SDG Accord Case Study

The SDG Accord

The University and College Sector's Collective Response to the Global Goals

UEA
University of East Anglia

Integration of SDGs in

☒ Institutional governance/strategic level
☒ SDGs in research
☐ SDGs in campus operations
☒ SDGs in curriculum development
☒ SDGs in student engagement activities
☒ SDGs into community activities
☒ SDGs at a whole-institution level

Focus on

☐ Goal 1 - No poverty
☐ Goal 2 - Zero hunger
☒ Goal 3 - Good health and wellbeing
☒ Goal 4 - Quality education
☒ Goal 5 - Gender equality
☒ Goal 6 - Clean water and sanitation
☒ Goal 7 - Affordable and clean energy
☒ Goal 8 - Decent work and economic growth
☒ Goal 9 - Industry, innovation and infrastructure
☒ Goal 10 - Reduced inequalities
☒ Goal 11 - Sustainable cities and communities
☒ Goal 12 - Responsible consumption and production
☒ Goal 13 - Climate action
☐ Goal 14 - Life below water
☐ Goal 15 - Life on land
☐ Goal 16 - Peace, justice and strong institutions
☒ Goal 17 - Partnerships for the goals

SDG Accord Case Study

Summary:

Over the past two years we have worked to recognise the six PRME Principles throughout our business school activities. Working with the Principles has helped us to reflect on the extent to which our current teaching, research, and broader societal engagement integrate with the UN – Sustainable Development Goals (SDGs).

We use our standing in the research and education communities to inform, challenge and change public policy, organizational and individual practice in the arenas of work & wellbeing, finance and accounting, data analytics, marketing, business regulation, international business, strategy and entrepreneurship.

We connect with local communities supporting business clusters in, for example, the financial sector and creative sector. We lever our critical mass of world class research on workplace wellbeing and business regulation in support of policy innovation; and mobilize our research excellence across strategy, innovation, marketing, work and organizations, finance and accounting to inform change in practice and curriculum enhancement.

Our social and technical capabilities in the virtual learning space have evolved and now become an embedded part of our educational delivery. Virtual learning spaces in combination with in-person learning spaces have opened up opportunities for students and staff to engage more creatively and inclusively. They have enabled expert speakers from across time zones and geographical distances to become part of the classroom learning experience in a sustainable way.

The six PRME Principles both connect and integrate with the University's wider sustainability strategy that aims to balance the 'three pillars' of environmental, economic, and social elements.

Outline the 3 key benefits of integrating this theme:

1. This is an opportunity for the Business School to bring together and measure its efforts for Sustainability and Responsible Management teaching and research into one place.

2. As part of the PRME Signatories we have an opportunity to network with other HE institutions and local and regional businesses to discuss issues of responsible management and sustainability.

Outline the barriers or challenges encountered in integrating this theme and how you overcame these:

1. The PRME SIP report is complex and lengthy and required the cooperation of busy academic staff to commit their time and energy in submitting details to the PRME report. This was overcome by rewriting the material we had from academics so that it formed one coherent document.

SDG Accord Case Study

Outline your conclusions and recommendations to others:

Using the six PRME principles to create a PRME progress report is a great opportunity for any Business School to bring together, measure and benchmark all its efforts for Sustainability and Responsible Management in its teaching, research and business partnerships.