Towards a Sustainable University

Tilburg University Sustainability Plan 2019–2021

**Colophon:**

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# **Introduction**

The UN Sustainable Development Goals (SDGs) make it clear that the world faces major sustainability challenges. Examples include poverty reduction, ensuring health and well-being, gender equality, the transition to clean energy, responsible consumption, restoring ecosystems, and combating climate change and its consequences. Gaining more insight into these problems and contributing to solutions are central to Tilburg University's mission, vision, and ambition (Tilburg University Strategy 2018–2021). That is why we are committed to sustainability in education and research, in the day-to-day management of the campus, and in the management of our assets.

Sustainability as such is not a clear-cut, stand-alone ambition, but runs like a common thread through our work and our strategy.[[1]](#footnote-1) However, it is, in fact, this integral character that carries the risk that sustainability is not very visible internally or externally and that commitment and progress are of an ad hoc nature. It is, therefore, important to formulate a clear vision on sustainability and to set clear goals and priority actions. This Sustainability Plan serves this purpose.

First of all, a sustainability vision will be formulated, with the SDGs being explained in more detail as a framework for inspiration and action. This section also contains the central principles for the development of Tilburg University's sustainability policy (§2). A description is then given of Tilburg University’s commitment to sustainability in education (§3), research (§4), and on campus and in our business operations (§5). For each pillar, an objective is formulated that is elaborated in concrete actions and results as much as possible. This is followed by a vision of the role of communication and reporting regarding our sustainability policy (§6). Finally, it considers important preconditions for an effective sustainability policy: organization and finance (§7).

# **2. Sustainability Vision and General Principles**

## **2.1 Sustainability Vision**

**Sustainability vision:**

**Tilburg University is committed to making a measurable contribution to the UN Sustainable Development Goals in research and in education, in the day-to-day management of the campus and in the management of our assets. To that end,**

* in our **education**, we make students aware of sustainability issues and encourage them to think about their current and future roles in society;
* we aim to use **research** to gain a better understanding of international, regional, and local sustainability issues and develop knowledge to contribute to solutions. This knowledge is actively made available to fellow researchers, policymakers, civic organizations, and others;
* on our **campus**, we strive for sustainable business operations, sound asset management, reducing the footprint of students and employees in their work and study related activities, and improving the health and well-being of students and employees;
* we **communicate and report** transparently on the progress made in the area of sustainability.

In line with the ambition of the Strategy 2018–2021, this sustainability vision is aimed not only at a better understanding of society but also at contributing to solving problems. In this Plan, the vision includes a concrete elaboration for the four pillars of the sustainability policy mentioned: education, research, campus, and asset management. Concrete actions are described to ensure that our core business of education and research contributes to the development and sharing of knowledge and skills in relation to the challenges facing our world. As will be explained in more detail below, this active approach is directly in line with the Tilburg University Educational Vision “Knowledge, Skills, and Character” and our vision and commitment to research, including the IMPACT program. In addition, Tilburg University is taking action to keep its own footprint as small as possible. Within our own activities and business processes on campus, we are constantly looking for ways to prevent or reduce the impact on ecosystems and human-related problems as much as possible and, where possible, to make a positive contribution to solutions. These include challenges for Facility Services and HR policy, but also the promotion of sustainable behavior by employees and students. The effects of these activities do not stop at the campus border. By means purchasing policy, mobility policy, and asset management, for example, it is also important to contribute to the SDGs beyond the borders of the campus.

## **2.2 UN Sustainable Development Goals as a Framework for Inspiration and Action**

In 2015, as a follow-up to the previous Millennium Development Goals, the UN adopted the 2030 Agenda for Sustainable Development and 17 Sustainable Development Goals (SDGs).[[2]](#footnote-2) With these goals, world leaders have set concrete goals for the period up to 2030 to link prosperity and good care for the earth's ecosystems. The range of social, economic, and environmental goals is powerfully represented in the figure of the 17 goals below.

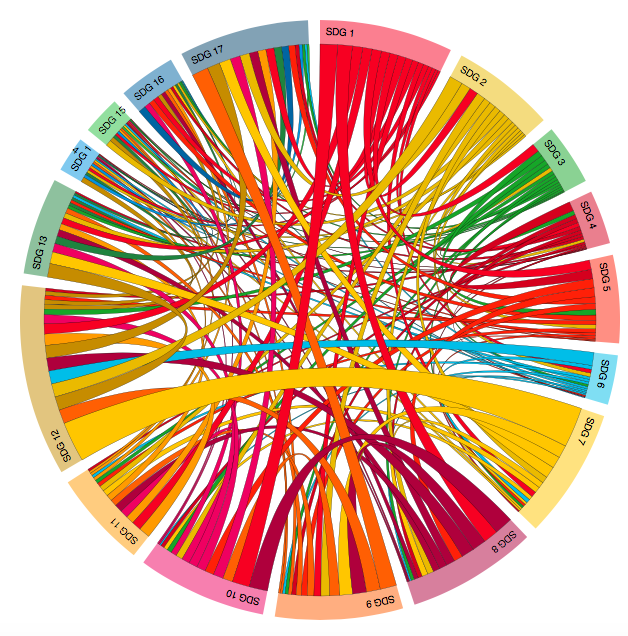


**Figure 1**: the 17 Sustainable Development Goals (SDGs)

More and more governments, civic organizations, businesses, and knowledge institutes are putting these goals at the heart of their sustainability policy. Tilburg University has also opted for this line. The goals are our inspiration framework for formulating concrete ambitions and goals for our education, research, campus, and asset management.

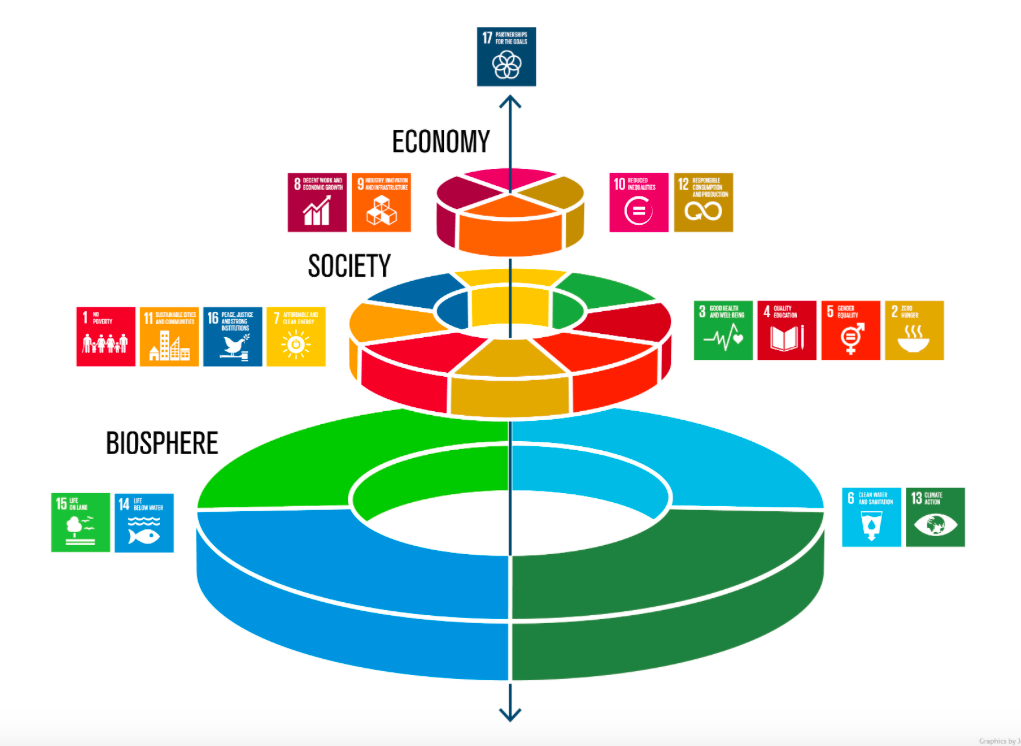
## **Strong Interdependence between the Goals and Focus Areas**

***No selection of some of the targets because of the high degree of interdependence and the many opportunities***  
The 17 goals are strongly intertwined. First and foremost, this involves a direct relationship and a high degree of interdependence between individual goals. For example, the commitment to healthy ecosystems below water and on land (SDGs 14 and 15) depends largely on action in the area of climate change (SDG 13). Access to food and clean water (SDGs 2 and 6) is highly dependent on healthy ecosystems (SDGs 14 and 15). Access to quality education (SDG 4) also depends on the recognition of equal rights (SDG 5 and 10). There are almost infinitely more examples (Figure 2).



**Figure 2:** High degree of interconnectedness and interdependence of SDGs. Source: © Wouter Eekhout, Centre for Innovation, Leiden University, based on interrelationships between SDGs in UN reports, interactive version available at: <http://linkssdgs.herokuapp.com>

Cohesion also exists at a higher abstraction level. For example, the public debate on the SDGs emphasized that the socio-economic goals depend largely on a healthy earth (the ecological goals) (Figure 3).



**Figure 3:** interdependence of socio-economic and ecological SDGs. Source: Azote Images, Stockholm Resilience Centre, based on a presentation by Johan Rockström and Pavav Sukhdev at the Stockholm EAT Food Forum in 2016, [<https://www.stockholmresilience.org/research/research-news/2016-06-14-how-food-connects-all-the-sdgs.html>.](https://www.stockholmresilience.org/research/research-news/2016-06-14-how-food-connects-all-the-sdgs.html)

This interconnectedness and interdependence between the SDGs makes it problematic and undesirable to select only a few targets for the university's sustainability policy. Attaching a sustainability policy to a few goals could also lead to the exclusion of all those who are committed to “non-selected goals.” In addition, opportunities would be lost because the breadth of the university's field of activity offers opportunities to contribute to a large number of, if not all, SGDs. Therefore, it was decided to base the entire package of objectives on the sustainability policy, even though there is always room to emphasize certain aspects of the policy or in the implementation of concrete projects.

***Strongly represented focus areas***Although the selection of a few SDGs is not an option, some aspects of the policy can be emphasized. In a general sense, on the basis of the knowledge available at Tilburg University and the existing efforts, roughly three focus areas can be identified, some of which are in line with Fig. 3:

* Good health and responsible consumption (SDGs 6 and 12)
* Social equality and inclusiveness (SDGs 4,5,10, 11 and 16)
* Climate, green energy, and healthy ecosystems (SDGs 7, 13, 14 and 15)

In the further design and implementation of the components of this plan, it may be decided to apply such or other accents, for example, to ensure focus and depth or for communication reasons. This plan, however, does press for this direction. Tilburg University’s sustainability program does not ask the Schools and Divisions to focus their sustainability efforts on these focus areas. The relevance of the SDGs and opportunities to contribute to the SDGs can vary per unit or even per project, which is not a problem.

## **General principles Tilburg University Sustainability Policy and implementation**

The sustainability vision described above is elaborated in the following chapters into concrete goals and actions for the coming years, with here and there a further look to the future. This elaboration is based on the following general principles:

1. **Concrete and measurable goals for sustainability policy for the four pillars: education, research, the campus, and asset management**  
   There is a lot of talk about sustainability. That is good, but, in the end, it is all about what really happens. An important starting principle, therefore, is that concrete goals must be formulated, the implementation and realization of which should preferably be measurable as much as possible. That is why the above sustainability vision is detailed below in clear objectives and concrete actions for the four pillars of education, research, the campus, and asset management. In doing so, we are also looking for ways of connecting the activities regarding the four pillars. These connections not only offer opportunities for students and others but also for a higher effectiveness of the contributions to the SDGs.
2. **Additional ambition within the existing system**If only the SDGs are considered, there may be a strong tendency to make proposals that would not be in line with the current systems and organization. On paper, such ambitions often look great, but the feasibility is often neglected because time is lost talking about responsibilities, costs, adjustments to agreements made previously, etc. That is why we have chosen, in this planning period, to make as much progress as possible towards sustainability within the existing systems and organization. This makes it possible to make use of existing opportunities for sustainability and to gain knowledge and experience in order to be able to better determine which more fundamental changes are necessary for the next planning periods.
3. **Beyond damage control: actively contributing to solutions**

The challenge is to set ambitions higher than limiting negative consequences. After all, the decades of commitment to many of the UN's goals have taught us that such a limited approach to sustainability is insufficient. Due to the multitude of human activities and impacts on environmental and social values, the cumulative effects often cause the greatest problems. This applies, for example, to climate change, the deterioration of the quality of ecosystems, the plastic in the oceans, but also to the limited access of many people to healthy food and clean water, the weakening of the position of indigenous peoples, etc. Sustainability policy that is limited to limiting negative consequences is therefore doomed to failure. In addition to damage control, the realization of the UN objectives also requires active efforts to contribute to solutions. Examples include actively restoring ecosystems, increasing access to healthy food and clean water, improving access to and quality of education for all children, etc. In fact, this active approach to sustainability policy can lead to motivation and positive energy for many people. Sustainability policy is not only about limiting damage but also about creating values.

1. **Human rights**International conventions on human rights are binding amongst the countries that have become parties to these conventions. It is clear, however, that respect for human rights also requires the efforts of companies, civic organizations, and educational institutions and, therefore, of Tilburg University as well.[[3]](#footnote-3) In accordance with the UN Global Impact Principles, Tilburg University supports and respects internationally recognized human rights (principle 1)[[4]](#footnote-4) and constantly seeks to ensure that it is not complicit in human rights violations (principle 2). Although the term “human rights” is not explicitly mentioned in the short names of the SDGs, human rights are entrenched in the SDGs. This is evident, for example, from the reference to human rights in various indicators for the SDGs.[[5]](#footnote-5) This means that human rights are part of the development and, above all, implementation of the sustainability policy.
2. **Active involvement of students and staff and collaboration with partners**Another important principle is that we want to actively involve students and staff in Tilburg University’s sustainability policy. This involvement relates primarily to the development of ambitions. Many of the efforts and ideas of student groups and employees have been given a place in this plan. Students and staff also form the campus community that can support the further development of the sustainability policy and can contribute to the implementation of this Plan. However, it is also important to look beyond our own community and to seek collaboration with external partners, including other universities, businesses, and governments. This is important not only for benchmarking and for getting good ideas but also because cooperation may be necessary for the elaboration and implementation of certain sustainability ambitions.
3. **Ensuring implementation through good organization and financing**Proper implementation of this Sustainability Plan requires organizational and financial guarantees. Organizational assurance involves, among other things, achieving a base of support for the ambitions within all the Schools and Divisions. It also involves sound agreements on decision-making and the role that sustainability plays in this. Sustainability policy can generate money, particularly in the longer term but also requires investments in certain areas in that available budgets are important for the realization of the policy described above.
4. **Building on existing initiatives**

A great deal of work has already been done in previous years based on the earlier strategic plan, the previously formulated ambitions of the Tilburg University units, and the efforts of individual staff members and students. For an overview of these initiatives, see Appendix 1. These efforts were often ad hoc, fragmented, and not linked to the UN sustainability goals, but still important. We are building on the results achieved, and many ongoing initiatives are integrated into the priorities, objectives, and actions set out in this plan for the coming years.

1. **Monitoring of implementation and achievement of objectives**  
   Proper monitoring should ensure that the implementation of the intended actions and impact can be determined.
2. **Good communication about setbacks and successes**  
   Although a good sustainability policy is ultimately about what is actually done and achieved, good communication cannot be separated from this. Communication can stimulate students, employees, and others outside the campus to come up with ideas and to start contributing to achieving the formulated ambitions. Communication can also ensure that feedback is obtained that will enable us to further improve our sustainability policy. Finally, by communicating, we are sending out an important signal to people who are considering joining our university to study or work.

# **3. Commitment to Sustainability in Education 2019–2021: Objective, Actions, and Results**

**Objective:**

**Tilburg University integrates sustainability in education by making students aware of the UN sustainability goals and encouraging them to think about their current and future roles in society.**

**Actions and results:**

1. By the end of 2021, every Tilburg University Bachelor's and Master's programs will focus on sustainability, based on knowledge, in a way that is appropriate to the program in question, for example, in suitable courses, interwoven throughout the program, and/or through the development of minors with a special focus on sustainability. This attention will also have been explicitly translated into the learning objectives;
2. By mid-2020, a sustainability label will have been developed for Tilburg University courses and programs, and a start will have been made with the implementation;
3. At the end of 2021, multidisciplinary sustainability modules/video lectures will have been developed for a selection of or all 17 SDGs in order to share existing sustainability knowledge and to support Tilburg University lecturers in integrating sustainability into their education.
4. Throughout the entire planning period, Tilburg University is actively committed to making our education easily accessible and to sharing our knowledge with other groups than regular students.

Through our education, we try to make the Tilburg University student aware of the global, regional, and local sustainability challenges and to stimulate the student to think about the role that science or he or she could play (now and in the future) in contributing to solutions to these challenges. This ambition does not stand on its own but is one of the important lines along which the Tilburg Educational Profile is being implemented by the university. This Profile focuses on three key concepts: knowledge, skills, and character.[[6]](#footnote-6) The integration of sustainability within our education system directly affects these three components. ***Knowledge of*** our society’s social and ecological challenges based on scientific insights is an important basis for a better understanding of how society functions and of the problems that are central to the 17 SDGs. The student can build on this by ***developing his character***. Sustainability, as intended and elaborated in the SDGs, implies the great importance of giving students the opportunity to develop a moral compass with regard to a fair relationship with other people and nature. These include solidarity with people who are not doing well, understanding for people with different beliefs or preferences, and willingness to take responsibility for a livable world for people, animals, and plants.[[7]](#footnote-7) ***Skills*** are subsequently important when students choose to take an active stance and want to contribute to solutions.

Thus, this vision is in line with SDG 4 on ensuring access to quality education and, in particular, with target 4.7:

By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

The global objective is for 2030 because in many countries much greater steps need to be taken. For Tilburg University, we are raising the bar and want to have the above vision worked out over the next three years in the form of the following concrete actions:

1. **Ensuring knowledge-based attention to sustainability in all Tilburg University Bachelor's and Master's programs**

The vision described above would not be realized if the focus on sustainability were guaranteed in some programs and not in others. A concrete objective is, therefore, to have achieved, in all Bachelor's and Master's programs by the end of 2021, a situation in which **each program** pays thorough attention to sustainability, unless there are strong objections. The way in which students are exposed to the challenges that lie behind the SDGs can vary from one program to another. This may be achieved, for example, by offering specific courses, by interweaving sustainability throughout the program, by developing minors specifically aimed at sustainability, or by offering other forms of education, such as the organization of sustainability labs. Of course, it can also be a combination of such approaches. It is important that the formulated sustainability ambitions have been explicitly integrated into the learning objectives of these educational components.

Implementation of this action will take place parallel to the implementation of action b) below, which will provide a more complete overview of the focus on sustainability within the existing courses and programs. In the short term, however, **new initiatives** will also be taken, including the development of a minor on sustainability and law within the Bachelor's program in Dutch Law (TLS).

Within our **honors education** there is also attention for sustainability issues. For example, the revised Outreaching Honors Program has three pillars—Leadership, Social Entrepreneurship, and Collaborative Interactions—offering students many opportunities to gain knowledge of sustainability issues and to conduct research into solutions. This can take the form of SEARL sessions (Social Entrepreneurship and Responsible Leadership) and the collaboration within Impact Labs.[[8]](#footnote-8)

Implementation of sustainability in education at Tilburg University will also be supported by the **Green Office** discussed below. The Green Office can fulfil a brokerage function to support students in the context of existing courses or in writing theses should they want to focus on a sustainability issue (see below).

1. **Strengthening sustainability in education at Tilburg University and the visibility thereof through the development and implementation of a sustainability labelling system**

A large number of courses given at our university are related to one or more of the 17 SDG issues. Sometimes lecturers are very aware of this, but sometimes this is not the case. There is also no clear overview for students regarding how many and which courses already pay attention to sustainability issues. In order to increase this awareness among staff members and students, to provide lecturers with an incentive to increase the relationships between courses and sustainability, and to give students an incentive to choose sustainability subjects, a sustainability labelling system will be introduced. This idea is based on years of experience with such a system within the University of Gothenburg.[[9]](#footnote-9) In substance, the Gothenburg model is being rolled out in Tilburg. This will be done in collaboration with the Schools and especially with lecturers. This collaboration is important because the lectures are best suited to assess whether and how more explicit attention to sustainability can be given within a course.

The system will be based on the labelling of two types of courses. The criteria for this can be further developed based on consultations with the Schools and lecturers, but the overall distinction is as follows:

* **Sustainability Courses**: courses in which sustainability occupies a central position because the social issues of one or more SDGs are addressed in more than half of the lectures and/or other components of the course. The learning objectives of the course also explicitly refer to one or more SDGs or the social issues that are central to them.
* **Sustainability Relevant Courses**: courses in which the social issues of one or more SDGs receive explicit attention but are less central than in the Sustainability Courses. Sustainability is addressed in less than half of the lectures and/or other components of the course and the learning objectives of the course do not explicitly refer to one or more SDGs or the social issues that are central to them.

Although the substantive vision forms the primary motive for this labelling system, the system can also play an important role in Tilburg University’s communication and marketing.

The labelling system will be developed and the implementation will start in 2019. To this end, the Tilburg University sustainability program cooperates with Vice-Deans for Education, academic (program) directors, and lecturers.

1. **Developing multidisciplinary sustainability modules/video lectures to share existing sustainability knowledge and support Tilburg University lecturers in integrating sustainability into their education**

On campus but also in our networks, a lot of knowledge is available about most and perhaps even all the social issues to which the SDGs relate. In order to ensure that this knowledge is not only reflected in the education of these experts and their publications but is also shared with other Tilburg University colleagues and students, sustainability modules and/or video lectures will be developed in the coming years. These will be made freely available for use, for example, in (or in preparation for) lectures, student projects, the training of PhD candidates, etc.

1. **Access to education, also for people other than regular students**

The above actions relate to the integration of sustainability in our education. However, **SDG 4** is also about strengthening good and equal access to education and promoting lifelong learning. That is why Tilburg University is actively working to make our education easily accessible, also for people other than regular students. These include students outside the EU who would not be able to pay tuition fees without a scholarship. This also includes top-level athletes who need support to ensure the balance between top-level sports and studies. Tilburg University also tries to make its knowledge accessible to children and the elderly. This commitment will continue to be made more concrete in the coming years along the following lines, among others:

* **Pre-Bachelor’s for refugee students:**

In collaboration with Boswell-Beta (Utrecht) and Erasmus University (Rotterdam) and supported by various partners,[[10]](#footnote-10) Tilburg University offers a pre-Bachelor’s program (basic or transition year) for refugee students.[[11]](#footnote-11) This full-time program offers the courses needed to start a university Bachelor's program. In addition, during the pre-Bachelor's program, the NT2 State Examination, program II and the other parts of the Civic Integration Examination (Knowledge of Dutch Society and Orientation on the Dutch Labor Market) will be taken.   
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* **Scholarships for students outside the EU**

Tuition fees for students outside the EU can be an obstacle to coming to Tilburg to study. In order to solve this problem, at least for a number of students, initiatives are being taken, for example, in the form of scholarships. This support is made possible by, among other things, the University Fund and initiatives such as Have a Seat.[[12]](#footnote-12)

* **Talent status for i.a. top athletes**

Under certain conditions, a student may be regarded as “talented.”[[13]](#footnote-13) These may be top-level athletes. The Tilburg University acknowledges that this group of students wants to reach the top at this very age, which can create tensions with study obligations. By means of the talent status, provisions are made to help the athlete find the right balance. In addition, financial support can also be offered, for example, from the Have a Seat initiative. Talent status can also be requested by other students pursuing a dual career including musicians and young entrepreneurs.

* **Continuation of flexible studying pilot**

Under certain conditions, top-level athletes, informal caregivers, and entrepreneurs can make use of the flexible studying pilot, which started in the academic year 2017–2018. These students can take fewer courses in an academic year, with a minimum of 30 credits and a maximum of 42 credits per year. It is possible to study flexibly for a maximum of 6 academic years.[[14]](#footnote-14)

* **Attention to sustainability within the Junior Program**   
  Junior's current vision is, "By connecting science, in the form of inquiry-based learning, with primary and secondary education, children learn to develop into enterprising thinkers of the future." Attention to sustainability is perfectly in line with this vision and both the lecture program and the platform [www.juniorkennisbank.nl](http://www.juniorkennisbank.nl) will, therefore, pay attention to selected sustainability issues. At the end of 2019, a new strategy for Junior will be formulated with explicit attention to the question of whether Junior can more explicitly tie in with the SGDs.
* **Lifelong learning: HOVO Senior Academy**

Tilburg University collaborates with the Avans University of Applied Sciences, Fontys University of Applied Sciences, and Eindhoven University of Technology in the HOVO Brabant Senior Academy foundation (*stichting HOVO Brabant Seniorenacademie*). Under the motto "lifelong learning," the foundation aims to give people (primarily 50+ people) the opportunity to follow higher education in the form of day courses and intensive winter or summer courses of a few days. Part of this education takes place at Tilburg University.[[15]](#footnote-15)

# **4. Commitment to Sustainability in Research 2019–2021: Objective, Actions, and Results**

**Objective:**

**Tilburg University aims to use research to gain more insight into international, regional, and local sustainability problems and to develop knowledge to contribute to solutions. This knowledge is actively opened up to fellow researchers, policymakers, civic organizations, and others.**

**Actions and results:**

1. During the planning period, Tilburg University will continue and strengthen its research in the field of sustainability, as elaborated in the SDGs. This is being shaped within IMPACT, the Tilburg Sustainability Centre, and the many research groups within the Schools;
2. In addition to continuing thorough disciplinary research for the purpose of continuously deepening knowledge within the specific research disciplines, Tilburg University stimulates strengthening interdisciplinary research in various ways. Combining and linking knowledge from various disciplines is essential for a better understanding of and finding solutions for sustainability issues.
3. At the end of 2020, a system will have been developed and put into use to show how many Tilburg University articles and books with direct relevance to sustainability are published annually by Tilburg University. The aim of this study is to gain insight into the impact of these publications.
4. **Continuation and further strengthening of sustainability research**

Much of the research carried out by Tilburg University is directly relevant to one or more SDGs although a good overview is still lacking (see under g). Tilburg University wants to continue and further strengthen this research. Without striving for completeness, this concerns research from the following programs and research groups:

* **The Tilburg University Impact program**[[16]](#footnote-16) **connects scientists from different Schools with social partners in order to gain new insights and find solutions to the challenges of individuals and society in the 21st century.** The three central themes of the program are highly relevant to sustainability issues:
  + **Empowering the Resilient Society, which includes:**
    - **Research into robotization in health care with a direct link to education and partnerships with the business community (SDGs 3, 4, and 17);**
    - Contributions to the thematic program JOIN, aimed at developing and testing instruments to strengthen the participation of (vulnerable) young people in society and thus also make society more resilient (SDGs 10 and 17);
    - The Climate & Energy Transition Research Community of Tilburg University in which climate and energy researchers from the social sciences, law, economics, and the humanities exchange knowledge with social partners, develop grant applications, and carry out projects to contribute to the necessary energy transition. This includes not only technological development but also, and above all, social innovations (SDGs 7, 12, 13, and 17).
    - Netspar, Network for Studies on Pensions, Aging and Retirement, is a think tank that aims to work, from different research disciplines, on promoting a better understanding of the economic and social consequences of pensions, ageing, and old age in the Netherlands and Europe (SDGs 1, 2, 3, 8, 10, and 17).
  + **Enhancing Health and Well-being, which includes:**
    - A digital monitoring system for cancer patients: more and more people survive cancer, but the side effects of the treatment often continue long after the cure. PROFILE registration (Patient Reported Outcomes Following Initial treatment and Long term Evaluation of Survivorship) enables long-term research to better understand and improve the treatment and quality of life of cancer or ex-cancer patients. To this end, Tilburg University cooperates with the Netherlands Comprehensive Cancer Organisation (*Integraal Kankercentrum Nederland*, IKNL). More than 20,000 cancer or ex-cancer patients have cooperated so far and the results teach doctors and patients more about the side effects of treatments so that these can be taken into account or treatments can be adjusted. In addition to improved care, the research is also relevant for fair participation in society. (SDG 3, 10, and 17);
    - Within the Predict and recover program, research is conducted into cognitive symptoms after successful brain tumor treatment**. To this end, Tilburg University collaborates with the Elisabeth-TweeSteden Hospital (ETZ) (SDG 3, 10, and 17).**
  + **Creating Value from Data, which includes, among other things:**
    - **Research into algorithms that make** the supply chain of the United Nations **World Food Programme more effective (SDGs 2, 3, 6, and 17).**
* The **Tilburg Sustainability Center (TSC)** isa well-known research network in which more than 40 researchers from different Tilburg University Schools work together. A central theme is Climate Action & Resource Efficiency, which includes social, economic, and legal research with direct relevance to the energy transition, combating climate change, and ensuring that the consequences of climate change (prevention and adaptation) are adequately anticipated. In addition, the Center is also known for its extensive research on the themes of Corporate Social Responsibility, Social Innovation, and Sustainability & Governance. (SDGs 7, 11, 12, and 13).
* In addition to research within the above-mentioned Tilburg University-wide partnerships, sustainability research will also be continued and strengthened within many **Tilburg University research groups** in the coming years. **TELOS**, a university knowledge center aimed at making sustainable development manageable within society, collaborates a lot with social partners for the design, structure, and monitoring of sustainable development processes. The annual sustainability monitor for municipalities is an important example of this.[[17]](#footnote-17) Tilburg University is also involved in the **European Values Study (EVS),** a large international survey research program on fundamental human values, which provides insight into the ideas, religious convictions, attitudes, values, and opinions of citizens throughout Europe.[[18]](#footnote-18) Important topics include family, work, environment, perceptions about life, political and social beliefs and morality, and national identity. The **Herbert Simon Research Institute** focuses on conducting research into health, well-being, and adaptation.[[19]](#footnote-19) The International Victimology Institute Tilburg (**INTERVICT**) conducts much interdisciplinary research into the legal, psychological, and social implications of victimization. By means of[[20]](#footnote-20) research, INTERVICT wants to contribute to an extensive, evidence-based knowledge about the empowerment and support of victims of crime and abuse of power. The **TLS Environmental Law Team** focuses**,** among other things, on international and national research on climate change and climate adaptation and on the role of law in the protection of wild animal and plant species, ecosystems, and wilderness areas.[[21]](#footnote-21) **ReflecT**, the research institute for flexicurity, labor market dynamics, and social cohesion operates as a network of labor market researchers working at the various Tilburg University research groups.[[22]](#footnote-22) The **Statelessness Program** (TLS) investigates problems and solutions related to statelessness. In particular, the program tries to address the lack of data by carrying out fieldwork, in collaboration with the UN, local authorities, and university institutions.[[23]](#footnote-23)

1. **Strengthening interdisciplinarity of research for the sake of sustainability**

Scientific research is still highly disciplinary. Research within disciplines remains important for a thorough understanding and continuous deepening of knowledge within the specific research disciplines. In addition, strengthening interdisciplinary research is widely regarded as an important prerequisite for research innovation and as a prerequisite for a scientific contribution to understanding and resolving societal problems.[[24]](#footnote-24) This is of particular importance for sustainability research. For example, scientific insights into climate change require a link with insights into how legal systems function. Stimulating sustainable consumption patterns requires both economic knowledge and insights into social behavior. Effective legal protection of ecosystems in developing countries is problematic if knowledge about poverty and hunger control is not obtained as well. Therefore, Tilburg University stimulates interdisciplinary research in a variety of ways. This is done, among other things, by

* the IMPACT PhD program, in which interdisciplinarity is a prerequisite for the acceptance of proposals;
* collaboration within IMPACT, TLS, and other research groups amongst experts in social, economic, legal, and cultural sciences;
* grant projects, including, for example, the NWO NWA calls, which increasingly ask Tilburg University researchers to collaborate with scientists from other disciplines, including from outside the humanities. The importance of the involvement of other social partners outside the field of science is often also emphasized.

This increased attention to interdisciplinarity in research and increasing involvement with social actors offer good opportunities to make a greater contribution to the SDGs. This is subject to the condition that attention also continues to be paid to strong research within the disciplines. After all, "without strong disciplines, interdisciplinarity cannot develop and prove successful."[[25]](#footnote-25)

1. **Making the share of SDG-relevant research and the impact of publications transparent**

The above-mentioned Tilburg University research networks and groups already make it clear that a large part of Tilburg University’s research is relevant to the SDGs, but Tilburg University does not have any insight into the exact size of this share yet. For this reason, a system is being developed and implemented to measure the number of publications relevant to the SDGs on an annual basis. In this context, it will also be considered whether the impact of these publications can be identified. One possibility is to join the system that is being developed by the collaborating universities within the Aurora Universities Network, to which the Vrije Universiteit is also affiliated.[[26]](#footnote-26)

# **5. Commitment to Sustainability on Campus 2019–2021: Objective, Actions, and Results**

**Objective:**

**Tilburg strives for sustainable business operations on campus, reducing the footprint of students and employees in their work and study related activities, and improving the health and well-being of students and employees.**

**Actions and results:**

1. In 2019, a **Green Office** will be established to involve and support students in the development and implementation of sustainability projects.
2. By developing and implementing a **Healthy Campus** program, Tilburg University is taking action to create a healthy, sustainable study and work climate for both students and employees in a healthy and safe environment, both physically and mentally.
3. Tilburg University respects internationally recognized **human rights** and constantly seeks to ensure that it is not complicit in human rights abuses by others. To this end, human rights are addressed on campus, in procurement policy, and in the context of entering into collaborations or partnerships with international organizations, knowledge institutes, or governments.
4. Tilburg University is actively committed to **equality and diversity** with measurable goals**.**
5. During the planning period, Tilburg University will take the necessary measures to be on course for the ambition to **stop using fossil fuels** for energy purposes **by 2025**.
6. In 2019, a **Mobility** Working Group set up by the Executive Board will work out, with external support, a mobility plan with concrete measures to reduce car use for campus visits, to reduce the footprint due to air travel for employees and students, and to make the transport of suppliers more sustainable.
7. Tilburg University strives to limit the negative impact on people and the environment when **entering into collaboration, when purchasing and managing assets**, and—better still—to make an active contribution to solutions.
8. The commitment to sustainability in **tenders** will be continued and, where possible, tenders will be tightened up by improvements in the tendering process. In addition, efforts to promote sustainability in tenders will be expanded to include food-related procurement (SDG 2 no hunger, 12 responsible consumption and production, and 3 good health and well-being).
9. By taking active measures, the wealth of wild animal and plant species (**biological diversity)** on the campus will be strengthened.
10. **Establishment and structuring of the Green Office, which involves and supports students in the development and implementation of sustainability projects**

A Tilburg University Green Office will be established in 2019. This office has a recognizable physical location on the Tilburg University campus. The “brokerage function” is central: the Green Office aims to support students and staff in devising and carrying out sustainability projects, for example, by bringing students into contact with Tilburg University researchers, by thinking about potentially interested external actors with whom collaboration can be sought, by making suggestions for grant possibilities, etc. Projects can contribute to the sustainability ambitions on our campus but can also relate to sustainability issues elsewhere in the Netherlands or abroad. Because assignments within the framework of Tilburg University education can also be supported, the Green Office can also play a role in strengthening the integration of sustainability in our education. In addition to the aforementioned brokerage function, the Green Office also has a function in informing students and staff about the Tilburg University sustainability policy. In order to make sufficient capacity available for this purpose, a member of staff (0.5 FTE) has been appointed and 3 student assistant positions have been made available.

1. **Healthy Campus**

As described above, one of the three impact themes of Tilburg University is "Enhancing Health and Well-being," in line with SDG 3. Tilburg University considers it important that it also pays close attention to the implementation of SDG 3 for its own students and employees. In order to guarantee a healthy, sustainable study and work climate in a healthy and safe environment, both physically and mentally, Tilburg University strives for a Healthy Campus. To this end, a large number of existing activities and facilities will be continued and various new initiatives will be developed. The following factors (in Dutch BRAVO) are used to structure this:

* Movement (*Beweging*) (e.g. Sports Center activities, mobility facilities for commuting to and from work, campus layout that invites you to move, etc.);
* Smoking (*Roken*) (making the entire campus smoke-free);
* Alcohol (supply of alcohol on campus and critically review initiatives that enable or stimulate excessive alcohol consumption);
* Nutrition (*Voeding*) (dietary advice Sports Center, critically examine food supply (catering, banqueting and vending machines), water taps, etc.);
* Relaxation (*Ontspanning*) (including relaxation sports at the Sports Center, silence center, meditation workshops, sports and play facilities on campus, and a green (more natural) campus.

In addition to these components, mental well-being receives separate attention. This concerns, for example, the availability of psychological help and support from academic counselors, measures against unacceptable work pressure, and the use of confidential advisors. Through the leadership program, we aim to support our managers and improve the quality of leadership at Tilburg University, also in the interest of those whom are managed. Attention to healthy workplaces gets an extra boost.

The exact ambitions and activities will be formulated by a Steering Committee and the Healthy Campus Working Group. For certain subjects, experts will be involved in order to make optimal use of the knowledge available on campus. A communication plan will be developed in order to promote the effort and make people aware of the facilities.

1. **Human rights**

In accordance with the UN Global Impact principles, Tilburg University supports and respects internationally recognized human rights[[27]](#footnote-27) and constantly seeks to ensure that it is not complicit in human rights violations. As stated in Section 2.4, human rights are entrenched in many SDGs. That is why human rights are one of the issues in the development and, above all, implementation of the sustainability policy. This means that Tilburg University, among other things, strives to

* integrate human rights concerns into education and research;
* ensure that SDGs, and explicitly human rights, are taken into account when taking decisions on entering into partnerships with companies and international educational institutions;
* ensure that human rights are respected in the procurement of services and products and in asset management;
* ensure respect for human rights on campus, for example, by combating all forms of discrimination and safeguarding the right to freedom of speech.

1. **Equality and diversity**

Tilburg University is actively committed to equality and diversity. This includes the further strengthening of gender equality in the composition of Tilburg University staff, but also, for example, equal pay. Moreover, equality and diversity is not limited to the proportion of men and women, but also includes the promotion of other diversity, for example, based on backgrounds and nationalities.

1. **During the planning period, Tilburg University will take the necessary measures to be on course for the ambition to stop using fossil fuels for energy purposes by 2025 (SDG 7, SDG 13).**

Tilburg University wants to stop using unsustainable (fossil) sources of energy by 2025. This means that we want to have a zeroCO2 footprint for energy by 2025 (in 2017: 6.805 kgCO2 perm2 gfa per year). In the planning period, therefore, measures must be taken to ensure that we are on course to achieve this ambition.

1. **Sustainability of mobility** (SDG 7 affordable and clean energy, 9 industry, innovation and infrastructure, 11 sustainable cities and communities, and 13 climate action)

In 2012, an estimate was made showing that energy accounts for approximately 30% of Tilburg University’s CO2 footprint. The largest share (60%) came from commuting by employees and students and from business trips. It is expected that this share is currently even higher because of the measures taken to achieve energy-related sustainability on the campus. Mobility is, therefore, a subject that has received relatively less attention, but, from this plan’s point of view, attention is desperately needed because of SDG 7 affordable and clean energy, 9 industry, innovation and infrastructure, 11 sustainable cities and communities, and 13 climate action. Which actions will be taken exactly requires further research and discussion. To this end, a Mobility Working Group was set up at the beginning of 2019, which was commissioned by the Executive Board to develop a mobility plan. This working group is chaired by Tilburg University’s Facility Services Director. Although the possible actions listed below require further research and discussion, the ambitions relate to the following components:

* **Reducing car use for campus visits:**  
   In cooperation with the Tilburg municipality, we are looking at how to reduce   
  car use substantially (with non-sustainable fuel) by employees, students and external parties when visiting the campus. Examples include promoting train journeys for business trips (e.g., by introducing an NS business card for staff), more frequent use of digital distance learning and video conferencing for staff meetings, even more active promotion of the bicycle purchase scheme, subsidy for electric bicycles, the realization of more charging points, the improvement of bus connections, preferably using electric buses, and the realization of fast cycle paths and a transferium.
* **Reduction of the footprint due to air travel by employees**Scientific personnel, in particular, are frequent flyers in the context of education and research. The size of the associated burden and how it could be reduced will be examined. The primary objective is to reduce the number of journeys. If travel is necessary and alternatives (e.g., video conferencing) cannot be chosen, standard burden compensation may be considered.
* **Making transport by suppliers more sustainable**It is also conceivable that the Tilburg University could have a positive influence on the sustainability of the transport of subcontracting companies by means of tenders and contracts.

In order to elaborate on these topics, a study will be outsourced in 2019, cooperation will be sought with the Tilburg Municipality and possibly other external parties, and a mobility plan will be drawn up—based on the knowledge and proposals that have been gained. The mobility plan will contain the concrete ambitions and associated measures and clarify who is responsible for the implementation of the measures. The aim is to have the mobility plan discussed in the University Council by the end of 2019.

1. **Tilburg University strives to limit the negative impact on people and the environment when entering into collaboration, when purchasing and managing assets, and—better still—to make an active contribution to solutions.**

Sustainability is not just about one's own actions, for example on campus and in education. It is also important to be aware of the possible involvement of Tilburg University in unsustainable or, in fact, very sustainable activities of others and, in this context, to make the choices that are in line with the aim of contributing to the realization of the SDGs. With regard to the SDG-responsible choices, Tilburg University strives not to invest in companies that contribute to[[28]](#footnote-28)

* the degradation of ecosystems or other forms of significant environmental degradation;
* human rights violations;
* discrimination;
* exploitation;
* corruption;
* poverty through discriminatory market practices;
* the arms industry and arms trade;
* the tobacco industry;
* other outcomes contrary to the realization of the SDGs.

In order to implement this ambition, amongst others, a strategy for sustainable asset management will be developed during the planning period and the commitment to sustainable tendering will be tightened up (see below).

1. **The commitment to sustainability in tenders will be continued and, where possible, tightened by improvements in the tendering process. In addition, efforts to promote sustainability in tenders will be broadened to include food-related procurement (SDG 2 no hunger, 12 responsible consumption and production, 3 good health and well-being).**

In line with the above ambition, Tilburg University takes the sustainability criteria of *Agentschap NL*[[29]](#footnote-29) into account when purchasing its projects, products, and services. The Sustainable Procurement covenant runs until 2020 and set the target of purchasing at least 50% of the purchases and investments (the formulated product groups) sustainably by 2012. Tilburg University meets this objective and often achieves higher percentages, but challenges still arise regularly. For example, tender processes are regularly under time pressure, there are sometimes limitations in the available budget and/or a lack of specific expertise needed to set the right criteria and for the consideration for the weighting of the bids. During the planning period, it will be examined how these processes can be further strengthened so that as many conscious choices as possible can be made.

Furthermore, Tilburg University is aware that the set of sustainability criteria of *Agentschap NL* has its limitations, in particular, because the product group “nutrition” falls outside these criteria whilst it is precisely in this product group that much can be gained from the broad sustainability vision that has been formulated. These include stimulating circularity through responsible use of raw materials and the prevention of waste, eliminating the negative ecological and social consequences of production processes, and reducing animal suffering.

1. **Strengthening biodiversity on and around the campus (SDG 15 life on land)**

Tilburg University takes ecological values into account in its construction activities and in the design and execution of other projects and would like to actively contribute to strengthening biological diversity. This can be done by greening the Tilburg University campus and realizing a green corridor from the adjoining Warande forest to the center of Tilburg. This is part of the *Brabantstad* ambition, in which the connection between the city and the surrounding area (Brabant cities located in the *Beekdalensysteem*) is central. This will bring nature objectives closer, but it will also improve the quality of the business environment and the quality of living. As far as the campus is concerned, greening also contributes to the pursuit of a healthy campus because a green environment has a positive impact on health.

The concrete measures will be worked out in more detail in consultation with the Tilburg Municipality but could include the construction of a bee ribbon, the installation of other lighting so that it is safer for some animals (e.g., bats) to move between city districts, and the installation of nesting boxes for various types of bats, the swift, or perhaps even the peregrine falcon.

# **6. Communication and reporting**

**Objective:**

**Tilburg communicates and reports** transparently on the progress made in the field of sustainability.

**Actions and results:**

1. In 2019, a plan will be developed to ensure good **communication** about sustainability—taking this Sustainability Plan into account.
2. The progress of the implementation of this Sustainability Plan will be **monitored**, in conjunction with the participation in **sustainability rankings** for knowledge institutes.
3. **Development of a communication plan on sustainability at Tilburg University**

In cooperation between Marketing and Communication and the Sustainability Team, it will be examined how Tilburg University employees and students, as well as external actors, can be better informed about the various ways in which Tilburg University contributes to the realization of the SDGs. To this end, a communication plan will be developed in the course of 2019. Communication about progress and existing challenges is done, where possible, in combination with encouraging employees and students to contribute to sustainability themselves.

1. **Monitoring and sustainability rankings**

The progress of the implementation of this Sustainability Plan is regularly monitored by the Sustainability Team. As will be explained in more detail below (§7), the proper implementation of the Sustainability Plan depends largely on the internalization of sustainability in the existing work done by Tilburg University Divisions and Schools. This also means that these Divisions and Schools will have to measure progress in the various sub-areas of this plan. The Sustainability Team can bring this information together for the purpose of monitoring the entire Sustainability Plan and the participation of Tilburg University in the sustainability rankings. The rankings are the Sustainabul, the Green Metric, and the Times Higher Education (THE) Impact ranking.[[30]](#footnote-30) These rankings give Tilburg University a picture of the development of its own sustainability policy. The rankings also make it possible to compare Tilburg University’s sustainability efforts with the efforts of other participating universities. In order to learn from each other, informal contacts with other universities are also maintained.

In addition to the rankings, each of which has its own set of indicators, it is also being investigated whether there is any added value in obtaining an annual overall picture of the sustainability efforts through participation in the Global Reporting Initiative (GRI).[[31]](#footnote-31) A decision on this will be taken in the second half of 2019.

# **7. Organization and Finance**

## **7.1 Organization**

*Executive Board*

Sustainability is one of the action lines in the Tilburg University Strategy 2018–2021. The President of the Executive Board is the action line manager. The sustainability program, therefore, falls within the portfolio of the President of the Executive Board. However, the other members of the Executive Board also act as portfolio holders regarding certain subjects. For example, subjects such as mobility or housing, which fall within the portfolio of the Vice-President, or subjects relating to education and research that relate to the portfolio of the Rector Magnificus. The relevant portfolio holders are asked, in the decision-making process, to safeguard the vision and objectives set out in this plan.

*Sustainability program team*

The Executive Board is supported by a sustainability program team and accompanying teams, consisting of a program director (0.2), a program manager (1.0), a Green Office project leader (0.5), and a sustainable education and research project leader (0.5). The Green Office project leader manages 3 to 5 student assistants and volunteers to ensure that the Green Office functions properly. As a program, sustainability falls under the pillar projects of Academic Services.

*Schools and Divisions: Embedding sustainability*

Many of the objectives and actions set out in this plan require not only the commitment of the Executive Board and the sustainability program, but also of the Schools, Divisions, and/or individual employees and students. This is why many discussions were held in parallel with the development of this plan. Further embedding of sustainability will be of great importance in the coming years. This concerns awareness and the resulting willingness to take sustainability into account as a matter of course in decision-making processes at all conceivable levels. Table 1 below gives an overview of the components of the Sustainability Plan and the actors within Tilburg University who are involved in its implementation.

In order to ensure sustainable decision-making, the decision-making processes within Tilburg University may have to be structured slightly differently. For example, external expertise is required in sub-areas of large tenders in order to render advice on how to deploy sustainability in that particular area. The decision-making processes within the Schools could also be considered. In 2019, the main focus will be on *awareness* in the area of sustainability: What are we talking about? Do we speak the same language? How can the vision as expressed in this plan be implemented in the Schools? etcetera. To this end, the Sustainability Plan will have been outlined in all the MTs of the Divisions and Schools before the end of 2019, and, where appropriate, this outline will also be provided in other forums. In 2020, there will be room to focus on the exploration of necessary *changes* in decision-making processes. Subsequently, in 2021, there will be a vision based on which decision-making processes will need to be adjusted in the coming years for the purpose of sustainability.

## **7.2 Planning and Finance**

Table 1 below lists the actions of the Sustainability Plan described above. This gives an indication of the planning and indicates which organizational units are involved in the implementation. As regards funding, funding from the strategic funds was made available at the beginning of 2018 for some of the actions listed.[[32]](#footnote-32) This concerns the financing of the staff capacity for the sustainability program and the budgets for substantive components as included in Table 2 (see below). Because this Sustainability Plan was partly developed after this allocation and is more comprehensive, the funds allocated do not cover the entire Plan. An important part of the actions requires commitment and funding by the various organizational units of the university. This is closely related to the integration of sustainability throughout the university as discussed above. It is to be expected that much action can be taken within existing budgets for sustainability because sustainability is not always more expensive. If this is the case, it is important to make explicit choices or to postpone choices until the budget for the sustainable option is available. It may well be possible that, for the implementation of certain actions, more capacity or funding of external expertise will be required. The Sustainability Team, the Schools, and the Divisions will have to obtain more clarity about this during the course of this plan so that this can be taken into account in future budget allocations.

**Table 1:** Overview of the components of the Sustainability Plan, relationship with SDGs, planning, primarily responsible parties, and budgetary aspects

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Action** | **Which SDGs?** | **When?** | **Who?** | **Finance** |
| 1. In every Tilburg University **Bachelor’s and Master's program,** knowledge-based attention is paid to sustainability (partly for the implementation of TEP). | SDG 4 but content-wise all SDGs depending on program, minor, course, etc. | By the end of 2021 at the latest | All Schools and academic directors, with support from the Sustainability Team where necessary | Within the existing budget of the Schools |
| 1. A **sustainability label** is developed for Tilburg University courses and programs and a start has been made with the introduction in two Schools (this concerns a long-term process). | All SDGs, depending on program/courses | TISEM + TLS: mid-2020. Dependent on experiences, other Schools as well | TISEM and TLS and academic directors, with support Sustainability Team | Within the existing budget of the Sustainability Program and Schools |
| 1. Multi-disciplinary sustainability **modules/video lectures** have been developed for a selection of or all 17 SDGs. | All SDGs or selection (depending on lecturers' needs) | At the end of 2021 | Sustainability Team in collaboration with Schools and program coordinators | Within the existing budget of the Sustainability Program |
| 1. Active efforts to ensure easy **access to education** and share knowledge with groups other than regular students | SDG4 | Ongoing | AS and various other Divisions | Within existing budgets of Schools and Divisions |
| 1. During the planning period, Tilburg University will continue and strengthen its **research** in the field of sustainability, as elaborated in the SDGs. | All SDGs, depending on focus and expertise of Tilburg University researchers | Ongoing | IMPACT, TLS, research groups Schools | Within the existing budgets of the Schools |
| 1. Tilburg University strengthens its **interdisciplinary research** in a variety of ways. | All SDGs, depending on expertise researchers | Ongoing | IMPACT, TLS, research groups Schools | Within the existing budgets of the Schools |
| 1. A system is developed and being used to measure the number (and preferably the impact) of **Tilburg University sustainability publications**. | All SDGs | End of 2020 | Sustainability Team in collaboration with IMPACT/TLS | Within the existing budgets of the Sustainability Program/ IMPACT and TLS |
| 1. In 2019, a **Green Office** is established with 0.5 FTEs and three to five 0.2 FTEs student assistants to actively involve and support students in sustainability projects on campus and in education. | All SDGs, but with regard to communication and interest, accents (central themes) are possible. | At the end of 2019 | Sustainability Team in collaboration with FS and AS | Within the existing Sustainability Program budget  Accommodation in consultation with FS |
| 1. A **Healthy Campus** program is developed for a healthy, sustainable, and safe study and work climate (physical and mental). | SDGs 3, 6, 12 | At the end of 2019 | FS and HR with the support of the Sustainability Team | Depends on the content of the program |
| 1. **Human rights** are given attention on campus in purchasing policy and when entering into collaborations or partnerships with international knowledge institutes, etc. | SDG 16, but also SDGs 1 to 6, 8, 10, 13 to 15 | Ongoing | All Schools but As for central policy development | Within the existing budgets but requires extra capacity and knowledge building |
| 1. Tilburg University is actively committed to **equality and diversity** with measurable goals**.** | SDGs 5, 10 | Ongoing | AS and HR with support of the Sustainability Team | Within the existing AS budget |
| 1. During the planning period, Tilburg University will take the necessary measures to be on course for the ambition to **stop using fossil fuels for** energy purposes **by 2025**. | SDGs 7 and 13 | Ongoing | FS with support of the Sustainability Team | Within the existing FS budget |
| 1. For **Mobility,** a mobility plan will be drawn up and adopted with external support. | SDGs 7, 9, 11, and 13 | At the end of 2019 | FS with the support of the Sustainability Team | Depending on the content of the mobility plan. Additional budget may be required. |
| 1. The commitment to sustainability in **tenders** will be strengthened and broadened to include food-related procurement. | SDGs 2, 3, and 12 | Ongoing | FS with the support of the sustainability Team | Within the existing FS budget but requires additional capacity and knowledge building |
| 1. Tilburg University strives to prevent negative impacts on people and the environment as much as possible when **entering into partnerships, in purchasing and in asset management**, and—better still—to make an active contribution to solutions. | All SDGs | By the end of 2020 at the latest | AS and FS together with the Sustainability Team; possibly external expertise required | Within existing AS budget but requires extra capacity and knowledge building |
| 1. By taking active measures, the wealth of **wild animals and plant** **species** on the campus will be strengthened. | SDGs 14 and 15 | Ongoing | Sustainability Team in collaboration with FS and Tilburg municipality | Within existing budget FS and Sustainability Program |
| 1. Development and implementation of a **communication plan** for sustainability | All SDGs | By the end of 2019 at the latest | M&C with support from Sustainability Team | Development within budget M&C and the Sustainability Team. Implementation depending on the content of the plan. |
| 1. The progress of the implementation of this Sustainability Plan will be **monitored**, in conjunction with the participation in the **sustainability rankings** for knowledge institutes. | All SDGs | Periodically, parallel to bench marks | Sustainability Team, in parts with input from the Divisions (see above) | Within the existing budgets of the Sustainability Team and Divisions |

**Table 2:** Allocation of budget for the sustainability program (Sustainability Team) as part of the 'Strategy Compartment', Decision UR 2236, February 9, 2018.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 2018 | 2019 | 2020 | 2021 |
| 1. Implementation of a Sustainability Courses - labelling system | €35K |  |  |  |
| 1. Development of a multi-disciplinary sustainability course and multidisciplinary sustainability modules/video lectures to support Tilburg University’s lecturers to connect to sustainability |  | €40K | €20K | €20K |
| 1. 0.5 FTE scale 10 for establishing and implementing the Green Office project and ensure a continuing well-functioning of the Green Office | €38K | €38K | €38K | €38K |
| 3 student assistant positions 0.2 FTE (total 0.6 FTE) | €20K | €20K | €20K | €20K |
| Small budget for activities | €10K | €10K | €10K | €10K |
| 1. 0.5 FTE scale 10 for strengthening connections between Tilburg University’s research and sustainability and make these connections more visible to the outside world | €38K | €38K | €38K | €38K |
| Improved communication | €16K | €10K | €10K | €10K |
| 1 FTE scale 11 sustainability manager for strengthening sustainability in our entrepreneurial environment of the campus, our educational system and in our research and additional budget | €87K | €87K | €87K | €87K |
| Additional costs | €13K | €14K | €14K | €10K |
| Program director 0.2 | €27K | €27K | €27K | €27K |
| Program manager 0.2 | €16K |  |  |  |
| Total | €300K | €284K | €264K | €260K |

# Appendix 1: Examples of Current Commitments to Sustainability Tilburg University

**Examples in Dutch.**

1. [Geen armoede](https://vsnu.nl/geen-armoede.html)

<https://www.tilburguniversity.edu/nl/onderzoek/instituten-en-researchgroepen/tranzo/onderzoek/afgerond-onderzoek/afgerond/handboekarmoede/>

1. [Geen honger](https://vsnu.nl/geen-honger.html)

<https://www.tilburguniversity.edu/nl/over/tilburg-university/csr/duurzaamheid/milieu.htm#food>

https://www.tilburguniversity.edu/nl/onderzoek/impact/creating-value-from-data/optimalization/

1. [Goede gezondheid en welzijn](https://vsnu.nl/goede-gezondheid-en-welzijn.html)

<https://www.tilburguniversity.edu/nl/thema/sociale-innovatie/>

<https://www.tilburguniversity.edu/nl/over/tilburg-university/csr/duurzaamheid/arbeidspraktijk.htm#gezondheid_en_veiligheid_op_het_werk>

<https://www.tilburguniversity.edu/nl/onderzoek/impact/enhancing-health-and-wellbeing/>

1. [Kwaliteitsonderwijs](https://vsnu.nl/kwaliteitsonderwijs.html)

<https://www.tilburguniversity.edu/nl/over/profiel/tep/>

<https://www.tilburguniversity.edu/about/gift-to-knowledge/projects/professors-for-development/>

<https://www.tilburguniversity.edu/nl/onderwijs/masteropleidingen/ethiek-van-bedrijf-en-organisatie>

<https://www.tilburguniversity.edu/nl/onderwijs/masteropleidingen/international-management>

1. [Gendergelijkheid](https://vsnu.nl/gendergelijkheid.html)

<https://www.tilburguniversity.edu/about/organization/working-at/gender-policy/>

https://www.tilburguniversity.edu/about/schools/socialsciences/organization/departments/human-resource-studies/expertise/group-dynamics/

1. [Schoon water en sanitair](https://vsnu.nl/schoon-water-en-sanitair.html)

<https://www.tilburguniversity.edu/research/institutes-and-research-groups/tsc/people/researchers/unesco/>

1. [Betaalbare en duurzame energie](https://vsnu.nl/betaalbare-en-duurzame-energie.html)

<https://www.tilburguniversity.edu/nl/thema/duurzaamheid/>

<https://www.tilburguniversity.edu/nl/over/tilburg-university/csr/duurzaamheid/milieu.htm#energie>

<https://www.tilburguniversity.edu/nl/onderzoek/impact/empowering-resilient-society/transitie/>

<https://www.tilburguniversity.edu/nl/over/tilburg-university/csr/duurzaamheid/nieuws/nieuws-energie/>

1. [Waardig werk en economische groei](https://vsnu.nl/waardig-werk-en-economische-groei.html)

<https://www.tilburguniversity.edu/nl/over/tilburg-university/csr/duurzaamheid/arbeidspraktijk.htm#werkgelegenheid_en_arbeidsrelaties>

1. [Industrie, innovatie en infrastructuur](https://vsnu.nl/industrie-innovatie-en-infrastructuur.html)

<https://www.tilburguniversity.edu/nl/campus/cube/>

1. [Ongelijkheid verminderen](https://vsnu.nl/ongelijkheid-verminderen.html)

<https://www.tilburguniversity.edu/nl/onderwijs/pre-bachelor/>

<https://www.tilburguniversity.edu/about/gift-to-knowledge/projects/scholarships/>

<https://www.tilburguniversity.edu/about/gift-to-knowledge/projects/right-to-education/>

<https://www.tilburguniversity.edu/about/gift-to-knowledge/projects/professors-for-development/>

https://www.tilburguniversity.edu/about/schools/law/about/departments/eip.htm

1. [Duurzame steden en gemeenschappen](https://vsnu.nl/duurzame-steden-en-gemeenschappen.html)

<https://www.tilburguniversity.edu/nl/over/tilburg-university/csr/duurzaamheid/milieu.htm#bouwen>

<https://www.tilburguniversity.edu/research/institutes-and-research-groups/tireg/news-publication-of-final-results-smart-urbanregional-law/>

<https://www.tilburguniversity.edu/research/law/show-law/nieuws-project-smart-urban-intermediairies/>

1. [Verantwoorde consumptie en productie](https://vsnu.nl/verantwoorde-consumptie-en-productie.html)

<https://www.tilburguniversity.edu/nl/over/tilburg-university/csr/duurzaamheid/eerlijk-zakendoen/>

<https://www.tilburguniversity.edu/nl/over/tilburg-university/csr/duurzaamheid/milieu.htm#food>

1. [Klimaatactie](https://vsnu.nl/klimaatactie.html)

<https://www.tilburguniversity.edu/nl/onderzoek/impact/empowering-resilient-society/transitie/>

<https://www.tilburguniversity.edu/nl/over/tilburg-university/csr/duurzaamheid/nieuws/nieuws-energie/>

1. [Leven in het water](https://vsnu.nl/leven-in-het-water.html)

<https://www.tilburguniversity.edu/research/institutes-and-research-groups/tsc/people/researchers/unesco/>

1. [Leven op het land](https://vsnu.nl/leven-op-het-land.html)

<https://www.tilburguniversity.edu/research/institutes-and-research-groups/tsc/people/researchers/unesco/>

https://www.tilburguniversity.edu/about/schools/law/about/departments/eip/research/carnivores/

1. [Vrede, justitie en goede publieke diensten](https://vsnu.nl/vrede-justitie-en-sterke-publieke-diensten.html)

<https://www.tilburguniversity.edu/about/profile/awards/maxvanderstoel.htm>

<https://www.tilburguniversity.edu/nl/over/tilburg-university/csr/duurzaamheid/human-rights/onderzoek-human-rights/>

<https://www.tilburguniversity.edu/nl/thema/veiligheid/>

<https://www.tilburguniversity.edu/nl/over/tilburg-university/gedrag-integriteit/>

<https://www.tilburguniversity.edu/nl/over/tilburg-university/medezeggenschap/>

<https://www.tilburguniversity.edu/about/gift-to-knowledge/projects/microjustice/>

<https://www.tilburguniversity.edu/nl/over/tilburg-university/medezeggenschap/>

1. [Partnerschap om doelstellingen te bereiken](https://vsnu.nl/partnerschap-om-doelen-te-bereiken.html)

<https://www.tilburguniversity.edu/research/impact/>

<https://www.tilburguniversity.edu/topic/sustainability-and-society/>

<https://www.tilburguniversity.edu/research/institutes-and-research-groups/tsc/> <http://www.telos.nl/default.aspx>

<https://www.tilburguniversity.edu/research/institutes-and-research-groups/reflect/>

<https://www.tilburguniversity.edu/research/institutes-and-research-groups/intervict/>

**Examples in English.**

1. [No poverty](https://www.vsnu.nl/en_GB/no-poverty.html)

<https://www.tilburguniversity.edu/research/institutes-and-research-groups/tranzo/>

1. [No Hunger](https://www.vsnu.nl/en_GB/zero-hunger.html)

<https://www.tilburguniversity.edu/about/tilburg-university/csr/sustainability/environment/#food>

<https://www.tilburguniversity.edu/research/impact/creating-value-from-data/optimizing-world-food-programme/>

1. [Good health and well-being](https://www.vsnu.nl/en_GB/good-health-and-well-being.html)

<https://www.tilburguniversity.edu/topic/social-innovation/>

<https://www.tilburguniversity.edu/about/tilburg-university/csr/sustainability/labor-practices/#occupational_health_and_safety>

<https://www.tilburguniversity.edu/research/impact/enhancing-health-and-wellbeing/>

1. [Quality education](https://www.vsnu.nl/en_GB/quality-education.html)

<https://www.tilburguniversity.edu/about/profile/educational-profile/>

<https://www.tilburguniversity.edu/about/gift-to-knowledge/projects/professors-for-development/>

<https://www.tilburguniversity.edu/education/masters-programmes/ethics-business-and-organization>

<https://www.tilburguniversity.edu/education/masters-programmes/international-management>

https://www.tilburguniversity.edu/nl/onderwijs/wetenschap-voor-scholieren/kinderuniversiteit/

1. [Gender equality](https://www.vsnu.nl/en_GB/gender-equality.html)

<https://www.tilburguniversity.edu/about/organization/working-at/gender-policy/>

https://www.tilburguniversity.edu/about/schools/socialsciences/organization/departments/human-resource-studies/expertise/group-dynamics/

1. [Clean water and sanitation](https://www.vsnu.nl/en_GB/clean-water-and-sanitation.html+)

<https://www.tilburguniversity.edu/research/institutes-and-research-groups/tsc/people/researchers/unesco/>

1. [Renewable energy](https://www.vsnu.nl/en_GB/affordable-and-clean-energy.html)

<https://www.tilburguniversity.edu/topic/sustainability-and-society/>

<https://www.tilburguniversity.edu/about/tilburg-university/csr/sustainability/environment/#energy>

<https://www.tilburguniversity.edu/research/impact/resilience/transition/>

<https://www.tilburguniversity.edu/about/tilburg-university/csr/sustainability/news/news-energy/>

1. [Good jobs and economic growth](https://www.vsnu.nl/en_GB/decent-work-and-economic-growth.html)

<https://www.tilburguniversity.edu/about/tilburg-university/csr/sustainability/labor-practices/>

1. [Industry, innovation and infrastructure](https://www.vsnu.nl/en_GB/industry-innovation-and-infrastructure)

<https://www.tilburguniversity.edu/campus/>

1. [Reduced inequalities](https://www.vsnu.nl/en_GB/reduced-inequalites.html)

<https://www.tilburguniversity.edu/education/pre-bachelor/>

<https://www.tilburguniversity.edu/about/gift-to-knowledge/projects/scholarships/>

<https://www.tilburguniversity.edu/about/gift-to-knowledge/projects/right-to-education/>

<https://www.tilburguniversity.edu/about/gift-to-knowledge/projects/professors-for-development/>

https://www.tilburguniversity.edu/about/schools/law/about/departments/eip.htm

1. [Sustainable cities and communities](https://www.vsnu.nl/en_GB/sustainable-cities-and-communites.html)

<https://www.tilburguniversity.edu/about/tilburg-university/csr/sustainability/environment/#construction>

<https://www.tilburguniversity.edu/research/institutes-and-research-groups/tireg/news-publication-of-final-results-smart-urbanregional-law/>

<https://www.tilburguniversity.edu/nl/onderzoek/rechten/show/nws-project-urban-intermediairies/>

1. [Responsible consumption](https://www.vsnu.nl/en_GB/responsible-consumption-and-production.html)

<https://www.tilburguniversity.edu/about/tilburg-university/csr/sustainability/fair-business-practices/>

<https://www.tilburguniversity.edu/about/tilburg-university/csr/sustainability/environment/#food>

1. [Climate action](https://www.vsnu.nl/en_GB/climate-action.html)

<https://www.tilburguniversity.edu/research/impact/resilience/transition/>

<https://www.tilburguniversity.edu/about/tilburg-university/csr/sustainability/news/news-energy/>

1. [Life below water](https://www.vsnu.nl/en_GB/life-below-water.html+)

[https://www.tilburguniversity.edu/research/institutes-and-research groups/tsc/people/researchers/unesco/](https://www.tilburguniversity.edu/research/institutes-and-research%20groups/tsc/people/researchers/unesco/)

1. [Life on land](https://www.vsnu.nl/en_GB/life-on-land.html)

<https://www.tilburguniversity.edu/nl/over/schools/law/over-tilburg-law-school/departementen/carnivoren/>

1. [Peace and justice](https://www.vsnu.nl/en_GB/peace-justice-and-strong-institutions.html)

<https://www.tilburguniversity.edu/about/profile/awards/maxvanderstoel.htm>

<https://www.tilburguniversity.edu/about/tilburg-university/csr/sustainability/human-rights/research/>

<https://www.tilburguniversity.edu/topic/security/>

<https://www.tilburguniversity.edu/about/tilburg-university/conduct-integrity/>

<https://www.tilburguniversity.edu/about/tilburg-university/participation/>

<https://www.tilburguniversity.edu/about/gift-to-knowledge/projects/microjustice/>

<https://www.tilburguniversity.edu/about/tilburg-university/participation/>

1. [Partnerships for the goals](https://www.vsnu.nl/en_GB/partnerships-for-the-goals.html)

<https://www.tilburguniversity.edu/research/impact/>

<https://www.tilburguniversity.edu/topic/sustainability-and-society/>

<https://www.tilburguniversity.edu/research/institutes-and-research-groups/tsc/> <http://www.telos.nl/default.aspx>

<https://www.tilburguniversity.edu/research/institutes-and-research-groups/reflect/>

<https://www.tilburguniversity.edu/research/institutes-and-research-groups/intervict/>

1. *Strategy 2018–2021*  [↑](#footnote-ref-1)
2. <https://www.un.org/sustainabledevelopment/> [↑](#footnote-ref-2)
3. See, amongst others, de United Nations Global Impact, ‘A Practical Guide to the United Nations Global Compact for Higher Education Institutions: Implementing the Global Compact Principles and Communicating on Progress’, New York, 2012, <http://www.unprme.org/resource-docs/APracticalGuidetotheUnitedNationsGlobalCompactforHigherEducationInstitutions.pdf>, p.12: “The responsibility for human rights does not rest with governments or nation states alone. Human rights issues are important both for individuals and the organisations that they create. As part of their commitment to the Global Compact, HEIs [Higher Education Institutions] have a responsibility to uphold human rights both on their campuses and more broadly within their sphere of influence.” [↑](#footnote-ref-3)
4. The Universal Principles of the Global Compact are based on the Universal Declaration of Human Rights (1948), the ILO’s Declaration on Fundamental Principles and Rights at Work (1998), the Rio Declaration on Environment and Development (1992) and the United Nations Convention against Corruption (2003). See Global Compact Network Netherlands, <http://www.gcnetherlands.nl/pages/10principes>. [↑](#footnote-ref-4)
5. Indicators 4.7 and 12.8, for example, call for attention to human rights in education. Indicator 10.3 requires action against discrimination and indicator 16.10 aims to guarantee fundamental freedoms, including for human rights defenders. However, there are many more examples of the interconnectedness of human rights and the SDGs. For example, climate change (SDG 13) and serious forms of ecosystem degradation (SDG 14 and 15) can also lead to human rights violations. [↑](#footnote-ref-5)
6. Tilburgs Educational Profile, <https://www.tilburguniversity.edu/about/policy-and-finance/tep> [↑](#footnote-ref-6)
7. Herman de Regt, Petra Heck and Bart Engelen‘Academically Building Character. Character Education in Tilburg University’s Bachelor Programs’, Tilburg University, 1 November 2018, p. 2. [↑](#footnote-ref-7)
8. See <https://www.tilburguniversity.edu/students/studying/additional-education/outreaching.htm>. [↑](#footnote-ref-8)
9. Based on University of Gothenburg, ‘Sustainability labelling of courses and study programmes’, The Environmental Unit, March 31, 2014, available at <http://medarbetarportalen.gu.se/digitalAssets/1575/1575956_slutv.eng-hum--rkning-p---engelska-dokument-160523-br.pdf>. [↑](#footnote-ref-9)
10. The program is made possible by the European Regional Development Fund and the Province of Noord-Brabant in the context of OPZUID, Tilburg University, Tilburg Municipality, and the Foundation for Refugee Students (*Stichting voor Vluchteling-Studenten UAF*). [↑](#footnote-ref-10)
11. See <https://www.tilburguniversity.edu/education/bachelors-programs/pre-bachelor> [↑](#footnote-ref-11)
12. See https://www.tilburguniversity.edu/collaboration/gift-knowledge [↑](#footnote-ref-12)
13. See https://www.tilburguniversity.edu/students/studying/study-progress/circumstances/dual-career [↑](#footnote-ref-13)
14. See <https://www.tilburguniversity.edu/students/studying/study-progress/flexible> [↑](#footnote-ref-14)
15. See <https://www.hovobrabant.nl/organisatie> (Dutch only) [↑](#footnote-ref-15)
16. https://www.tilburguniversity.edu/research/impact [↑](#footnote-ref-16)
17. <http://telos.nl/default.aspx> [↑](#footnote-ref-17)
18. <https://europeanvaluesstudy.eu/category/dissemination/the-netherlands/> [↑](#footnote-ref-18)
19. <https://www.tilburguniversity.edu/research/institutes-and-research-groups/hsri/> [↑](#footnote-ref-19)
20. <https://www.tilburguniversity.edu/research/institutes-and-research-groups/intervict/> [↑](#footnote-ref-20)
21. <https://www.tilburguniversity.edu/research/law/news/item-environmental-law-team/> [↑](#footnote-ref-21)
22. <https://www.tilburguniversity.edu/research/institutes-and-research-groups/reflect/> [↑](#footnote-ref-22)
23. <https://www.tilburguniversity.edu/nl/samenwerken/universiteitsfonds/steunen/onderzoek/statelessness.htm> [↑](#footnote-ref-23)
24. See, among others, Ton Wilthagen, Emile Aarts, and Peggy Valcke, A Time for Interdisciplinarity. An essay on the added value of collaboration for science, university, and society, Tilburg University, November 2018, <https://www.tilburguniversity.edu/sites/tiu/files/download/Impact%20program%20Essay%20Time%20for%20Interdisciplinarity.pdf>, including the literature used in it. [↑](#footnote-ref-24)
25. Idem, p. 44 [↑](#footnote-ref-25)
26. Aurora Universities Netwerk, SDG analysis: Bibliometrics of Relevance [↑](#footnote-ref-26)
27. The Universal Principles of the Global Compact are based on the Universal Declaration of Human Rights (1948), the ILO Declaration on Fundamental Principles and Rights at Work (1998), the Rio Declaration on Environment and Development (1992) and the United Nations Convention against Corruption (2003). See Global Compact Network Netherlands, <http://www.gcnetherlands.nl/pages/10principes>. [↑](#footnote-ref-27)
28. Inspired by the ‘Socially Responsible Investment Policy’, University of Warwick, <https://warwick.ac.uk/services/finance/corporate_information/socially_responsible_investment_policy/>. For a less extensive version, see ‘University of Nottingham Investment Policy’, <https://www.nottingham.ac.uk/governance/documents/investment-policy.pdf>. [↑](#footnote-ref-28)
29. <https://www.pianoo.nl/nl/themas/maatschappelijk-verantwoord-inkopen-mvi-duurzaam-inkopen/productgroepen> (<https://www.pianoo.nl/en>) [↑](#footnote-ref-29)
30. See [https://www.sustainabul.com/](https://email.campus.uvt.nl/owa/14.3.439.0/scripts/premium/redir.aspx?C=IBjmrIdThY39RlbMs8Js3HE6gBd5M3fkew0J5JVM-iUJ8xPgzNrWCA..&URL=https%3a%2f%2fwww.sustainabul.com%2f); [https://www.timeshighereducation.com/world-university-rankings/university-impact-rankings-faqs](https://email.campus.uvt.nl/owa/14.3.439.0/scripts/premium/redir.aspx?C=PFo7dfmaNuKLdihGJYncYwK55XRduzpllFIM7QJGfVUJ8xPgzNrWCA..&URL=https%3a%2f%2fwww.timeshighereducation.com%2fworld-university-rankings%2funiversity-impact-rankings-faqs); [http://greenmetric.ui.ac.id/](https://email.campus.uvt.nl/owa/14.3.439.0/scripts/premium/redir.aspx?C=RUiVtLzrVLyDn8xjOSSTK09-Jp6SsLgpmDAzuSLQWnUJ8xPgzNrWCA..&URL=http%3a%2f%2fgreenmetric.ui.ac.id%2f) [↑](#footnote-ref-30)
31. See [https://www.globalreporting.org/Pages/default.aspx](https://email.campus.uvt.nl/owa/14.3.439.0/scripts/premium/redir.aspx?C=MSDMZfpT4BfaSTJv6AYMCKsfn24klBcNiU2lvSTsYVsJ8xPgzNrWCA..&URL=https%3a%2f%2fwww.globalreporting.org%2fPages%2fdefault.aspx) [↑](#footnote-ref-31)
32. Allocation Strategy Compartment, UR 2236, 9 February 2018. [↑](#footnote-ref-32)