



SDG Accord Year 1 Report, April 2019

Summary of University Work to promote the SDGs

Developed by the University of Strathclyde SDG Working Group

Chairperson: Professor Andrew Goudie

This report summarises the work of the University to address the SDGs. The report captures the main efforts. It is recognized that this is the first time that the University has sought to capture this information. The report format, content and scope will change over time.

The report presents a number of themes and the 'theme' owner is indicated by initials.



Themes:

University Narrative and Profile:

- i. Promotion and engagement:**
highlighting the University's commitment to the SDGs internally and externally: (RM)
 - a. articulating the *global* socially progressive University vision;
 - b. the external narrative;
 - c. internal awareness-raising.
- ii. Times Higher Education University Impact Ranking; (RS)**

University Education and Research:

- iii. University Education and Research: VIP for Sustainable Development (Strathclyde Global Student)**
 - exploring the intensification of the **VIP programme** around the University; **(SM, SS)**
- iv. University Research: GCRF**
 - strengthening the University's ability to access research funding in key areas, including GCRF, etc.. **(AL)**
- v. University Education. The UN's SDGs: Multidisciplinary perspectives**
 - the potential contribution to Education; **(LB)**

University: Specific Projects

- vi. Strathclyde Centre for Environmental Law & Governance (EM)**
- vii. The Strathclyde – Malawi Programme (CC)**
- viii. Accounting for Water in rural Malawi (AC)**
- ix. Business Case for Paying a Real Living Wage (AC)**
- x. Sustainability and Environmental Management (RY)**
- xi. On Yer E-bike: Strath Union (MJ)**

External Resourcing:

xii. Alumni & Development Resourcing for University SDG-related work:

- *looking for opportunities through the A&D campaign to support some elements of this SDG work. (KB)*

Exploratory areas of further work:

- xiii. Social Innovation Centre, within TIC2, creating a space for bringing people together to share learning and understanding on all aspects of the SDGs. (AC)**
- xiv. Contributions to the goal of leaving no one behind...; considering this challenge from a local, national and global perspective; (JD)**
- xv. Monitoring and Analysis of the SDG targets: the opportunity to position Strathclyde as the leading independent authority on the monitoring of Scotland's progress towards the SDGs; (GR)**

Underlying theme:

- xvi. Understanding the Existing Body of SDG-focussed and SDG-relevant work across the University; (All).**



Summary of On-going University Work to promote the SDGs

Promotion and engagement:

highlighting the University's commitment to the SDGs internally and externally

March 2019

<p>Brief title of the work strand</p> <p>The primary SDG Target focus</p>	<p>Promotion and engagement: highlighting the University's commitment to the SDGs internally and externally</p> <p>All, but in particular, areas of focus for our academic colleagues:</p> <ul style="list-style-type: none"> • Good Health and Wellbeing • Clean Water and Sanitation • Affordable and Clean Energy • Industry, Innovation and Infrastructure • Responsible Production and Consumption
<p>Led by.....</p>	<ul style="list-style-type: none"> • Ray McHugh – Director of Marketing and Development • Kat Hannah – Head of Communications and Marketing
<p>The primary outcome objectives of the work strand</p>	<ul style="list-style-type: none"> • Driving awareness of Strathclyde's commitment to supporting the SDGs as part of its vision as a socially-progressive university • Illustrating key successes to engender further support from key stakeholders and funders • Surfacing examples of connectivity with SDGs which may play well with Domestic, RUK and International applicants for UG/PGT/PGR study • Highlighting this strand of work to our global alumni network • Ensuring the internal (staff/student) audience is aware of, and where possible, engaged in, our shared goals
<p>The main activities that are being pursued</p>	<ul style="list-style-type: none"> • Understanding the range and scale of work which can be aligned with the SDGs. • Proactive dissemination of research / corporate news that is in line with the SDGs – particularly where there is overlap with the TIC Zone clusters • Horizon-scanning for opportunities to showcase and celebrate work that demonstrates our commitment to supporting the SDGs • Increasing internal comms activity to enhance understanding of our work in this area.

<p>Key achievements to date</p>	<ul style="list-style-type: none"> • Driving awareness of Strathclyde’s contribution to the SDGs through our Celebration of Innovation evening (Thursday 8 November), bringing together around 130 attendees. The key focus was an exhibition with compelling imagery, showing how Strathclyders are making a difference. An accompanying brochure was created for the event. The ‘case studies’ have been peppered through our website. • Celebrating success through the award of Strathclyde Medals to staff members whose work has shown potential to make a significant impact towards meeting SDGs. • Fundraising. In partnership with Scottish ethical beer brand Brewgooder, the University raised £14,188 against a £12,000 target through crowd funding between 26 November and 21 December to repair 12 water wells in remote villages in Malawi. News story also available. • News coverage around the new £20m research hub to tackle threats to the world’s oceans. Coverage included:BBC News, The Herald, Evening Times, Press & Journal, Metro, Dundee Courier. • Website features focusing on our SDG work, including Water for All in Malawi, and how Environmental Health expert Tracey Morse is making an impact. • Media coverage around the ‘life changing’ Malawi solar energy project including the BBC. • Effective staff / student communications, in partnership with Estates Services, during the installation of the Combined Heat and Power System – minimal complaints received and positive feedback around the overall project.
<p>Priorities for the next 12 months</p>	<ul style="list-style-type: none"> • Weaving the SDGs into our ‘socially progressive university’ narrative through media releases, speech notes, events and briefings wherever appropriate. • Sustained focus on research news that maps on to SDGs, with overt reference to the SDG Accord where appropriate. • Further internal communications (from Leadership Group to Weekly Digest) around the Accord and our commitment to the SDGs. • Engendering support and third-party endorsement: particularly through awards success. (Entries already submitted for Guardian awards / CASE awards in the area of the Malawi Water Future project.)

RM
February 28, 2019



Summary of On-going University Work to promote the SDGs

Times Higher Education University Impact Ranking.

March 2019

<p>Brief title of the work strand</p> <p>The primary SDG Target focus</p>	<p>University of Strathclyde’s application to the new Times Higher Education (THE) University Impact Ranking.</p> <p>The THE selected 11/17 SDGs; SDG 17 was mandatory. We chose to submit evidence for 7 of the SDGs:</p> <ul style="list-style-type: none"> • SDG 4 Quality Education, • SDG 8 Decent Work and Economic Growth, • SDG 9 Industry, innovation and Infrastructure, • SDG 12 Responsible Consumption and production, • SDG 13 Climate Action, • SDG 16 Peace, Justice and Strong Institutions, • SDG 17 Partnership for the Goals.
<p>Led by.....in collaboration with....</p>	<p>Led by Rona Smith, Kate Dreiblathena (Strategy and Policy), in collaboration with key individuals across the entire institution, including the SDG Working Group, Surveys and Metrics Working Group, HR, RKES and Roddy Yarr for Estates.</p>
<p>The primary outcome objectives of the work strand</p>	<p><i>‘The THE University Impact Rankings will show how the global higher education sector is working towards the United Nations’ Sustainable Development Goals (SDGs).’</i></p> <p>The THE University Impact Ranking submission provided Strathclyde, and the HE sector more generally, with an opportunity to pull some of the evidence available and highlight commitments and contributions towards the UN SDGs. The submission, whilst not fully comprehensive, therefore highlights our institutional efforts to the SDGs to the global community. The overall objective is to seek to achieve greater recognition for our work on SDGs, and to more broadly increase our reputation and achieve a strong ranking position.</p>
<p>The main activities that are being pursued</p>	<p>The approach taken for the submission was firstly, given the tight time scales, establish our overall understanding about the available evidence and alignment with the THE guidelines for each of the 17 SDGs. The categories were then discussed and SDGs selected for the submission based on three criteria:</p> <ul style="list-style-type: none"> - Is the evidence in the public domain and easily sourced? - Are we able to provide evidence or caveats for all questions in the particular SDG? - Would we expect a relatively (in comparison to other institutions) good performance, given the evidence available?

	<p>The evidence gathering was then done by firstly consulting specialists in the SDG area across the University (SDG working group in particular), identifying key projects and activities worth highlighting in the submission and collating the needed evidence. The evidence was then collected using multiple channels:</p> <ul style="list-style-type: none"> - Evidence available in public domain, such as university web site, - Internal data sources, such as SUnBIRD, - External data sources, such as HEIDI Plus, - Evidence provided directly by individuals. <p>The final ranking position will be an external evaluation of individual institution submissions and bibliometric datasets from Elsevier.</p>
<p>Key achievements to date</p>	<p>The University of Strathclyde submitted to the compulsory SDG 17 (Partnership for the Goals) as well as to 6 more SDGs, totalling to a submission of 7 out of the 11 SDGs the THE had selected for the ranking, with the results to be released early April 2019 (at a summit being held 2-4 April).</p> <p>Over 500 institutions from more than 75 countries have been reported to have participated in the new ranking, with Japan leading the submissions with 42 Universities, followed by US with 30, Russia with 29 and the UK with 26 institutions. The most popular SDG, has been reported as SDG 4 (Quality Education) with over 400 institutions submitting evidence.</p>
<p>Priorities for the next 12 months</p>	<ul style="list-style-type: none"> ▪ Evaluate how we initially perform with the evidence provided, ▪ Consider how the evidence could be gathered on an ongoing basis, across the institution with one point of reference, ▪ Continue work with SDG working group to identify how best to gather evidence for future ranking submissions, ▪ Raise awareness around institutional performance in the ranking after the results are released in April. ▪ As far as possible, align this work-stream with that of the SDG Accord reporting approach.
<p>Anything else you feel is important to note in this Résumé</p>	<p>Whilst the University has many programmes and projects that supported the SDGs, the evidence is not widely available, not necessarily in the public domain, and is scattered across multiple channels. This, combined with the league table guidelines on time scales and specificity of questions (not necessarily aligning with our own definitions), meant that the institutional submission was not fully comprehensive and there is still work to be done to ensure we can properly evidence and highlight all the excellent work that we as an institution do towards the SDGs.</p>

RS
March, 2019



Summary of On-going University Work to promote the SDGs

**University Education and Research:
VIP for Sustainable Development (Strathclyde Global Student)**

March 2019

<p>Brief title of the work strand</p>	<p>VIP for Sustainable Development (Strathclyde Global Student)</p>
<p>The primary SDG Target focus</p>	<p>All</p>
<p>Led by.....</p> <p>...in collaboration with..</p>	<p>Scott Strachan (SS), Stephen Marshall (SM)</p> <p>Paul Murray (PM), Andrew Goudie (AG), Robert Collins (RC), Alex Buckley (AB), Lizann Bonner (LB), Kirsty O’Connell-Skinner (KOS)</p>
<p>The primary outcome objectives of the work strand</p>	<p>Institutionalise VIP for Sustainable Development:</p> <ul style="list-style-type: none"> • add 6 new VIP for SD projects in 2018/19, 8 in 2019/20 and 10 in 2020 (assuming average of 8 students per project, this adds another 192 students, effectively doubling the existing cohort size). <p>Internationalise VIP for Sustainable Development:</p> <ul style="list-style-type: none"> • successfully transfer VIP for SD into one other institution by 2019; and two institutions in 2020.
<p>The main activities that are being pursued:</p> <p><i>Institutionalise VIP for SD</i></p>	<p>1.1 Institutionalise VIP for SD</p> <ol style="list-style-type: none"> 1. Present VIP for SD concept to existing VIP leads. <ul style="list-style-type: none"> ○ Target date – Jan 2018 ○ SS ○ March 2019 Update – complete 2. Map existing VIPs onto SDGs – this has been done in cooperation with leads. <ul style="list-style-type: none"> ○ Target date – Feb 2018 ○ SS ○ March 2019 Update Update – complete 3. Organise Strathclyde Student Conference – VIP for Sustainable Development, and invite key international partners from VIP Consortium. <ul style="list-style-type: none"> ○ Target date – March 2019 ○ SS, PM ○ March 2019 Update Update - ongoing and on target

	<ol style="list-style-type: none"> 4. Present successes of VIP for SD initiative and future vision at Senate. <ul style="list-style-type: none"> ○ Target date – Sept 2018 - complete ○ SM, SS 5. Consider rebranding of VIP for Sustainable Development (possibly to Strathclyde Global Student). <ul style="list-style-type: none"> ○ Target date – Sept 2018 ○ SM, SS, PM, AG ○ March 2019 Update - Decision to remain with VIP for Sustainable Development (now using acronym VIP4SD when publicising) 6. Request HODs nominate candidates for new VIP. <ul style="list-style-type: none"> ○ Target date – Sept 2018 ○ New target date – Sept 2019 ○ March 2019 Update – Poor response to follow-up senate meeting has resulted in slow progress here. This will be revisited following agreement on defined VIP4SD pathways with VDAs and Course Directors from faculties/departments (see item 10). ○ HODs, SM, SS 7. Hold session for interested/nominated staff to recruit new VIP projects and staff. <ul style="list-style-type: none"> ○ Target date – Sept 2018 – see previous item. ○ SM, SS, PM, RC 8. Obtain support from National Union of Students – organise support/awareness raising event <ul style="list-style-type: none"> ○ Target date – Sept 2018 SM, SS ○ March 2019 Update - Discussions held with Manish (CEO) and agreement in principle to collaborate on future events raising awareness of SDGs and VIP4SD among student cohort 9. Define administrative, coordinator monitoring and evaluation roles associated with scaling up VIP for SD programme at an institutional level, and determine corresponding resource requirements. <ul style="list-style-type: none"> ○ Target date – Oct 2018 ○ SM, SS ○ March 2019 Update – incomplete 10. Meet VDAs and Course Directors to define pathways through every degree course for 2nd Semester deployment of new VIPs. <ul style="list-style-type: none"> ○ Target Date – Oct 2018 (i.e. before S2 of 2018/19) ○ SM, SS ○ March 2019 Update – <ul style="list-style-type: none"> ▪ Meeting with Principal to discuss this approach and seek its endorsement. This was provided by the Principal in Feb 2019. Meetings with VDAs and Course Directors to be scheduled. ▪ Presented at Engineering Faculty Teaching and Learning Meeting 11. Determine other resource requirements, e.g. Professional Services, Learning Enhancement, TIC venue for Conference, etc.
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	<ul style="list-style-type: none"> ○ Target date – Nov 2018 ○ SM, SS ○ March 2019 Update – incomplete <p>12. Conduct review of Depts currently operating VIP and produce guidelines and recommendations for improvement.</p> <ul style="list-style-type: none"> ○ Target date - complete by March 2019 ○ PM, LB, SS ○ March 2019 Update – Ongoing. Currently held best practice and evaluation sessions with TextLab and WASH VIPs (5 more VIPs remain to be evaluated). <p>13. Identify potential funding opportunities for VIP for SD (in conjunction with Alumni and Development).</p> <ul style="list-style-type: none"> ○ Target date – ongoing ○ KOS, SS, SM ○ March 2019 Update – meeting requested with Emma Campbell and Iain McPhie of A&D to discuss this
<p>The main activities that are being pursued:</p> <p><i>Internationalise VIP for SD</i></p>	<p>1.2 Internationalise VIP for SD</p> <ol style="list-style-type: none"> 1. Share vision with VIP Consortium partners <ul style="list-style-type: none"> ● Target Date – May 2018 ● SM, SS, PM ● March 2019 Update – Strathclyde will present this at VIP Consortium meeting being held in Atlanta in May 2019. 2. Follow-up with interested VIP Consortium partners <ul style="list-style-type: none"> ● Target Date – Oct 2018 ● PM, SM, SS ● March 2019 Update – following consortium meeting presentation. 3. Meet with and share vision with strategic partners and other interested institutions <ul style="list-style-type: none"> ● Target date – Dec 2018 ● AG, SM, SS ● March 2019 Update – <ul style="list-style-type: none"> ● SM attended NYU, who adopted Strathclyde’s model for VIP Conference, and who have expressed an interest in aligning with SDGs. Meetings (Skype or in –person) will be arranged with other strategic partners with interests in embedding sustainable development in the UG curricula – possibly with the assistance of Andrew Goudie. ● SS and SM presented VIP4SD concept at St Andrews University in March. St Andrews expressed a keen interest in following this approach to embedding ESD (Education for Sustainable Development) in their UG curricula.

	<p>The Associate Dean of Arts has been tasked with this and will now join SS and SM at the VIP Consortium meeting in May, as St Andrews look to learn more about how this can be implemented.</p> <ul style="list-style-type: none"> • VIP has been included in the delivery model of the recently awarded FUSE CDT. This will look to operate VIP across years of PhD study as well as using this to seed UG VIPs. The University of Glasgow will partner with Strathclyde on this. No other CTDs operate a VIP model like this. <p>4. Identify and target international educator conferences and journals for publications and presentations that can promote to a wider audience.</p> <ul style="list-style-type: none"> • Target date – 2018 onward • SM, SS, PM, RC, AB • March 2019 Update – <ul style="list-style-type: none"> • SS presented VIP4SD at the 2019 Annual EAUC (Scottish) Conference, SS submitted journal to International Journal on Sustainable Education. • Workshop proposal submitted for EAUC annual UK Conference on Manchester • Engage week event arranged to promote SDGs and Strathclyde’s contribution to these – including in strand of Teaching and Learning <p>5. Identify and join networks and task forces focused on sustainable development education and become proactive (e.g. EAUC, Regional Centre of Expertise (RCE) for Learning for Sustainability Scotland, SDSN, Higher Education Sustainability Initiative (HESI), HE and International Research (HEIR) Network, CESAER, Universities Scotland and UK, etc.).</p> <ul style="list-style-type: none"> • SM, SS, PM, RC, AB • March 2019 Update – <ul style="list-style-type: none"> • SS Joined EAUC Topic Support Network for Education for Sustainable Development • Invitation extended to CESAER network to attend VIP Best Practice Workshop on 28th March (following VIP4SD Student Conference) <p>6. Identify potential awards that could help promote VIP for Sustainable Development both internally and externally (e.g. Decade Highlight awards from EAUC, Green Gown Awards, etc.). Encourage VIP leads to seek out award opportunities.</p> <ul style="list-style-type: none"> • Target date – 2018 onward • SM, SS, PM, RC, AB, VIP Leads. • March 2019 Update – <ul style="list-style-type: none"> • SS presented VIP4SD at the 2019 Annual EAUC (Scottish) Conference, where the programme received a ‘Decade Highlights Award’ for the contribution it has made to advancing sustainable development education in the past decade.
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THEME 4



Summary of On-going University Work to promote the SDGs

University Research: GCRF

March 2019

<p>Brief title of the work strand</p> <p>The primary SDG Target focus</p>	<p>Management of the GCRF SFC formula allocation to the university and wider GCRF related activity</p> <p>Any</p>
<p>Led by.....</p> <p>...in collaboration with..</p>	<p>Prof Anja Lowit, Deputy Associate Principal R&KE</p> <p>RKES International Team</p>
<p>The primary outcome objectives of the work strand</p>	<p>Strategic allocation of SFC resources to support researchers at Strathclyde to perform work within the remit the GCRF funding stream, and enhance our position to win externally funded research within this theme as well as other international funding opportunities.</p>
<p>The main activities that are being pursued</p>	<p>The Strathclyde GCRF initiative funds researchers at all stages of their project development, i.e. partner building/networking stage (Global Engagements Fund), pilot studies (Pump Priing Fund), and more developed project that require further piloting, expansions of partner networks or impact acceleration (Escalator Fund). We also focus on capacity building for researchers from ODA countries, and have funded a number of PhD studentships and visiting fellowships this year. Plans for next year include additional support for participation in Masters/Mphil study programmes. Although current awards are dominated by the Engineering faculty in terms of numbers of PIs, each project involves staff from at least one other faculty, and all faculties have at least one project where they lead as PI.</p>
<p>Key achievements to date</p>	<p>All projects are currently ongoing with anticipated end dates of July 2019</p>
<p>Priorities for the next 12 months</p>	<p>Expansion of multidisciplinary networks for future internal calls Submission of at least 3 large bids as PI or Co-I to UKRI funded GCRF calls Formation of a group or centre to showcase ongoing work to external audiences as well as sharing of methodologies and links to collaborators in DAC countries internally to strengthen ongoing work</p>

AL. March, 2019

THEME 5



Summary of On-going University Work to promote the SDGs

The UN's SDGs: Multidisciplinary perspectives

March 2019

<p>Brief title of the work strand</p> <p>The primary SDG Target focus</p>	<p>The UN's Sustainable Development Goals: Multidisciplinary perspectives</p> <p>This Résumé describes plans for a new undergraduate module that would be taught by staff from all four faculties, as an elective for all undergraduates on campus.</p> <p>Following an intro to the SDG agenda, students will be exposed to multiple disciplinary perspectives related to SDG 3 Good Health and Wellbeing, SDG 6 Clean Water and Sanitation, SDG 10 Reduced Inequalities, and SDG 13 Climate Action. To support the development of understanding the complexity of real world problems, students will be encouraged to identify the overlap between these four SDG, and any named in the SDG Agenda.</p>
<p>Led by.....</p> <p>.....in collaboration with....</p>	<p>A class proposal is being developed by Dr Lizann Bonnar (Associate Dean, Student Experience in HaSS), Dr Debbie Willison (Vice Dean Academic in Science, and Covener of Strathclyde Online), and the four faculty Digital Leads on Strathclyde Online (Business: Dr Kerem Arkatunali; Engineering: Dr Doug Bertram; HaSS: Mr Graham McPheat; and Science: Dr John Levine).</p>
<p>The primary outcome objectives of the work strand</p>	<p>The class aims to develop students' knowledge and understanding of sustainable development from multi-disciplinary perspectives. The class will introduce students to the UN's 17 Sustainable Development Goals, and will explore in depth multidisciplinary perspectives of responding to the challenges of four particular goals, namely: SDG 3 Good Health and Wellbeing, SDG 6 Clean Water and Sanitation, SDG 10 Reduced Inequalities, and SDG 13 Climate Action. Through focused study of these four SDG, students will gain an understanding of the different ways in which various disciplines in Business, Engineering, Humanities and Social Sciences, and Science, can contribute to addressing these challenges at local, national, and global levels. In addition to developing multi-disciplinary knowledge and understanding, students will also have the opportunity to develop socio-emotional skills (e.g. reflective skills, a sense of agency) and the ability to collaborate with, and communicate effectively with, students from other disciplines.</p> <p>There is no other credit-bearing University of Strathclyde class currently available that has academic input from all four faculties, and that can be attended by all undergraduate students. The educational aims of the class make it distinctive in seeking</p>

	to facilitate students' knowledge and understanding of some of the key challenges facing the world, as articulated in the UN's SDGs. The content will be delivered online, circumventing timetabling challenges associated with on-campus class attendance, although multidisciplinary groups of students will have the opportunity to collaborate face-to-face as well as online.
The main activities that are being pursued	Multidisciplinary teaching and learning; Online and blended learning; Pursuit of the social justice agenda; Building skills in self-reflection, critical thinking, awareness of one's own agency, and the value of working collectively, and understanding of complex problems. Understanding the role of one's own discipline in addressing problems, and the roles of other disciplines; Enhancing understanding of sustainable development; Understanding one's own values, attitudes, and motivations.
Key achievements to date	Development of the class is still in its early stages. Vice Principal support for the class, and support from all four faculties. The class outline will be finalised by mid-March, and faculty representatives are beginning to discuss the class with colleagues who may be interested in teaching on the class.
Priorities for the next 12 months	Submit the class for approval. Identify the content that will be delivered each week, and the members of staff who will deliver it. Submit a Research Intern @ Strathclyde bid to pay a student intern to conduct research on marketing the class to students, and to consult with students on the design of the class. Video record the teaching content over the summer and early in semester 1. Populate the class page in Myplace, including student learning activism, supplementary resources and assessments. Market the class to students and make staff aware of the class as an elective. Engage with other external organisations to offer guest 'lecture' slots. Have the class ready for its first student intake in January 2020.
Anything else you feel is important to note in this Résumé	There is a multitude of materials, including Unesco's 'Education for Sustainable Development Goals, Learning Objectives' documentation, publications by the Higher Education Academy etc to support the development of the class. The class is inspired by Strathclyde's Vertically Integrated Projects, and it is hoped that the class will stimulate students to engage with VIP, and thereby increase student demand for VIP.

LB. March, 2019



Summary of On-going University Work to promote the SDGs

Strathclyde Centre for Environmental Law & Governance (EM)

March 2019

To be completed



Summary of On-going University Work to promote the SDGs

The Strathclyde-Malawi Programme

March 2019

<p>Brief title of the work strand</p> <p>The primary SDG Target focus</p>	<p>Malawi Advisory Group (collection of multiple projects) Including:</p> <ul style="list-style-type: none"> • Distributed pumped micro-hydro for transforming energy and water access • Promoting Equitable Access to Quality Educational Experiences (PEAQEE) in Sub-Saharan Africa • Interdisciplinary network for addressing barriers to sanitation and hygiene in fishing communities on Africa’s Great Lakes • WaterSPOUTT (EU H2020) • Drivers of Antimicrobial Resistance in Uganda and Malawi (WASH work Strand) • Sanitation and Hygiene Applied Research for Equity Malawi • Climate Justice Fund (CJF) Water Futures Programme • Scotland Chikwawa Health Initiative • Energy for Development <p>SDG 3, SDG 4, SDG 6, SDG 7, & SDG 8</p>
<p>Led by.....</p> <p>.....in collaboration with....</p>	<p>Project leads:</p> <ul style="list-style-type: none"> • Douglas Bertram • Edward Sosu • Aran Eals • Stuart Galloway • Tracy Morse • Robert Kalin • Tara Beatie <p>Chris Crame (MAG Contact)</p> <p>Each project has numerous collaborative partners, including the Malawian & Scottish Governments, Universities, in Malawi, the UK and Europe & numerous Malawian and international NGO’s (a full list is available for each individual project).</p>
<p>The primary outcome objectives of the work strand</p>	<p>To Support the Malawian Government in achieving SDG’s 3,4,6,7 & 8</p> <p>The MAG aims to provide support for the various university activities centered on Malawi, providing a space for collaboration in support of the individual projects which have the following aims:</p>

	<ul style="list-style-type: none"> • deliver an improved technology solution transforming water and energy access in many African and Asian communities. A new micro pumped hydro systems is proposed to support each community's current low carbon energy generation and fossil fuel energy saving needs. • improve equitable access to quality education for all children through developing capacity of Malawian colleagues in research-informed policy making. • To establish an interdisciplinary network for addressing barriers to sanitation and hygiene in fishing communities on Africa's Great Lakes, undertake a systematic review of the current situation and develop future collaborative proposals for research. • develop a range of large volume sustainable solar disinfection (SODIS) technologies that will provide affordable access to safe drinking water to remote and vulnerable communities throughout Sub-Saharan Africa and other resource-poor countries. • develop a detailed, longitudinal, microbiological surveillance of humans, animals and the environment to describe the dynamics of ESBL <i>E. coli</i> and ESBL <i>Klebsiella pneumoniae</i> and their ecological niche. To understand the intensity and reasons for antimicrobial usage in Malawi and Uganda. • generate, synthesize, and translate applied research related to sanitation and hygiene in low- income settings. Its purpose is to contribute to achieving universal access to effective, sustainable and equitable sanitation and hygiene through the use of better data and evidence-based approaches in order to improve sanitation and hygiene services and behavior in poor households. • Map all the water and sanitation points in Malawi and Create the National Management Information System for water resources. Train Malawian professionals on good drilling practices and Support the creation of a groundwater related professional body. Support the implementation of the National Water Resources Authority and Promote high level discussions between Malawian and Scotland partners. Increase water related and collaborative research in Malawi and Promote academic collaboration between Malawi and Scotland • Support the Government of Malawi in the development and trial of a community-based health model (healthy settings) for the delivery of primary health care in rural areas.
<p>The main activities that are being pursued</p>	<ul style="list-style-type: none"> • Installing pumps and hydropower's systems across Malawi, and educating communities in use of systems • Improving research capabilities of Malawian researchers and carrying out feasibility studies for PAEQEE project • Establishing network across 5 countries and identifying areas for further research for Hygiene in fishing communities across the great lakes. • Product design, evaluation and field testing with community involvement for the WaterSPOUT project

	<ul style="list-style-type: none"> • The WASH work strand is working to identify the underlying influences on current WASH practices and highlight WASH drivers which may be amenable to change. These data will support the design of the model and inform interventions that mitigate faecal-oral transmission of ESBL-K and ESBL-K that can be modelled for cost-effectiveness and be developed with policy makers. • SHARE is working on Research, Capacity building (including support of Masters, PHD and Research Intern Projects) & Research Uptake across Malawi, Tanzania, Kenya and Zambia • The CJF project is working on Asset management and data collection (“Mapping”), Capacity building, Policy support & Research & Knowledge Exchange • SCHI is Establishing the community’s development priorities and barriers. Assessing current market standards, implementing a healthy markets program and constructing hygiene infrastructure. Assessing current school health standards and implementing a health promoting schools’ program. Supporting the refurbishment of target health facility and Training in client care • E4D work includes Project Management of Scottish Government Implementation projects, Research & Knowledge Exchange, Capacity building and Policy support
<p>Key achievements to date</p>	<ul style="list-style-type: none"> • Installed ram pump system at Lujeri Tea Estate, Lujeri in cooperation with the CJF, and Successful award of Innovate UK Energy Catalyst 6 funding to support phase 2 projects in Malawi and Kenya. • WaterSPOUTT Prototypes have been distributed to 800 households for health impact study • Completion of main research study (WASH and food hygiene) and data analysis currently underway with Dissemination of MHM research findings which are now being used to support the development of national guidelines for Malawi. Leading to Submission of 3 manuscripts for publication and additional manuscripts under development on research findings for main and other research components. • 75,000 water points and 190,000 sanitation points have been mapped along with 3 boreholes drilled to alleviate the extreme drought conditions in Balaka • SCHI Main program completed in 2017 which Developed and piloted a staggered village health committee training toolkit which has now been adopted by the Ministry of Health and Population for national roll out. Findings from the program fed in to the development of the National Community Health Strategy (2017 – 2022) With Market training toolkits being further development with Ministry of Health and Population for national roll out. 2 publications to date and a series of publications under development • As part of the Community Energy Development Program (CEDP) An estimated 78,875 people have benefited from improved access to energy including: 46 new community

	<p>energy projects & piloted 4 Strategic Energy Projects, 1x micro-hydro mini grid in Mulanje, 4x Solar PV installations with advanced technical designs in Chikhwawa, 12x Biogas digesters in Mchinji, 5x Solar PV installations and a regional biomass mgmt. program in Bakala, Creation of a community energy development and support organization and the First ever National Community Energy Conference held - bringing communities together to voice their needs and learn from each other</p>
<p>Priorities for the next 12 months</p>	<ul style="list-style-type: none"> • Distributed pumped micro-hydro for transforming energy and water access project are Identifying testing and installation sites, and developing effective business systems • PEAQEE undertaking feasibility studies and policy engagement, also writing up study outcomes for publication • Interdisciplinary network for addressing barriers to sanitation and hygiene in fishing communities on Africa’s Great Lakes are completing reviews and preparing for publication, also preparing funding submissions for future work • WaterSPOUTT Undertake pilot study for health impact assessment and Complete toxicological testing • WASH work strand to complete year 1 field work • SHARE working on Data analysis and preparation of dissemination materials, and development of further funding proposals • CJF working to Complete the mapping, Establish the National Management Information Datacenter of water resources. Carry out a research project in Traditional Authority Mazengera, Support the implementation of the NWRA and advocate for good drilling practices and a groundwater related professional body. Also Continuing publishing papers in collaboration with the MoAIWD and partners • SCHI are now working with the Ministry of Health in the development of an updated curriculum for community health workers in Malawi • E4D have been awarded £1.3 million for Rural Energy Access through Decentralization and Social Enterprise scheme and are continuing Community Energy Malawi, Microgrid Development with United Purpose and GCRF Funding: Longitudinal Impact Evaluation of Rural Electrification in Africa projects

CC. March, 2019



Summary of On-going University Work to promote the SDGs

Accounting for Water in rural Malawi

March 2019

<p>Brief title of the work strand</p> <p>The primary SDG Target focus</p>	<p>Accounting for Water in rural Malawi</p> <p>SDG 6</p>
<p>Led by.....</p> <p>.....in collaboration with....</p>	<p>Prof. Robert Kalin, Engineering. Scottish Government Climate Justice Fund</p> <p>Dr Andrea Coulson (SBS) is working In collaboration with Dr Michael Rivett (contract researcher Engineering) and the Climate Justice Fund (CJF) Malawi Team. This includes two jointly supervised (50:50) PhD researchers working with Andrea Coulson and Bob Kalin (James Bonner (SBS SEA Scholarship 2017); Jonathan Trueslove (CJF Scholarship 2018)).</p> <p>Key collaborators in Malawi include Muti Nhlema (NGO) and Chitimbe Wadi (Malawi Principal Administrative Officer Ministry AIWD).</p>
<p>The primary outcome objectives of the work strand</p>	<p>Publication in MWater database of live data on water delivery and functionality of delivery mechanisms.</p> <p>Project 1: Accounting for the value of water Establish the role of accounting in setting life-line tariffs for water in Malawi. Conceptualizing how to integrate community values attached to water into central decision-making. In particular, a dialogic approach integrating social values into water management and delivery of water to people living in water poverty in Malawi.</p> <p>Project 2: Stranded Assets Identify stranded assets in the water infrastructure. Recognising how and why these have become stranded. Providing a policy framework to account for these and guide investment in light of our findings.</p>
<p>The main activities that are being pursued</p>	<p>Project 1: Case study research centred on communities in Malawi including Blantyre (piped water infrastructure) and additional comparative cases of rural water supply in the villages of Chikwawa and Chapananga.</p>

	<p>Project 2: Stranded Assets Recognition and registration of physically stranded assets in the water infrastructure through functionality data. Engagement with Government of Malawi and key stakeholders on Stranded Assets to consider investment choices and policy options.</p>
<p>Key achievements to date</p>	<p>Project 1: Accounting for the value of water</p> <ul style="list-style-type: none"> • Coulson, A. B., Fernandez, S., and R. Kalin (final editing for submission 2019) The role of accounting in establishing life-line water tariffs in Peri-urban Blantyre. For submission to <i>Ecological Economics</i>. (ABS 3) • Truslove, J. P., Miller, A., Rivett, M. O., Mannix, N., Nhlema, M., Coulson, A. B., Mleta, P., and R. M. Kalin (forthcoming) “Understanding the Functionality and Burden on Decentralised Rural Water Supply: Influence of Millennium Development Goal 7c Coverage Targets.” <i>Water</i>. <p>Project 2: Stranded Assets</p> <ul style="list-style-type: none"> • Kalin, R. M., Mwanamveka, J., Coulson, A. B., Robertson, D., Clark, H., Rathjen, J., and M. Rivett (final editing for submission 2019) “Stranded Assets as a key concept to guide investment strategies for Sustainable Development Goal 6”. <i>Water</i>.
<p>Priorities for the next 12 months</p>	<p>Project 1: Accounting for the value of water Continuance of longitudinal case work in Blantyre, Chikwawa and Chapananga. WUA and local community groups identified in collaboration with Muti and Chitimbe.</p> <p>Focus on identifying system/s to account for water in rural villages through desk-based research on population census (MWater database) and water user associations (Malawi data archives).</p> <p>Project 2: Stranded Assets Identification of all physically stranded assets in the Malawi water infrastructure. Refine accounting conceptualization of stranded assets. Engagement with Government and key stakeholders on policy reform and investment.</p>

AC
March 2019



Summary of On-going University Work to promote the SDGs

Business Case for Paying a Real Living Wage

March 2019

<p>Brief title of the work strand</p>	<p>Business Case for Paying a Real Living Wage</p>
<p>The primary SDG Target focus</p>	<p>SDG 8 Decent Work and Economic Growth (SDG 8.5/ 8.5.1)</p>
<p>Led by..... in collaboration with....</p>	<p>Dr Andrea B. Coulson, Department of Accounting and Finance SBS Prof. Ian Cunningham, Department of Work, Employment and Organisation SBS</p>
<p>The primary outcome objectives of the work strand</p>	<p>Providing evidence of the business case for paying the Real Living Wage and the role of accounting in making the business case.</p>
<p>The main activities that are being pursued</p>	<p>Empirical evidence gathering from business cases on implementation of the Living Wage (including 6 UK cases to date).</p> <p>Longitudinal case study of KPMG on the role of accounting in making the business case.</p> <p>Case study of the application of the business case to making a Living Wage Place (Dundee).</p>
<p>Key achievements to date</p>	<p>Coulson, A. B. and J. Bonner (2015) <i>Living Wages Employers: evidence of UK Business Cases</i>. January. London: Citizens UK on behalf of the Living Wage Foundation. https://www.livingwage.org.uk/sites/default/files/BAR_LivingWageReport%20cropped%2021%2001.pdf</p> <p>Coulson, A. B., Adams, C. A., Nugent, M. and K. Haynes (2015) "Exploring metaphors of capitals and the framing of multiple capitals: challenges and opportunities for <IR>". <i>Sustainability Accounting, Management and Policy Journal</i>, Vol. 6, Issue 3, pp. 290-314. (journal ranking 2 in ABS, emergent journal impact factor https://www.emeraldinsight.com/doi/full/10.1108/SAMPJ-05-2015-0032)</p> <p>Cunningham, I, Baluch, A, Cullen, AM and James, P (2018) <i>Implementing the Scottish Living Wage in adult social care: An evaluation of the experiences of social care partners, and usefulness of Joint Guidance</i>, Coalition of Care and Support Providers Scotland, Edinburgh. http://www.ccpscotland.org/wp-content/uploads/2018/11/Univ-of-Strathclyde-Living-Wage-implementation-research-November-2018.pdf</p>

	<p>Coulson, A. B. Evidence of the Business Case for the living wage. Barclays & Living Wage Foundation. 2014-15, £14,500.</p> <p>Cunningham, '1 Implementing the Scottish Living Wage',(2018) <i>Coalition of Care and Support Providers Scotland</i>, £10,000</p>
<p>Priorities for the next 12 months</p>	<p>Completion of longitudinal case study of KPMG on the role of accounting in making the business case.</p> <p>Field based case studies of the making of 2 Scottish LW Places to be complete by September 2019. Report to launch Autumn in collaboration with Living Wage Scotland (hosted by Poverty Alliance) and LWF (UK).</p>
<p>Anything else you feel is important to note in this Résumé</p>	<p>A REF Impact Case is ongoing and in submission with SBS REF Team.</p> <p>This impact case meets the ongoing challenge of providing evidence of the business case for paying the Real Living Wage.</p> <p>The research and its ongoing findings include financial and social values derived from implementing the Real Living Wage and important pathways to implementation.</p> <p>The research has been put into strategic and operational use by the Living Wage Foundation UK, Living Wage Scotland, and the Global Living Wage Initiative to encourage payment of the Real Living Wage with a direct impact on helping to alleviate in-work poverty. It has been considered during policy making by the UK Treasury and Scottish Government.</p>

AC
March 2019

THEME 10



Summary of On-going University Work to promote the SDGs

Sustainability and Environmental Management

March 2019

Operational SDG aspects are managed by the University’s Assistant Director (Sustainability and Environmental Management) and the Sustainable Strathclyde Team who are responsible for the delivery of climate change and social responsibility initiatives.

There is a broad set of workstreams ongoing as part of this remit including the commissioning of the £20M Combined Heat and Power District Heating project that is now operational. The ‘Heart of the Campus’ project is being designed and this major project will pedestrianise and re-landscape the University’s central gardens and will include a number of climate change adaptation and ‘smart’ mitigation features as part of the creation of an innovative city park for students, staff and visitors to the University. Several other workstreams are noted within the table below to illustrate the work that is going on at the University.

<p>Brief title of the work strand</p> <p>The primary SDG Target focus</p>	<p>Heart of the Campus – Pedestrianisation and Relandscaping incorporating the Community Links Project and the EEE Smart Gardens and Lighting scheme</p> <p>SDG 11 Sustainable Cities and Communities</p> <p>Target 11.2 – sustainable travel and access for all.</p>
<p>Led by.....in collaboration with....</p>	<p>Roddy Yarr (Project Sponsor)</p> <p>Sustrans; Glasgow City Council City Deal; City of Glasgow College</p>
<p>The primary outcome objectives of the work strand</p>	<p>Creation of a ‘pedestrian first’ ethos with active travel solutions and a living lab using smart technology (EEE)</p>
<p>The main activities that are being pursued</p>	<p>Design development works in Year 1 (19/20) followed by capital works in 20/21 up to £2M.</p>
<p>Key achievements to date</p>	<p>Stage 2 design complete</p> <p>Year 1 funding secured from Community Links Programme for design development</p> <p>Funding bid submitted to the Scottish Power Green Economy Fund</p>
<p>Priorities for the next 12 months</p>	<p>Detailed Design, Stage 4</p> <p>Funded business case</p> <p>Full planning permission</p> <p>External funding approved</p>

2.

<p>Brief title of the work strand</p>	<p>The Strathclyde Commitment SDG 12 Responsible Consumption and Production Target 12.7 – sustainable public procurement</p>
<p>Led by..... in collaboration with....</p>	<p>Roddy Yarr and Fionas Hughes (Head of Procurement) Supply chain partners</p>
<p>The primary outcome objectives of the work strand</p>	<p>Delivery of sustainable procurement of major capital projects and high value services in order to deliver a contractual set of community benefits and a socio-economic impact assessment process for all major works.</p>
<p>The main activities that are being pursued</p>	<p>Strathclyde Commitment is integrated within the major projects and services contracts as a defined commitment with key metrics and deliverables that are quantifiable. https://www.strath.ac.uk/media/ps/purchasing/procurementmanual/Socio_Economic_Impact_and_Community_Benefits_Strategy_200318.pdf.pagespeed.ce.018esqse9A.pdf Socio economic impact assessment carried out by the Fraser of Allander Institute https://www.strath.ac.uk/media/ps/estatesmanagement/sustainability/sustdocuments/Strathclyde_CHP_Project_FoA_institute_Report.pdf</p>
<p>Key achievements to date</p>	<p>£20M CHP District Heating project delivered the following benefits:</p> <ul style="list-style-type: none"> ○ Project delivered £12M GVA to Scottish economy ○ 230 person years of employment ○ 65% of staff recruited from local community ○ 71% local spend achieved ○ 10 apprenticeships in place ○ 3 work placements with University Engineering Academy students ○ 7 undergraduate placements ○ Community tree planting with St Mungos PS ○ SME work packages ○ Socio Economic Impact Assessment completed
<p>Priorities for the next 12 months</p>	<p>Delivery of Strathclyde Commitment for Learning and Teaching; Wolfson refurbishment.</p>

3.

<p>Brief title of the work strand</p>	<p>Climate Change Adaptation</p> <p>SDG 13 Climate Action Target 13.1 – Strengthen resilience and adaptive capacity to climate-related hazards and natural disasters Target 13.2 – Integrate climate change measures into national policies, strategies and planning</p>
<p>Led by..... in collaboration with....</p>	<p>Roddy Yarr and David Charles (Estates Services) Climate Ready Clyde; Design Teams for major projects; Renfrewshire Council</p>
<p>The primary outcome objectives of the work strand</p>	<p>Delivery of climate change adaptation plan. Delivery of climate change adaptation solutions such as green roof; rain gardens; natural rainwater attenuation as part of new projects e.g. Learning and Teaching; NMIS; Heart of the Campus Project. Delivery of mini rain gardens on existing buildings at the John Anderson Campus; Ross Priory. Integration of adaptation solutions in AMIDS design in association with Renfrewshire Council.</p>
<p>The main activities that are being pursued</p>	<p>The University is a member of Climate Ready Clyde which is building capacity within the Greater Glasgow area. This knowledge is being used to build partnerships and knowledge to enable the University to adapt to relevant climate change issues.</p>
<p>Key achievements to date</p>	<ol style="list-style-type: none"> 1. Climate Change Adaptation Plan in development 2. Green roof included in Learning and Teaching building design 3. Adaptation solutions being integrated within NMIS design 4. Adaptation solutions being integrated in AMIDS site development in association with Renfrewshire Council.
<p>Priorities for the next 12 months</p>	<p>Continue with items 1 to 4 to ensure their delivery.</p>

4.

<p>Brief title of the work strand</p>	<p>Sustainable Waste Management and Resource use</p> <p>SDG 12 Responsible Consumption and Production SDG 9 Industry Innovation and Infrastructure Target 12.5 – Substantially reduce waste generation through prevention, reduction, recycling and reuse Target 9.4 – By 2030 upgrade infrastructure and retrofit industries to make them more sustainable</p>
<p>Led by..... in collaboration with....</p>	<p>Spela Raposa (Estates Services) Supply chain partners; staff; students</p>
<p>The primary outcome objectives of the work strand</p>	<p>Delivery of sustainable resource management across all University operations. Development of reuse systems, infrastructure and processes that help to sustain and grow a circular economy approach to resources used by the University.</p>
<p>The main activities that are being pursued</p>	<p>Development of a furniture and equipment reuse facility, the Reuse and Recycling Resources Centre at Corn Street (The RRREC). This will enable reuse of materials and also facilitate bulk recycling at scale.</p>
<p>Key achievements to date</p>	<p>RRREC established and furniture being reused.</p>
<p>Priorities for the next 12 months</p>	<p>Launch new reuse process for small and large scale refurbishments. Implement bulk recycling with infrastructure and staff resource.</p>

5.

<p>Brief title of the work strand</p>	<p>Energy Efficiency and Low Carbon Energy Systems Strategy</p> <p>SDG 7 Affordable and Clean Energy Target 7.3 – By 2030, double the global rate of improvement in energy efficiency</p>
<p>Led by.....in collaboration with....</p>	<p>Roddy Yarr (Estates Services) Supply chain partners; Design teams; Local Authorities; SFC; Scotgov; staff; students</p>
<p>The primary outcome objectives of the work strand</p>	<p>Delivery of more energy efficient University estate as defined by kWh/m2. Delivery of improved low carbon energy systems</p>
<p>The main activities that are being pursued</p>	<p>Ongoing delivery of SALIX Energy Efficiency Investment fund, one of the largest SALIX funds (£1.55M) in the UK public sector.</p>
<p>Key achievements to date</p>	<ol style="list-style-type: none"> 1. To date £3.3M has been invested in high quality energy efficiency and GHG mitigation projects. These include: insulation upgrades, boiler replacements, heating control upgrades, LED lighting installations, cooling system optimization and ventilation controls. Utility cost savings of £688,245 p.a. have been enabled to date. The utility savings associated with SALIX projects are ring fenced and re-allocated back into our SALIX fund for re-investment. Cumulative repayments of £1.5M have been recycled back into our estate. 2. Installation and commissioning of £20M Combined Heat and Power District Energy scheme resulting in significant carbon emissions reductions and enabling the University to generate and distribute its own heat and power.
<p>Priorities for the next 12 months</p>	<ol style="list-style-type: none"> 1. Bring forward further SALIX investment 2. Develop low carbon energy solutions, particularly around solar PV 3. Identify the NMIS Energy Strategy in partnership with Renfrewshire Council.

*RY
February 2019*



Summary of On-going University Work to promote the SDGs

On Yer E-bike: Strath Union

March 2019

Led by Strath Union

<p>Brief title of the work strand</p> <p>The primary SDG Target focus</p>	<p>Title of the work Strand: ‘On Yer E-bike’, which is a free electric bike rental scheme for Strathclyde students.</p> <p>The work is most closely connected to:</p> <p>SDG 10: Reduced Inequalities. Specifically, 10.2: By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status.</p> <p>SDG 11: Sustainable Cities and Communities. Specifically, 11.2: By 2030, provide access to safe, affordable, accessible and sustainable transport systems for all, improving road safety, notably by expanding public transport, with special attention to the needs of those in vulnerable situations, women, children, persons with disabilities and older persons.</p> <p>SDG 13: Climate Action. Specifically, 13.2: Integrate climate change measures into national policies, strategies and planning, and 13.3: Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning.</p>
<p>The primary outcome objectives of the work strand</p>	<p>1. Encourage Strathclyde students to commute via e-bike as opposed to car. E-bikes are a more accessible form of sustainable transport than regular bicycles because they require less physical fitness, however the price of an e-bike remains high. Objective 1 thus tackles SDGs 11 and 12 by improving access to a sustainable transport method regardless of a student’s fitness or financial capability. Further, encouraging students to replace driving with an e-bike by eliminating the associated costs addresses SDG 13 by reducing carbon emissions and their negative environmental impact.</p> <p>2.Improve the mental health and wellbeing of Strathclyde students. In the past five years, the number of students accessing counselling services in Scotland has nearly doubled, and NUS Scotland (2018) believes this is partly due to the financial struggles that students face. With exercise being clinically proven to improve mental health, providing a free opportunity to part-take in light exercise ensures that all students can take steps to improve their health and wellbeing, irrespective of their economic background (SDG 10).</p>

	<p>3. Provide an opportunity for students to develop sustainable transport habits. This objective directly supports SDG 11, and it is hoped that encouraging students to adopt sustainable habits while at university will further benefit wider society once they have graduated.</p>
<p>The main activities that are being pursued</p>	<p>7 e-bikes are rented to Strathclyde students free of charge on a bi-weekly basis. The demographics of students applying for the e-bikes are considered to ensure that a diverse population of Strathclyde students are benefitting. The number of miles ridden by students on the e-bikes are captured weekly to estimate carbon emission savings. Led e-bike rides are being conducted in partnership with Sustainable Strathclyde to educate students on sustainable travel whilst encouraging social participation.</p>
<p>Key achievements to date</p>	<p>740 miles have been ridden by Strathclyde students on the e-bikes since the launch at the beginning of December 2018. 18 Strathclyde students have benefitted from the e-bikes in just 3 months. 4 out of the 18 students who have rented the e-bikes have already re-applied due to their positive experiences.</p>
<p>Priorities for the next 12 months</p>	<p>Produce an impact report for the Energy Saving Trust who funded the e-bike fleet, and publish these findings on the Strath Union website to communicate the positive benefits of using e-bikes. Continue led e-bike rides followed by free food waste lunches for students to encourage sustainable consumption and foster a strong Strathclyde community. Increase the visibility of 'On Yer E-bike' through Strath Union and University communication channels, including online and awareness raising campaigns.</p>
<p>Anything else you feel is important to note in this Résumé</p>	<p>Strath Union is the first students' union in the UK to provide a free student e-bike rental service, and 'On Yer E-bike' is a practical example of how the SDGs can be implemented on the ground. We hope that more student-led organisations will run similar schemes to empower the student community to engage with the values of the SDGs, particularly Reduced Inequalities, Sustainable Cities and Communities, and Climate Action.</p>

MJ
March, 2019



Summary of On-going University Work to promote the SDGs

Alumni & Development Resourcing for University SDG-related work

March 2019

<p>Brief title of the work strand</p> <p>The primary SDG Target focus</p>	<p>Alumni & Development Resourcing for University SDG-related work, incorporating:</p> <ul style="list-style-type: none"> • SDG1: No Poverty • SDG3: Good Health & Wellbeing • SDG6: Clean Water & Sanitation • SDG7: Affordable and Clean Energy
<p>Led by.....</p> <p>.....in collaboration with.....</p>	<p>Led by Karen Boyle, Head of Alumni & Development (A&D) and the A&D Major Gift team, in collaboration with:</p> <ul style="list-style-type: none"> • Fraser of Allander Institute • CELCIS • Department of Civil & Environmental Engineering • Department of Electronic & Electrical Engineering • Strathclyde Institute for Pharmacy & Biomedical Sciences <p><i>Note: A&D currently only has 1 FT and 1 PT fundraiser (Science and SBS) and recruitment is about to take place for two FT fundraisers to start summer/autumn 2019 (Engineering and HaSS) which may limit support in the short-term.</i></p>
<p>The primary outcome objectives of the work strand</p>	<p>The primary objective of this strand of work is to identify, cultivate and secure philanthropic funding for the University's work to help achieve the SDGs. A&D Major Gift fundraisers are engaged in testing Cases for Support - with individuals, trusts and companies - for a number of projects to generate new funding partnerships.</p>
<p>The main activities that are being pursued</p>	<p>SDG1: No Poverty</p> <ul style="list-style-type: none"> • Fraser of Allander Child Poverty proposal (£190k) submitted to the Standard Life Foundation, February 2019, in support of a Research Fellow over 3 years • Approaches to other Trusts & Foundations under investigation e.g. KPMG Foundation and Friends Provident Charitable Foundation • Central belt prospect dinner planned May 9th with FAI

	<p>SDG3: Good Health & Wellbeing</p> <ul style="list-style-type: none"> • SIPBS New Vaccines major gift proposal submitted to a US-based alumnus and donor, winter 2018 • Digital Health (Dementia) major gift application in progress with RS McDonald Charitable Trust in support of a PhD Studentship • New in-kind partnership with Ottobock India established for NCPO 4th year international experience (previously Mukti Project). <p>SDG6: Clean Water & Sanitation</p> <ul style="list-style-type: none"> • Funding partnership with Brewgooder Foundation established in December 2018 <p>SDG7: Affordable and Clean Energy</p> <ul style="list-style-type: none"> • Key messaging from related VIP central to the annual Alumni Telethon fundraising campaign (runs from Feb – March)
<p>Key achievements to date</p>	<ul style="list-style-type: none"> • Brewgooder Foundation funding partnership; £10,000 secured to date, with a further £20,000 in the pipeline to April 2019. • Telethon campaign income will be available to VIP groups via the Alumni Fund application (Board meetings twice a year including May).
<p>Priorities for the next 12 months</p>	<p>The Alumni & Development department will continue to identify, cultivate and secure funding through testing SDG-themed Cases for Support.</p> <p>Note: although not the sole priority project for any A&D fundraiser, this focus will be managed within the Major Gift team’s priorities by faculty, with the Cases for Support and fundraising projects tested and adapted to donor interests.</p>
<p>Anything else you feel is important to note in this Résumé</p>	<p>There is a vacancy/gap in the Development Manager (Campaigns) role from end March 2019. This is a senior fundraising role and would have a particular interest in developing SDG projects and funders. Recruitment is in progress and a new post holder is expected between end April and end July 2019.</p> <p>The priority project for the A&D dept for 2019/20 remains the Biomedical Engineering capital appeal with a £1.5M target left to raise.</p>

KB
February 28 , 2019



Summary of On-going University Work to promote the SDGs

Social Innovation Centre

March 2019

<p>Brief title of the work strand</p> <p>The primary SDG Target focus</p>	<p>Social Innovation Centre, within the Innovation District (TIC East), creating a space for bringing people together to share learning and understanding on all aspects of the SDGs. (AC)</p> <p>All SDGs.</p>
<p>Led by.....</p>	<p>Andrea Coulson</p>
<p>The primary outcome objectives of the work strand</p>	<ul style="list-style-type: none"> • Objective to establish the relationship between SDGs, collectively, and who should populate the Centre and how it should be governed. <i>Andrew Goudie is currently collecting SDG resumes on behalf of the SDG Working Group. SBS PRME Working Group has been feeding into this where possible (alignment with Drafting of PRME report to UN due June 2019).</i> • Question the relevance of the SDGs to: making the business case for the Centre; its funding model (business case for funders and their reputation); and design and costings. <i>The SDGs are a significant focus of our Action Plan and engagement with others, for example, UN Global Compact on PRME (biennial report due June 2019). Our commitment to the SDGs has now been further formalised by the University signing the SDG Accord.</i> • Question the relevance of SDGs individually to specific operational choices and outcomes (key to launching the Centre). <i>Design feature, design in progress.</i> • To establish the significance of a social hub to the achievement of SDG outcomes. (contribution of Centre to achieving substantive outcomes – visible commitment to University Values, accountability and collaborative partnerships) <i>Business Case to follow</i>
<p>The main activities that are being pursued</p>	<p>SBS PRME SDG survey</p> <ul style="list-style-type: none"> • SBS Departmental representatives will survey people in each Department to identify key individuals pursuing the SDGs, their collaborators across the University, and the full scope of work on the SDGs going on in SBS. <ul style="list-style-type: none"> ○ <i>Milestone & timings: PRME Working Group to report to AC by end of Feb 2019. Findings to be included in Draft 2019 Report to the UN. In progress next meeting 13 March 2019.</i>

	<ul style="list-style-type: none"> • The SBS PRME Working Group will discuss the survey findings In February 2019 and AC will report these to SBS Faculty Executive Team (FET) and the University SDG working group. <ul style="list-style-type: none"> ○ <i>Milestone & timings:</i> Faculty Executive Team March 2019 <i>some delay. ASAP. April?</i> <p>SBS consultation on the Social Innovation Centre</p> <ul style="list-style-type: none"> • The SBS PRME Working Group will address the objectives and questions above, in light of the SDG survey findings and draft a business case for the Social Innovation Centre and the SDGs. <ul style="list-style-type: none"> ○ <i>Milestone & timings:</i> PRME Working Group to meet in January and map out a business case for the Social Innovation Centre, including SDGs. <i>SBS PRME met 23 January drafting in progress.</i> • AC to meet with Laura Colquhoun, SBS accountant, to discuss the financial requirements of the case and due procedures for raising finance. AC to meet with Olga Kozlova and Adrian Gillespie to discuss the Business case for the Centre in the new Innovation district and implication of this or alternative locations. <ul style="list-style-type: none"> ○ <i>Milestone & timings:</i> Meetings to take place during March. This timing would allow consideration of financial investment and funding within the budget for the next financial year 2019-20. <i>Not scheduled to date</i>
<p>Priorities for the next 12 months</p>	<p>A business case for the Social Innovation Centre should include the following:</p> <ul style="list-style-type: none"> • Design <ul style="list-style-type: none"> ○ For a large meeting room with high specification conferencing facilities. Designed to showcase University innovation. Proposed for Level 1 of TIC east building 1. <i>Ongoing discussion of Business Case planned with Eleanor Shaw.</i> • Projected investment, running costs and funding options <ul style="list-style-type: none"> ○ Standard business case based on 1/3 mixed funding model. <i>TIC 2/East</i> ○ Philanthropic investment to be considered. <i>Model to be based on running costs. Amount and period to be confirmed.</i> • A funding model for the Social Innovation Centre can be leveraged on its Governance: <ul style="list-style-type: none"> ○ Drawn from existing or new collaboration/ relationships (consider reputation on SDG commitment and secondment/ benefactor opportunities). <i>New collaboration</i> ○ Consider control versus autonomy and enlightened self-interest by widening access from which we may directly benefit. <i>Note below</i> ○ Appointment of a Director/ Chair for the Centre and its inter-disciplinary representatives <p style="margin-left: 40px;">Q. Characteristics and tenure of a figurehead? <i>Preference for female philanthropist</i></p> <p style="margin-left: 40px;">Q. Relationship to a philanthropic investor? <i>Open for discussion</i></p>

	<p>Q. Who should be the Director of the Centre? <i>Link to Social Policy Research Theme and thematic developments including REF Impact cases. Relationship to new Ocean funding to be carefully considered. For discussion with Prof. Elisa Morgera and Dr Francesco Sindico.</i></p> <p>Q. The need to appoint a Social Advisory Group to set the strategic direction and/or operational priorities of the Centre? <i>Essential for Governance</i></p> <p>Q. Who should be on the Social Advisory Group? Relationship to SDG commitment and other work. <i>Vital link to SDGs. SAG to include SBS Advisory Board representation.</i> Relationship to internal and/or external funders. <i>Prof. Eleanor Shaw</i> Reputational risks <i>see Business Case to follow</i></p> <p>Qs Should membership be populated by SDG interest (to 2030), Strategic Themes or other (including options for an external party with implications for funding)? <i>To follow University 'strategy'</i></p> <p>NB The milestones and timings for the work within this Strand will be revised as necessary. To be aligned with the establishment and development of the SDG Group and the University's strategic and operational priorities and values.</p>
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AC
March, 2019



THEME 14

Summary of On-going University Work to promote the SDGs



**Contributions to the goal of leaving no one behind:
from a local, national and global perspective**

March 2019

This theme is under development still.



THEME 15

Summary of On-going University Work to promote the SDGs



Monitoring and Analysis of the SDG targets

March 2019

This theme is under development still.