SWISS TCM UNI
瑞士中医药大学

Sustainability Regulations

These Sustainability Regulations are based on the Statutes.

(For the sake of simplicity, the masculine form is used throughout the text; the feminine form is included in each case.)

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I. Preamble

[1] SWISS TCM UNI (STU) embeds the principles of sustainability in its mission statement and across all its areas of activity – teaching & studies, research & promotion of young academics, as well as services.
[2] STU understands sustainable development as the principle of “meeting the needs of the present generation without compromising the ability of future generations to meet their own needs.”
[3] Living in harmony with nature forms the foundation for this, which presupposes the protection of the environment, the careful use of natural resources, and responsible living and working. In addition to this ecological dimension, the social and economic perspectives of sustainable development must be given equal consideration.
[4] All three dimensions of sustainability must be taken into account in order to initiate innovative sustainability processes and maintain them in the long term.
[5] STU creates appropriate framework conditions to contribute to sustainable development. Sustainability processes at STU are to be understood as a process of continuous development in the sense of a “learning organization” and are guided by the following principles.

II. TCM Is Sustainability

[1] Traditional Chinese Medicine (TCM), which originated in China 3,000 to 4,000 years ago and has been further developed over the centuries, is a comprehensive healing art based on the unity of the human body and mind.
[2] It is a holistic form of medicine aimed at maintaining health. In China, the concept of balance between yin and yang permeates not only medicine but also people’s way of life. Nutrition, movement, phytotherapy, acupuncture, and massage form the five pillars of TCM. With this knowledge, one seeks to strengthen vital energy (Qi) in order to remain physically and mentally healthy.
[3] Sustainability is therefore the fundamental principle of Traditional Chinese Medicine.
[4] Conventional medicine and TCM are now hardly viewed as opposites, but rather as complementary elements in the sense of integrative medicine. TCM particularly promotes individual responsibility for one’s own health and a mindful way of life.

III. Education for the Sustainable Development of TCM

[1] STU regards teaching and studies as a central means for preserving and further developing the healing art of Traditional Chinese Medicine (TCM).
[2] In this sense, the principles of education for sustainable development are embedded in teaching and studies in order to empower students to think and act responsibly. Through appropriate course content and formats across all subjects, students are to be enabled to acquire sustainability competencies.
[3] STU understands sustainability competence as the ability to recognize, analyze, and evaluate the economic, social, and ecological challenges of the present and the future, as well as the willingness and motivation to take responsibility for our future and to pursue the goals of sustainable development in both private and professional contexts.
[4] The teaching and study programs are continuously further developed and expanded with regard to these objectives.
[5] The implementation of education for sustainable development is primarily achieved through the curricular integration of sustainability competencies, clearly defined learning objectives, and appropriate teaching and assessment formats within the degree programs.

IV. Research for Sustainable Development

[1] STU supports, on the one hand, research on sustainability-relevant issues that serves to generate system knowledge (knowledge about interrelationships and mechanisms in ecological and socio-economic systems), target knowledge (knowledge about desirable goals), and transformation knowledge (knowledge to initiate concrete processes of change).

[2] On the other hand, research projects should be aligned with aspects of sustainable development in both their objectives and their implementation.

[3] In the further development of these activities in research for sustainable development, the promotion and qualification of early-career researchers also play a key role.

[4] The alignment of research with the principles of sustainable development is supported through institutional research strategies, ethical guidelines, and appropriate funding and evaluation mechanisms.

V. Living Sustainability at STU

[1] STU aims to organize its teaching operations in a sustainable manner and to create framework conditions for sustainable action.

[2] STU strives for an environmentally friendly, resource-efficient, family- and gender-equitable, inclusive, health-promoting, and diverse teaching environment. In doing so, STU seeks to assume a role-model function in which a culture of sustainability and an awareness of sustainable action are expressed.

[3] STU supports and promotes the sustainable career development of all employees, with particular emphasis on early-career researchers.

VI. Joint Commitment to Sustainable Development

[1] STU is convinced that a profound sustainability process must be supported by a broad majority of members of the university.

[2] A participatory culture, in which all employees and students can contribute to and take part in STU's own sustainability processes, is to be fostered in this area as well.

[3] Corresponding initiatives by members of the university are encouraged and supported.

VII. Cooperation and Networking for Sustainable Development

[1] STU regards networking and cooperation with relevant actors at the regional and supra-regional levels as essential for sustainable development.

[2] STU aims to establish sustainability monitoring for itself and the region as part of its annual report. Sustainability-related internal and external university cooperation projects are explicitly welcomed and supported by STU.

[3] Furthermore, following institutional accreditation, memberships in sustainability networks are to be pursued in order to deepen the exchange of experience and knowledge on sustainability processes at higher education institutions.

VIII. Governance, Monitoring, and Quality Assurance

[1] The implementation of the sustainability objectives set out in this Regulation is carried out within the framework of the university-wide Quality Assurance and Development System (QSE) of STU.

[2] To steer and further develop sustainability activities, periodic sustainability monitoring is conducted. This monitoring encompasses qualitative and quantitative indicators in the areas of teaching, research, operations, human resources, and governance.

[3] The results of the sustainability monitoring are documented at least once per year as part of the annual report and serve as a basis for strategic decision-making as well as for continuous improvement measures.

[4] The findings derived from the monitoring are systematically incorporated into the further development of institutional strategies, concepts, and measures, in line with the principles of a learning organization.

IX. Working Group “Sustainable University”

[1] STU plans to establish a working group entitled “Sustainable University.”

[2] This working group, which is open to all members of STU and consists of students, academic staff, professors, and administrative staff, is tasked with providing impetus for sustainable development at STU and issuing recommendations.

[3] The working group “Sustainable University” acts in an advisory capacity and contributes recommendations for the sustainable development of the university.

[4] It is integrated into the Quality Assurance and Development System (QSE) of STU and reports periodically to the University Management.

[5] Its recommendations are taken into account in the further development of strategies, regulations, and measures in the field of sustainability.

X. Entry into Force

[1] 1 This regulation was adopted by the Sustainability Office on 28 March 2025.

[2] It was approved by the University Council on 31 March 2025.

[3] This document enters into force on 1 April 2025 and replaces all previous versions.