INFLUENCE!

Inspiration and insight to change minds and policy

19 - 20
June 2019

University of Manchester

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SDG Reporting

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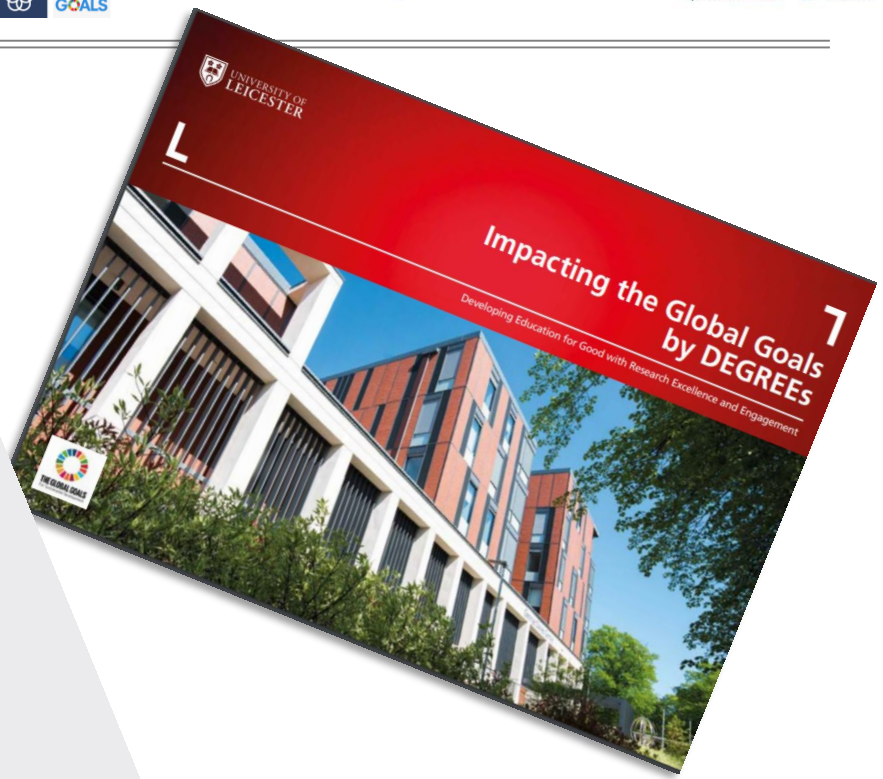

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What do Universities do for the SDGs?

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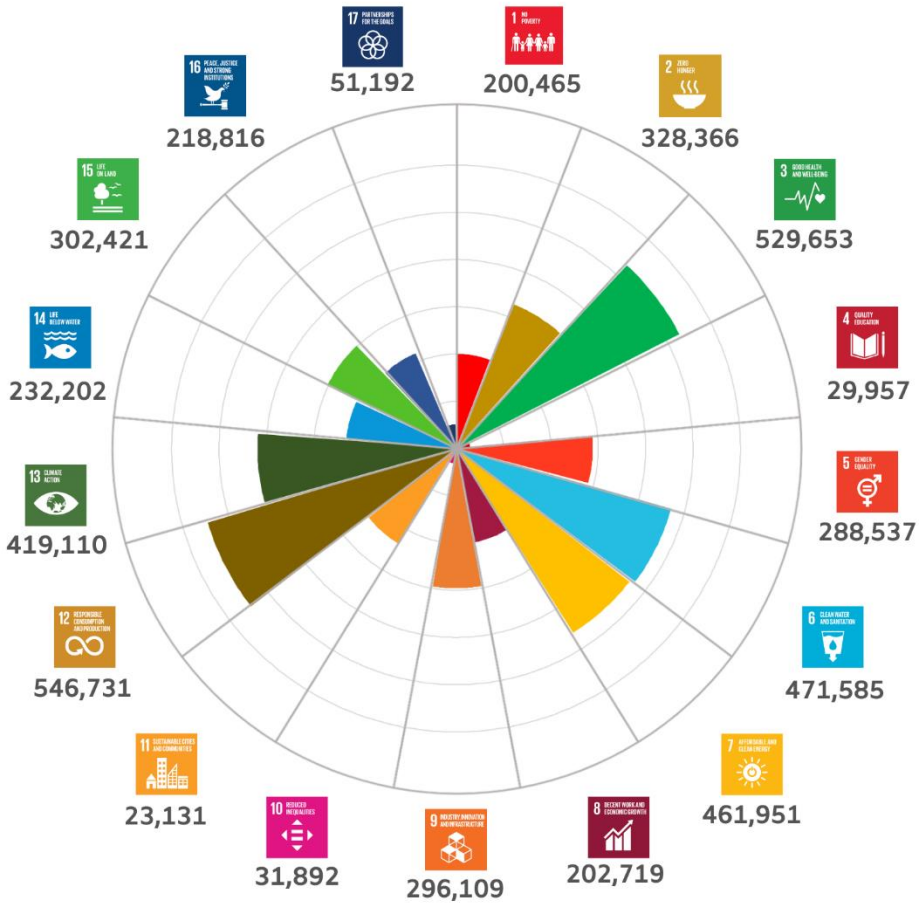
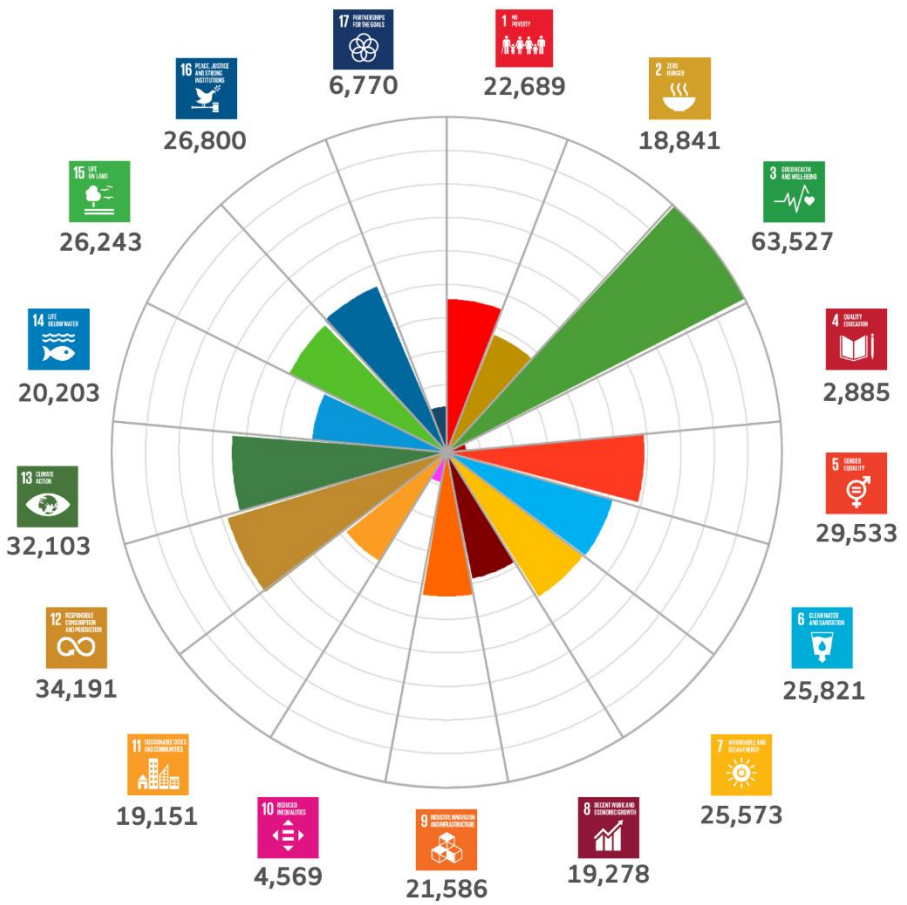
All universities



UK universities



	All Universities		UK Universities		THE		University of Leicester	
1st	Good Health & Wellbeing		Good Health & Wellbeing		Good Health & Wellbeing		Good Health & Wellbeing	
2nd	Responsible Consumption & Production	546,731	Responsible Consumption & Production	34,191	Responsible Consumption & Production	8,741	Peace, Justice & Strong Institutions	410
3rd	Clean Water & Sanitation	471,585	Climate Action	32,103	Gender Equality	8,719	Gender Equality	377
4th	Affordable & Clean Energy	461,951	Gender Equality	29,533	Climate Action	8,015	Climate Action	337
5th	Climate Action	419,110	Peace, Justice & Strong Institutions	26,800	Affordable & Clean Energy	7,082	Life On Land	281
6th	Zero Hunger	328,366	Life On Land	26,243	Peace, Justice & Strong Institutions	6,995	Sustainable Cities and Communities	216
7th	Life On Land	302,421	Clean Water & Sanitation	25,821	Clean Water & Sanitation	6,371	Decent Work & Economic Growth	213
8th	Industry, Innovation & Infrastructure	296,109	Affordable & Clean Energy	25,573	Life On Land	6,114	No Poverty	204
9th	Gender Equality	288,537	No Poverty	22,689	No Poverty	6,103	Clean Water & Sanitation	198
10th	Sustainable Cities and Communities	235,131	Industry, Innovation & Infrastructure	21,586	Industry, Innovation & Infrastructure	5,589	Life Below Water	197

Agenda

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1. How to convince your organisation to write a SDG report
2. How to write a SDG report
3. What you do with the information once you've got it
4. Group discussion
5. Wrap up
    - Top tips
    - How to guide

Why write a report?

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- Puts existing work into context
- Extra string to the sustainability bow
- Maps academic activities
- Identifies synergies and discord between operational and academic values
- Identifies existing and potential collaborations
- Organisational reputation
- We ♡ reporting!

Report structure

11 SUSTAINABLE CITIES AND COMMUNITIES

Make cities inclusive, safe, resilient and sustainable

RESEARCH

Age-friendly cities

By 2030, at least a quarter of city dwellers will be aged 60 or over. Researchers at our Manchester Institute for Collaborative Research on Ageing trained a group of 18 older residents, aged between 58 and 74, as co-researchers who then conducted 68 interviews across Manchester with older people who were experiencing social exclusion, poverty, or health problems. This research has influenced policies for improving the quality of life for older people in urban communities, particularly those traditionally marginalised across previous policy and research.

Climate Resilient Cities and Infrastructure

Our Manchester Urban Institute (MUI) aims to realise more inclusive cities that are economically, environmentally and socially sustainable through its research, training and engagement. MUI's expertise is focused into five key themes: resilience, sustainability, energy, spatial inequality and urban governance. As part of the Climate Resilient Cities and Infrastructure project, our researchers worked with partners from eight European countries to develop tools to make cities more resilient to extreme weather and climate change. A key output from the project was the European Climate Risk Typology, which provides policymakers, researchers and citizens with the opportunity to visualise and compare climate risk in European cities.

Research in numbers: SDG 11

16,274 publications 2009-18

3.74% of all UK publications 2009-18 (based on SDSN keywords)

216 Citation impact based on international benchmark of 100

53 Research outputs

3.84% National contribution (based on Elsevier methodology)

PUBLIC ENGAGEMENT

Age-friendly culture

Manchester Museum and the Whitworth are two of our University's public-facing cultural institutions that support more sustainable communities by engaging with people of all ages across our city-region. Together with our researchers, their public engagement work has been instrumental in Manchester's status as the UK's first World Health Organization Age-Friendly city. The Whitworth's exhibition 'Danger! Men at Work' was co-curated with older male residents in a local care home. And our Manchester Museum will soon open the world's first Centre for Age Friendly Culture, to act as a beacon for the role of arts and culture in ageing well. At the other end of the age-spectrum our Whitworth gallery has organised a child-led exhibition 'We are 11' and puts on regular 'Art Baby' sessions for new-borns and their parents and grandparents.

Multilingual Manchester

Manchester is one of Europe's most linguistically diverse cities. Our award-winning Multilingual Manchester initiative connects the University – our research and our students – with the opportunities and challenges associated with local language diversity. Students and staff undertake projects with local mainstream schools, supplementary schools, hospitals, city councils and residents to map out, celebrate and engage people with language diversity.

LEARNING AND STUDENTS

Study programmes

As tomorrow's professionals, students at Manchester are learning how to make cities inclusive, safe, resilient and sustainable. For example, undergraduate Environmental Management students and master's students in our Global Development Institute explore the challenges in creating green infrastructure in cities that is resilient to climate change.

Units on SDG 11: **850**
126 direct (3.74% of all courses)
724 indirect (21.52%)

Student engagements with units on SDG 11: **34,814**
6,513 direct (2.81% of all engagements)
28,301 indirect (12.20%)

Sustainability challenge

On their second day at university, as part of our wider Stellify initiative, all 8,000 first-year students can take part in an interactive event facilitated by more than 230 staff. Working in groups, students consider the challenges arising from constructing a new university campus in the fictional city of Millchester, analysing costs and carbon whilst paying attention to the needs of the local community. Over the last three years, 24,143 students have taken part in the challenge, which has helped them to understand the complexities of environmental, social and economic dilemmas in a realistic setting.

Biko Bikes

Biko Bikes is a student-led project which promotes cycling and contributes to a more sustainable Manchester by offering affordable bike rental and teaching students about bike maintenance.

Student Action

Student Action is our largest student-led volunteering group. It runs a range of volunteering projects connected to sustainable cities such as supporting refugees and asylum seekers to improve their English, hosting soup kitchens in the city centre for the homeless, cleaning up local parks and organising weekly socials for elderly and disadvantaged community members.

OPERATIONS

We've partnered with Nationwide Cycling Academy to provide over **600 discounted second hand bikes** to students.

We received a **'Champion of Champions' award from Transport for Greater Manchester** for inspiring thousands of staff and students to opt for more sustainable journeys to work.

To encourage **low-carbon travel,** we offer:

- discounts on parking permits for low-carbon vehicles;
- a car share scheme;
- interest free loans for public transport annual season tickets and staff can buy discounted monthly and weekly tickets on campus.

Our bicycle users' group, **UMBUG**, is one of the largest in the country with over 1,000 members.

UMRun, our run-commute group, is the first to be established outside of London.

Over the past five years cycling and walking has increased by **7%** and student public transport use reached **45%**, reducing the University's carbon emissions for commuter travel by **35%**. **26%** of staff and **46%** of students now use active modes of travel.

Methodology

METHODOLOGY

This report communicates the range of activities The University of Manchester engages in that contribute to the United Nations' Sustainable Development Goals (SDGs).

Drawing on the Sustainable Development Solutions Network's *Getting Started With The SDGs*[1] guidance, the first stage of this report was a comprehensive data collection process to identify initiatives across the University on four main dimensions – research; learning and students; public engagement; and responsible internal processes – that mapped onto the SDGs. The report presents two kinds of data: metrics and case studies.

Research metrics

Currently there are few replicable or standardised ways to measure research impact against the SDGs. We worked with our University's bibliometric specialist to trial three different methodologies for research metrics and compared their performance in capturing the essence of the SDGs. We searched the titles, keywords and abstracts of publications in the Scopus[2] database using three different lists of keywords for the SDGs:

- **The SDSN keyword list** compiled by Monash University and SDSN Australia/Pacific[3]. This was the most comprehensive list and benefited from the transparency and accessibility of the published keywords. However, it yielded a high number of publications that arguably may not have such direct relevance to those specific SDGs[4].
- **An 'Elsevier methodology'**, used for the report *Sustainability science in a global landscape*[5] produced by Elsevier in collaboration with SciDev.Net. The Elsevier/SciDev.Net report aggregated the 17 SDGs into six key themes: Dignity, People, Prosperity, Planet, Justice and Partnership[6]. We disaggregated the theme-based lists of keywords into SDG-based lists where necessary, assigning keywords to SDGs using the SDSN list as a guide. This had a much narrower scope and yielded fewer and arguably very focused results. However, we noted it didn't cover all aspects of the SDGs, meaning that a potentially high number of relevant publications were being filtered out.
- **A 'homegrown' keyword list** which started from the SDSN list for each SDG and removed keywords most likely to produce publications without direct relevance to the goal.

Using SDG1: No Poverty as an example, we saw that results varied widely across the three different methods. In addition, our areas of strength against each SDG differed depending on the methodology used.

Number of SDG1 publications 2009-18
SDSN keyword list: 13,360
'Homegrown' keywords: 455
Elsevier methodology: 105

As a result of the experiments, we discounted the methodology using the homegrown list on the grounds that its results were overly dependent on subjective decisions about the keywords removed. We decided to use both externally produced lists for our research metrics. This will allow for better comparison with future reports from other universities and potentially make this publication more replicable. As a result, the 'Research in numbers' section for each of the SDGs in this report includes:

- a SDSN-based figure for the past decade of our publications 'publications 2009-18';
- a corresponding Elsevier-based figure for 'Research output';
- a SDSN-based figure for proportion 'of all UK publications 2009-18' and a corresponding Elsevier-based figure for 'National contribution' (both calculated by dividing the number of Manchester publications by the number of publications at all UK institutions for the Goal); and
- an Elsevier-based figure for 'Citation impact', based on comparing the level of citation of Manchester publications with that of all publications globally for the SDG anywhere. (The amount of data required to calculate this figure made it impossible to do so using the larger publication sets that would have resulted from the SDSN keyword list.)

In addition, and in line with the approach used for the *Times Higher Education* University Impact Ranking, we reported under SDG17 Partnerships for the Goals the number and proportion of publications co-authored with researchers internationally, and also added those with researchers from low- and middle-income (LMI) countries[7] using the Elsevier methodology. Again, all research metrics were based on publications during the period 2009-18.

Teaching metrics

Because of the size of our institution and large number of course units (3,365 at undergraduate and master's level) it was not possible to survey all programme leaders. Instead we undertook our own centralised curriculum audit. Using SDG keywords highlighted in programme descriptions, we analysed all 3,365 course unit descriptions in 2017/18 and linked them to the SDGs in two ways:

- **Direct impact:** if the unit allowed students to understand how to tackle this Goal (eg understanding vaccines, circular economy); and
- **Indirect impact:** if the unit covered a general area relating to the SDG (eg physiology, economics), allowing students to understand the basics and build on this knowledge to contribute to the SDGs.

From this we were able to count the number and proportion of our units relevant to specific SDGs and the number of student engagements with them. 'Student engagements' is not the same thing as 'number of students' because the same student can engage with a specific SDG many times over by electing to do multiple modules.

Case studies

We selected qualitative case studies to understand our contribution to the SDGs through a comprehensive consultation process, including review of the relevant university websites, a staff survey, consultation with social responsibility leads and managers, and input from staff with particular expertise for each of the four dimensions.

Image: Joshim Salam, © The Lived Experience of Climate

- **Research** case studies were developed by consulting individual researchers, research institutes and managers, communications and marketing officers and our research and business engagement support services. The final selection was made by a working group with academic and professional experts from across the University in sustainability.
- **Learning and students** case studies were compiled based on the curriculum audit and wide-ranging internal consultation
- **Public engagement** case studies were developed in consultation with engagement managers and our cultural institutions, as well as researchers engaging with the community.
- **Operations** case studies were compiled with help from a wide range of professional services staff across the University.

Over 140 staff members contributed to the data collection process. Case studies for inclusion in the report were selected based on their clear contribution to the respective SDG, their impact and their distinctiveness, while also striving for diverse range of initiatives from across the University.

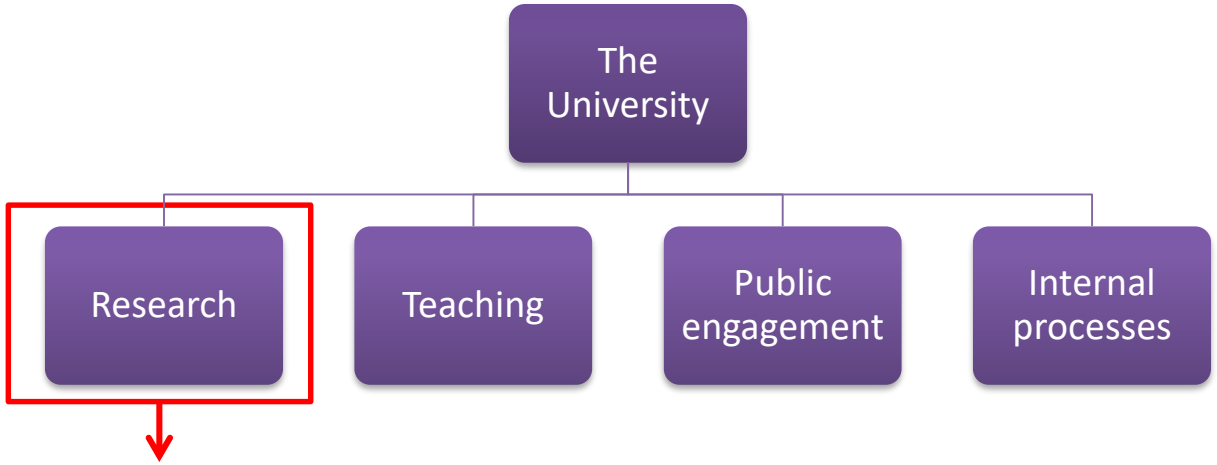
This written report only scratches the surface of what the University does and so our plan is to create a more dynamic microsite that can communicate a fuller contribution map.

Report contributors

The report was developed under the chairmanship and steer of Dr Julian Skyrme, Director of Social Responsibility. Particular thanks go to Charlotte Freitag for a wide range of research, analysis and synthesis. Key roles were played by Emma Gardner, Lucy Millard, Rachel Halton, Stephen Pearson, Laura Dawson, Chris Jordan, David Hulme, James Evans, Jen O'Brien, Amanda Barnford and many others.

1 http://ap-unsdsn.org/wp-content/uploads/University-SDG-Guide_web.pdf
2 https://www.elsevier.com/en-gb/solutions/scopus
3 http://ap-unsdsn.org/regional-initiatives/universities-sdgs/
4 For example, the SDSN keywords for SDG 2 (Zero Hunger) include 'Trade diversity' and those for SDG 11 (Sustainable Cities and Communities) include 'Waste management'
5 https://www.elsevier.com/research-intelligence/research-initiatives/sustainability-2015
6 Theme 1 (Dignity) concerned the need 'to end poverty and fight inequalities' and equated to SDGs 1, 2 and 10; Theme 2 (People) concerned the need 'to ensure healthy lives, knowledge and the inclusion of women and children' and equated to SDGs 3–5; Theme 3 (Prosperity) concerned the need 'to grow a strong, inclusive and transformative economy' and equated to SDGs 6–9 and 11–12; Theme 4 (Planet) concerned the need 'to protect our ecosystems for all societies and our children' and equated to SDGs 13–15; Theme 5 (Justice) concerned the need 'to promote safe and peaceful societies and strong institutions' and equated to SDG 16.; Theme 6 (Partnership) concerned the need 'to catalyze global solidarity for sustainable development' and equated to SDG 17.
7 http://www.oecd.org/dac/financing-sustainable-development/development-finance-standards/daclist.htm

Metrics



Working with Research Services:

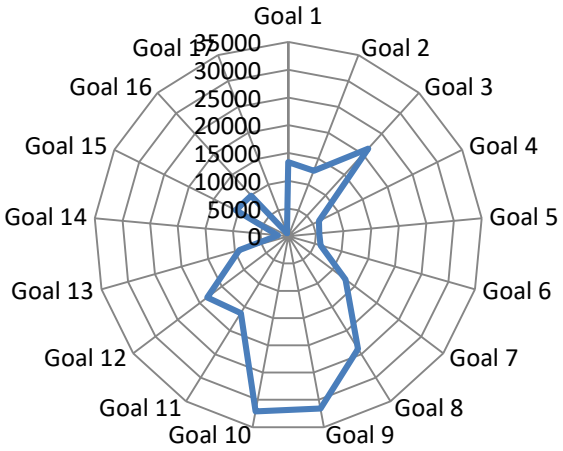
- Trialled three different methodologies for metrics:
  - More comprehensive SDSN keyword list compiled by Monash University and SDSN Australia/Pacific
  - More stringent Elsevier method
  - An intermediate 'homegrown' keyword list

Metrics

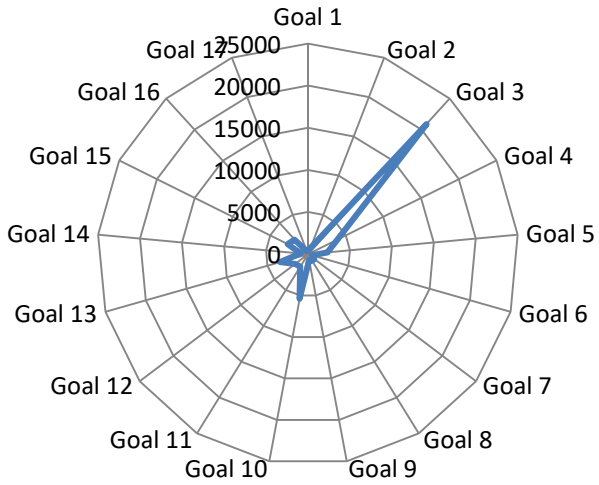
- Different results based on method:
  - Both in terms of numbers and spread

Method	SDSN	Home-grown	Elsevier
Number of publications	13360	455	105

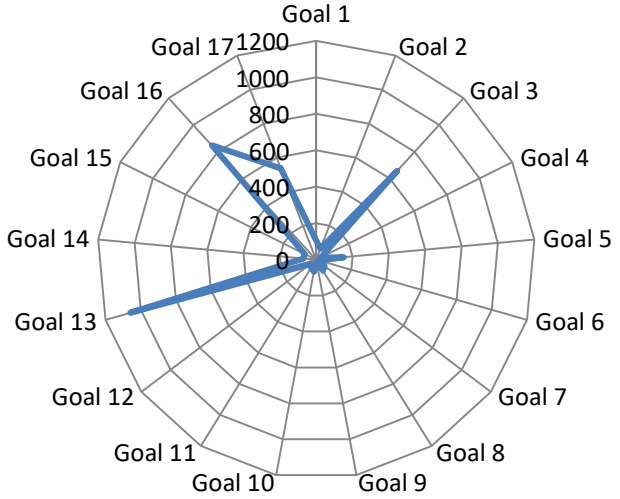
SDSN keywords



Homegrown keywords

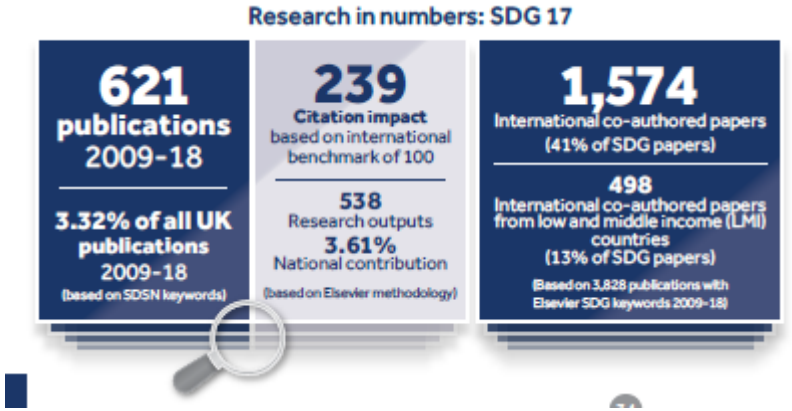


Elsevier keywords

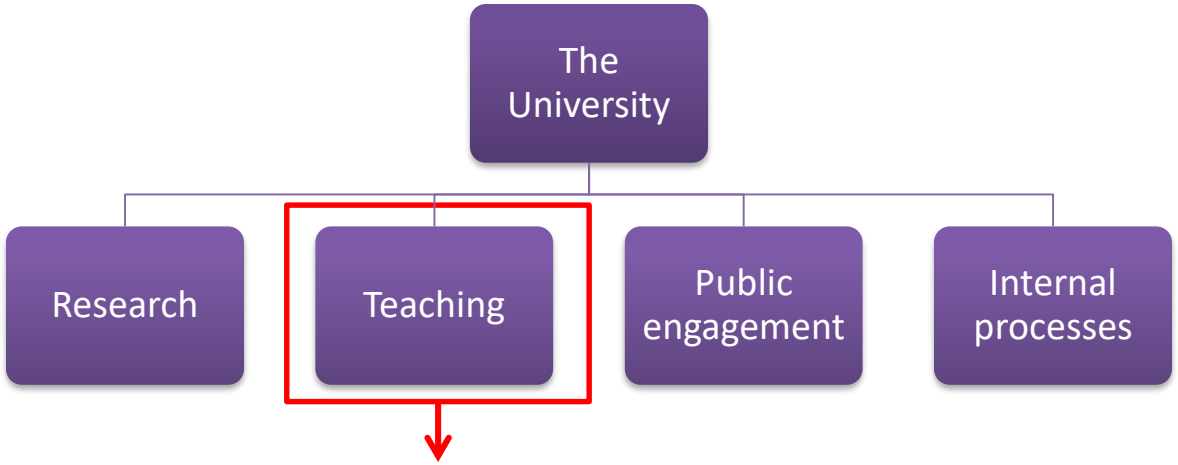


Metrics

- Settled for SDSN *and* Elsevier method since replicable, developed elsewhere and shows range of methodologies



Metrics



Curriculum audit:

- Reviewed descriptions of all 3,365 modules offered in 2017/18 and mapped them to SDGs
- Direct and indirect relationship

Metrics

- Number and proportion of courses 2017/18
  - Direct and indirect
- Number of students 2017/18
  - Taking direct and indirect courses

LEARNING AND STUDENTS

Study programmes

We have the UK's largest medical school and are the biggest provider of graduate health-care professionals to the NHS in England's north-west. We also offer pioneering programmes in areas including global health, humanitarianism and international healthcare leadership.

We have a range of opportunities to enable our students to explore and better understand the challenges and opportunities surrounding health care. Including shorter specific courses. Our six-week Global Health and Humanitarianism programme covers global health and humanitarian responses to disasters, including the associated procedures and the ethical dilemma of providing aid.

Dental health access

From their third year, dental students help to fight dental health inequalities by providing essential treatment to low-income and homeless patients in our local communities as part of their training. Students also provide free treatment at the Emergency Dental Clinic on campus to around 2,000 patients a year.

#Huckathon

One of the key barriers to delivering health support in developing countries is the lack of maps of rural areas. Emergency efforts depend on knowing where people live and how to get there. #Huckathon is an easily accessible Geographical Information Systems tool that has been used by several hundred volunteers to physically find and map hidden villages and roads in previously war-torn Northern Uganda. These maps are then being used by medical teams to deliver emergency care more effectively.

Case studies

- For the case studies throughout the report (research, public engagement, learning and students and operations) we collected case studies through:
  - Consultations
  - Staff survey
  - Interviews

Case studies

- Database recording:
  - Name of initiative
  - Description
  - Mapping to SDGs and core area(s)
  - Web link and image link
  - Contact person

- Comprehensive consultation
- Enough case studies for report *and* microsite

Case study - Name of initiative	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	***	Area			Long description
Please match any examples of best practice to one or more of the Sustainable Development Goals by selecting 'Yes' from the drop-down menu. Descriptions of the goals can be found in the first tap.	No poverty	Zero hunger	Good health & well-being	Quality education	Gender equality	Clean water & sanitation	Affordable & clean energy	Decent work & econ growth	Industry, innov & infras.	Reduced inequalities	Sustainable cities & comm.	Resp prod. & cons.	Climate action	Life below water	Life on land	Peace, justice & strong ins.	Partnership for the goals	Shortlist?	Research	Learning	Engagement	Responsible processes	
Volunteering with Oxfam	Yes									Yes							Yes			Yes	Yes		Dozens of students volunteer every year at the di
The Big Change Society	Yes									Yes	Yes						Yes			Yes	Yes		The Big Change Society supports individuals who
Student action for refugees	Yes									Yes										Yes	Yes		Student action for refugees is one of 35 UK univer
Homeless Outreach	Yes										Yes									Yes	Yes		Students volunteering with Homeless Outreach si
Food Bank		Yes																Yes		Yes	Yes		Manchester Central Foodbank is the UK's first stuc
Incredible Edible Manchester		Yes									Yes									Yes	Yes		The Student Action-run Incredible Edible Manches
Land Army		Yes																		Yes	Yes		Every month the University's volunteering team ru
FoodCycle		Yes										Yes								Yes	Yes		Students volunteer with FoodCycle, a national cl

Contribution mapping

Summary of how we're performing against all of the goals.

Report done – now what?

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- External sharing
- Use data for other reporting (SDG Accord, THE Impact Ranking, Responsible Business Tracker)
- Internal communications
  - Celebrate research strengths
  - Identify ESD areas of strength & weakness
  - Metricise assumptions
  - Student comms
- Strategic goal setting
  - focus on all goals or just a few?
  - Operations vs academic strengths

Group discussion

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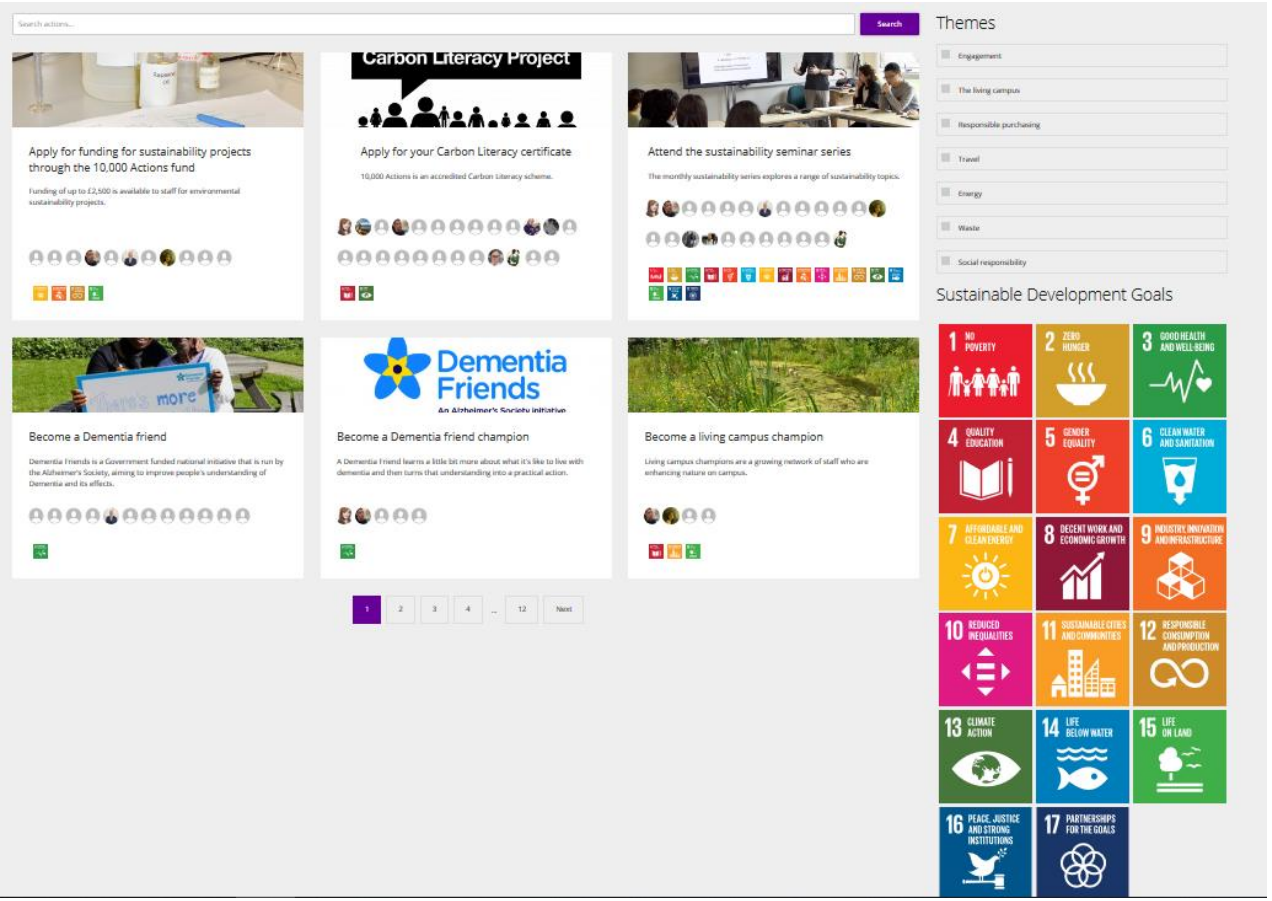
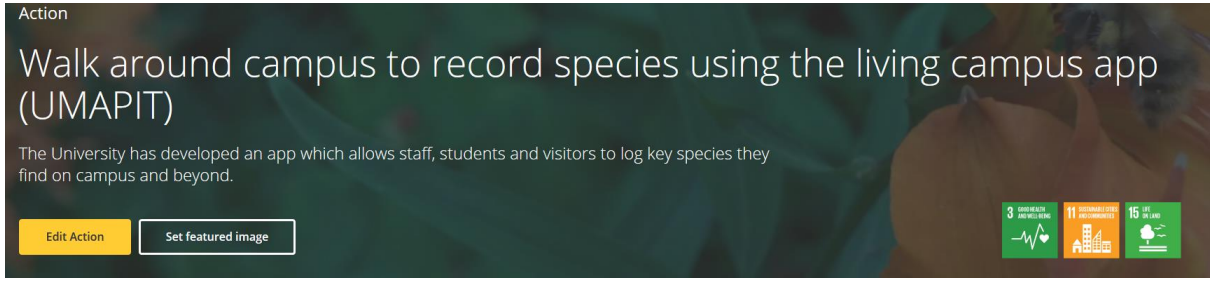
- Where are you on your SDG journey?
- What mapping could you, should you do?
- What documents & data do you have/need?
- What support do you need?

Top tips

- SDGs mapped to press releases
- SDGs on each course in the prospectus
- SDGs on each blackboard course site
- Think about the scope of your organisation (all goals or a few)
- Sign the SDG Accord
- Take part in THE league table
- Map other activity e.g. engagement

Engagement example





Questions?

- Leicester report: www.le.ac.uk/sdgs
- Manchester report www.manchester.ac.uk/sdgs

The SDG Accord

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