Incorporating the Sustainable Development Goals into Institutional Business Decision Making

UWE Bristol

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Workshop overview

• Sustainability in decision-making at UWE
• HE/FE and the SDGs
• Expectations of students
• Overview of UWE work with SDGs
• Assessment and measurement
• What next?
Sustainability in decision-making at UWE

Institutional strategy
Sustainability Plan
Estates and Procurement
QMEF
Staff and student engagement
SU@UWE

HOW?
WHO?
What is the current status of FE/HE engagement with the SDGs?

What is your institution doing? How is it identifying and managing its contribution to the SDGs?
What should FE/HE contribute towards meeting the SDGs?

**What could an organisation contribute towards meeting the SDGs?**

Baseline responsibilities for business include “recognition of the responsibility of all companies – regardless of their size, sector or where they operate – to comply with all relevant legislation, **uphold internationally recognized minimum standards** and to respect universal rights”
Managing contribution to the SDGs

**Defining priorities**
- Map the value chain to identify impact areas
- Select indicators and collect data

**Setting goals**
- Define priorities
- Define scope of goals and select KPIs
- Define baseline and select goal type
- Set level of ambition
- Announce commitment to SDGs

**Integrating**
- Anchoring sustainability goals within the business
- Embed sustainability across all functions

**Reporting and communicating**
- Engage in partnerships
- Effective reporting and communication
- Communicating on SDG performance
Map the value chain to identify impact areas

How can this be applied to an HEI?

Activity: In groups, consider the relevance/application of this model to an HEI.
Map the value chain to identify impact areas

- **Raw materials** → Students?
- **Suppliers** → Academics
- **Inbound logistics** → Procurement
- **Company operations** → Facilities/estates/services
- **Distribution** → Teaching/RKE/PE/etc.
- **Product use** → Graduates in work
- **Product end of life** → ??Retirement??
The VALUE chain

In action: Mapping the SDGs against the value chain

**INCREASING POSITIVE IMPACT**

- Raw materials
- Suppliers
- Inbound logistics
- Company operations
- Distribution
- Product use
- Product end life

**MINIMIZING NEGATIVE IMPACT**

- SDG 6: Clean water and sanitation
- SDG 11: Sustainable cities and communities
- SDG 12: Responsible consumption and production

**Company** identifies as a priority to:
- Increase its positive impact on SDG 8 by providing a living wage to all employees at all sites globally.
- Increase its positive impact on SDG 13 for use of its products by developing and delivering products that allow customers to reduce their energy use and related GHG emissions.
- Reduce its negative impact on SDG 6 by working with suppliers to reduce its water consumption in water-stressed regions.
- Decrease its negative impact on SDG 11 by decreasing inbound and outbound logistics, improving road safety for its drivers.
- Decrease its negative impact on SDG 12 by improving the reusability and recyclability of its products.

**ADDED VALUE?**

**IMPACT?**
What could an HEI contribute towards meeting the SDGs?

• Estate management
• Operations
• Education
• Research and knowledge creation
• Influencing others
• Raison d’être for HE?

Activity: In pairs discuss the potential contribution of HE to achieving the SDGs via these activities.
Assessing UWE’s contribution to achieving the SDGs

**Defining priorities**
- Strategy 2020
- Sustainability Plan
- ISO 14001

**Setting goals**
- Risk register
- Sustainability Plan
- Strategy 2020

**Integrating**
- Own goal setting
- Internal and external presentations
- Roles and responsibilities
- Terms of reference and reporting templates
- Graduate attributes

**Reporting and communicating**
- Working with others
- Internal and external reporting
- Standards
- Sharing and listening
Expectations of current and future students

Do students expect universities / colleges to take action on sustainability?

- Sustainable development is something all course tutors should be required to incorporate within their teaching (n=7259):
  - Agree: 52%
  - Neither: 27%
  - Disagree: 19%

- Sustainable development is something which I would like to learn more about (n=7256):
  - Agree: 61%
  - Neither: 26%
  - Disagree: 10%

- Sustainable development is something which all university / college courses should actively incorporate and promote (n=7256):
  - Agree: 75%
  - Neither: 16%
  - Disagree: 7%

- Sustainable development is something which universities / colleges should actively incorporate and promote (n=7267):
  - Agree: 87%
  - Neither: 9%
<table>
<thead>
<tr>
<th>SDGs at UWE</th>
<th>1 NO POVERTY</th>
<th>2 ZERO HUNGER</th>
<th>3 GOOD HEALTH AND WELL-BEING</th>
<th>4 QUALITY EDUCATION</th>
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<td>17 PARTNERSHIPS FOR THE GOALS</td>
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SDGs and Curriculum

1. NO POVERTY
   - Ensuring access to basic goods and services
   - Adequate shelter and sanitation

2. ZERO HUNGER
   - Nutrition for pregnant & lactating mothers

3. GOOD HEALTH AND WELL-BEING
   - Universal health coverage

4. QUALITY EDUCATION
   - Quality of education

5. GENDER EQUALITY
   - Gender equality and empowerment

6. CLEAN WATER AND SANITATION
   - Sustainable water management

7. AFFORDABLE AND CLEAN ENERGY
   - Access to affordable energy

8. DECENT WORK AND ECONOMIC GROWTH
   - Decent work and economic growth

9. INDUSTRY, INNOVATION AND INFRASTRUCTURE
   - Innovation and infrastructure

10. REDUCED INEQUALITIES
    - Reduced inequalities

11. SUSTAINABLE CITIES AND COMMUNITIES
    - Sustainable cities and communities

12. RESPONSIBLE CONSUMPTION AND PRODUCTION
    - Responsible consumption and production

13. CLIMATE ACTION
    - Climate action

14. LIFE BELOW WATER
    - Life below water

15. LIFE ON LAND
    - Life on land

16. PEACE AND JUSTICE STRONG INSTITUTIONS
    - Peace and justice

17. PARTNERSHIPS FOR THE GOALS
    - Partnerships for the goals
The contribution of UWE's Sustainability Plan to meeting the UN Sustainable Development Goals

1. No Poverty
   - Engagement in the Sustainability Journey
   - Education for Sustainable Development
   - Sustainable Procurement and Ethical Investment

2. Zero Hunger
   - Engagement in the Sustainability Journey
   - Education for Sustainable Development
   - Sustainable Procurement and Ethical Investment
   - Sustainable Food

3. Good Health and Well-being
   - Engagement in the Sustainability Journey
   - Education for Sustainable Development
   - Sustainable Food

4. Quality Education
   - Engagement in the Sustainability Journey
   - Education for Sustainable Development

5. Gender Equality
   - Engagement in the Sustainability Journey
   - Education for Sustainable Development

6. Clean Water and Sanitation
   - Education for Sustainable Development
   - Water Management

7. Affordable and Clean Energy
   - Education for Sustainable Development
   - Energy/Carbon Management

8. Decent Work and Economic Growth
   - Engagement in the Sustainability Journey
   - Sustainable Procurement and Ethical Investment
   - Campus Development
   - Green IT
   - Smarter Travel

9. Industry, Innovation and Infrastructure
   - Sustainable Procurement and Ethical Investment
   - Campus Development
   - Green IT
   - Smarter Travel

10. Reduced Inequalities
    - Education for Sustainable Development

11. Sustainable Cities and Communities
    - Education for Sustainable Development
    - Campus Development
    - Green IT
    - Smarter Travel
    - Climate Adaptation

12. Responsible Consumption and Production
    - Sustainable Procurement and Ethical Investment
    - Green IT
    - Waste, Emissions & Discharges
    - Smarter Travel
    - Sustainable Food

13. Climate Action
    - Education for Sustainable Development
    - Sustainable Procurement and Ethical Investment
    - Green IT
    - Waste, Emissions & Discharges
    - Smarter Travel
    - Climate Adaptation

14. Life Below Water
    - Education for Sustainable Development
    - Sustainable Food

15. Life on Land
    - Education for Sustainable Development
    - Biodiversity
    - Sustainable Food

16. Peace and Justice, Strong Institutions
    - Engagement in the Sustainability Journey
    - Education for Sustainable Development

17. Partnerships for the Goals
    - Engagement in the Sustainability Journey
    - Education for Sustainable Development
Assessing, measuring and communicating success

- GRI
- ISO 14001
- Corporate responsibility reporting
- IRIS Metrics
- LiFE
- Responsible Futures
- Awards
- Impact?
What next?

• SDG Roadshow
• Responsibility
• Research
• Impact
• Working with our city and region
• Limits?
HE and session SDGs

Selection of connections:

SDG 8
- HEIs as places of work
- HEIs as producers of future employees
- HE as a generator of economic activity

SDG 9
- Research is about innovation
- HEIs have access to intelligence, creativity, dedication and enthusiasm

SDG 17
- HEIs work within their locations/regions
- HEIs bridge private and public sector
- HEIs and their Students’ Unions
Conclusions

Take 1 minute to note:

• One action you will take forward sparked by this session

• one person who you will speak to about SDG work at your institution.

Final questions?

THANK YOU!