

Sustainability Literacy Assessment Tool (SLAT) For Academic & Professional Staff Alexandria University

1. Purpose

To evaluate:

- Awareness and understanding of sustainability concepts
- Knowledge of institutional sustainability policies
- Application of sustainability in professional roles
- Attitudes and behavioral readiness for sustainable practices

2. Structure of the Tool

Section	Focus Area	Type
A	Demographics & Role	Profile
B	Basic Knowledge	MCQs
C	Applied Knowledge	Scenario-based
D	Institutional Awareness	MCQs + Likert
E	Attitudes & Values	Likert Scale
F	Practices & Behavior	Self-report
G	Open Reflection	Qualitative

3. Section A: Background Information

(For segmentation and analysis)

- Faculty/Department: _____
- Role:
 - Academic Staff
 - Administrative/Professional Staff
- Years of Experience:
 - <5 5–10 10–20 >20
- Prior sustainability training:
 - Yes No

4. Section B: Sustainability Knowledge (MCQs)

(Score: 1 point each)

1. What does sustainability primarily aim to achieve?
 - Economic growth only
 - Environmental protection only
 - Balance between environment, economy, and society
 - Technological advancement
2. Which of the following best describes climate change?
 - Seasonal variation
 - Long-term change in global climate patterns
 - Air pollution only
 - Ozone depletion
3. Which goal relates directly to climate action?
 - SDG 6

- SDG 13
- SDG 4
- SDG 9
- 4. What is a circular economy?
 - Producing more goods
 - Recycling and reusing resources to minimize waste
 - Exporting waste
 - Linear production
- 5. Which gas is a major contributor to global warming?
 - Oxygen
 - Nitrogen
 - Carbon dioxide
 - Helium

5. Section C: Applied Knowledge (Scenarios)

(Score: 2 points each)

Scenario 1:

Your department uses excessive paper. What is the best sustainable action?

- Continue current use
- Reduce, digitize, and recycle
- Ignore issue
- Buy more printers

Scenario 2:

A research project generates plastic waste. What should be prioritized?

- Disposal only
- Recycling and reduction strategy
- Storage
- Burning waste

6. Section D: Institutional Awareness

(Mix: MCQ + Likert)

1. Are you aware of your university's sustainability policy?
 - Yes No
2. The university supports sustainability initiatives:
(1) Strongly Disagree → (5) Strongly Agree
3. I know how my role contributes to sustainability goals:
(1) → (5)

7. Section E: Attitudes Toward Sustainability

(Likert Scale: 1–5)

Statement	Score
Sustainability is important in my work	1–5
Climate change is a serious issue	1–5
I am willing to change my practices	1–5
Universities should lead sustainability efforts	1–5

8. Section F: Practices & Behavior

(Frequency-based: Never → Always)

- I reduce energy use in my workplace
- I minimize paper consumption
- I promote sustainability in my work/students
- I participate in sustainability initiatives

9. Section G: Open-Ended Reflection

1. What does sustainability mean in your role?
2. What actions can your department take to improve sustainability?
3. What training do you need?

10. Scoring Framework

Component	Weight
Knowledge (B+C)	40%
Awareness (D)	15%
Attitudes (E)	20%
Practices (F)	25%

Performance Levels

Score	Level
80–100	Advanced
60–79	متوسط (Intermediate)
40–59	Basic
<40	Needs Development

11. Outputs & Use

This tool enables:

- Baseline assessment across faculties
- Identification of training needs
- Benchmarking departments
- Supporting institutional sustainability strategy
- Reporting for rankings (e.g., THE Impact Rankings)

12. Implementation Plan

- **Phase 1:** Baseline survey (all staff)
- **Phase 2:** Training & awareness programs
- **Phase 3:** Follow-up assessment (annual)
- **Phase 4:** Integration into performance systems

13. Optional Enhancements

You can expand this tool with:

- Discipline-specific questions (medicine, engineering, etc.)
- Digital dashboard (Power BI / Excel)
- AI-based analytics for insights
- Certification for staff completing assessment