

What we offer you (2): *Training*

AISHE-training for sustainable development co-ordinators
A training programme has been developed for education managers and -co-ordinators to perform an **AISHE** audit without any assistance. The training will consist of the following parts:

Elements of the **AISHE** training

Introduction to sustainable development
SHE ("Sustainability in Higher Education") and quality management
SHE and educational methodology
SHE, professional competencies and curriculum development
SHE and external networks, e.g. expert groups and SHE networks
Application of **AISHE** method, relation with EFQM
Copernicus Charter, Dutch Charter for Prof. Higher Education, certification
Visitation and accreditation

One of the results of the training will be the formation of intervision groups, in which co-ordinators of various universities can exchange experiences. The training will be offered at least twice, starting in September 2002.

For whom?

?? For educational co-ordinators and -managers in higher education
?? For people who are going to fulfil a co-ordinating role in education regarding sustainable development
?? For co-ordinators of quality management
?? If you are interested, or ...
?? ... in case of questions: call us!

What it will cost you: *Application of AISHE*

Thanks to a project subsidy of the Dutch Department of Environment (VROM), together with a financial contribution by the Hogeschool Brabant, the consultancy and the training can be offered for free during the year 2002 (as far as the capacity of the project group reaches) to Dutch universities and colleges. Other non-commercial educational institutions (e.g. universities outside the Netherlands, and Dutch schools for secondary education) may contact the **AISHE** project group for information about the finances.

Your costs will further consist of the time used by your own employees during, and perhaps before and after the **AISHE** audit. The investment of participants and their time is:

If the minimum scenario is followed:

?? Participants group of about 15 people (e.g. 10 teachers, 1 manager, 1 non-teaching member of the staff, 3 students)

For each participant:

?? Introduction meeting: about 45 minutes
?? Individual scoring: 60 to 90 minutes
?? Consensus meeting: 3 to 4 hours

The 20 criteria of **AISHE**:

== Plan ==	1. Vision and policy 1.1. Vision 1.2. Policy 1.3. Communication 1.4. Internal environmental management 2. Expertise 2.1. Network 2.2. Expert group 2.3. Staff development plan 2.4. Research and external services
== Do ==	3. Educational goals and methodology 3.1. Profile of the graduate 3.2. Educational methodology 3.3. Role of the teacher 3.4. Student examination 4. Education contents 4.1. Curriculum 4.2. Integrated Problem Handling 4.3. Traineeships, graduation 4.4. Speciality
== Check ==	5. Result assessment 5.1. Staff 5.2. Students 5.3. Professional field 5.4. Society

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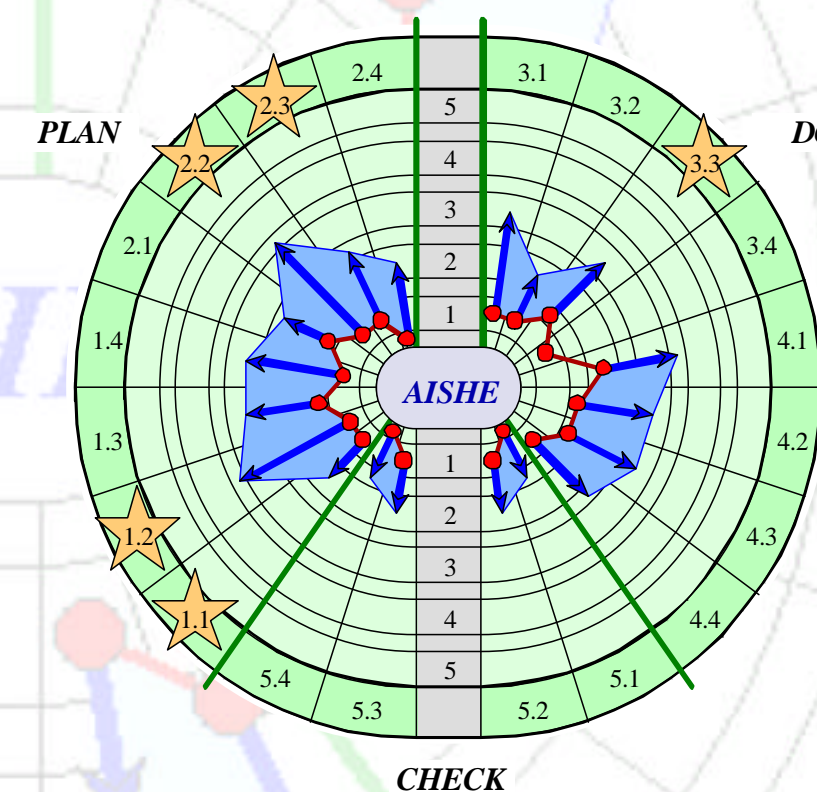
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AISHE

Auditing Instrument for Sustainability in Higher Education



Consultancy for Universities and Colleges
for the introduction of Sustainable Development in Education

What we offer you (1): *Consultancy*

1. Performance of the *AISHE* audit

With an *AISHE* audit, an accurate investigation is made about the way in which sustainable development is realised in your study programme or institution. Besides, an *AISHE* audit is very useful as a policy instrument, in order to improve the quality of the education from a viewpoint of sustainable development. We offer to assist you during a minimum and/or a more intensive *AISHE* audit. The minimum approach consists of the following steps:

The steps of an *AISHE* audit (minimum approach)

Preparation with the internal assessment leader:

- Explanation of the method
- Discussion of the procedure
- Selection of criteria and appendices to be treated

Introduction for the group of participants:

- Explanation of the *AISHE* method
- Discussion of the procedure

Filling in the criteria list: by the participants individually

Consensus meeting: participants + consultant

Review with internal assessment leader

After about one year it will be interesting to repeat the *AISHE* audit, in order to assess the success of the policy in the last period, by comparing the audit results with those of the year before.

2. More Intensive assistance before and after an audit

Besides the mere audit, it is possible to choose a more intensive consultancy. This may, for instance, entail one or more of the following activities:

Elements of a more intensive consultancy (optional)

Before the audit:

- Introduction of sustainable development with the staff, e.g. through presentations or workshops, as a preparation for an *AISHE* assessment
- Introduction of sustainable higher education (SHE) with the management, e.g. through presentations or discussions, as a preparation for an *AISHE* assessment

After the audit:

- Assistance with the translation of the results to policy- and activity plans
- Assistance with the application of the results in relation to the (Dutch) Certificate for Sustainable Higher Vocational Education or in relation to the COPERNICUS Charter.
- Assistance with the integration of *AISHE* and SHE in the internal quality management
- Assistance with the application of *AISHE* results in the preparation of visitations and/or accreditation

AISHE and Quality Management

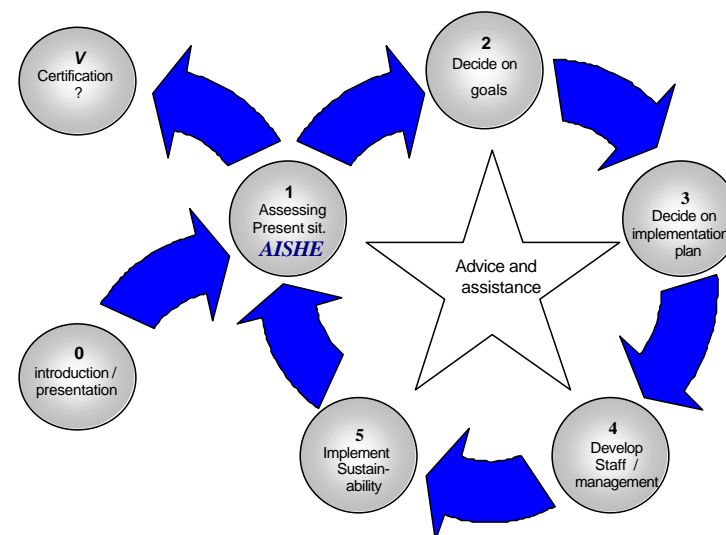
AISHE has been developed in analogy with a general method for quality management: the educational version of the EFQM model, in an adaptation made by the Dutch INK, the so-called *Five Stages Model*.

This is no surprise, because sustainable development is becoming more and more an integral part of the general quality management.

Exactly as with the general quality management, *AISHE* can be used as a part of a policy cycle. The most important steps of this cycle are shown in the image below.

So, an *AISHE* audit can be useful in several ways:

1. As a zero assessment;
2. As a first step in the development or improvement of the policy plan with respect to sustainable development and education;
3. As a way to enlarge the support and involvement of the staff and the management with the sustainable development policy;
4. As a repeated assessment, in order to evaluate the policy;
5. For external goals, like preparation on an evaluation for e.g. certification, visitation, accreditation, benchmarking, marketing.



0	Introduction / presentation	Before the first audit, an introduction is offered to managers, members of staff and others involved, about the goals of the <i>AISHE</i> audit and the use of the results in the complete cycle
1	Assess present situation: <i>AISHE</i>	This is the actual <i>AISHE</i> audit, rendering an overview of the present situation and of future plans
2	Decide on goals	Based on the outcomes of the audit, a decision is made in which ways the institution wants to realise improvements
3	Decide on implementation plan	When the policy decisions are made, the implementation plan is made, including targets and dead-lines
4	Development of staff and management	Training of staff members in general and more specific areas of sustainability
5	Implementation of sustainability	Carrying out the designed implementation plan
V	Certification	Based on the results of an audit, an institution may apply for some kind of certificate (within the Netherlands e.g. the "Keurmerk voor Duurzaam HBO")

Example of *AISHE* results report (partly)

Criterion 1.4. Internal environmental management

Present situation: Stage 1

The laws and regulations on chemical waste are implemented. Waste is separated. The catering uses "environment cups".

Desired situation: Stage 2

An environmental co-ordinator is absolutely necessary, as well as a policy plan on operations and environment. Not on the level of this department but on the level of the whole university.

2. Expertise

Criterion 2.1. Network

Present situation: Stage 1

There are working relations with P., A. and E. This is on the level of individual staff members.

Desired situation: Stage 2

Involve the Professional Field Committee, enlarge it if necessary. Link its work to the policy on traineeships. Report about it regularly in meetings and in the processes of curriculum development.

Criterion 2.2. Expert group

Present situation: Stage 1

Some staff members involve some aspects of sustainable development in curriculum development. E.g. in the subject on ethics.

Desired situation: Stage 2

It needs a lot of effort to realize an expertise centre on sustainable development. A development plan will be made in order to acquire the necessary expertise.

Criterion 2.3. Staff development plan

Present situation: Stage 1

A small number of staff members have a fair or even a thorough knowledge on sustainable development. Most people don't know this of each other.

On the subject of chain management, last year a project has been done on the enlargement of the knowledge of the staff. This is sort of a policy, but up till now only incidentally.

Desired situation: Stage 3 - High Priority

A systematic approach will be developed on staff education with respect to sustainable development, based on the integral vision on sustainable development that will be developed (see 1.1).

All staff members know quite exactly which knowledge is present with their colleagues. All have good knowledge and insight within their own field of work. This is true for all specialities.

Criterion 2.4. Research and external services

Present situation: Stage 0

There are no commercial projects in which sustainable development is an element.

Desired situation: Stage 0

There are no plans to change this situation.

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3. Education goals

Criterion 3.1. Profile of the graduate

Present situation: Stage 1

The educational goals contain some environmental issues, like "Handle with care..."

Desired situation: Stage 2

The present educational goals will be investigated in correspondence with curriculum development, and improved wherever possible with respect to sustainable development.

Criterion 3.2. Educational methodology

Present situation: Stage 2

The new curriculum has been designed in such a way that individual responsibility is trained (stage 3): e.g. propaedeutical projects. In practice this has not yet been realized in all parts. Students are members of the Education Committee.

Desired situation: Stage 4 - High Priority

Make visible, in what way the own choices and decisions of the students are related to the professional practices. Differences in graduation profiles and in the starting profiles of individual students are to be made clear. The way to do this: portfolios, coaching of individual students. Plus: solve practical problems, e.g. timetables in relation with individual learning routes.