



UNIVERSITY OF ABERDEEN

SDG Accord - Annual Report
Submitted June 2020

**SUSTAINABLE
DEVELOPMENT
GOALS**

SDG ACCORD – UNIVERSITY OF ABERDEEN SUBMISSION (submitted online 30 June 2020 at 15:40)

Main Submission – SDG Related Initiatives (Research, Teaching, Operational, Student)

<p>SDG 1 - No Poverty</p>	<p>Living Wage: University of Aberdeen is an accredited Living Wage Employer. Evidence: www.abdn.ac.uk/staffnet/working-here/payroll-information-191.php Recruitment: Admissions target for SIMD 20 students. Evidence: www.abdn.ac.uk/news/12515/ + www.abdn.ac.uk/study/undergraduate/widening-access-criteria--2848.php#panel2857 Research Collaboration: A collaborative project aiming to alleviate poverty within farming communities in Bangladesh and India. Evidence: https://qtr.ukri.org/projects?ref=BB%2FN005058%2F1#/tabOverview Student Welfare: Free year one accommodation for SIMD 20 students. Evidence: www.abdn.ac.uk/news/12515/ or www.abdn.ac.uk/clearing/whyaberdeen Hardship Funds: access to funds in case of financial hardship for EU / International Students. Evidence: www.ausa.org.uk/ausaadvice/hardshipfund/</p>
<p>SDG 2 - Zero Hunger</p>	<p>Student Led: AberGreen (CCF) ran a number of student-led sustainability initiatives including sustainable food, cooking and growing projects e.g. veg bag, secret garden. Evidence: www.ausa.org.uk/getinvolved/abergreen/ Vegan Friendly Campus: PETA named Aberdeen as a Vegan Friendly University. Evidence: www.peta.org.uk/media/news-releases/university-of-aberdeen-snags-spot-on-vegan-friendly-universities-list/ Public Engagement: Colleague Adam Price's research on rice was the basis for an Aurora SDG Lecture Series presentation. Evidence: https://aurora-network.global/event/sustainability-lecture-series-sdgs-1-2-13/ Key Roles: Colleagues Jennie Macdiarmid and Pete Smith are on the Science Advisory Group of the UK's cross-government Global Food Security programme. Evidence: www.foodsecurity.ac.uk/about/governance/ Key Roles: Colleague Jennie Macdiarmid contributed to the FAO-WHO Guiding Principles for Sustainable Healthy Diets. Evidence: www.fao.org/3/ca6640en/ca6640en.pdf Research Collaboration: Our Rowett Institute is one of six partners in the Scottish Environment, Food and Agriculture Research Institute. Evidence: https://sefari.scot/about-us. Exemplified further through leading the collaborative N-Circle Virtual Joint Centre (VJC) - a multidisciplinary project that seeks to deliver solutions for intensified crop productivity in the UK and Chinese agricultural sectors. Evidence: https://www.abdn.ac.uk/ncircle/ Research: Sustainable Food Production is a core theme in our Green Economy Research Centre. Evidence: www.abdn.ac.uk/geosciences/departments/geography-environment/GERC.php Research: The University leads on a project investigating the value of the crop moringa in delivering nutritional value in Malawi, with contributions also to SDGs 1, 5 & 8. Evidence: https://qtr.ukri.org/projects?ref=BB%2FP022847%2F1 Student Led: Shared Planet's student food-sharing hub. Evidence: www.ausa.org.uk/societies/society/sharedplanet/ [Note: during the COVID-19 pandemic volunteers are delivering food to vulnerable people].</p>
<p>SDG 3 - Good Health and Wellbeing</p>	<p>Policy: Smoke free campus (Foresterhill); Smoke Free Buildings (Old Aberdeen). Policy: www.abdn.ac.uk/staffnet/documents/Policy on Smoking in the Workplace.pdf Physical Activity: All staff given off-peak sports membership to Aberdeen Sports Village. Evidence: www.abdn.ac.uk/staffnet/working-here/sport-and-exercise-1188.php#panel3426 Training: Restart a Heart - CPR and Defibrillator Training (22.10.2019). Evidence: www.abdn.ac.uk/staffnet/news/13347/ Counselling Support: New 24 hour Staff Counselling service (May 2019). Evidence: www.abdn.ac.uk/staffnet/news/13015/ Sport & Exercise: free strength & conditioning classes provided by University sport staff for AUSA's Sports Union members. Evidence: www.facebook.com/events/742759552799566/?event_time_id=742759572799564 Student Led: Nightline is a student-run helpline for students. Evidence: www.ausa.org.uk/ausaadvice/nightline/ Student Led: AUSA makes lamps available for students suffering from Seasonal Affective Disorder (SAD). Evidence: www.ausa.org.uk/ausaadvice/health/sadlamps/ Student Led: AUSA has a free bike scheme for students. Evidence: www.ausa.org.uk/getinvolved/sustainability/sustainabletravel/ Research: Over forty years of world-leading research into health economics (HERU) and health services (HSRU) were recognised with the Queen's Anniversary Award Evidence: https://www.abdn.ac.uk/news/11631/ Research: A portfolio of health-related research is focussed on responding to the COVID-19 pandemic. Evidence: https://www.abdn.ac.uk/stories/covid19-health/index.html Impact: A collaboration between our researchers and M&S led to a new healthy food range for high street consumers. Evidence: www.abdn.ac.uk/stories/nutritional-balance/index.html Impact: New methodologies for measuring levels of inorganic arsenic led to changes in global food regulation. Evidence: www.abdn.ac.uk/stories/influencing-food-policy/index.html Impact: A University spinout developed innovative, non-invasive medical technology for treating inflammatory diseases. Evidence: www.abdn.ac.uk/stories/saving-sight/index.html Impact: A University spin-out is making great strides towards developing new drugs and tests for the treatment and diagnosis of neurodegenerative diseases e.g. Alzheimer's. Evidence: https://www.abdn.ac.uk/smmsn/research/impact/combating-alzheimers.php Impact: Researchers have created guidance materials and practical tools to improve safety in the farming industry. Evidence: www.abdn.ac.uk/stories/seeds-of-safety/index.html Secondment: our colleague Professor Norval Strachan is seconded as the Chief Scientific Adviser to Food Standards Scotland. Evidence: www.newfoodmagazine.com/news/24602/fss-norval-strachan/ Key Roles: our colleague Gernot Riedel is Network Co-ordinator of the Scotland Network Centre (dementia research). Evidence: www.alzheimersresearchuk.org/research/for-researchers/network-centres/scotland-network-centre/</p>
<p>SDG 4 - Quality Education</p>	<p>Adults with Learning Difficulties: successful Project Search celebrates sixth annual graduation (Jul 2019) www.abdn.ac.uk/staffnet/news/13175/ Research: School of Education project on inclusive pedagogy in Cambodia. Evidence: https://aura.abdn.ac.uk/bitstream/handle/2164/12503/Educational Inclusion in Cambodia Scoping Study Report.pdf?sequence=1&isAllowed=y Research: Rwanda Development Programme measuring literacy levels with Uni of Rwanda and NGOs. Evidence: www.gov.scot/publications/rwanda-development-programme-2017-2022-grant-awards/</p>
<p>SDG 5 - Gender Equality</p>	<p>International Women's Day: Our second annual celebration of International Women's Day at our Qatar campus. Evidence: www.abdn.ac.uk/qatar/news/13824/ International Women's Day: Seventh annual conference in celebration of International Women's Day on our Aberdeen campus. Evidence: www.abdn.ac.uk/events/conferences/iwd/index.php Athena Swan: Institution wide action plan to support the implementation of the Athena Swan Programme. Evidence: www.abdn.ac.uk/staffnet/governance/athena-swan-2267.php Research: A large scale EU funded project looked at a range of issues resulting from the Arab Spring, including the impact on gender. Evidence: https://www.abdn.ac.uk/cgd/research-projects/arabtrans/publications/#gender Pre-School Childcare: The University provides on-campus childcare facilities in a Passive House, Green Gown Award-winning building. Evidence: www.abdn.ac.uk/rockinghorse/ Policy: We have a robust equalities policy and strategy framework. Evidence: www.abdn.ac.uk/staffnet/documents/Gender%20Action%20Plan.pdf and www.abdn.ac.uk/staffnet/governance/equality-and-diversity-277.php Student Led: Movember campaign and fund-raiser focussed on suicide prevention, promotion of good mental health for men. Evidence: https://uk.movember.com/mospace/network/AU-Mo</p>
<p>SDG 6 - Clean Water and Sanitation</p>	<p>Rainwater Harvesting: Certain buildings on campus (e.g. Library, Nursery) benefit from rainwater harvesting. Evidence: www.abdn.ac.uk/about/documents/Energy1718-DRAFT.pdf Research: The University is part of the Horizon 2020 DAFNE Project looking at water governance and laws in case study regions. Evidence: http://dafne-project.eu/ Research: with James Hutton Institute on Flooding in Rural Communities funded by Scotland's Centre for Research Excellence in Water. Evidence: www.crew.ac.uk/project/assessing-impacts-flooding-people-and-communities Collaboration: The CONNECT4 water resilience projects brings together a multidisciplinary team of hydrologists and sociologists looking at resilience to droughts and floods across four countries in the Limpopo River Basin. Evidence: https://connect4wr.wordpress.com/</p>

<p>SDG 7 - Affordable and Clean Energy</p>	<p>Policy: Targets (inc BREEAM) for energy use standards in new and refurbished buildings. Evidence: www.abdn.ac.uk/staffnet/documents/policy-zone-sustainability/SSR-EnviroSustainPolicy.pdf Innovation: In 2015 we opened the first Passive House Nursery in the UK and first dual certified Passive House / BREEAM Excellent building. Evidence: www.abdn.ac.uk/news/10164/ Carbon Management Plan: Progress against Carbon Management Plan sees emissions down 30% since 2015/16. Evidence: www.abdn.ac.uk/about/documents/UOA_PBCCD-Report_18-19_FINAL.pdf Research: Centre for Energy Transition established as a core strand of Aberdeen 2040 strategy. Evidence: www.abdn.ac.uk/news/13293/ and www.abdn.ac.uk/2040/interdisciplinary-challenges/index.php Energy Efficiency: When every kWh helps we've undertaken various energy efficiency projects (initiatives tab). Evidence: www.abdn.ac.uk/about/strategy-and-governance/policy-and-strategy-159.php#panel860 Student Led: AberGreen (CCF) ran various student led sustainability initiatives including an energy efficiency competition for students. Evidence: www.ausa.org.uk/getinvolved/abergreen/ Key Roles: colleague Prof Beth Scott is Co-Director of Supergen and plays a key role in Marine Renewable Energy Forum (MASTS). Evidence: www.supergen-ore.net/about-us/co-directors-team and www.masts.ac.uk/research/research-forums/marine-energy-forum/</p>
<p>SDG 8 - Decent Work and Economic Growth</p>	<p>Operational (HR): University of Aberdeen is an accredited Living Wage Employer. Evidence: www.abdn.ac.uk/staffnet/working-here/payroll-information-191.php Role of Unions: Information on the status and role of Trades Unions on campus. Evidence: www.abdn.ac.uk/staffnet/working-here/unions-116.php SME Engagement: The University's joint Knowledge Transfer Partner Centre for the North East of Scotland hosted a national conference in Aberdeen, demonstrating the benefits of collaboration between universities and industry to promote economic growth, particularly of SMEs Evidence: https://www.abdn.ac.uk/news/13555/ Research: Sustainable tourism is a strand of the Green Economy Research Centre exploring the interdependencies between tourism and sustainable development/green economy transitions. Evidence: https://www.abdn.ac.uk/geosciences/departments/geography-environment/sustainable-tourism-1406.php Anti-Discrimination: the University's policy statement on Discrimination, Harassment & Bullying. Evidence: www.abdn.ac.uk/staffnet/documents/policy-zone-employment/Staffing-Policy-against-Discrimination(Revised-July2017-due-to-College-restructure).pdf Human Trafficking: the University's policy statement on Modern Slavery and Human Trafficking. Evidence: www.abdn.ac.uk/staffnet/documents/finance-policies-and-procedures/Slavery-Human-Trafficking.pdf</p>
<p>SDG 9 - Industry, Innovation and Infrastructure</p>	<p>Research Collaboration: the University hosts the National Decommissioning Centre (a collaboration with the Oil and Gas Innovation Centre) working with industry partners to develop approaches to decommissioning in the energy sector and to help reduce the costs of decommissioning within the UK Continental Shelf. Evidence: https://www.ukndc.com/ Research: Pharmaceutical discovery for new antimicrobial drugs. Evidence https://www.abdn.ac.uk/cbhd/research/drug-discovery-78.php Spin Out Companies: the University provides support for academic colleagues seeking to commercialise their research. Evidence: www.abdn.ac.uk/staffnet/secure/spinning-out-a-company-1027.php Student Innovation: the University provides support for Students with IP and commercialization queries. Evidence: www.abdn.ac.uk/staffnet/secure/info-for-pg-and-ug-students-1028.php Impact: research is helping industry understand 'Big Data' with natural language generation technology. Evidence: www.abdn.ac.uk/stories/simplifying-data/index.html Innovation Incubation: ABventure Zone supports growing businesses and encourages entrepreneurs to develop new products and services. Evidence: www.abventurezone.com/</p>
<p>SDG 10 - Reduced Inequalities</p>	<p>Impact: Our researchers examined the success of Scotland's Free Eye Care Policy to raise awareness of social inequalities. Evidence: www.abdn.ac.uk/stories/improving-eye-care/ Inclusion Week: A range of staff and student events and activities to celebrate our diverse staff & student communities. Evidence: www.abdn.ac.uk/staffnet/governance/equality-and-diversity-277.php#panel8561 or www.abdn.ac.uk/staffnet/documents/Inclusion%20Week%20A5%20leaflet.pdf Student Led: AUSA has a Liberation and Section Forum. Evidence: www.ausa.org.uk/representation/liberation/ Equalities Network: we host a range of Staff Equality Networks across campus including Disability, LGBT+, Parent's, Women's and more. Evidence: www.abdn.ac.uk/staffnet/governance/equality-and-diversity-277.php#panel6024 with some sector specific networks. Evidence: https://www.abdn.ac.uk/smmsn/about/ideall-group.php Research: The Grampian Data Safe Haven facilitates data linkage studies using NHS electronic data to increase our understanding of the factors that influence health and disease over the course of life, including socio-economic factors contributing to reducing equalities. Evidence: https://www.abdn.ac.uk/iahs/facilities/projects-469.php#2019 Stonewall Champions: we are a Stonewall Diversity Champion and supporter of Stonewall Scotland. Evidence: www.stonewall.org.uk/diversity-champions-programme or www.stonewallscotland.org.uk/diversity-champions-members Strategy: Our new University strategy for 2040 establishes Inclusive as one of four core themes. Evidence: www.abdn.ac.uk/2040/inclusive/index.php Widening Access: Our stance and public commitments on widening access are outlined in detail in our Outcome Agreements. Evidence: www.abdn.ac.uk/staffnet/governance/outcome-agreements-6753.php Inclusion: programme to open medicine up to a widening access audience through Gateway 2 Medicine. Evidence: www.abdn.ac.uk/smmsn/undergraduate/g2m/index.php</p>
<p>SDG 11 - Sustainable Cities and Communities</p>	<p>Sustainable Transport: Electronic Bike Scheme trialed (June 2019) and due to roll out in 2020. Evidence: www.abdn.ac.uk/staffnet/news/13071/ Sustainable Transport: Free Inter-Campus Shuttle Bus for staff and students. Evidence: www.abdn.ac.uk/real-time-buses/9u.html Impact: Our researchers supported a stackable cars project to Reduce Pollution, Congestion and Emissions in Urban Areas. Evidence: www.abdn.ac.uk/stories/stackable-cars/index.html Cultural Programmes: Various cultural events from Music, Literature and Festivals. Evidence: www.abdn.ac.uk/events/conferences/pcst/may-festival-626.php and www.abdn.ac.uk/music/concert-series/index.php Museums and Libraries: Public Access to Museum and Library Collection. Evidence: www.abdn.ac.uk/museums/ and www.abdn.ac.uk/library/using-libraries/accessing-our-libraries-145.php#panel150 Research Engagement: Various Public Lecture Programme to communicate research Evidence: www.abdn.ac.uk/engage/ and www.abdn.ac.uk/engage/public/index.php Research: The University's Centre for Transport Research specializes in the sustainability of transport systems with emphasis on environment, society and technology. Evidence: https://www.abdn.ac.uk/ctr/ Public Green Spaces: Public access to our extensive Cruickshank Botanic Garden and Arboretum. Evidence: www.abdn.ac.uk/botanic-garden/ Carbon Literacy: AUSA offered accredited carbon literacy training. Evidence: www.ausa.org.uk/ents/event/1940/ Student Led: AUSA provides extensive resources to support greener living on campus. Evidence: www.ausa.org.uk/getinvolved/sustainability/greenerlife/ Student Led: Our Secret Garden Society operates a food-growing space on campus led by students (Old Aberdeen). Evidence: www.ausa.org.uk/societies/society/31067/ + www.facebook.com/groups/753642131741983/ Student Led: AUSA operates a bike hire scheme. Evidence: www.ausa.org.uk/getinvolved/sustainability/sustainabletravel/ Local Culture: The University's Elphinstone Institute Celebrates Local History and Traditions. Evidence: www.abdn.ac.uk/elphinstone/</p>
<p>SDG 12 - Responsible Consumption and Production</p>	<p>Disposable Plastics: Disposable cup charging replaced discount scheme i.e. Latte Levy introduced (1.10.2019). Evidence: www.abdn.ac.uk/staffnet/news/13375/ Ethical Sourcing: Processes to ensure Responsible Procurement. Evidence: www.abdn.ac.uk/staffnet/documents/finance-e5-other/Procurement_Strategy_and_Action_Plan_2016.pdf Ethical Investment: Environmental, Social & Governance Approach to ethical investment revised in Jan 2020 to exclude Tar Sands & Coal. Evidence: www.abdn.ac.uk/staffnet/documents/policy-zone-sustainability/Sustainable-Inv-Policy.pdf Waste Management: Significant reduction in landfilled waste (less than 0.5 tonnes) following new waste management tender. Evidence: www.abdn.ac.uk/about/documents/UOA_PBCCD-Report_18-19_FINAL.pdf Student Led: The Corner is a co-operative a student-run shop stocking low waste, Fair Trade, and responsibly sourced items. Evidence: www.ausa.org.uk/getinvolved/sustainability/thecorner/ + www.facebook.com/aufoodcoop/</p>
<p>SDG 13 - Climate Action</p>	<p>Impact: A tool was developed to examine the Environmental Impact of Peatland Windfarms on Carbon Emissions. Evidence: www.abdn.ac.uk/stories/peatland-windfarms/index.html Carbon Management: our 2016/21 Carbon Management Plan details targets and projects. Evidence: www.abdn.ac.uk/about/documents/CMP-2016_2021-Final.pdf Net Zero Commitment: our 2040 strategy launched in Feb 2020 details our net-zero by 2040 commitment. Evidence: www.abdn.ac.uk/2040/sustainable/index.php</p>

	<p>Adaptation: Aberdeen University staff and students helped Aberdeen City Council establish its Aberdeen Adapts programme. Evidence: www.adaptationscotland.org.uk/get-involved/our-projects/aberdeen-adapts</p> <p>Key Roles: our colleague Pete Smith is Science Director for ClimateXChange. Evidence: www.climatexchange.org.uk/</p> <p>Key Roles: our colleague Pete Smith is also a Convening Lead Author of the IPCC Special Report on Climate Change. Evidence: www.ipcc.ch/srccl/authors/</p> <p>Research: climate change biologist Pete Smith, has published on civil disobedience movements focused on climate change are increasing public engagement with climate change. Evidence: https://www.abdn.ac.uk/news/13670/</p> <p>Student Led: Go Green Week is a national week of Climate Action with events including direct action in the Library to raise awareness of the student Divestment Campaign; staff/student event to talk about sustainability, workshop to reduce food waste, webinar on climate justice and decolonisation, meat-free Monday stall, social café with plant-based and local food, and local veg bag initiative. Evidence: www.facebook.com/events/920730458342233/</p> <p>Student Led: ASCN (Aberdeen Student Climate Action) is a newly AUSA-affiliated group which coordinate climate strikes. Evidence: www.facebook.com/abdnscn/</p> <p>Student Led: Fossil Free is an AUSA-official campaign run by students and supported by student representatives. Evidence: www.ausa.org.uk/campaigns/environment/</p>
<p>SDG 14 - Life below Water</p>	<p>Memberships: Colleague David Lusseau is a Member of the IUCN Species Survival Commission Cetacean Specialist Group. Evidence: https://iucn-csg.org/members-list/</p> <p>Key Roles: Colleague Marcel Jaspars is Co-lead of the Marine Genetic Resources Working Group of the Deep-Ocean Stewardship Initiative. Evidence: www.dosi-project.org/topics/deep-sea-genetic-resources/</p> <p>Key Roles: Colleague Marcel Jaspars was also a Special Adviser on Marine Genetic Resources to the IUCN. Evidence: www.iucn.org/sites/dev/files/iucn_comments_on_bbnj_draft_text_-_august_2019.pdf</p> <p>Public Outreach: Education Opportunities for Teachers and Schools across a range of biodiversity and natural history events. Evidence: www.abdn.ac.uk/sbs/outreach/aberdeen-biodiversity-centre.php</p> <p>Public Outreach: Our Lighthouse Field Station supports research on coastal waters; from offshore energy developments to wildlife tourism. Evidence: www.abdn.ac.uk/sbs/outreach/lighthouse-field-station.php</p> <p>Food Sourcing: All seafood purchased is from certified stocks. Evidence: www.abdn.ac.uk/staffnet/documents/policy-zone-sustainability/2013-SSR-Food-FINAL.pdf</p> <p>Research: The Blue Economy (i.e. sustainable coastal and ocean development) is a core theme in our Green Economy Research Centre. Evidence: www.abdn.ac.uk/geosciences/departments/geography-environment/GERC.php</p> <p>Impact: The University of Aberdeen's experts from Chemistry and Law are working with stakeholders to inform and assist country delegates in the negotiation of a new international legally-binding instrument under the United Nations Convention on the Law of the Sea to regulate marine biodiversity beyond national jurisdiction. Evidence: https://www.abdn.ac.uk/stories/song-of-the-oceans/index.html</p> <p>Student Led: Our Marine Society's beach cleans were recognised in Aberdeen's EcoCity Awards. Evidence: www.ausa.org.uk/societies/society/marinesoc/ + www.aberdeencity.gov.uk/services/environment/aberdeen-ecocity-awards</p>
<p>SDG 15 - Life on Land</p>	<p>Research: Environmental Modelling in our School of Biological Sciences includes impacts on soils, agriculture, food security, and global carbon cycle. Evidence: www.abdn.ac.uk/sbs/research/environmental-modelling-587.php (and in collaboration with international consortiums) https://gtr.ukri.org/projects?ref=BB%2FN013492%2F1#tabOverview; https://www.abdn.ac.uk/ncircle/</p> <p>Research Collaboration: GCRF–AFRICAP is a programme to implement sustainable production and climate smart agricultural systems to meet food security and economic development needs. Evidence: https://africap.info/themes/climate-smart-development-pathways/</p> <p>Public Outreach: Education Opportunities for Teachers and Schools across a range of biodiversity and natural history events. Evidence: www.abdn.ac.uk/sbs/outreach/aberdeen-biodiversity-centre.php</p> <p>Public Outreach: Colleagues at the Cruickshank Botanic Garden support an array of Public Education Programmes including via the Aberdeen Biodiversity Centre. Evidence: www.abdn.ac.uk/botanic-garden/</p> <p>Student Led: various student societies undertake tree planting and conservation projects. Evidence: www.ausa.org.uk/societies/society/auconservation/ + www.ausa.org.uk/societies/society/28992/</p>
<p>SDG 16 - Peace, Justice and Strong Institutions</p>	<p>Holocaust Memorial: In 2020 we marked the 75th Anniversary of the Liberation of Auschwitz (27.1.2020). Evidence: www.abdn.ac.uk/staffnet/news/13661/</p> <p>Research: Centre for Citizenship, Civil Society and the Rule of Law. Evidence: https://cisrul.blog/faculty/</p> <p>University Governance: Academic, Support Services, Trades Union, Student and other Representation on University Court. Evidence: www.abdn.ac.uk/about/strategy-and-governance/court-members-116.php</p> <p>Anti-Corruption: Institutional policies on Bribery, Corporate Gifts & Money Laundering etc. Evidence: www.abdn.ac.uk/staffnet/documents/finance-policies-and-procedures/Expenses_Benefits_Policy_Feb_2019.pdf and www.abdn.ac.uk/staffnet/documents/policy-zone-finance/Anti-money_laundering_policy.pdf</p> <p>Research Governance & Ethics: Institutional policies on Research Ethics and Governance. Evidence: www.abdn.ac.uk/staffnet/research/research-governance-304.php#panel6326</p> <p>Student Led: the Aberdeen Law Project is the first to be founded, led and operated by students. Students provide information and practical assistance on a range of subjects. Evidence: https://abdnlawproject.com/</p>
<p>SDG 17 - Partnerships for the Goals</p>	<p>Aurora: Membership of the Aurora Universities Network which emphasizes the SDGs as part of its societal engagement and impact agenda. Evidence: https://aurora-network.global/who-we-are/members/</p> <p>Aurora: Lead the Aurora Network's Sustainability Theme (through Dr Potts and Mr Lovie). Evidence: https://aurora-network.global/activity/sustainability/</p> <p>Local Networks: Active participant in several local authority & regional forums. Evidence: www.aberdeencity.gov.uk/services/environment/climate-change + www.aberdeencity.gov.uk/services/environment/powering-aberdeen + www.aberdeencity.gov.uk/services/environment/climate-change/adapting-climate-change</p> <p>European Linkages: In 2020 we hosted an event in Celebration of our European Links (31.1.2020). Evidence: www.abdn.ac.uk/staffnet/news/13664/</p> <p>Teaching: Innovative MSc programme offers opportunity to undertake Collaborative Partnership Thesis. Evidence: www.abdn.ac.uk/study/postgraduate-taught/degree-programmes/82/environmental-partnership-management/</p> <p>Research: biological and geosciences collaboration with QUB via NERC Funded Quadrat Programme. Evidence: www.abdn.ac.uk/sbs/research/quadrat/index.php</p> <p>Research: collaborative Joint Research Institute with Dundee & RGU inc. Green Energy & Medical technologies. Evidence: www.northscotland-research.ac.uk/jri/</p> <p>Partnerships & Key Roles: various UOA colleagues are heavily involved in the Scottish Alliance for Geosciences, Environment & Society (SAGES). Evidence: www.sages.ac.uk/about/people/executive-committee/</p>

Submission Cover – Institutional Context

	Question	Options	Answer
Q 7	Number of Full Time Equivalent (FTE) students currently studying at your institution		12,910 FTE [HESA - 2018/19]
Q 8	Whole institution annual turnover (US dollars \$ or UK GBP £)		£228,490,000 [Annual Report 2018/19]
Q 9	Is your institution a member of any of the below networks?	Australasia - Australasian Campuses Towards Sustainability (ACTS)	X
		China - China Green University Network (CGUN)	X
		Europe - Aurora Network	Yes
		Europe - Copernicus Alliance	X
		France - Campus Responsables	X
		France - Conference des Grandes Ecole	X
		Germany - Netzwerk	X
		Global - Foundation for Environmental Education (FEE)	X
		Global - Globally Responsible Leadership Initiative (GRLI)	X
		Global - HESI	X
		Global - International Association of Universities (IAU)	X
		Global - International Sustainable Campus Network (ISCN)	X
		Global - Principles for Responsible Management Education (PRME)	X
		Global - Sustainability and Education Policy Network (SEPN)	X
		Global - World Environmental Education Congress (WEEC)	X
		Global - Global University Partnership for Environment and Sustainability	X
		Japan – CAS-Net JAPAN	X
		North America - Association for the Advancement of Sustainability in Higher Education (AASHE)	X
		North America - US Partnership for Education for Sustainable Development and the Disciplinary Associations Network for Sustainability	X
		Scandinavia – Nordic Sustainable Campus Network (NSCN)	X
		South America - Alianza de Redes Iberoamericanas de Universidades por la Sustentabilidad y el Ambiente (ARIUSA)	X
		South Korea - Korean Association for Green Campus Initiative (KAGCI) Thailand - Sustainable University Network (SUN)	X
		UK - National Union of Students (NUS)	Yes
		UK and Ireland - EAUC	Yes
		Global - The Association of Commonwealth Universities	Yes
		None	X
		Unsure	X
		Other	X
Q 10	We would like to support your local networks by providing them with insight and feedback on SDG progress in universities and colleges close to them. Do you give permission for us to share your responses with your local network?	Yes - you can share it with them	Yes
		No	X
		Other	X
Q 11	Do you take part in any other reporting that tracks your environmental, sustainability and/or SDG impacts? Please state what this is below. (You can use information from other reports as your evidence throughout this survey - as long as it directly reports on your SDG work.)	Sustainability Leadership Scorecard	Not yet - but we will in 20/21.
		Green Impact	Investigating
		STARS	X
		Sustainable Campus Assessment System	X
		Green Office	Investigating
		Green Plan	X
		USAT	X
		Times Higher Education (THE) SDG Ranking	Yes - Full Return
		Green Metric	X
		EcoCampus	X
		GRI	X
		ISCN GULF Charter	X
		ISO 14001	X
		ISO 26000	X
		ISO 50001	X
		SustainaBUL - Studenten voor Morgen	X
		University League - People & Planet	Automatically included
		None or not applicable	X
		Other	X
Q 12	Does your institution currently map or chart its activities to the SDGs and produce a report? If yes, please supply URL links to the mapping and/or report (or send it via email).	Yes - mapped across all of the institution and produced a report	X
		Yes - mapped across some of the institution (outline which areas in the comment box) and looking to create a report soon.	X
		Yes - we are at the very beginning of mapping and have not yet started on a report	Aberdeen 2040 strategy launched Feb 2020 https://www.abdn.ac.uk/2040/sustainable/index.php
		No	X
		Unsure	X
		Other	X
Q 13	Are the SDGs a strategic priority for your institution over the next 12 months? (To be a strategic priority, it must be included, or will imminently be included in the institutions)	Yes	Aberdeen 2040 strategy launched Feb 2020 https://www.abdn.ac.uk/2040/sustainable/index.php
		No	X

	overarching strategy). If yes, please provide a URL to the strategy.	Unsure	X
		Other	X
		a) If you selected Other, please provide more information (or use this space to provide a URL):	X
Q 14	In what area(s) do you feel your institution has had the most success in embedding the SDGs? Please tick all if you feel you have holistically embedded the SDGs. This is a question based on your perception, as the most appropriate person to collate the information for this survey, and as signed off by the most senior executive member in your institution. 'Embedded' in this context means that the SDGs form a key part of decision making, planning or implementing in each of these categories. We have given some suggestions of what each category might entail, but the interpretation of each of these terms is up to the person filling it in.	Leadership (Executive level leadership on the SDGs)	X
		Governance (University strategy, admissions policy, annual report, graduate attributes framework etc)	X
		Staff training (Human resources, available training, internal awareness and action)	X
		Learning and teaching (Content of lessons and lectures, curriculum,	X
		Research (Research proposals, funding bids, grants, etc)	The SDGs are used in some but not all research grant funding proposals.
		Student engagement (Student union strategy, extra curricular activities, campaigns, marketing)	X
		Campus (Biodiversity strategy, GHG emissions, recycling practices, etc)	X
		Operations (Buildings, procurement, ethical supply chains)	X
		Community engagement (Outreach programmes, volunteering opportunities)	X
		Partnerships (Corporate partnership deals, international partnerships, knowledge exchange between institutions)	We are part of the Aurora Universities Network (see Q20).
		Unknown	X
		Other	X
Q 15	How long would you estimate that your institution has been actively embedding the SDGs? This refers to the length of time an institution (at a departmental level as a minimum) have actively implemented plans to embed the SDGs across the institution.	0 - 3 months	X
		3- 6 months	Aberdeen 2040 launched in Feb 2020. Aurora has been doing this for longer.
		6 - 12 months	X
		1 - 2 years	X
		2 - 3 years	X
		3 - 4 years	X
		4 years +	X
		Other	X
Q 16	Do you have funding for the integration of the SDGs in your institution?	Yes - external funding	X
		Yes - internal funding	Yes, through our SFC-ODA fund
		No	No
		Other	X
		a) If you answered 'Other' or 'Yes' to the above question, please provide more information or outline the quantity of resource you have for the integration of SDGs (US \$ or UK £). This can be a broad description if you cannot quantify.	X
Q 17	What level of capacity do you have to integrate the SDGs? By 'capacity' we mean a role that co-ordinates and oversees the integration of the SDGs. Please specify their FTE (full time equivalent) hours a week dedicated to the SDGs. If this is multiple people, please combine their FTE. If you have paid and unpaid staff that fulfill this role, please note their hours separately.	Paid staff 0 - 5 hours a week	X
		Paid staff 6 - 10 hours a week	X
		Paid staff 11 - 20 hours a week	X
		Paid staff 21 - 30 hours a week	X
		Paid staff 31 - 40 hours a week	X
		Paid staff 41 + hours a week	X
		Unpaid volunteer 0 - 5 hours a week	X
		Unpaid volunteer 6 - 10 hours a week	X
		Unpaid volunteer 11 - 20 hours a week	X
		Unpaid volunteer 21 - 30 hours a week	X
		Unpaid volunteer 31 - 40 hours a week	X
		Unpaid volunteer 41 + hours a week	X
		Other	Nil (for now)
Q 18	If you have started to integrate the SDGs at all, what impact has this had? This is a perception question based on whether integrating the SDGs has had an impact on the sustainable development of your institution. By sustainable development, we mean whether it has enabled students and staff to live productive, vibrant and peaceful lives on a healthy campus.	Extremely positive	X
		Positive	X
		Unnoticeable	X
		Negative	X
		Extremely negative	X
		Other	Very early stages but feedback on SDGs during Aberdeen 2040 process (i.e. the consultation on our new strategy) was very positive about their inclusion and potential as a framework.
Q 19	If you have started to integrate the SDGs at all, what impact has this had? This is a perception question based on whether integrating the SDGs has had a positive impact or influence on your institution.	Opened a more relatable and clearer dialogue on sustainability within the institution.	Anticipated
		Opened a more relatable and clearer dialogue on sustainability with external stakeholders.	Anticipated
		Positively influenced the image of the institution by showing its contribution to global and local wellbeing.	Yes - through the THE 'Impact' exercise.
		Encouraged more students to choose the institution on the basis of their commitment to sustainable development.	Anticipated
		Produced more employable graduates that have a good understanding of sustainable development and can apply this to their career.	Anticipated
		Received praise from students for their commitment to the SDGs.	Anticipated
		Captured the demand for SDG-related education and gained positive engagement from students for responding to this.	Anticipated
		Built new external partnerships based on the SDGs	Yes - Aurora
		Created cohesion between institutional departments as they work together on 1 or more SDG.	Anticipated

		Fostered a stronger sense of social justice in students - which has seen an increase in staff and student volunteering activity.	Anticipated
		Encouraged staff and students to initiate innovative projects to support one or more of the SDGs.	Anticipated
		Caused a behaviour change such as removing single-use plastics or reducing air travel.	Anticipated
		Enabled academics to access new funding streams to deliver on the SDGs	Anticipated
		Other	X
Q 20	<i>In the last 12 months, what overall contribution has your institution made to the SDGs? This should be no more than 300 words and form the basis of a broad summary of your contribution to the SDGs.</i>		<p>The past 12 months have seen the University of Aberdeen take its first steps towards formally embedding the Sustainable Development Goals (SDGs) into its strategic planning and institutional ambition. Alongside a net-zero commitment, the SDGs featured prominently in the sustainability strand of our new 2040 strategy. The strategy places sustainability alongside inclusion, interdisciplinarity and international outlook as being at the heart of the University's ambition for the next 20 years. Full details at https://www.abdn.ac.uk/2040/sustainable/index.php</p> <p>Having participated in 2019's inaugural edition, Aberdeen again participated in the 2020 Times Higher Education (THE) 'Impact' exercise. Using the SDGs as the framework for its analysis, the exercise ranked Aberdeen 73rd overall, with Top 50 rankings in 5 of the 17 SDGs. This year we submitted content against all 17 of the SDGs. The exercise highlighted distinct strengths in areas such as Good Health and Wellbeing (SDG 3), Gender Equality (SDG 5), Reduced Inequalities (SDG 10), Responsible Consumption and Production (SDG 12), and Peace, Justice and Strong Institutions (SDG 16). It also, however, helped to highlight areas in which to improve and we fully anticipate participating again in 2021.</p> <p>Our participation in the nine-member Aurora Universities Network has seen colleagues from Aberdeen champion the network's endorsement of the global SDG Accord, and subsequently work to persuade universities across Europe to sign up to the Accord. To date four of the nine core members have signed the declaration, with a further four actively investigating it.</p> <p>Aurora itself has placed societal impact at the heart of what it does. It has undertaken innovative research on bibliometric analysis of member research utilizing the SDGs as the basis for that analysis, and has begun to compile a series of public lectures which showcase the research undertaken in areas related to the SDGs.</p>
Please use one of the tabs 3- 6 for Questions 21 – 38			
Q 39	<i>Which three SDGs would you say, in the last 12 months (or since your last submission), has your institution had the most impact on? (If you use the Sustainability Leadership Scorecard this may help you complete this question.)</i>	1st SDG	Based on the 2020 THE exercise: SDG 12 – Responsible Consumption & Production [Rank 11]
		2nd SDG	Based on the 2020 THE exercise: SDG 16 – Peace, Justice & Strong Institutions [Rank 27]
		3rd SDG	Based on the 2020 THE exercise: SDG 3 – Good Health & Wellbeing [Rank 40]
Q 40	<i>Which three SDGs would you say in the last 12 months (or since your last submission), has your institution had the least impact on? (If you use the Sustainability Leadership Scorecard this may help you complete this question.)</i>	1st SDG	Based on the 2020 THE exercise: SDG 6 – Clean Water & Sanitation [Band 101-200]
		2nd SDG	Based on the 2020 THE exercise: SDG 13 – Climate Action [Band 101-200]
		3rd SDG	Based on the 2020 THE exercise: SDG 1 – No Poverty [Band 101-200]
Q 41	<i>Which three SDGs will be your biggest priorities over the course of the next 12 months?</i>	1st SDG	SDG 17 – Partnership for the Goals (e.g. we intend to introduce an annual SDG Report in 20/21)
		2nd SDG	SDG 7 – Affordable & Clean Energy (e.g. our new work on energy transition and net-zero)
		3rd SDG	SDG 3 - Good Health & Wellbeing (e.g. our public health and pandemic research)
Q 42	<i>Over the course of the next 12 months, which of the steps below will your institution undertake? (Select as many or as few as you deem appropriate).</i>	Invest funds into SDG activity	Possible
		Incorporate the SDGs at a strategic level	Done + Embed Further
		Map all activities we currently do against the SDGs	Possible
		Create new activities to raise awareness of the SDGs across the whole institution	Likely
		Engage students on the SDGs through teaching and learning	Likely
		Share learning on the SDGs with local community	Likely e.g. through our Public Engagement programme
		We plan to increase our partnership working on the SDGs	Yes e.g. via Aurora [see Q20].
		Integrate the SDGs into our campus and operations	Yes
		Increase research on the SDGs	Likely
		Other	SDG Reporting
Q 43	<i>What are the biggest challenges you face in integrating the SDGs across your whole institution (if any)?</i>		We are very early in this process, so developing a shared understanding of the SDGs may be challenging. In light of the economic impacts of the pandemic, capacity and resource will also be a challenge.
Q 44	<i>In the SDG Accord report submitted to the UN High Level Political Forum in 2019, the Accord made a series of recommendations. The following questions aim to find out if your institution has implemented any of these recommendations since then. If your institution conducts research - does your research application process require researchers to outline which of the SDGs their work contributes towards?</i>	Yes	Depending on the requirements of the grant funder.
		No	X
		Not applicable	X
		Other	X
Q 45	<i>If your institution has recently (in the last 12 months) updated new processes (particularly strategies, policies, updates to the curriculum or course review processes) - have the SDGs been incorporated? (Please</i>	Yes	SDGs are referenced in the new strategic vision of the University i.e. Aberdeen 2040
		No	X

	<i>provide more information in the comment box if you answer 'yes' below)</i>	Not applicable	X
		Other	X
Q 46	<i>In the last 12 months, has your institution found any innovative ways to increase staff and student capacity to address the SDGs? (Please provide more detail if you answer 'yes' in the comment box).</i>	Yes	Largely linked to our involvement in the Aurora Universities Network e.g. that Network's SDG Lecture Series or its bibliometric analysis (see https://aurora-network.global/).
		No	X
		Not applicable	X
		Other	X
Q 47	<i>In the last 12 months, has your institution offered funded extracurricular opportunities for students to get involved with sustainability initiatives linked explicitly to the SDGs? (Please provide more detail if you answer 'yes' in the comment box).</i>	Yes	X
		No	No - not yet.
		Not applicable	X
		Other	X
Q 48	<i>The SDG Accord report makes recommendations to different audiences on how they can better support universities and colleges contribute towards the SDGs across the world. Please outline any suggested recommendations for each audience.</i>	The United Nations	This year the key theme seems likely to be how we can harness the climate related opportunities that arise out of the current global pandemic. From practical operational impacts such as how we build on the new modes of work we have adopted that require reduced levels of international travel (and commuting), all the way through to showcasing our research and harnessing the global focus on science and scientists. We need to emerge from the current crisis with a renewed focus on the clear and present danger of climate change, with a science-led global conversation about the type of 'green' recovery needed to ensure we 'build back better'.
		Your Government (please specify which this is)	As above.
		Universities and Colleges	Encouraging all institutions to embrace and embed the SDGs as being at the heart of how they articulate their societal impact across all aspects of institutional activity.
		Students	Encouraging institutions to embrace and embed the SDGs as being at the heart of the graduate attributes and citizenship qualities their educational experience provides their graduates.
		SDG Accord Endorsing Partners	As per Universities and Colleges above but with a distinct focus on the collaborative and partnership nature of those networks and partners.
Q 49	<i>Any other comment?</i>		X