementing their home institution's offerings or graduate profile, to deepen their knowledge at another institution, typically in a hybrid format. • In addition to courses, EELISA also regularly publishes listings of <u>seasonal schools</u> and <u>other short-term educational and training opportunities</u>, whether delivered locally or jointly, and typically addressing social and environmental challenges in line with the SDGs. EELISA Community activities published on the <u>EELISA Community Platform</u> (to be replaced by the <u>EELISA Digital Campus</u> from 2025) are also required to be in alignment with the SDGs. • Finally, EELISA publishes the <u>lists of educational activities selected by each of its Joint Calls</u>, all of them aligned with the SDGs as previously indicated. These opportunities are open to students from across the Alliance and their budget includes funding for the mobilities of their participants irrespective of their home EELISA institution.
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	Future development pathway: Building on the model established in Deliverable D4.5 <i>Joint Offer relating to Gender, Diversity and Inclusion</i>, EELISA will continue to enhance the visibility and coherence of its sustainability-related educational offer. D4.5 not only compiled existing learning opportunities but also structured them according to the impact levels of the EELISA Credential framework and their alignment with SDGs number 5 (Gender Equality) and 10 (Reduced Inequalities). Following this approach, future developments will focus on mapping and organising educational activities related to other SDGs in a similarly structured and progressive way. The aim is to provide students with clear, structured learning pathways, supporting the incremental development of sustainability competences across different levels of engagement and academic depth. This will also facilitate the integration of EELISA Credentials into formal learning trajectories, ensuring that students can purposefully pursue specific Sustainable Development Goals of their interest throughout their studies within the Alliance. Reference point: <i>The Alliance provides incentives, training and other support programmes to help academic staff broaden and deepen the integration of sustainability into the curriculum.</i> Compliance approach: Both EELISA as a whole and many of its institutions individually offer incentive and support programmes for academics to integrate sustainability-related content and activities into their courses, short-term schools and seminars, typically through activities applying the Challenge-Based Learning methodology in the context of EELISA Communities. The support provided to academics usually takes the form of financial support, either from the joint EELISA budget through the Joint Calls described above, or funding at national level, typically in support of educational innovation, in local calls for proposals (see, for instance, the <u>2023 and 2024 Calls for CBL activities RETOS at UPM</u>). In both joint and local calls, the promoted activities are required to be aligned with the SDGs as well as to use the EELISA Credentials recognition framework and its SDG-based impact levels and learning outcomes. Both types of calls are accompanied by information sessions and the corresponding support to teachers interested in applying. Examples of sustainability-focused activities funded by the Joint Call during the roll-out phase are: <u>3rd Joint Call:</u> • <u>Smarter Healthcare for Smarter Cities</u> (Fall 2024) • <u>Hackathon for Sustainable Fashion & New Materials</u> (Winter 2025) • <u>UPMMUN 2025</u> (Spring 2025) <u>4th Joint Call:</u> • <u>Critically Untrash: Upcycle Challenge as Self-reflective Practice for Sustainability</u> (Winter 2025) • <u>GreenMeta City: Sustainable City Design</u> (Spring 2025)
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	• <u>Innovate Together: Co-Design Camp for Students and Teachers to Solve SDGs through STEAM (STEAMPACT)</u> (Spring 2025) 5th Joint Call: • <u>Think Tank on Sustainable Buildings and Cities – European Space Agency – Sustainable BCC Community (ESA-ESAC-SUSBCC)</u> (Summer 2025) • <u>Challenges in Geohydrological Risk Management: Floods First Response, Modelling and Resilience in Action</u> (Fall 2025) • <u>Circular City Hackathon: Data-Driven Urban Mapping</u> (Fall 2025) Moreover, in its roll-out phase, EELISA's Work Package 6 (Innovative Teaching & Learning Hubs) is implementing an <u>EELISA Joint Pedagogical Support Programme</u> (JPSP) drawing on good practices at local level. Some of the trainings implemented or to be included under the JPSP are focused on aspects related to sustainability in teaching. Thus, among the first round pilots of the JPSP a support programme was delivered on "Inclusion, Accessibility and Differentiation" following SDGs 5 and 10. Previously, in its pilot phase, EELISA 1.0 Work Package 8 (Disciplinary Broadening) engaged players from education, research, industry and society in workshops around disciplinary macro-areas to identify future skills needs from complementary disciplines, thereby "broadening" existing graduate profiles. Disciplinary Broadening workshops such as <u>Teaching Sustainable Development: from a Disciplinary to a Learning Outcome Approach</u> (2022) aimed to help EELISA members develop a common understanding of the sustainability skills that engineers need and to share successful experiences for integrating sustainable development into curricula using learning outcome approaches rather than traditional disciplinary methods. Future development pathway: The Alliance will continue to expand its support for sustainability curriculum integration through the ongoing Joint Calls and local calls for proposals, which will maintain their requirement for SDG alignment and use of the EELISA Credentials framework. The Joint Pedagogical Support Programme (JPSP) is expected to include additional training modules specifically focused on sustainability in teaching and Challenge-Based Learning methodologies. Additionally, the Digital Repository of Good Practices in teaching and learning innovation developed under Work Package 6 (D6.2) will help identify and replicate further good practices at the local level related to the integration of sustainability in curricula.
Bachelor Programmes	Reference point: <i>The Alliance has formal, jointly delivered sustainability education programmes for Bachelor students, including learning requirements providing students with a grounding in the concept and principles of sustainability.</i> Compliance approach: EELISA has a formal joint Bachelor programme in design phase: the <i>European Bachelor on Sustainable Engineering for Infrastructures, Cities and Energy</i> led by ENPC and UPM. This 180-240 ECTS programme will

	focus on smart cities, transport and civil engineering with sustainability as a core educational component. Future development pathway: This bachelor programme will be further developed and implemented as part of EELISA's Joint Degree portfolio. Additional Bachelor programmes related to or focused on sustainability may be developed to expand the Alliance's sustainability education offerings across different disciplinary areas.
Master Programmes	Reference point: <i>The Alliance has formal, jointly delivered sustainability education programmes for Master students, including learning requirements enabling students to deepen their understanding and apply the concept and principles of sustainability in complex, real-world contexts.</i> Compliance approach: EELISA has multiple formal Master programmes addressing sustainability in operational and design phases: 1) The operational <i>Executive Master in Digital Twins for Infrastructures and Cities</i> (60 ECTS) applies Digital Twin technologies, AI and Data Science to sustainable urban ecosystem management; 2) The <i>Double Diploma and Joint Master in Circular Economy</i> (in design) led by UPM, ITU and ZHAW, addressing green transition (GreenComp) and digital skills (DigComp); and 3) The <i>Master on Health Science and Engineering</i>, led by PSL, enabling students to promote the development of new health products and innovative solutions, accessible and sustainable to enhance progress in the health sector; 4) The <i>European Master of Science in Data-Driven Innovation and Management</i>, led by ZHAW, combines a practical, international and interdisciplinary business education that will enable future leaders to succeed in a challenging technological environment and includes sustainability as one of its core areas. The programmes in design phase will be based on the EELISA Degree requirements and provide advanced competencies enabling students to apply sustainability concepts in complex real-world contexts. Future development pathway: These Master programmes will be further developed and implemented as part of EELISA's Joint Degree portfolio. Additional Master programmes related to or focused on sustainability may be developed to expand the Alliance's sustainability education offerings across different disciplinary areas.
Applied Learning	Reference point: <i>The Alliance provides students with solution-oriented applied learning experiences that address sustainability challenges.</i> Compliance approach: EELISA Communities are the cornerstone of the Alliance's strategy to bridge academic knowledge with real-world challenges. These mission-driven, transdisciplinary working groups bring together students, academics, researchers, and external stakeholders from society and

	business around shared societal and environmental challenges, with a strong focus on the Sustainable Development Goals (SDGs) and the European Green Deal priorities. Each Community is structured around a mission (e.g., sustainable cities and communities, renewable energies, ethical AI, or circular economy) and functions as a collaborative space where members co-design and implement educational activities, research initiatives and civic engagement projects. Key characteristics of EELISA Communities include: • Transdisciplinary collaboration: Communities integrate knowledge and methods from different disciplines to tackle complex societal and environmental challenges framed under the SDGs. • Student engagement: Students are active participants, not just beneficiaries, co-creating learning pathways and projects with peers, faculty, and external actors (access testimonials). • Cross-institutional participation: Communities are composed of members from multiple EELISA partner institutions, fostering diversity of perspective and enhancing mobility. • Challenge-based and experiential learning: Activities include hackathons, workshops, living labs, micro-credentials, and service-learning initiatives that are hands-on and impact-oriented. • Contribution to EELISA Credentials: Participation in Community activities contributes to the EELISA Credential, documenting acquired competences and real-world problem-solving experience. As of June 2025, 64 Communities are active across the Alliance, engaging around 10,000 students, faculty and staff. These Communities are a powerful vector for embedding sustainability in education and research, promoting civic responsibility and innovation, and generating positive impact on society. Future development pathway: The Alliance aims to significantly expand its EELISA Communities ecosystem, targeting 100 active Communities by 2025 and 150 by 2027, with the intention of broadening the scope and reach of real-world learning experiences related to sustainability that are made available to students. To ensure the quality and effectiveness of this wider ecosystem, EELISA is developing a comprehensive framework to assess and monitor the impact of EELISA Communities within and outside the Alliance. This framework aims to enable systematic evaluation of how Community activities contribute to addressing SDGs and will provide evidence-based insights to continuously improve the design and implementation of applied learning experiences across the Alliance.
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Table 7 - Sustainability Compliance approach in Education

1.2. Research

Sustainability Research	Reference point: <i>The Alliance has academic staff conducting research and producing scholarly work on sustainability topics, requiring collaboration that transcends traditional disciplines.</i>
	Compliance approach: In 2021, EELISA partners laid the groundwork for a common Research and Innovation (R&I) strategy through the Horizon Europe / SwafS project EELISA innoCORE, which began with a systematic mapping of research capacities across the Alliance. This process involved the identification of 11 Strategic Research Areas (SRAs), shaped through a bottom-up and multidisciplinary approach and aligned with two sustainability-driven pilot areas: Smart, Green and Resilient Cities and Sustainable and Smart Industries. The mapping revealed a strong aggregation of research structures and researchers across the Alliance in domains closely related to sustainability such as climate, energy and mobility; food, bioeconomy, and natural resources; and social sciences and humanities. The SRAs were explicitly connected to EU Horizon Europe clusters and the SDGs, reinforcing the strategic alignment with global and European sustainability agendas. The research capacity of EELISA, comprising over 27,000 researchers in more than 3,300 structures, shows a strong, interdisciplinary academic community engaged in addressing complex sustainability challenges, with approximately 9,600 researchers (35% of total alliance capacity) working directly in sustainability-related strategic research areas. In the current roll-out phase, EELISA continues to operationalize the SRAs identified through innoCORE by fostering cross-institutional and cross-disciplinary collaboration in line with them. As mentioned above, in 2024 the EELISA Governing Board issued a Joint Statement on Young Researchers, Innovators and Future Global Challenges, highlighting the importance of nurturing and retaining the next generation of researchers and co-developing research agendas that respond to complex societal challenges, with particular emphasis on the green and digital transitions.
	Future development pathway: The Alliance aims to consolidate interdisciplinary sustainability research by reinforcing collaboration in line with the SRAs, the SDGs and the green and digital transitions, increase visibility of research outputs linked with sustainability, and consolidate support mechanisms for long-term, mission-driven joint research initiatives.
	Reference point: <i>The Alliance has incentive programmes to encourage academic staff and students alike to broaden and deepen their sustainability research in ways that may not otherwise be captured.</i>
	Compliance approach: Building on the SRAs described above, the EELISA innoCORE project implemented concrete measures to foster joint collaborative research,

	including the creation of thematic clusters, shared infrastructure initiatives, and digital networking tools to foster collaboration across institutions. One key mechanism was the launch of EELISA Connect, a series of calls for thematic research workshops thematic meetings aimed at connecting researchers across partner institutions. These workshops enabled academic staff to exchange expertise, explore shared interests and build the groundwork for future joint proposals. Importantly, the calls required participating initiatives to align not only with the SRAs but also with the SDGs, further embedding sustainability at the core of EELISA's joint research agenda.
	Future development pathway: In the roll-out phase, EELISA aims to continue and expand this incentive framework by integrating into the Joint Calls research topics linked to societal and environmental grand challenges, in line with the Joint Statement. The Alliance also plans to embed sustainability as a thematic focus across all key talent attraction and nurturing actions, including PhD symposia and the <u>EELISA Scientific Competition</u> and within the <u>EELISA Open Science Ambassadors Network</u> .

Table 8 - Sustainability Compliance approach in Research

2. Engagement

This Compliance Area evaluates how the Alliance fosters meaningful participation in sustainability initiatives both within its campuses and across society. Sub-Area 'Campus Engagement' assesses outreach, communication and professional development activities that build sustainability awareness and action among students, staff and faculty. Sub-Area 'Public Engagement' looks beyond the institutions to examine how EELISA contributes to sustainable communities through civic involvement, community partnerships, lifelong learning opportunities and inter-institutional collaboration.

EELISA's engagement approach is built on a communication strategy that positions sustainability as one of four core pillars, systematically integrating environmental and social responsibility across all communication and outreach actions. The Alliance leverages its network of over 60 EELISA Communities involving more than 10,000 participants to create meaningful peer learning opportunities, while employing multi-platform communication strategies and targeted campaigns to build sustainability awareness and action among students, staff and broader society. This approach extends beyond campus boundaries through strategic partnerships, cultural collaborations, and lifelong learning initiatives around sustainability issues across the Alliance.

2.1. Campus Engagement

Outreach and Communications	Reference point: <i>The Alliance produces sustainability-focused outreach materials, conducts outreach campaigns around sustainability issues, and uses communication channels such as social media to share information about its Alliance- and partner-level sustainability initiatives, connect campus stakeholders, and enhance student and staff learning about sustainability.</i>
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Compliance approach:

Sustainability is one of the four pillars of the EELISA 2.0 communication strategy, alongside Diversity, Transparency and Connectivity (see Figure 1). The outreach and communication strategy of EELISA complies with the three axes of this reference point by systematically integrating sustainability across all communication efforts through targeted materials, campaigns and multi-channel approaches that engage diverse stakeholders in sustainability learning and action.

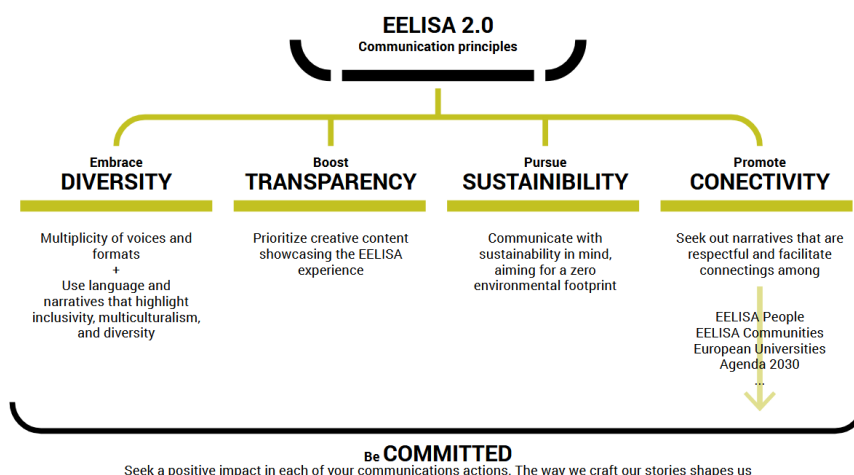


Figure 1 - EELISA 2.0 Communication principles

1. Sustainability-focused outreach materials: EELISA has developed a portfolio of sustainability-focused educational materials that directly support the SDGs, from formal Credentials and educational content to specialised resources developed by EELISA Communities with the support from the EELISA Communication Office.

- **EELISA Credentials:** More than 8,000 students from the ten EELISA institutions and beyond have received this recognition of the learning, engagement and impact achieved through their engagement with real-world problems related to the SDGs in the context of EELISA Communities. The EELISA Credential document includes a front page with student identification, university affiliation, impact level summary, and an 'SDG-Impact Radar' chart that visually represents the SDGs addressed and impact levels achieved. The back page provides details on the number of completed activities, maximum impact level reached, and the specific EELISA Communities involved, while an annex lists all activities undertaken with descriptions, dates, ECTS credits where applicable, and corresponding SDGs addressed (see Figure 2).

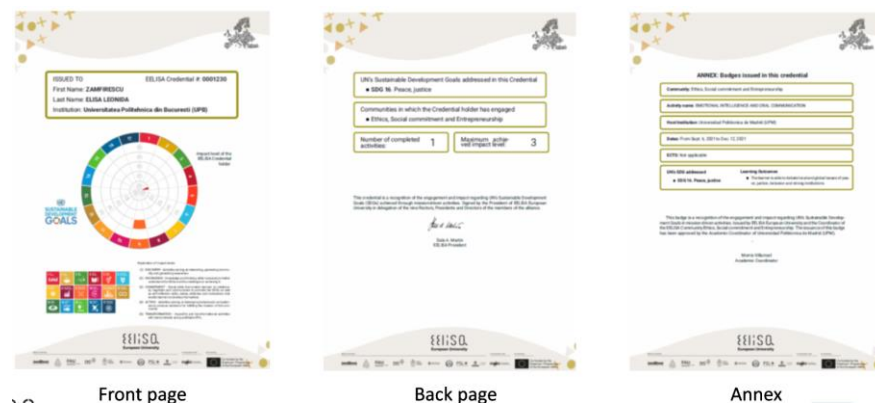


Figure 2 - EELISA Credential document

- **EELISA 2.0 Podcast Series** “Voices That Move Us Forward” will explore issues from “climate change to the ethical dilemmas of artificial intelligence, from sustainability to community-driven innovation”. The series features researchers, students, and changemakers discussing real-world sustainability solutions, making complex topics accessible to diverse audiences including students, policymakers, and the general public. Available on [Spotify](#) and the [EELISA website](#), the series “breaks down barriers – making science, research and innovation essential parts of open, engaging conversations and turning complex ideas into accessible knowledge”.
- **Community-specific materials:** With the support from the EELISA Communication Office, EELISA Communities develop educational and outreach materials to promote a responsibility and sustainability-aware mindset among students and stakeholders, from [posters](#) to [vodcasts](#) and [webinars](#) on specialised issues.

2. Communication and Outreach campaigns around sustainability topics: EELISA has implemented multiple communication campaigns to raise awareness about sustainability challenges and promote action on environmental and social issues. These campaigns leverage creative approaches, including arts partnerships, gamification, and digital innovation, to engage diverse audiences and amplify sustainability messaging beyond traditional academic boundaries.

- **EELISA Days:** Annual celebration held in November in commemoration of the birth of the engineer after whom the Alliance is named, Elisa Zamfirescu, featuring sustainability-focused activities including workshops, hackathons, seminars and talks, among others.
- **Film Festival partnerships:** EELISA collaborates with the sustainability-oriented [Another Way Film Festival of Madrid](#), where the Alliance awards a recognition to films that portray sustainability topics aligned with the SDGs; and with the [Megacities Short Docs Festival](#), awarding an honorary mention to one film. Recognition of these films is typically followed by screenings at events organised by EELISA such as grand meetings, conferences or the EELISA Days.

	• Public and social media campaigns: Sustainability has been at the core of many outreach campaigns launched by EELISA via its communication and social media channels (We Are EELISA Campaign, EELISA Women Series, EELISA Loves Arts, She Innovates Campaign, among others), and was included as one of the values embodied by EELISA stakeholders in the 2024 <u>EELISA Team Spirit campaign</u>. EELISA also engages with external campaigns relevant to sustainability, e.g. international days for specific environmental issues. 3. Use of communication channels to inform, connect and train stakeholders: EELISA employs a <u>multi-channel communication strategy</u> across digital platforms with social media presence across LinkedIn, Instagram, Bluesky, Facebook, YouTube, Flickr and Spotify, with specific sustainability content strategies for each platform organized around the four communication pillars referenced above. Moreover, the Alliance is implementing EELISA Communication Spots at each partner institution, serving as local hubs that facilitate communication and stakeholder engagement through various initiatives. This strategy facilitates the connection of stakeholders from all partner institutions, with a focus on making sustainability initiatives visible, accessible, and engaging for students, staff, and external collaborators, creating a network for societal and environmental impact across the Alliance. Future development pathway: Building on the established four-pillar communication strategy, EELISA's future sustainability communication pathway will focus on scaling up Community-generated content through the expanded EELISA Local Communication Officers Network and Communication Spots, while leveraging advanced digital tools and AI-powered insights outlined in the Communication Plan to enhance target-oriented messaging and automated content distribution. EELISA will also set out to strengthening partnerships with external sustainability-focused organisations and cultural events, expanding its podcast series and multimedia content creation, and implementing the planned performance measurement framework with 15% annual growth targets across all communication channels to ensure systematic amplification of sustainability initiatives and outcomes across the Alliance's growing network of over 60 active EELISA Communities and its more than 250,000 students and staff.
Staff Engagement and Training	Reference point: <i>The Alliance supports its employees in learning about and collaborating to advance sustainability.</i>
	Compliance approach: As noted above, the sustainability training offerings that EELISA generates or puts together are mostly open to and often targeted at university staff, typically with the dual objective of training professors, researchers and staff from different institutions and connecting them. Similarly, EELISA Communities are a vibrant channel for learning and

	collaboration opportunities around societal and environmental challenges related to sustainability. To date, these opportunities have been disseminated through various platforms and will now be promoted through the <u>EELISA Digital Campus</u> and the <u>EELISA website and social media</u>.
	Future development pathway: EELISA will continue expanding its sustainability training offerings with a focus on developing jointly delivered learning and training opportunities for academic and administrative staff across all partner institutions recognised by micro-credentials, as an enabler for deeper inter-institutional collaboration.
	Reference point: <i>The Alliance supports peer-to-peer networking and learning and offers trainings focused on sustainability, helping employees integrate sustainability into their lives and work and build a sustainability culture on campus.</i>
	Compliance approach: Owing to their mission-oriented approach in line with the SDGs, EELISA Communities attract and generate peer learning and networking opportunities around sustainability. These Communities facilitate knowledge exchange among staff, researchers, and students across borders, disciplines and institutions, enabling staff to integrate sustainability principles into their academic and professional practices and students to promote a sustainability culture on campus and embrace a sustainability mindset in their professional and personal life after university. With over 10,000 individuals engaged in these networks, EELISA Communities have reached a critical mass that is already transforming the EELISA institutions, as participants return to their home institutions with exposure to best practices, expanded networks and new collaborations that enrich their regular activities in their home institutions. An important landmark showcasing the impact of these learning and networking opportunities was the <u>1st EELISA International Conference</u>, held at UNSTPB in Bucharest in October 2023 under the title “Becoming the Engine that Leads to a New Future”, and featuring sustainability as one of its core themes. The conference featured <u>dedicated sessions</u> on sustainability upskilling in engineering education, sustainable cooperation, climate change responses, and the role of European University Alliances in orchestrating systemic changes needed to tackle climate challenges, providing concrete training opportunities to help staff integrate sustainability into their work and institutional practices.
	Future development pathway: EELISA will increase and enhance its peer learning and networking opportunities by further building its joint training offer on sustainability, promoting the creation of more EELISA Communities focused on sustainability themes and developing further international conferences

	to deepen inter-institutional collaboration on environmental and societal challenges.
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Table 9 - Sustainability Compliance approach in Campus Engagement

2.2. Public Engagement

Civic Engagement	Reference point: <i>The Alliance supports student civic engagement and employee community service.</i>
	Compliance approach: EELISA promotes a mindset of academic excellence and social impact among its students and graduates that is nurtured through their participation in EELISA Communities addressing social and environmental problems in line with the SDGs, with a specific recognition with EELISA Credentials. By June 2025, more than 8,000 students had received an EELISA Credential for their participation in the more than 60 EELISA Communities and the 300+ activities delivered by them. These activities include challenge-based learning activities with external problem-owners, hackathons, workshops for the creative development of sustainable solutions with stakeholders from society and business, service-learning activities, or final degree projects oriented towards social and environmental problems, among many other typologies.
	Future development pathway: EELISA will continue expanding its civic engagement initiatives by scaling up the number and diversity of EELISA Communities to reach the target of 150 Communities by 2027, while broadening the range of challenge-based learning activities and service-learning opportunities available to students and staff. The Alliance will strengthen partnerships with external stakeholders to create more meaningful civic engagement experiences that address pressing societal challenges, while enhancing recognition through the continued development of the EELISA Credentials system.
	Reference point: <i>The Alliance voices support to or helps develop public policies that help advance sustainability.</i>
	Compliance approach: EELISA actively participates in public policy discourse through multiple channels to advance sustainability objectives at European and institutional levels. The Alliance contributes to policy development through: • Public statements and declarations that position EELISA as a voice for sustainable transformation, from its <u>Mission Statement</u> emphasizing the ecological and digital transitions as core priorities to joint statements on <u>young researchers</u> and future global challenges and on <u>education for impact</u>.

	• <u>EELISA Voices initiative</u>, showcasing high-visibility individuals from the EELISA institutions who provide influential voices driving transformation within their institutions and beyond, with exceptional intellectual, societal, and scientific contributions that embody EELISA's core values and spirit, thereby amplifying expert perspectives on sustainability challenges and solutions in the public sphere. • <u>Public roundtables and fora</u> such as those organised at the <u>1st EELISA International Conference</u>, where high-level representatives from governments, European institutions, cities, and academia convened to discuss systemic changes needed to tackle climate challenges and <u>the role of university alliances in policy implementation</u>. Future development pathway: EELISA will strengthen its role as a policy advocate by developing systematic engagement with European policy-making processes, expanding its public statements to address emerging sustainability challenges, and leveraging the expertise of EELISA Voices ambassadors to contribute to policy consultations and expert groups focused on the green and digital transitions in higher education and research.
Community Partnerships	Reference point: <i>The Alliance develops lasting, reciprocal and mutually beneficial community partnerships to advance sustainability and create a just, equitable and sustainable future for their localities, regions and countries.</i> Compliance approach: As described in previous sections, EELISA develops lasting and mutually beneficial community partnerships primarily through its network of over 60 EELISA Communities, bringing together students, faculty, researchers, companies, NGOs, public institutions, and civil society organizations to collaboratively address societal and environmental challenges aligned with the SDGs. These platforms create reciprocal value by providing real-world learning experiences for students while generating innovative solutions to societal and environmental problems faced by partners from society and industry, contributing to sustainable development at local, regional, national and European levels. Future development pathway: EELISA will strengthen the sustainability focus and long-term impact of community partnerships by developing more systematic approaches to assessing and monitoring the evolution and growth of the EELISA Community ecosystem and its external partnerships. Reference point: <i>The Alliance has published guidelines for creating and maintaining community partnerships and its community partnerships are subject to an assessment process that includes joint evaluation by the Alliance, its institutions and its community partners.</i>

	Compliance approach: EELISA has not yet developed formal guidelines for creating and maintaining community partnerships, nor has it established a systematic assessment process that includes joint evaluation by the Alliance, its institutions and community partners. While the Alliance has established numerous partnerships through EELISA Communities and various collaborative initiatives with external stakeholders including companies, NGOs, public institutions and civil society organizations, these partnerships currently operate without standardised frameworks for partnership development, management or evaluation. This represents a gap in EELISA's sustainability governance that has been identified through the present Sustainability Compliance Assessment process. Future development pathway: EELISA will develop comprehensive guidelines for creating and maintaining community partnerships as a priority action emerging from this assessment, establishing clear criteria for partnership selection, formal agreements that define mutual responsibilities and expectations, and implementing a systematic evaluation framework that includes regular joint assessments involving the Alliance, partner institutions, and community partners to ensure partnerships effectively contribute to sustainability objectives and provide mutual value to all stakeholders involved.
Lifelong Learning	Reference point: <i>The Alliance provides to the broader community continuing education courses and programmes, training and recognition offerings on sustainability topics.</i> Compliance approach: EELISA provides sustainability-focused continuing education to the broader community primarily through its open-access approach to most sustainability offerings. As referenced in previous sections, the sustainability learning, training and networking opportunities that EELISA generates through top-down initiatives and from its bottom-up ecosystem of Communities are typically open to participants beyond university staff, including alumni, citizens and external stakeholders. Additionally, EELISA Credentials are issued not only to students from partner institutions but to any type of learner, including participants from outside the Alliance, providing formal recognition for engagement with sustainability issues. Future development pathway: A comprehensive Lifelong Learning model that would structure the joint offer and coordinate systematic continuing education programmes across the Alliance is currently in development in the scope of Work Package 5 (Joint Education Offer and Recognition Frameworks) and 6 (Innovative Teaching and Learning Hubs), which will include sustainability as a core component.

Inter-institutional Collaboration	Reference point: <i>The Alliance partners collaborate inter-institutionally and with other higher education institutions to help build sustainability broadly.</i>
	Compliance approach: The <u>EELISA 2.0 Mission Statement</u> establishes sustainability as a core component of the Alliance's vision to bridge “European engineering, sciences and humanities for inclusive, sustainable and digital societies”. The scope of collaboration between EELISA partners is deep and comprehensive, cutting across all university missions, i.e. education, research, innovation and service to society, with sustainability consistently integrated as a guiding principle and value. This is operationalised through the Alliance's strategic goals focused on tackling EU grand challenges, particularly the ecological and digital transitions, and implemented through EELISA Communities, joint programmes, shared research initiatives, and partnerships with external stakeholders.
	Future development pathway: The 4-year roll-out phase of EELISA includes specific objectives and an implementation plan to deepen this inter-institutional collaboration at all levels.
	Reference point: <i>The Alliance fosters the sharing of best practices and lessons learned between its partner institutions and with other institutions to help them accelerate their own movement to sustainability.</i>
	Compliance approach: EELISA has not yet established systematic mechanisms for fostering the sharing of best practices and lessons learned on sustainability between its partner institutions or with other institutions. While the Alliance has developed extensive collaborative networks through EELISA Communities and various joint initiatives that inherently involve knowledge exchange, there has been no formal coordination of the sustainability offices of the partner institutions or structured frameworks for documenting and disseminating sustainability best practices. The sustainability offices of EELISA institutions have never been brought together in a dedicated forum, representing a gap in the Alliance's sustainability coordination that has been identified through the present compliance assessment process.
	Future development pathway: Based on the results of the first sustainability compliance assessment, EELISA may decide to establish a network of sustainability offices across partner institutions as a priority action, creating regular forums for sharing best practices, developing systematic documentation and dissemination of sustainability lessons learned, and implementing structured knowledge exchange mechanisms with other European

	Universities and international partners to accelerate collective movement toward sustainability across the higher education sector.
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Table 10 - Sustainability Compliance approach in Public Engagement

3. Procurement & Mobility

This Compliance Area examines how EELISA promotes environmentally and socially responsible practices in its procurement and mobility strategies. The Procurement Sub-Area assesses the Alliance's efforts to prioritize sustainable goods and suppliers in the delivery of joint activities. The Mobility Sub-Area evaluates the transition toward greener, more inclusive mobility formats by promoting low-emission travel, blended and virtual options, and behavioural change to reduce the environmental impact of academic exchange.

EELISA promotes sustainable practices in procurement and mobility by embedding environmental and social responsibility into the implementation of its joint activities. In the area of procurement, this is supported by shared guidelines and quality assurance procedures that encourage the use of socially and ecologically preferable goods, particularly in the context of governance events, joint educational programmes, and communication and dissemination actions. In the field of mobility, the Alliance is advancing a transition toward greener and more inclusive formats by promoting low-emission travel, expanding blended and virtual mobility options, and raising awareness of the environmental impact of air travel.

3.1. Procurement

Purchased Goods	Reference point: <i>The Alliance purchases socially and ecologically preferable goods to implement, communicate and disseminate its joint activities.</i>
	Compliance approach: EELISA integrates sustainability principles systematically into its procurement when implementing its joint activities. The main joint activities in this scope are project and governance meetings, activities in the context of joint educational programmes and EELISA Communities, and communication and dissemination actions. Project and governance meetings in EELISA are carried out in accordance with the policy of the host institution and supported by the <u>EELISA Guidelines for Inclusive Events</u> developed in the context of EELISA 1.0. Among other standards, these Guidelines include specific sustainability requirements aimed at producing as few printed materials as possible, minimising food waste (or donating excess food), and using recyclable materials and as little plastic as possible in catering and refreshments. Procurement of goods and services related to the implementation of joint educational programmes may vary depending on the type of programme (short or long duration) and its content. For short-term joint educational programmes funded by the EELISA 2.0 project, typically under <u>Joint Calls for institutional activities by EELISA Communities</u>, a quality process has been established that evaluates bottom-up

proposals on the basis of multiple criteria, including the sustainability dimension of the activity's implementation.

For long-term educational programmes, ie EELISA Joint Degrees, the Alliance has established a set of standards based on the European Degree criteria, which address sustainability including from the point of view of the environmental footprint of the activities related to the implementation⁴.

When communicating and disseminating its activities, EELISA embodies sustainability not only from the point of view of values and principles, as described above, but also from the point of view of the design and procurement of merchandising and promotional materials. While such materials are designed and purchased by the institution carrying out the action, EELISA has established an overall requirement of compliance with sustainability standards and lowest possible environmental impact, with digital materials encouraged over printed ones, and a recommendation to use recycled materials, non-polluting inks and local production when printed is deemed necessary (see EELISA 2.0 Communication Plan, p. 34).



Figure 3 - Example of EELISA promotional material

Future development pathway:

EELISA aims to further systematise and communicate its sustainability standards for the procurement of goods and services across the Alliance. This includes encouraging the alignment of local procurement practices with shared sustainability principles, purchasing recycled and

⁴ "The joint programme has policies and actions related to environmental sustainability and implements measures to minimise the environmental footprint of its activities", European Commission, 'Commission Staff Working Document: Accompanying the document Proposal for a Council recommendation on a European quality assurance and recognition system in higher education' SWD(2024) 74 final (2024), Annex II, European Values > Green Transition, p. 146; accessed 22 June 2025.

	eco-friendly materials, and increasing the coverage of these standards across a wider range of Community activities, including at the local level, and defining and tracking appropriate indicators. Additionally, good practices identified at institutional level may be compiled and shared to support continuous improvement and mutual learning among partners, without imposing uniform requirements that may contradict national or institutional regulations.
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Table 11 - Sustainability Compliance approach in Procurement

3.2. Mobility

Green Mobility	Reference point 1: <i>The Alliance is reducing and mitigating the air travel generated by its study, academic and work mobility.</i> Reference point 2: <i>The Alliance is fostering and normalising decentralised and digital forms of collaboration and mobility.</i> Reference point 3: <i>The Alliance is raising awareness among its stakeholders about the greenhouse gas emissions associated with air travel and promoting behavioral change to regard air travel as an exceptional practice.</i>
	Compliance approach: This criterion focuses on EELISA's efforts to reduce and mitigate air travel generated by study, academic and work mobility, foster and normalise decentralised and digital forms of collaboration and mobility, and raise awareness among stakeholders about greenhouse gas emissions associated with air travel while promoting behavioral change to regard air travel as an exceptional practice. EELISA addresses these objectives through a comprehensive green mobility strategy structured around three core pillars: promoting sustainable physical mobility within Europe using Erasmus+ green travel incentives and awareness-raising initiatives; expanding blended mobility formats through Blended Intensive Programmes (BIPs) that combine virtual learning with short-term physical components; and scaling up virtual mobility through flagship online courses offered by each institution annually.
	Future development pathway: EELISA's planned developments include the implementation of a Sustainable Travel Tool, expansion of BIPs across all partner institutions, integration of green mobility indicators into institutional reporting systems, and the embedding of sustainability KPIs into strategic planning processes. The Alliance aims to achieve transformative change through cross-institutional recognition of blended and virtual mobility formats and the adoption of best practices across all institutions. The detailed information on this key aspect of EELISA's sustainability compliance, including comprehensive data analysis, implementation frameworks, and strategic development plans, is described in EELISA

	2.0 project deliverable D4.3 (Sustainability Compliance Framework including a Green Mobility Strategy and Formalization).
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Table 12 - Sustainability Compliance approach in Mobility

4. Planning & Administration

This Compliance Area assesses how sustainability is embedded in the Alliance's governance structures, strategic planning and institutional culture. Sub-Area 'Coordination & Planning' evaluates mechanisms for sustainability coordination, goal setting and stakeholder involvement. Sub-Area 'Diversity, Equality and Inclusion' reviews actions taken to foster inclusive, safe and equitable environments for students and staff, reflecting EELISA's commitment to social sustainability alongside environmental goals.

While EELISA has not yet developed a comprehensive sustainability plan, the Alliance embeds sustainability as a transversal priority across all governance structures, has established clear public commitments to sustainability in its foundational documents and participatory governance structures that systematically include students, academics and staff in decision-making bodies. Through EELISA Communities and inclusive governance mechanisms, the Alliance acts as a hub for collaborative processes that transcend traditional boundaries, enabling diverse stakeholders to co-create solutions to complex sustainability challenges across its network of over 60 EELISA Communities and over 250,000 students and staff.

4.1. Coordination & Planning

Sustainability Coordination	Reference point: <i>The Alliance has mechanisms and personnel in place to support and coordinate its sustainability initiatives.</i>
	Compliance approach: Previously, the body in charge of evaluating the implementation of joint policies, as an advisory body to the governance, was the EELISA Evaluation Committee, ie the quality assurance board of the Alliance. This group evaluates various aspects connected to the sustainability of the Alliance's activities such as the connection with stakeholders and the positive impact of joint activities on society at large. However, the Sustainability Assessment Panel established by the Sustainability Compliance Framework is the first structure intended to support and contribute to the coordination of sustainability initiatives.
	Future development pathway: Compliance with this reference point will be further developed based on the recommendations of the assessment panel. Anticipated improvements include strengthening the human resources dedicated to the coordination and support of EELISA's sustainability efforts, appointing a sustainability officer for EELISA to coordinate and implement sustainability policies, enhancing the identification and systematic tracking of sustainability indicators, and fostering stronger connections among local sustainability offices across the Alliance.

	Developments within WP2 (University Alliance of the Future – Long-term strategy), a working group dedicated to the long-term financial and institutional sustainability of the Alliance, may contribute synergetically to the compliance with this reference point, eg EELISA's Theory of Change (ToC) framework, developing a set of key indicators corresponding to the environmental, social and governance (ESG) dimensions and corresponding databases to assess the impact of initiatives such as EELISA Communities.
Commitments and Planning	Reference point: <i>The Alliance has a public commitment to sustainability.</i>
	Compliance approach: EELISA has made a clear and public commitment to sustainability in its foundational documents and strategic direction. Both the <u>Mission Statement of the pilot phase</u> and the <u>EELISA Governing Board Declaration of 19 April 2021</u> explicitly identified sustainability as a core value and long-term goal of the Alliance and committed to aligning its activities with the Sustainable Development Goals and the digital and green transitions. Since the start of EELISA, this commitment has also been reflected in the activities of EELISA Communities and their recognition through Credentials, all of them explicitly addressing environmental and social challenges in line with the SDGs. Subsequently, the <u>EELISA 2.0 Mission Statement</u>, signed by the EELISA partners at the rector's level, renewed and deepened this commitment by highlighting sustainability as a transversal priority across education, research, innovation, and societal engagement. Derived from this cross-cutting ambition, EELISA has issued public statements specifying its commitment to sustainability principles and objectives in each of its missions, from education (EELISA Joint Statement '<u>Education for Impact – EELISA Joint Degrees empowering the next generation of European STEAM leaders</u>', 14 May 2025) to research and innovation ('<u>EELISA Joint Statement on Young researchers, innovators and future global challenges</u>', 19 November 2024).
	Future development pathway: Future initiatives under consideration include issuing a joint public statement reaffirming the Alliance's commitment to sustainability principles and endorsing a collaborative action plan to advance sustainability across the EELISA European Campus. As an expected outcome of successive iterations of the Sustainability Compliance Framework and expert recommendations, another next step for EELISA is to translate its sustainability commitments into measurable outcomes by providing stakeholders with clear and transparent information on the real-world impact of these commitments. This includes complementing public declarations with tangible evidence of progress, through shared indicators and regular reporting on their impact across education, research, and institutional practices.

	Reference point: <i>The Alliance has developed comprehensive plans for sustainability with measurable objectives.</i>
	Compliance approach: While EELISA has embedded sustainability considerations across its joint educational, research, innovation and outreach activities through various initiatives, the Alliance has not yet developed a unified comprehensive sustainability plan with measurable objectives as required by this reference point. The sustainability efforts to date have been distributed across different Work Packages, EELISA Communities, and institutional initiatives without centralised coordination or systematic measurement frameworks. By establishing a comprehensive assessment framework and engaging sustainability experts and stakeholders in the process, the present framework represents the first systematic step toward addressing this gap.
	Future development pathway: Building on this framework, EELISA's approach to developing comprehensive sustainability plans with measurable objectives will be guided by recommendations emerging from the Assessment Panel's evaluation. Meanwhile, EELISA will prioritise the implementation of the Green Mobility Strategy as a pilot area for an approach based on measurable objectives and specific targets.
Institutional Governance	Reference point: <i>The Alliance engages its campus (students, academics, staff) and community stakeholders in governance.</i>
	Compliance approach: EELISA's governance systematically includes representatives of students, academics and staff on all its boards, in addition to representatives of society and business. In the case of students, since the inception of the EELISA Student Council as a formal governance body in 2022, students have one vote in the Alliance's decision-making bodies (Executive and Governing Board). The EELISA Student Council, composed of two elected representatives from each institution, meets in person twice a year at the same time as the Governing Board, and has its own budget. The representatives of campus stakeholders (students, faculty, staff) participate regularly and actively in the discussions that take place in the various decision-making and advisory bodies of the Alliance.
	Future development pathway: EELISA will strengthen its student body's engagement in governance through the Student Council's dedicated roadmap to increase student engagement and outreach. Enhance support will be provided to help staff and faculty representatives articulate their voice and contribution to the governance and co-creation of the Alliance.
	Reference point: <i>The Alliance fosters open, inclusive and participatory processes and structures that empower stakeholder</i>

	<i>groups to come together and work collaboratively to address sustainability challenges.</i>
	Compliance approach: While our universities are structured around single-discipline schools and departments that are often far removed from real-world problem-solving, there is an increasing expectation for higher education institutions to deliver interdisciplinary and impact-focused education that addresses complex societal challenges. As structured yet flexible collaborative networks where diverse stakeholder groups can co-create solutions to societal and environmental challenges, EELISA Communities serve as the Alliance's primary mechanism for bridging this gap by fostering open, inclusive and participatory processes that transcend traditional national, institutional, disciplinary and departmental boundaries.
	Future development pathway: In the four and a half years of EELISA's existence, more than 60 such Communities have been formed, and their number is expected to increase to 150 by 2027.

Table 13 - Sustainability Compliance approach in Coordination & Planning

4.2. Diversity, Equality and Inclusion

Institutional Climate	Reference point: <i>The Alliance has programmes designed to support and assess the institutional climate for underrepresented groups and fostering an inclusive and welcoming climate to all community members.</i>
	Compliance approach: EELISA has established comprehensive programmes and frameworks to support and assess the institutional climate for underrepresented groups, with particular focus on gender equality, diversity and inclusion. The Alliance's commitment is formally expressed through the <u>EELISA Alliance Statement on Gender Equality</u>, signed by the Governing Board in April 2022, which was drafted with the goal of making higher education institutions more inclusive places, closing the gender gap in STEM fields and inspiring gender equality plans and actions across and beyond EELISA. This commitment is operationalized through the comprehensive <u>EELISA Gender Equality Plan</u> developed under EELISA InnoCORE, which systematically collects sex-disaggregated data across all partner institutions and monitors progress on key performance indicators related to doctoral studies, academic career advancement, research leadership, and innovation outputs. Additionally, the EELISA mentorship and training programme for PhD students from minority groups included in the deliverable D4.5 (Joint Offer Relating to Gender, Inclusiveness and Diversity, delivered in April 2025) addresses this need by encouraging trainings from the EELISA community on matters

	of gender equality and diversity with 3 educational paths recognized with EELISA Credentials as an incentive.
	Future development pathway: This mentorship programme should have its first pilot occurrence in 2026 and hopefully encourage international careers of minority PhD students and gain growth and scope in the future.
	Reference point: <i>The Alliance supports initiatives or networks to address the specific needs of students and staff from underrepresented groups (eg. students and staff with disabilities, health problems, facing cultural, educational, social or economic and geographical barriers or discrimination).</i>
	Compliance approach: The EELISA approach to this reference point will be consolidated in deliverable D4.6, EELISA inclusiveness plan (due October 2025), aimed at strengthening partnerships between NGOs, supports networks, etc. and EELISA members.
	Future development pathway: Under discussion within EELISA's Gender equality and Diversity Work group
Gender Equality	Reference point: <i>The Alliance is working to ensure that women and individuals with other marginalised gender identities are equitable represented among students and employees.</i>
	Compliance approach: As detailed above, the Alliance has established formal commitments with ensuring equitable representation of women and individuals with other marginalized gender identities through the Statement on Gender Equality and monitors these commitments through the Gender Equality Plan. Additionally, the mentorship programme included in D4.5 supports PhD students (women and minorities) during their career in academia to avoid the glass ceiling effect and fosters awareness raising and training opportunities. The <u>EELISA guidelines against gender based and sexual violence</u> (D4.6) also provide the basis for a demanding gender equality policy amongst EELISA institutions.
	Future development pathway: The guidelines comprise indicators for a 3-level implementation for gender equality and non-discrimination policies. Level 2 should be the aim for 2027 and then level 3 for all EELISA Alliance.

Table 14 - Sustainability Compliance approach in Diversity, Equality and Inclusion

Annex III – Selection of Sustainability Compliance Areas

Category	Impact Area	No.	Credit	1. Applicable to an Alliance	2. Relevant to EELISA	3. Progress achievable within project timeframe	4. Information readily available or easily obtainable	Total
Academics (AC)	Curriculum	AC1	Sustainability Course Offerings	5	5	5	4	19
		AC2	Undergraduate Programs	5	5	5	5	20
		AC3	Graduate Programs	5	5	5	5	20
		AC4	Applied Learning	5	5	5	5	20
		AC5	Sustainability Literacy Assessment	5	5	2	3	15
	Research	AC6	Sustainability Research	5	5	3	3	16
		AC7	Center for Sustainability Research	5	5	2	3	15
		AC8	Responsible Research and Innovation	5	5	2	3	15
Engagement (EN)	Campus Engagement	EN1	Outreach and Communications	5	5	5	5	20
		EN2	Co-Curricular Activities	5	5	2	3	16
		EN3	Staff Engagement and Training	5	5	4	4	18
		EN4	Sustainability Culture Assessment	5	5	2	3	15
	Public Engagement	EN5	Civic Engagement	5	5	3	3	16
		EN6	Community Partnerships	5	5	2	5	17

		EN7	Continuing Education	5	5	3	5	18
		EN8	Shared Facilities	4	4	3	3	14
		EN9	Inter-Campus Collaboration	5	5	4	4	18
Operations (OP)	Buildings & Grounds	OP 1	Building Design and Construction	2	2	2	3	9
		OP 2	Building Operations and Maintenance	2	2	2	2	8
		OP 3	Water Use	2	2	2	2	8
		OP 4	Ecologically Managed Grounds	2	2	2	2	8
	Energy & Climate	OP 5	Energy Use	2	2	2	2	8
		OP 6	Greenhouse Gas Emissions	2	2	2	2	8
	Food & Dining	OP 7	Dining Service Procurement	3	3	3	4	13
		OP 8	Food Recovery	4	3	4	3	14
	Procurement & Waste	OP 9	Sustainable Procurement System	3	3	2	2	10
		OP 10	Purchased Goods	4	4	4	4	16
		OP 11	Materials Management	2	2	2	2	8
		OP 12	Waste Generation and Recovery	2	2	2	2	8
	Transportation	OP 13	Vehicle Fleet	1	1	1	1	4
		OP 14	Commute Modal Split	2	2	2	2	8
		OP 15	Air Travel	5	5	3	4	17
Planning & Administration (PA)	Coordination & Planning	PA 1	Sustainability Coordination	5	5	3	4	17
		PA 2	Commitments and Planning	5	5	3	4	17
		PA 3	Institutional Governance	5	5	4	4	18
	Investment	PA 4	Sustainable Investment Program	2	2	1	2	7

		PA 5	Investment Holdings	1	1	1	2	5
	Social Equity	PA 6	Institutional Climate	5	5	3	3	16
		PA 7	Racial and Ethnic Diversity	5	5	2	2	12
		PA 8	Gender Parity	5	5	4	4	18
		PA 9	Affordability and Access	4	4	2	3	13
		PA 10	Student Success	4	4	3	3	14
	Wellbeing & Work	PA 11	Health, Safety and Wellbeing	4	4	3	2	13
		PA 12	Employee Rights	3	3	2	2	10
		PA 13	Pay Equity and Living Wage	3	3	2	2	10
Innovation & Leadership (IL)	Innovation & Leadership	IL1 to 69	Optional credits published separately, not considered	-	-	-	-	-

Table 15 - Selection of Sustainability Compliance Areas

Annex IV - Table of best practices regarding sustainability in EELISA institutions

These institutional practices related to sustainability were collected in the preparation phase of this document and fed the development of the common framework.

Initiative	Description	Concrete examples
Existence of a strategy for sustainability	Institutions are developing roadmaps or setting out goals toward sustainable development	– ZHAW: <u>Sustainability Strategy PDF</u> – SNS: joined ASVIS protocol (Italian Alliance for Sustainable Development) to plan and implement – in the Pisa area – actions in line with UN 2030 SDGs. – FAU: Aiming for GHG neutrality by 2035 (Scope 1: carpool & Scope 2). Scope 3 (commuting and business trips) reduction by 10%. <u>FAU Climate Protection</u> – UNSTPB: Working on a Sustainable Development Charter, carbon neutrality by 2040, zero-waste by 2035. <u>Research - POLITEHNICA Bucharest International Relations Department</u> – ITU: Sustainability integrated into all university functions – PSL: Drafting a sustainability charter, hired a policy officer – SSSA: Committed to UN 2030 Agenda and SDGs. – ENPC: Strategy developed by Board on Sustainability and Corporate Social Responsibility. – UPM: <u>Environmental Sustainability Action Plan.</u>
Provide learning opportunities related to sustainability	Offering sustainability modules, courses, and training.	– ZHAW: <u>Sustainable Impact Programme</u> – FAU: Courses and lecture series on sustainability. "(FA)U for sustainability" <u>All degree programmes FAU Erlangen-Nürnberg.</u> – SNS: National PhD in Sustainable Development and climate Change.

		– UNSTPB: Courses on renewable energy, sustainable engineering, environmental management, and green technologies. – ITU: <u>Sustainabilitycourses</u>, Zero Waste certification (https://sustainability.itu.edu.tr/sustainable-itu/waste-management/zero-waste-certificate), Sustainability MSc. – PSL: Bachelor's programme in Sustainability Sciences, staff training available through a dedicated platform to lifelong learning. – BME: Courses in Smart Cities, Transportation Systems and the environmental effect of transportation. – SSSA: • Seasonal Schools (https://www.santannapisa.it/en/training/seasonal-schools), i.e. BRI - Biodiversity and Business: from Research to Impact; CISOD - Cibo, sostenibilità e diritti; ECLIRE - The Ethics of Climate Change: Reshaping Responsibilities for Present and Future Generations; CESM - Circular Economy and Sustainability Management, • Two different scholarships in the framework of the PhD in Sustainable Development and Climate Change • project of the School for Advanced Studies IUSS of Pavia and the Center for Climate Change studies and Sustainable Actions (3CSA) of the Federation of the Italian Schools of Advanced Studies, co-funded by the Italian Ministry of the University and the Research (MUR) • Master Diploma in Environmental Management and Control and courses on Management Innovation and Sustainability (https://www.santannapisa.it/en/management-innovation-sustainability). • The SUM Lab (Sustainability Management Laboratory) at the Institute of Management of the Sant'Anna School is a partner in the Erasmus project "MASTERY" (MicrocredentiAIS reliabiliTy unIEashing gReen economY), which focuses on the green transition through the development of "green micro-
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		credentials." The project aims to both innovate lifelong learning systems and support workers and businesses in acquiring the skills needed for the green economy. – ENPC: Wide range of Master's and Executive programmes focused on sustainability topics. • MSc of Engineering: - o One-semester programme on "Sustainable and Green Finance" - o Special track: "City-Environment-Transportation" - o Courses/projects on life cycle analysis, construction with low-carbon materials, bioclimatic buildings, building renovation, energy and comfort performance in buildings, sustainable engineering design, industrial decarbonization • Master's programmes: - o Energy transition at local scale - o Transport and sustainable development - o Materials sciences for sustainable construction - o Durability of materials and structures • Executive Master's programmes: - o Sustainable Real Estate and Building, Energy and Digital Transition - o Civil Engineering and Ecodesign - o Smart Mobility - o Public Policies and Actions for Sustainable Development - UPM: Sustainability is integrated both horizontally across all degree programmes—in line with the UN Sustainable Development Goals (SDGs)—and specifically through
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		Bachelor's and Master's degrees in areas such as renewable energy, circular economy, and sustainable architecture. More info: https://sostenibilidad.upm.es/inicio/la-upm-y-los-ods/
Conduct awareness and communication campaigns	Raise awareness and host events/workshops.	Hosting workshop and seminars – SSAA: Seminars with RUS (Network of Universities for Sustainable Development) and ASVIS (Italian Alliance for Sustainable Development). – PSL: Conference series by IDEA Service (Inclusion, Diversity, Equality, Accessibility). – ENPC: Workshop “Fresque du climat” and “Atelier 2 tonnes”, focusing on the actions to implement in various fields (food, consumption, transport, housing ...) to reach carbon neutrality by 2050 – UPM: Workshops, hackathons and participation in EELISA communities. Organize events – ENPC: - o Conferences with scientists on climate-related issues (<i>Rendez-vous “Sciences et Société”</i>) - o Roundtable discussions with researchers and professors engaged in topics related to societal and environmental transitions - o Conference series organized by the Executive Master's programmes - o Hackaton dedicated to entrepreneurship: participants are challenged to design innovative projects addressing SDGs - o Support for a student association develops actions related to the environment, recycling, solidarity, and diversity

		- o “EnvelopPonts project”: an initiative involving students in the thermal renovation of the school’s main building to transform it into a pedagogical object and a model of the energy transition. – UNSTPB: Annual campus events like Poli Energy Fest. <i>Dedicated web sections to sustainable development issues</i> – SNS: https://www.sns.it/en/sustainable-mobility – ZHAW: https://www.zhaw.ch/en/focus-topics/zhaw-sustainable/sustainability-strategy/ – SSSA: Dissemination of news and updates related to green mobility agreements, events and seminars organized in collaboration with RUS (Network of Universities for Sustainable Development) and ASVIS (Italian Alliance for Sustainable Development), as well as activities of the Interdisciplinary Research Centre on Sustainability and Climate—shared through the university’s website, social media channels, and email communications. – UNSTPB: Sustainability coverage via Euronews Romania (a nationwide news channel held by the university)
Prioritize green mobility on campus	Promote soft mobility to reduce pollution.	– ITU: GreenCampus Project (since 2013) <u>ITÜ Green Campus Project</u> – BME: EU-funded MoveCit project <u>Start of the MoveCit project – Faculty of Transportation Engineering and Vehicle Engineering</u> – UNSTPB: Bicycle infrastructure and facilities. Existence of an Environmental Sustainability Campus Engagement Group. Examples of actions: provide secure bicycle parking and locker rooms, ensuring suitable conditions for those who choose cycling as their mode of transportation. – SSSA: Discounts and agreements for sustainable transport among students, employees and collaborators of the Scuola. Favourable conditions and discounts are

		provided for the electric scooters sharing service, train tickets purchase and city/intercity bus subscription – UPM: Implementation of targeted measures such as: promoting low-emission and active modes of transport, including cycling and public transport. To support this, the university provide transport subsidies and work to improve the connection of our campuses with urban cycling infrastructure, including access to BiciMAD, Madrid's public electric bicycle network. UPM also supports the use of electric vehicles through the installation of electric charging points on campus.
Increase the use of renewable energy within the campuses	Reduce carbon emissions via clean energy.	– UNSTPB: CUPOLA project. Installation of photovoltaic panels on certain buildings. <u>Universitatea Politehnica din București implementează proiectul energetic CUPOLA – Universitatea Națională de Știință și Tehnologie Politehnica București</u> – UPM: The installation of photovoltaic panels on selected buildings in 2024 marks a new milestone in renewable energy of its own. – https://sostenibilidad.upm.es/produccion-fotovoltaica-upm/ –
Limit the carbon footprint of travel	Reduce emissions from university-related travel.	– UNSTPB: car-sharing programme to reduce the carbon footprint during necessary business trips – EELISA partners: Use of Erasmus+ green travel top-up for staff and students
Research	Promoting research on innovation in sustainable development	– SSSA: Creation of an Interdisciplinary Research Centre on Sustainability and Climate. <u>Interdisciplinary Center on Sustainability and Climate Scuola Superiore Sant'Anna</u>
Strengthen links between society and higher education institutions	Engage society and cities in sustainability efforts.	– UNSTPB: Implementation of the National Competence Centre and solutions for the development of Climate- Neutral and Smart Cities” (NetZeRoCities), which is set to define the operational, financial, and legal conditions to create the “Romanian Competence Centre on Climate-Neutral Smart Cities” that will support Romanian

		cities to achieve Climate Neutrality, by 2030 for the cities selected by the EU Mission, and by 2050 by all Romanian cities. – ITU: <u>Public outreach and education</u> (public lectures). https://sustainability.itu.edu.tr/get-involved/community-education/engaging-beyond-campus – ENPC: Scientific mediation for public awareness, focusing on the environmental transition and sustainable development. – UPM: UPM works with public institutions at the local and European levels, universities, companies, NGOs, and utility providers. Example: collaboration between UPM's TRANSyT research group and the Regional Transport Consortium of the Community of Madrid, which has generated research projects, theses, and European collaborations focused on sustainable mobility.
Commitment from the university community	Support student/staff-led sustainability projects.	– ZHAW: <u>Sustainable Impact Programme</u> to promote outstanding student/staff initiatives sustainable development.

Table 16 - Table of best practices regarding sustainability in EELISA institutions

Alliance partners



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