1 NO POVERTY

Metric		Components	Score within SDG	Equivalent
1.1	Research	• Papers coauthored with Low or Lower-Middle Income countries, FWCI, and number of papers	7	27
1.2	Proportion of students receiving financial aid to attend university because of poverty	• Number of students • Number of students receiving significant financial aid	7	27
1.3	University anti-poverty programmes	• Targets to admit students from the bottom two financial deciles • Graduation/completion targets for students from the bottom two financial deciles (domestic) • Provide support (e.g food, housing, transportation, legal services) for students from poorest families to enable them to complete university • Programmes to assist students from the bottom two financial deciles to successfully complete their studies • Schemes to support poor students from low or lower-middle income countries	6	23
1.4	Community anti-poverty programmes	• Provide assistance in the local community assisting the start-up of financially and socially sustainable businesses through relevant education or resources? • Provide financial assistance to the local community assisting the start-up of sustainable businesses? • Organise training or programmes to improve access to basic services for all • Participate in policy work addressing poverty in all its forms?	6	23

2 ZERO HUNGER

Metric		Components	Score within SDG	Equivalent
2.1	Research	• Citescore, FWCI, and number of papers	7	27
2.2	Campus food waste	• Measurement of food waste • Proportion of food wasted/discarded per person on campus	4	15.4
2.3	Student hunger	• Programme to address student food insecurity/hunger • Provide interventions to target hunger among students and staff (e.g. including supply and access to food banks/pantries) • Provide sustainable food choices for all on campus, including vegetarian and vegan food • Provide healthy and affordable food choices for all on campus	5	19.2
2.4	Proportion of graduates in agriculture and aquaculture including sustainability aspects	We are looking for the number of students who were studying any aspect of food sustainability within an agricultural or aquacultural course and successfully completed the course • Number of graduates • Number of graduates from a relevant agriculture course	5	19.2
2.5	National hunger	• Provide access on food security and sustainable agriculture knowledge/skills/technology to local farmers and food producers • Provide events for local farmers and food producers to connect and transfer knowledge • Provide access to university facilities (e.g. labs, technology, plant stocks) to local farmers and food producers to improve sustainable farming practices • Prioritise food purchases to maximise sustainability	5	19.2

3 GOOD HEALTH AND WELL-BEING

Metric		Components	Score within SDG	Equivalent
3.1	Research	• Paper Views, Clinical Citations, and number of papers	7	27
3.2	Number graduating in health professions	• number of graduates in most recent year • number of graduates in health professions in most recent year	9	34.6
3.3	Health impact	• Current collaborations with local or global health institutions to improve health & wellbeing outcomes • Outreach programmes and projects in the local community to improve or promote health & wellbeing including hygiene, nutrition, family planning, sports, exercise, aging well, and other health and wellbeing related topics • Share sports facilities with the local community, for instance with local schools or with the general public • Provide students access to free sexual and reproductive health-care services including information and education services • Provide students and staff with access to free mental health support • Have a smoke free policy for the university	10	38.4

4 QUALITY EDUCATION

Metric		Components	Score within SDG	Equivalent
4.1	Research	• Paper views, Citescore, FWCI, and number of papers	7	27
4.2	Number of graduates who gained primary school teaching qualifications	• Number of graduates • Number of graduates who gained primary school teaching qualifications	4	15.4
4.3	Lifelong learning opportunities provided	• Provide access to educational resources for those not studying at the university • Host events that are open to the general public: public lectures, community educational events • Host events that are open to the general public: executive education programmes & vocational training • Undertake educational outreach activities beyond campus – e.g. in local schools, in the community, including voluntary student-run schemes • Have a policy that access to these activities is accessible to all, regardless of ethnicity, religion, disability, immigration status or gender	7	26.8
4.4	Proportion of 1st generation students	• Number of students starting a degree • Number of first generation students starting a degree	8	30.8

5 GENDER EQUALITY

Metric		Components	Score within SDG	Equivalent
5.1	Research	• Female authored papers, Citescore, and number of papers	7	27
5.2	First generation female	• Number of women starting degrees • Number of first generation women starting degrees	4	15.4
5.3	Access measures	• Systematically measure/track women's application rate, acceptance/entry rate and study completion rate at the university • A policy addressing women's applications, acceptance/entry, and participation • Provide women's access schemes • Encourage applications by women in subjects where they are underrepresented	4	15.4
5.4	Proportion of women in senior positions	• Number of senior academic staff • Number of female senior academic staff	4	15.4
5.5	Proportion of women receiving degrees	• Number of graduates by subject area (STEM, Medicine, Arts & Humanities / Social Sciences) • Number of female graduates by subject area	3	11.5
5.6	Progress measures	• A policy of non-discrimination against women • A policy of non-discrimination for transgender people • Maternity and paternity policies that support women's participation • Accessible childcare facilities for students which allow recent mothers to attend university courses • Childcare facilities for staff and faculty • Women's mentoring schemes, in which at least 10% of female students participate • Measurement/tracking of women's likelihood of graduating compared to men's, and schemes in place to close any gap • A policy that protects those reporting discrimination from educational or employment disadvantage	4	15.3

6 CLEAN WATER AND SANITATION

Metric		Components	Score within SDG	Equivalent
6.1	Research	• Citescore, FWCI, and number of papers	7	27
6.2	Water consumption per person	• Measurement of water consumption • Volume of water used per person on campus per year	5	19
6.3	Water usage and care	• A process for the treatment of waste water • Processes to prevent polluted water entering the water system, including pollution caused by accidents and incidents at the university • Provide free drinking water for students, staff and visitors, (e.g. drinking water fountains) • Apply building standards to minimise water use • Plant landscapes to minimise water usage	6	23
6.4	Water reuse	• Water re-use policy • Water re-use measurement	3	12
6.5	Water in the community	• Provide educational opportunities for local communities to learn about good water management • Actively promote conscious water usage in the wider community • Support water conservation off campus • Where water is extracted, utilise sustainable water extraction technologies on associated university grounds on and off campus • Utilise sustainable water extraction technologies on campus and associated university grounds • Cooperate with local, regional, national and global governments on water security	5	19

7 AFFORDABLE AND CLEAN ENERGY

Metric		Components	Score within SDG	Equivalent
7.1	Research	• Citescore, FWCI, and number of papers	7	27
7.2	University measures	• Policies in place for ensuring all renovation / new builds are following energy efficiency standards • Plans to upgrade existing buildings to higher energy efficiency • Process for carbon management and to reduce carbon dioxide emissions • Have an energy efficiency plan in place to reduce overall energy consumption • Undergo energy reviews to identify areas where energy wastage is highest • Have a policy on divesting investments from carbon-intensive energy industries especially coal and oil	6	23
7.3	Energy use density	• Energy (GJ) used per m² floor space of the university buildings	7	27
7.4	Energy and the community	• Help local community learn about importance of energy efficiency and clean energy • Promote a public pledge toward 100% renewable energy beyond the university • Provide direct services to local industry aimed at improving energy efficiency and clean energy • Inform and support government in clean energy and energy-efficient technology policy development • Provide assistance for start-ups that foster and support a low-carbon economy/technology	6	23

8 DECENT WORK AND ECONOMIC GROWTH

Metric		Components	Score within SDG	Equivalent
8.1	Research	• Citescore, FWCI, and number of papers	7	27
8.2	Employment practice	• Pay all staff and faculty at least the living wage, defined as the local "living wage" or the local poverty indicator for a family of four • Recognise unions & labour rights for all, including women & international staff • A policy on non-discrimination in the workplace (including discrimination based on religion, sexuality, gender, age) • A policy commitment to no forced labour, no modern slavery, no human trafficking and no child labour • A policy on guaranteeing equivalent rights of workers if/when outsourcing activities to third parties • A policy on pay scale equity including a commitment to measurement and elimination of gender pay gaps • Measure/track pay scale gender equity • A process for employees to appeal on employee rights and/or pay	5	19.6
8.3	Inward investment/economic impact	• University expenditure • Number of employees	4	15.4
8.4	Employment placements	• Number of students • Number of students with work placements for more than a month	5	19
8.5	Employment security	• Number of employees • Number of employees on contracts of over 24 months	5	19

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

Metric		Components	Score within SDG	Equivalent
9.1	Research	• Citescore	3	11.6
9.2	Patents	• Patents that cite research	4	15.4
9.3	Spin-offs	• Number of university spin-offs	9	34.6
9.4	Industry income	• Research income from industry and commerce by subject area (STEM, Medicine, Arts & Humanities / Social Sciences) • Number of academic staff per subject area	10	38.4

10 REDUCED INEQUALITIES

	Metric	Components	Score
10.1	Research	• Citescore, FWCI, and number of papers	7 / 27
10.2	First generation students	• Number of students starting a degree • Number of first generation students starting a degree	4 / 15.5
10.3	Percent of international students from low and lower-middle income countries receiving financial aid	• Number of students • Number of international students from low and lower-middle income countries receiving financial aid	4 / 15.5
10.4	Percent of students with disabilities	• Number of students with disabilities • Number of students	3 / 11.5
10.5	Percent of employees with disabilities	• Number of employees with disabilities • Number of employees	3 / 11.5
10.6	Measures against discrimination	• Non-discriminatory admissions policy • Tracking application and admission rates of under-represented groups (includes newly settled refugee students) • Take planned actions to recruit from under-represented groups • Anti-discrimination and anti-harassment policies for staff and students • The existence of a diversity and equality committee or officer • Providing mentoring or other support programmes aimed at students and staff from under-represented groups • Provide accessible facilities for people with disabilities • Provide support services for people with disabilities • Provide access schemes for people with disabilities • Have reasonable accommodation policy/strategy implemented, including adequately funded mechanism for persons with disability	5 / 19

11 SUSTAINABLE CITIES AND COMMUNITIES

	Metric	Components	Score
11.1	Research	• Citescore, FWCI, and number of papers	7 / 27
11.2	Support of arts and heritage	• Provide public access to buildings and/or monuments of cultural significance • Provide public access to libraries including books and publications • Provide public access to museums, exhibition spaces / galleries and/or works of art and artifacts • Provide free public access to open spaces and green spaces • Contribute to local arts, in terms of number of annual public performances of university choirs / theatre groups / orchestras etc • Deliver projects to record and/or preserve intangible cultural heritage such as local folklore, traditions, language, and knowledge. This can include the heritage of displaced communities	6 / 22.6
11.3	Expenditure on Arts and Heritage	• University expenditure • University expenditure on arts and heritage	4 / 15.3
11.4	Sustainable practices	• Measure and set targets for more sustainable commuting • Undertake actions to promote the % of more sustainable commuting • Promote or allow telecommuting or remote working for employees as a matter of policy or standard practice, and/or offer a condensed working week to reduce employee commuting • Provide affordable housing for employees • Provide affordable housing for students • Prioritise pedestrian access on campus • Work with local authorities to address planning issues/development, including ensuring that local residents are able to access affordable housing • Build new buildings to sustainable standards (if 'yes', are you following a national standard or body) • Build on brownfield sites, where possible	9 / 35.1

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

	Metric	Components	Score
12.1	Research	• Citescore, FWCI, and number of papers	7 / 27
12.2	Operational measures	• A policy on ethical sourcing of food and supplies • A policy, process or practice on waste disposal and hazardous materials • Policies around use minimisation • Do these policies extend to outsourced suppliers and the supply chain	7 / 26.7
12.3	Proportion of waste recycled	• Measurement of waste generated and recycled • Tracking waste generated and recycled • Amount of waste generated • Amount of waste recycled and sent to landfill	7 / 27
12.4	Publication of sustainability report	• Is the report annual, bi-annual or less frequent	5 / 19.3

13 CLIMATE ACTION

	Metric	Components	Score
13.1	Research	• Citescore, FWCI, and number of papers	7 / 27
13.2	Low carbon energy use	• Measurement of low-carbon energy used • Total energy used • Electricity from low-carbon sources	7 / 27
13.3	Environmental Education measures	• Provide local education programmes or campaigns on climate change risks, impacts, mitigation, impact reduction and early warning • A Climate Action plan, shared with local government and/or local community groups • Participate in co-operative planning for climate change disasters, working with government • Inform and support local or regional government in local climate change disaster/risk early warning and monitoring • Collaborate with NGOs on climate adaptation	6 / 23
13.4	Commitment to carbon neutral university	• Existence of target date by scope of Carbon Neutrality • Year of commitment	6 / 23

14 LIFE BELOW WATER

	Metric	Components	Score
14.1	Research	• Citescore, FWCI, and number of papers	7 / 27
14.2	Supporting aquatic ecosystems through education	• Offer educational programmes on fresh-water ecosystems for local or national communities • Offer educational outreach for local or national communities on sustainable management of fisheries, aquaculture and tourism • Offer educational outreach activities for local or national communities to raise awareness about overfishing, illegal, unreported and unregulated fishing and destructive fishing practices	4 / 15.3
14.3	Supporting aquatic ecosystems through action	• Support or organise events that promote conservation and sustainable use of oceans, seas, lakes, rivers and marine resources • Policies to ensure that food on campus that comes from aquatic ecosystems is sustainably harvested • Work directly to maintain and extend ecosystems and their biodiversity, especially ecosystems under threat • Work directly on technologies or practices that enable marine industry to minimise or prevent damage to aquatic ecosystems	5 / 19.4
14.4	Water sensitive waste disposal	• Have water quality standards and guidelines for water discharges • Action plan to reduce plastic waste on campus • Policy on preventing and reducing marine pollution of all kinds, in particular from land-based sources	5 / 19.3
14.5	Maintaining a local ecosystem	• A plan to minimise physical, chemical and/or biological alterations of related aquatic ecosystems • Monitor the health of aquatic ecosystems • Develop and support programs and incentives that encourage and maintain good aquatic stewardship practices • Collaborate with the local community in efforts to maintain shared aquatic ecosystems • Apply a watershed management strategy based on location specific diversity of aquatic species	5 / 19

15 LIFE ON LAND

	Metric	Components	Score
15.1	Research	• Citescore, FWCI, and number of papers	7 / 27
15.2	Supporting land ecosystems through education	• Support and/or organise events aimed to promote conservation and sustainable utilisation of the land, including forests and wild land • Policies to ensure that food on campus is sustainably farmed • Work directly to maintain and extend ecosystems and their biodiversity especially ecosystems under threat • Offer educational programmes on ecosystems (looking at wild flora and fauna) for local or national communities • Offer educational outreach for local or national communities on sustainable management of land for agriculture and tourism	6 / 23
15.3	Supporting land ecosystems through action	• Policy to ensure the conservation, restoration and sustainable use of terrestrial ecosystems associated with the university, in particular forests, mountains and drylands • Policies to identify, monitor and protect any IUCN Red Listed species and national conservation list species with habits in areas affected by the operation of your university • Include local biodiversity into any planning and development process • Policies to reduce the impact of alien species on Campus • Collaborate with the local community in efforts to maintain shared land ecosystems	7 / 27
15.4	Land sensitive waste disposal	• Water quality standards and guidelines for water discharges • Policy on reducing plastic waste on campus • Policy, process or practice on waste disposal - covering hazardous materials?	6 / 23

16 PEACE, JUSTICE AND STRONG INSTITUTIONS

	Metric	Components	Score
16.1	Research: Law and IR	• Citescore, FWCI, and number of papers	7 / 27
16.2	University governance measures	• Have elected representation on the university's highest governing body • Recognise a students' union • Policies and procedures to identify local stakeholders external to the university and engage with them • Participatory bodies that recognize and engage local stakeholders, Including local residents, local private, local civil society representatives • Publish the university's principles and commitments on organized crime, corruption & bribery • Policy on supporting academic freedom • Publish university financial data	7 / 26.6
16.3	Working with government	• Provide specific expert advice to local, regional or national government • Provide outreach, general education, upskilling and capacity-building to policy- and law-makers on relevant topics e.g. economics, law, technology, migration and displacement and climate change • Undertake policy-focused research in collaboration with government departments • Provide a neutral platform and 'safe' space for different political stakeholders to come together to frankly discuss challenges	6 / 23.2
16.4	Graduates in law and civil enforcement related courses with ethical element	• Number of graduates • Number of graduates from law and civil enforcement related courses	6 / 23.2

17 PARTNERSHIPS FOR THE GOALS

	Metric	Components	Score
17.1	Proportion of all SDG research with international coauthorship	• Proportion of all SDG research with (international) coauthors from Low and Lower-Middle Income countries, number of papers	6 / 27.1
17.2	Relationships with NGOs, Regional and National Government	• Have direct involvement in, or input into, national government SDG policy development • Initiate and participate in cross-sectoral dialogue about the SDGs • Participate in international collaboration on gathering or measuring data for the SDGs • Through international collaboration and research, review comparative approaches and develop international best practice on tackling the SDGs • Collaborate with NGOs to tackle the SDGs	4 / 18.5
17.3	Publish outputs across all SDGs	• Which of the 17 SDGs does your university publish outputs for	6 / 27.2
17.4	Education for the SDGs	• A commitment to meaningful education around the SDGs across the university, relevant and applicable to all students • Have dedicated courses (full degrees, or electives) that address sustainability and the SDGs. • Have dedicated outreach educational activities for the wider community, which could include alumni, local residents, displaced people	6 / 27.2

17 + **A** + **B** + **C**

22% + 26% + 26% + 26%

SUSTAINABLE DEVELOPMENT GOALS