2022
Sustainability Report
SDG 17

Ege University is a leading university, an example of the Turkish higher education system, which has received Turkey's first Institutional Full Accreditation Certificate and has the identity of a Student-Focused Research University.

Our University, with its 68-year deep-rooted history, strong academic staff, qualified scientific studies, distinguished students, and graduates, is to make a supreme effort to build a solid future for new generations by being sensitive to the realities of the world, our country and the society we live in. Ege University is a strong research institution with an entrepreneurship and innovation ecosystem where R&D, innovation, knowledge, and technology transfer take place between industry and university.

Ege University has adopted all the goals of eliminating inequalities, strengthening economic growth and employment, improving cities and residential areas, ensuring industrialization, protecting oceans and ecosystems, producing and consuming energy more sustainably, combating climate change, developing sustainable production and consumption, and empowering human rights. Our university operates within an adequate ultrastructure designable to implement all academic and operational activities within the SDGs framework.

We steadfastly persist in our pursuit of elevating Ege University into a vanguard research institution dedicated to pioneering technological advancements in support of sustainable development.

This report not only contains in-depth information about Ege University's remarkable efforts in each of the United Nations Sustainable Development Goals throughout 2022 but also reveals the key strategies of our institution. Moreover, it serves as a guiding compass, not only illuminating our efforts but also enabling a keener determination of our evolving needs and strategic plans.

In harmonious unity, we ardently endeavor to steer our institution towards a guiding and pioneering role by meticulously realizing our objectives through a management philosophy of fairness, equity, and accessibility.

I appreciate all my esteemed colleagues whose collective efforts have shaped this report.

With warm regards and respect..."

Prof. Dr. Necdet BUDAK
Rector

LETTER FROM THE REPORT TEAM

As the Sustainability Report Team, Ege University, we are proud and excited to present the third annual Sustainability Report of Ege University, one of Turkey's pioneering universities, prepared to concretize the University's commitment to sustainability and enable you to follow our sustainability-related efforts closely.

Sustainability lies at the heart of Ege University's main objectives. Besides, our university bears the responsibility of leaving a more livable world to future generations, and it emphasizes its determination to integrate sustainability principles in the fields of education, research, social contribution, and campus management. Over the years, Ege University has built a strong track record of offering sustainable solutions to address the challenges facing the university and society. In 2020, all these efforts culminated in establishing the Rankings Office. This move not only strengthened the university's commitment to sustainability but also led to the formation of sub-commissions focusing on various Sustainable Development Goals. These sub-working groups brought together academics and administrative staff from every faculty and the Rectorate, each contributing diverse perspectives and professional expertise.

What makes the Rankings Office even more dynamic is its inclusion of the Sustainability Report Team, which actively participates in all activities, thus enhancing the visibility of the office across the university.

Ege University aims to extend influence far beyond the boundaries of our institution. The EGE Sustainability Team seeks to be a trailblazer in instilling a culture of sustainability in other higher education institutions. Our Sustainability Team and its sub-working groups are going to serve as advisors to our university as well as to other universities, offering insights into Sustainable Development Goals and impact management. Furthermore, we are going to continue to be actively involved in educational initiatives that support schools on their sustainability journeys.

Beyond our campuses, we actively engage with local communities, businesses, and government entities to foster sustainable relationships, collaborate on solving common issues, and share our wealth of knowledge.

Ege University is unwavering in its commitment to the responsible management of resources to mitigate their impact on society, the environment, and the economy. This report offers a transparent and current source of information, providing valuable guidance to universities and stakeholders seeking to expand their knowledge on sustainability.

EGE University is actively dedicated to advancing sustainability through research, education, and innovation to become a leading institution in Turkey and worldwide. Our primary focus is on enhancing the accessibility, inclusivity, and affordability of our university for the benefit of our community. We cultivate positive partnerships with industry leaders to strengthen our engagement and ensure the use of environmentally sustainable practices that support innovation and research.

This report offers insight into EGE UNI's position in 2022 regarding enhancing sustainability in Turkey. We share our initiatives and commitments related to environmental, social, and economic sustainability, along with their corresponding impacts. We extend our gratitude to our sub-working groups, the Sustainability Report team, our dedicated students, EGE's esteemed academicians, and the Rectorate for their unwavering efforts this year to further our sustainable impact.

Our journey towards securing the sustainability of our world is an extensive and long way one. As the EGE Sustainability Team, we place our trust in the dedication of our university's staff and students to continue their improvements this year and sustain their endeavors well into the future.

We appreciate your interest in the Ege University Sustainability Report and eagerly welcome the feedback of our readers.

Assoc. Prof. Göknur ŞİŞMAN AYDIN

Coordinator of Sustainability Studies
Office of Institutional Development
Planning and Monitoring

PARTNERSHIPS FOR THE GOALS

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Ege University has a leading role not only in education and research but also in sustainability and environmentally friendly approaches. In this context, a comprehensive sustainability policy has been established in parallel with SDGs. The sustainability vision of Ege University created by these plans and policies is implemented in cooperation with national and international institutions, local governments, and communities.

Ege University is a member of the European University Association (EUA)

Ege University is a member of ECHE
Erasmus+ is the EU's programme to support education, training, youth and sport in Europe

Ege University is a member of the Sustainable Development Solutions Network (UN SDSN) since 2014

The European Energy Research Association, of which our university is a member, is the largest energy research community in Europe. The membership-based, not-for-profit association brings together 250 universities and public research centers in 30 countries. EERA's joint research programs cover all low-carbon technologies and systemic and collaborative issues.

Ege University is a member of the Enterprise Europe Network (EEN)
Enterprise Europe Network (EEN) is the world's largest collaboration network, serving SMEs, large companies, and researchers who want to establish international collaborations, with more than 600 member institutions and more than 3000 expert employees in more than 60 countries.

Ege University is a member of the Association for Dental Education in Europe (ADEE)

Ege University is a member of the Association of Universities for Textiles (AUTEX)

Ege University is a member of the Black Sea Universities Network (BSUN)

Ege University is a member of the European Institute of Cultural Routes (EICR)

Ege University is a member of the Turkic Universities Unıon (TÜRKÜNİB). Orhun Program is a student and faculty mobility program carried out among TÜRÜNİB member universities.

GLOBAL ENGAGEMENT

Ege University became one of the 10 pilot universities with its environmentally friendly practices.

"Cooperation Protocol in the Field of Creating a Sustainable and Climate-Friendly Campus" was signed between the Presidency of the Council of Higher Education (YÖK), the Ministry of Environment, Urbanization and Climate Change and the Ministry of Energy and Natural Resources. Ege University became one of the 10 pilot universities where the protocol will be implemented, as a result of the sustainable studies carried out with the slogans "Green Campus" and "Livable Campus".

Rector Prof.Dr. Necdet Budak attended the 'Sustainable and Climate-Friendly Campus Project Meeting'.

Ege University took part in COP27

Assoc. Prof. Dr. İnci Tüney Kızılkaya represented Ege University at the 27th Conference of the Parties to the United Nations Framework Convention on Climate Change (COP27). She made a presentation on "Efforts to Combat Climate Change in Gökova Special Environmental Protection Areas".

Assoc. Dr. Kızılkaya is the Science Coordinator of the "Research on the Effects of Climate Change on Marine and Terrestrial Ecosystems in Gökova Special Environmental Protection Area and Increasing Adaptation Capacity Project" carried out by the Ministry of Environment, Urbanization and Climate Change.

United Nations Economic Commission for Europe

Instructor Dr. Huriye Göncüoğlu Bodur was invited to contribute to the Regional Sustainable Development organized by the United Nations Economic Commission for Europe, and she represented our University at the meeting held at the United Nations Headquarters in Geneva.

An international project led by Ege University academician Prof. Dr. Ninel ALVER has received a grant of 13 million 500 thousand Yen from Japan. Within the scope of the project, a new damage detection method will be developed by applying artificial intelligence algorithms to detect damages that may occur in water infrastructure such as water storage structures, dams, reservoirs, water transportation structures, coastal and port structures during their service life due to environmental effects or dynamic loading such as earthquakes.

CLIMOS

H2020 Project, **CLIMOS** Climate Monitoring and, Decision Support Framework for Sand Fly-borne Diseases Detection and Mitigation

Composed of 29 partners, including Ege University, this project brings together researchers, practitioners, health institutions, technology platform designers, and at-risk communities to conduct innovative and applied research seeking to be better prepared for current and future impacts of climate and environmental changes on human and animal health, using sand flies and the multiple sand fly-borne diseases (SFBDs) that they transmit as a model system.

ValueFarm Project, of which Ege University is a partner, focuses on valorizing Mediterranean small farms by introducing wild edible plants of the Mediterranean (WEPs) complementary crops within a competitive farming sector and a climate-changing world and cropping them in a sustainable point of view. Moreover, the contribution of WEPs cultivation to soil property improvement will be assessed by reducing or eradicating the use of agrochemicals, and by introducing the use of a more sustainable agriculture with biostimulants, biofertilizers and biopesticides and the use of tailored composts.
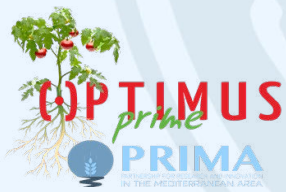
Optimal Usage Of Natural Product And Biological Priming Agents To Improve Resilience Of Agrosystems To Climate Change

OPTIMUS Prime aims to design, optimize and deliver a cost-efficient seed priming technology based on the combination of natural compounds and microorganisms to improve crop performance and productivity under adverse environmental conditions contributing to a sustainable agriculture.

URBAN GreenUP, of which Ege University is a partner, is a project financed within the scope of the European Union's Horizon 2020 program. It aims to develop, implement, and replicate Renewed Urban Plans in a number of European and non-European partner cities to reduce the effects of climate change, improve air quality and water management, and increase sustainability-cities with innovative nature-based solutions.

• Ege University, Prof. Dr. Yusuf KURUCU, took part in the national conference in Ankara with the theme of "clean soil, clean water for sustainable agriculture" on the work to be done to protect our soil and water resources against polluting and destructive effects.

The National Conference on the Protection of Waters Against Agricultural Pollution within the scope of the Project for Protecting Waters Against Agricultural Pollution by Establishing a Monitoring and Reporting Methodology for Nitrate Action Plans (NEPİZ) will be held in Ankara on June 2, 2022; Ministry of Environment, Urbanization and Climate Change, Ministry of Foreign Affairs, Ministry of Treasury and Finance, Ministry of National Education, Ministry of Health, Ministry of Industry and Technology, Ministry of Commerce, European Union Delegation to Turkey, Universities, Municipalities, Non-Governmental Organizations, Agricultural Producer Unions and Agriculture and It was held with more than 300 participants from the central, provincial, affiliated and related organizations of the Ministry of Forestry.

• Assoc. Prof. Dr. Çiğdem Coşkun Hepcan took part in the "Institutional Capacity Development Training Project on Adaptation to Climate Change" (İklimDUY) carried out by the Ministry of Environment and Urbanization and financed by the European Union and Turkey.

The Biodiversity and Ecosystems Workshop, organized by Ege University and the Turkish Academy of Sciences (TÜBA) and prepared by the TÜBA Environment Biodiversity and Climate Change Working Group, was held at Ege University.
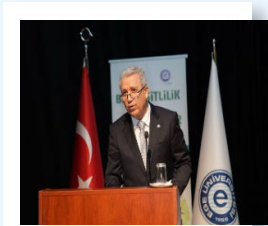
Project, led by Assoc. Prof. Dr. Tolga Tolon, was entitled to be supported for the third time within the scope of TÜBİTAK 4004 Program. This year's slogan of Aquasystem Explorers is "Blue Agriculture, Green Future". High school students attended the program from 14 public schools in Izmir districts. Practical training was given on the fundamental properties of water, aquatic science and sustainability, and the cultivation of different types of aquaculture.

ACADEMIC PERFORMANCE

Ege University tracks publications, projects, courses, theses, congress, and symposium participation for all SDGs through UNISIS (Academic Data Management System).

3.941 Researcher	118.009 Publication	18.759 Project	309 Intellectual property	**Scientific Statistics**
2.705 Award	12.355 Thesis	582 Open access	12.031 Scientific research project (BAP)	

Distribution of publication types by years

Distribution of projects by years
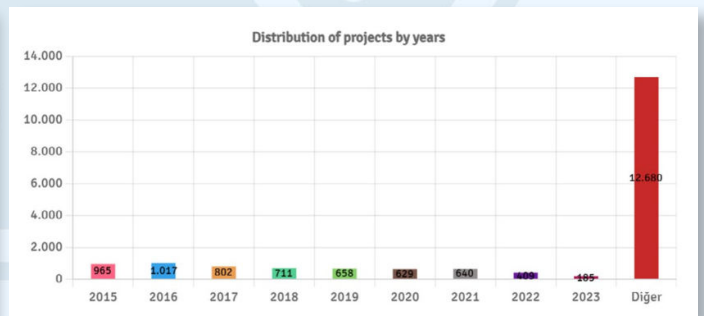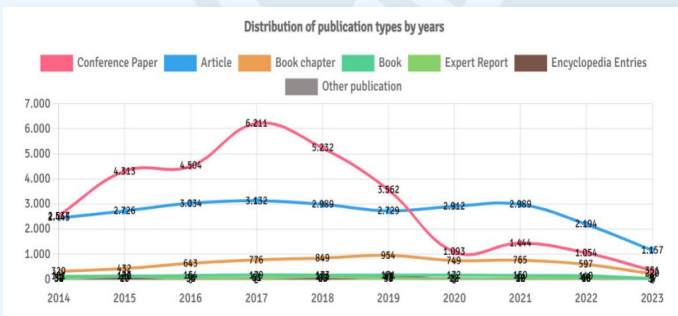
Activities conducted according to UNISIS system by researchers at Ege University within the framework of the United Nations Sustainable Development Goals (SDGs) are systematically assessed. The accompanying graph below illustrates the metrics obtained from the UNISIS system for publications, projects, theses, and awards attained during the academic year 2021-2022.

publication   project   awards   thesis
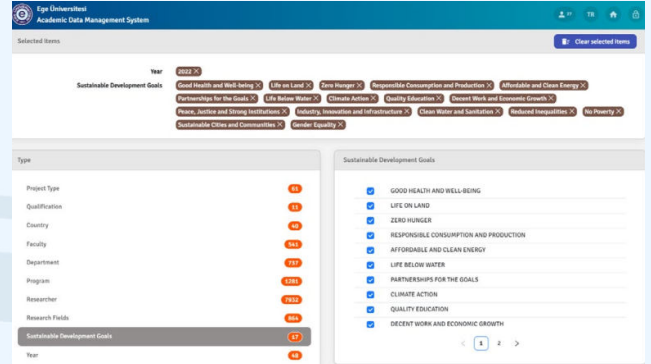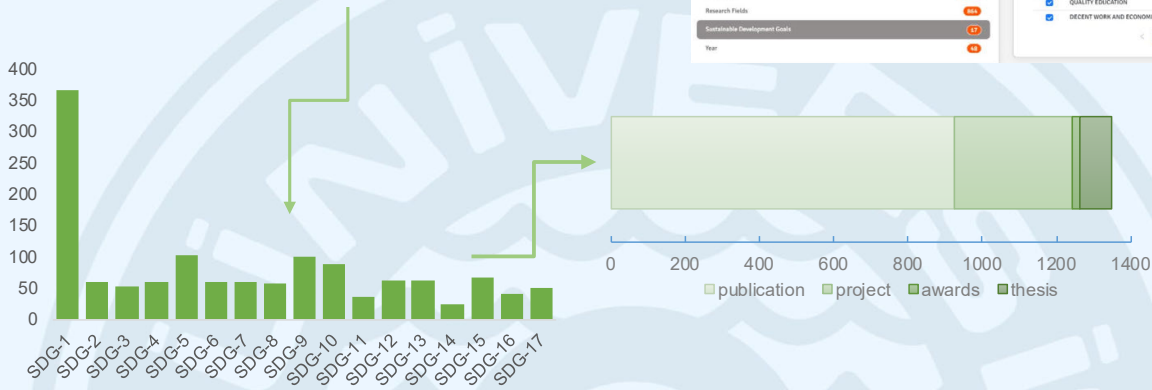
ENGAGEMENT
Sustainability Related Courses
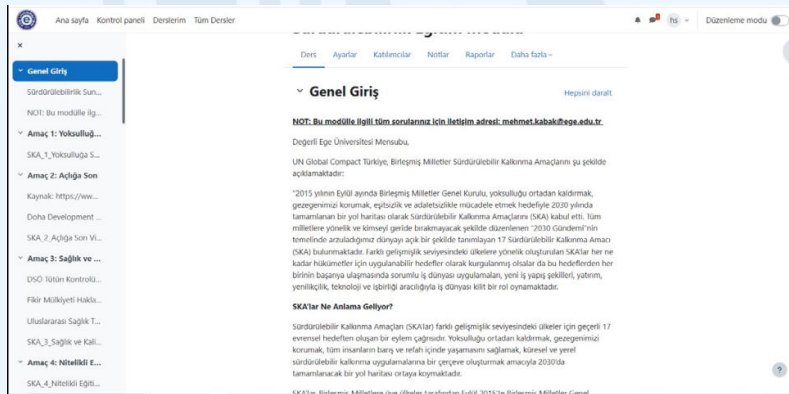
Ege University created a "Sustainability Training Module" in 2022 in order to increase the knowledge and awareness of its academic staff and students about SDGs. In the system, which is open to all academics and students through EgeDers, 3521 people completed their education in 2022.
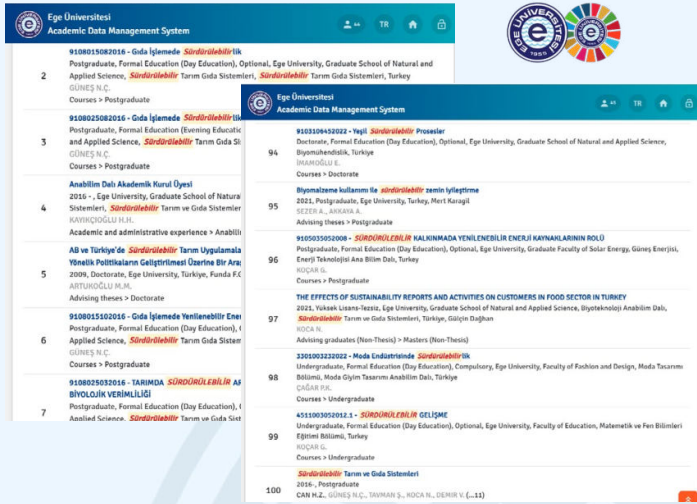
More than 100 undergraduate, graduate, and doctoral courses are offered within the scope of SDGs in almost all educational units of Ege University.

Public Events & Courses – EGESEM

EGESEM (Continuous Education Service) aims to develop unique and high-quality educational programs that can meet the needs of a wide range of participants who believe in the necessity of self-improvement, including not only university students but also employees and unemployees, young individuals not having a university degree, housewives, etc. For this purpose, certified courses related to the Sustainable Development Goals have been conducted through the EGE-SEM online system and face-to-face. As of 2022, 133 events were held in the public events category, and 52,164 people from various segments of society participated in these events.
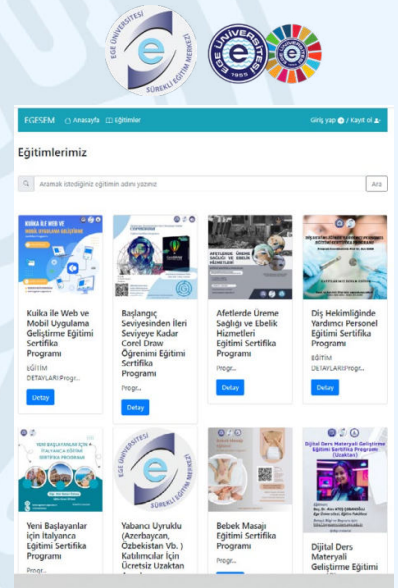
UI GreenMetric World University Rankings

In 2022, Ege University ranked 4th among state universities in Turkey and 108th in the world with 8 thousand 150 points.

ABOUT THE SDGs REPORTS

Methodology

Inherently, higher education institutions place significant importance on comprehending and managing their impacts, with the aim of becoming more responsible and trustworthy organizations, all for the purpose of fostering a more sustainable planet. Higher education, along with its sphere of influence, will play a pivotal role in the global shift toward sustainability. Through its reporting processes, higher education can assess and mitigate risks, capitalize on emerging opportunities, and set a shining example through specific actions, with sustainable performance evaluation systems standing out as the most significant among them. Universities, as hubs of research and practical endeavors aimed at a better future, stand out as one of the institutions where the concept of sustainability finds the broadest application.

The sustainability reports include their performance in economic, social, and environmental sustainability, which are the three essential components of corporate sustainability. In this reporting study, institutions address sustainability-related problems, risks and opportunities, strengths and weaknesses, and the potential of themselves and their stakeholders. A similar structure, THE Impact Rankings Methodology, carries out the sustainable performance evaluation measurement of universities developed under the 17 SDG titles determined by the United Nations as Sustainable Development Goals. On the other hand, today, many organizations use GRI (Global Reporting Initiative) principles and standards when preparing corporate sustainability reports. Even though GRI Standards represent the most globally adopted framework for sustainability reporting, there isn't a dedicated standard tailored for educational institutions. Nevertheless, due to its comprehensive and structured framework, universities may effectively utilize the GRI framework for their reporting needs.

The Ege University Sustainability Report Team was established by the Ege University Rectorate to gather sustainability-related activities under a single common roof. Projects, events, social awareness studies, and every step of the reporting process are carried out by the office team studiously. Intending to collect correct and efficacious sustainability data of Ege University, we collaborate with experienced, trustworthy institutions. In addition, the sub-working groups, which consist of experts from the academic and administrative staff of Ege University, were charged by the Rectorate as an integral part of the Sustainability Office.

To ensure clarity, accuracy, and the provision of appropriately detailed data for each impact category, the Ranking Office has developed a dedicated data collection program known as the 'Sustainability Data System'. Members of the aforementioned sub-working groups upload data pertaining to their respective fields of study into this system. In addition to systematically gathering relevant information, this system also aids in establishing coherence among various data types, each of which corresponds to different impact areas.

The writing methodology for the Ege sustainability report is centered around established approaches dictated by two of the most recognized and vital sustainability reporting standards: THE Impact Ranking Methodology and the Global Reporting Initiative (GRI). This approach ensures the data provided is globally comparable. Over the academic year, expert-collected data is aligned with the indicators of THE Impact Ranking Methodology.

To ensure the accurate and high-quality presentation of the collected data, the reporting principles of GRI have been employed as a guiding framework throughout the process. These principles, including accuracy, balance, clarity, comparability, completeness, sustainability context, timeliness, and verifiability, have been meticulously applied. The instructions given in GRI 2 and GRI 3 were followed to report one-year sustainability performance by GRI standards.

The Sustainability Report Team and sub-working groups are composed of our dedicated experts with the proficiency to assess our organization's context. Initially, they identified both current and potential impacts of Ege University. They categorized and prioritized the significance of detected impacts objectively. The most important ones were chosen as the material topics that form the essence of all reports belonging to each SDG.

As we constructed this report, we amalgamated the criteria from GRI and THE Impact Rankings. To foster a more comprehensible and sustainable reporting process, we devised matrixes, featured at the end of this report, which comprise the indicators and their respective GRI standards.

SDG REPORTS	
SDG 1- No Poverty.	
SDG 2- No Hunger	
SDG 3- Good health and well-being	
SDG 4- Quality Education	
SDG 5- Gender Equality	
SDG 6- Clean Water and Sanitation	
SDG 7- Accessible and Clean Energy	
SDG 8- Decent Work and Economic Growth	
SDG 9- Industry, Innovation and Infrastructure	
SDG 10- Reduced Inequalities	
SDG 11- Sustainable Cities and Societies	
SDG 12- Responsible Production and Consumption	
SDG 13- Climate Action	
SDG 14- Life Below Water	
SDG 15- Terrestrial Life	
SDG 16- Peace, Justice and Strong Institutions	
SDG 17- Partnerships for the goals	

THE Impact Rankings Methodology 2024 & GRI Index Matrix

THE	Impact Rankings Methodology 2024 Version 1.1	GRI	Disclosure	Reported	Page
1.1	**Research on poverty**			Fully	1
1.2	**Proportion of students receiving financial aid to attend university because of poverty**			Fully	2-3
1.2.1	Students receiving financial aid	GRI 203: Indirect Economic Impacts 2016	203-2 Significant indirect economic impacts	Fully	2-3
	Number of students			Fully	2
	Number of low in come students receiving financial aid			Fully	2
1.3	**University anti-poverty programmes**			Fully	4-8
1.3.1	Bottom financial quintile admission target Targets to admit students who fall into the bottom 20% of household income group (or a more tightly defined target) in the country.	GRI 203: Indirect Economic Impacts 2016	203-2 Significant indirect economic impacts	Fully	2
1.3.2	Bottom financial quintile student success Graduation/completion targets for students who fall into the bottom 20% of household income group (or a more tightly defined target) in the country.			Fully	2
1.3.3	Low-income student support Provide support (e.g., food, housing, transportation, legal services) for students from low-income families to enable them to complete university.			Fully	4-8
1.3.4	Bottom financial quintile student support Programmes or initiatives to assist students who fall into the bottom 20% of household income group (or a more tightly defined target) in the country to successfully complete their studies.			Fully	5
1.3.5	Low or lower-middle income countries student support Schemes to support poor students from low or lower-middle income countries (e.g., offering free education, grants).			Fully	2
1.4	**Community anti-poverty programmes**			Fully	9-12
1.4.1	Local start-up assistance Provide assistance in the local community supporting the start-up of financially and socially sustainable businesses through relevant education or resources (e.g., mentorship programmes, training workshops, access to university facilities).	GRI 2: General Disclosures 2021 GRI 413: Local Communities 2016	2-6 Activities, value chain and other business relationships 413-1 Operations with local community engagement, impact assessments, and development programs	Fully	9-10
1.4.2	Local start-up financial assistance Provide financial assistance to the local community supporting the start-up of financially and socially sustainable businesses.	GRI 2: General Disclosures 2021 GRI 413: Local Communities 2016	2-6 Activities, value chain and other business relationships 413-1 Operations with local community engagement, impact assessments, and development programs	Fully	SDG 2 report
1.4.3	Programmes for services access Organise training or programmes to improve access to basic services for all.			Fully	6-8, 11-12
1.4.4	Policy addressing poverty. Participate in policy making at local, regional, national and/or global level to implement programmes and policies to end poverty in all its dimensions.	GRI 102 General Disclosures GRI 415: Public Policy 2016	2-6 Activities, value chain and other business relationships Political contributions	Fully	10-12

THE Impact Rankings Methodology 2024 & GRI Index Matrix

THE	Impact Rankings Methodology 2024 Version 1.1	GRI	Disclosure	Reported	Page
2.1	**Research on hunger**			Fully	
2.2	**Campus food waste**			Fully	3-4-5
2.2.1	Campus food waste tracking Measure the amount of food waste generated from food served within the university.	GRI 306: Waste 2020	306-4 Waste diverted from disposal (306-4-a)		4
2.2.2	Campus food waste		306-3 Waste generated.	Fully	4-5
	Total food waste		306-4 Waste diverted from disposal (306-4-a)	Fully	4
	Number of campus population		306-5 Waste directed to disposal	Fully	3
2.3	**Student hunger**			Fully	2-3-5-7
2.3.1	Student food insecurity and hunger Have a programme in place on student food insecurity.			Fully	2-3-5-7
2.3.2	Students and staff hunger interventions Provide interventions to target hunger among students and staff (e.g., including supply and access to food banks/pantries).			Fully	2-3-5-7
2.3.3	Sustainable food choices on campus Provide sustainable food choices for all on campus, including vegetarian and vegan food.			Fully	2
2.3.4	Healthy and affordable food choices Provide healthy and affordable food choices for all on campus.	GRI 403: Occupational Health and Safety 2018	403-6-b Promotion of worker health	Fully	2-3-5-7
2.4	**Proportion of graduates in agriculture and aquaculture including sustainability aspects**			Fully	
2.4.1	Proportion of graduates in agriculture and aquaculture			Fully	
	Number of graduates			Fully	
	Number of graduates from agriculture and aquaculture courses including sustainability aspects			Fully	8
2.5	**National hunger**			Fully	6-7-8-13
2.5.1	Access to food security knowledge Provide access on food security and sustainable agriculture and aquaculture knowledge, skills or technology to local farmers and food producers.	GRI 413: Local Communities 2016	413-2-a Operations with significant actual Fully and potential negative impacts on local communities	Fully	6-7-8-13
2.5.2	Events for local farmers and food producers Provide events for local farmers and food producers to connect and transfer knowledge	GRI 413: Local Communities 2016	413-1 Operations with local community engagement, impact assessments, and development programs	Fully	6-8-13
2.5.3	University access to local farmers and food producers Provide access to university facilities (e.g., labs, technology, plant stocks) to local farmers and food producers to improve sustainable farming practices.			Fully	6-8-13
2.5.4	Sustainable food purchases Prioritise purchase of products from local, sustainable sources.			Fully	5-6

THE Impact Rankings Methodology 2024 & GRI Index Matrix

THE	Impact Rankings Methodology 2024 Version 1.1	GRI	Disclosure	Reported	Page
3.1	**Research on health and well-being**			Fully	
3.2	**Number graduating in health professions**			Fully	1
3.2.1	Proportion of graduates in health professions				1
	Number of graduates			Fully	1
	Number of graduates in health professions			Fully	1
3.3	**Collaborations and health services**			Fully	1-2
3.3.1	Current collaborations with health institutions Have current collaborations with local, national, or global health institutions to improve health and well-being outcomes.	GRI 403: Occupational Health and Safety 2018	403-6-a Promotion of worker health	Fully	1-2
3.3.2	Health outreach programmes Deliver outreach programmes and projects in the local community (which can include student volunteering programmes) to improve or promote health and well-being including hygiene, nutrition, family planning, sports, exercise, aging well, and other health and well- being related topics.	GRI 413: Local Communities 2016	413-1 Operations with local community engagement, impact assessments, and development programs	Fully	2-4
3.3.3	Shared sports facilities Share sports facilities with the local community, for instance with Safety 2018 local schools or with the general public.	GRI 403: Occupational Health and Safety 2018	403-6-b Promotion of worker health	Fully	5
3.3.4	Sexual and reproductive health care services for students Provide students access to sexual and reproductive health-care services including information and education services.	GRI 403: Occupational Health and Safety 2018	403-6-b Promotion of worker health		6
3.3.5	Mental health support Provide students and staff with access to mental health support.	GRI 403: Occupational Health and Safety 2018	403-6-b Promotion of worker health	Fully	6
3.3.6	Smoke-free policy Have a 'smoke-free' policy.	GRI 403: Occupational Health and Safety 2018	403-6-b Promotion of worker health (strengthening the prevention and treatment of substance abuse, including narcotic drug abuse and harmful consumption of alcohol)	Fully	6-7

THE Impact Rankings Methodology 2024 & GRI Index Matrix

THE	Impact Rankings Methodology 2024 Version 1.1	GRI	Disclosure	Reported	Page
4.1	**Research on early years and lifelong learning education**			Fully	
4.2	**Proportion of graduates with teaching qualification**			Fully	1
	Proportion of graduates with relevant qualification for teaching			Fully	1
4.2.1	Number of graduates			Fully	1
	Number of graduates who gained a qualification that entitled them to teach at primary school level			Fully	1
4.3	**Lifelong learning measures**			Fully	2
4.3.1	Public resources (lifelong learning) Provide access to educational resources for those not studying at the university-e.g., computers, library, online courses, and access to lectures.	GRI 413: Local Communities 2016	413-1 Operations with local community engagement, impact assessments, and development programs	Fully	8-9-10-
4.3.2	Public events (lifelong learning) Host events at university that are open to the general public: public lectures, community educational events.	GRI 413: Local Communities 2016	413-1 Operations with local community engagement, impact assessments, and development programs	Fully	4-5-7
4.3.3	Vocational training events (lifelong learning) Host events at university that are open to the general public: executive education programmes (this refers to short courses for people who are not attending the university; this specifically excludes courses like MBA) and/or vocational training.	GRI 404: Training and Education 2016	Average hours of training that the organization's employees have undertaken during the reporting period	Fully	3-4-6
4.3.4	Education outreach activities beyond campus Undertake educational outreach activities (e.g., tailored lectures or demonstrations) beyond campus-in local schools, in the community. This can include voluntary student-run schemes.	GRI 413: Local Communities 2016	413-1 Operations with local community engagement, impact assessments, and development programs	Fully	4-5-6-7
4.3.5	Lifelong learning access policy A policy that ensures that access to these activities is accessible to all, regardless of ethnicity, religion, disability immigration status or gender.	GRI 2: General Disclosures 2021 GRI 418: Customer Privacy 2016	2-23 Policy commitments 418-1	Fully	2
4.4	**Proportion of first-generation students**			Fully	1
	Proportion of graduates with relevant qualification for teaching			Fully	1
4.4.1	Number of students starting a degree			Fully	11
	Number of first-generation students starting a degree			Fully	2

THE Impact Rankings Methodology 2024 & GRI Index Matrix

THE	Impact Rankings Methodology 2024 Version 1.1	GRI	Disclosure	Reported	Page
5.1	**Research on gender equality**			Fully	**1**
5.2	**Proportion of graduates with teaching qualification**			Fully	**1**
5.2.1	Proportion of women first-generation			Fully	**1**
	Number of women starting a degree			Fully	**1**
	Number of first-generation women starting a degree			Fully	**1**
5.3	**Student access measures**			Fully	**1**
5.3.1	Tracking access measures Systematically measure and track women's application rate, acceptance or entry rate, and study completion rate at the university.			Fully	**1,2**
5.3.2	Policy for women applications and entry Have a policy (e.g., an Access and Participation plan) addressing women's applications, acceptance, entry, and participation at the university.			Fully	**1,2**
5.3.3	Women's access schemes Provide women's access schemes, including mentoring, scholarships, or other provision			Fully	**3**
5.3.4	Women's application in underrepresented subjects Encourage applications by women in subjects where they are underrepresented. Through university outreach or through collaboration with other universities, community groups, government or NGOs in regional or national campaigns.			Fully	**4**
5.4	**Proportion of senior female academics**			Fully	**5**
5.4.1	Proportion of senior female academics	GRI 401: Employment 2016 GRI 405: Diversity and Equal Opportunity 2016	401-1 405-1	Fully	**5**
	Number of senior academic staff			Fully	**5**
	Number of female senior academic staff			Fully	**5**
5.5	**Proportion of women receiving degrees**			Fully	**6**
5.5.1	Proportion of female degrees awarded	GRI 202: Market Presence 2016	202-1	Fully	**6**
	Number of graduates: Total			Fully	**6**
	Number of graduates by subject area (STEM, Medicine, Arts & Humanities/Social Sciences): Total			Fully	**6**
	Number of graduates: STEM			Fully	**6**
	Number of graduates: Medicine			Fully	**6**
	Number of graduates: Arts & Humanities/Social Sciences			Fully	**6**
	Number of female graduates by subject area (STEM, Medicine, Arts			Fully	**6**
	& Humanities / Social Sciences): Total			Fully	**7**
	Number of female graduates: STEM			Fully	**7**
	Number of female graduates: Medicine			Fully	**7**
5.6	**Women's progress measures**			Fully	**8**
5.6.1	Policy of non-discrimination against women Have a policy of non-discrimination against women	GRI 2: General Disclosures 2021	Disclosure 2-23 Policy commitments	Fully	**8**
5.6.2	Non-discrimination policies for transgender Have a policy of non-discrimination for transgender people.			Fully	**8**
5.6.3	Maternity and paternity policies Have maternity and paternity policies that support women's participation.	GRI 401: Employment 2016	401-3	Fully	**8**
5.6.4	Childcare facilities for students Have accessible childcare facilities for students which allow recent mothers to attend university courses.			Fully	**8**
5.6.5	Childcare facilities for staff and faculty Have childcare facilities for staff and faculty	GRI 401: Employment 2016	401-3	Fully	**8,9,10**
5.6.6	Women's mentoring schemes Have women's mentoring schemes, in which at least 10% of female students participate.			Fully	**8,9,10,11**
5.6.7	Track women's graduation rate Have measurement or tracking of women's likelihood of graduating compared to men's, and schemes in place to close any gap.			Fully	**8,11**
5.6.8	Policies protecting those reporting discrimination. Have a policy that protects those reporting discrimination from educational or employment disadvantage	GRI 2: General Disclosures 2021	2-23 Policy commitments	Fully	**8,11,12,**

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6.1	**Research on water**			Fully	
6.2	**Water consumption per person**			Fully	
6.2.1	Measure the total volume of water used in the university that is taken from mains supply, desalinated, or extracted from rivers, lakes, or aquifers?	GRI 303: Water and Effluents 2018	303-1 Interactions with water as a shared Fully resource 303-3 Water withdrawal 303-5 Water consumption	Fully	2
6.2.2	Water consumption per person		303-3 Water withdrawal 303-5 Water consumption	Fully	2
	Volume of water used in the university: Inbound (treated/extracted water)			Fully	6
	Number of campus population			Fully	SDG8 2.pg
6.3	**Water usage and care**			Fully	1
6.3.1	Wastewater treatment A process in place to treat wastewater.	GRI 303: Water and Effluents 2018	303-4 Water discharge	Fully	1
6.3.2	Preventing water system pollution Processes to prevent polluted water entering the water system, including pollution caused by accidents and incidents at the university.			Fully	2
6.3.3	Free drinking water provided. Provide free drinking water for students, staff and visitors (e.g., drinking water fountains).		303-1 Interactions with water as a shared Fully resource	Fully	2
6.3.4	Water-conscious building standards Apply building standards to minimise water use			Fully	2
6.3.5	Water-conscious planting Plant landscapes to minimise water usage. (e.g. use drought- tolerant plants)			Fully	3
6.4	**Water reuse**			Fully	3
6.4.1	Water reuse policy Have a policy to maximise water reuse across the university?	GRI 303: Water and Effluents 2018	303-3 Water withdrawal 303-5 Water consumption	Fully	3
6.4.2	Water reuse measurement Measure the reuse of water across the university?			Fully	3
6.5	**Water in the community**			Fully	4
6.5.1	Water management educational opportunities Provide educational opportunities for local communities to learn about good water management			Fully	4
6.5.2	Promoting conscious water usage Actively promote conscious water usage on campus, and in the wider community			Fully	4
6.5.3	Off-campus water conservation support Support water conservation off campus			Fully	
6.5.4	Sustainable water extraction on campus Where water is extracted (for example from aquifers, lakes or rivers) utilise sustainable water extraction technologies on associated university grounds on and off campus.	GRI 303: Water and Effluents 2018	303-1 Interactions with water as a shared 303-3 Water withdrawal	Fully	6
6.5.5	Cooperation on water security Cooperate with local, regional, national, or global governments on water security.	GRI 304: Biodiversity 2016	304-3-a	Fully	6

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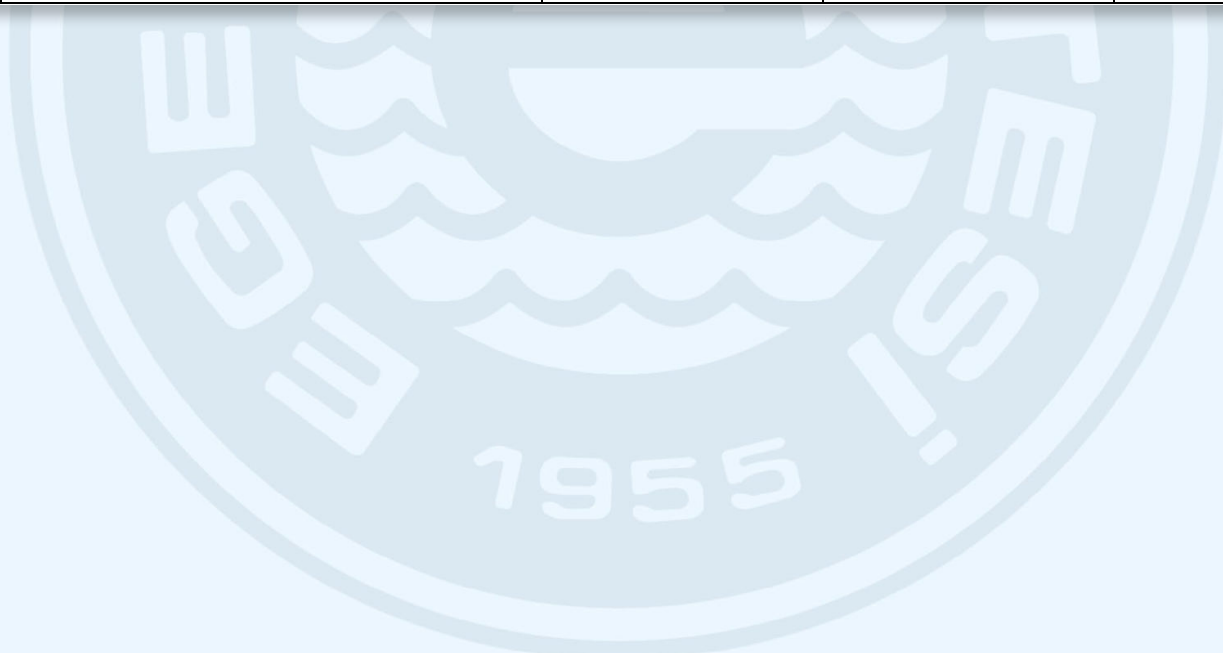| THE	Impact Rankings Methodology 2024 Version 1.1	GRI	Disclosure	Reported	Page
7.1	**Research on clean energy**			Fully	**1,2**
7.2	**University measures towards affordable and clean energy**			Fully	**3,4**
7.2.1	Energy-efficient renovation and building Have a policy in place for ensuring all renovations or new builds are following energy efficiency standards	G4 CONSTRUCTION AND REAL ESTATE SECTOR G4-DMA SECTOR SPECIFIC GUIDANCE FOR Disclosure on		Fully	**3,4**
7.2.2	Upgrade buildings to higher energy efficiency Have plans to upgrade existing buildings to higher energy efficiency	G4 CONSTRUCTION AND REAL ESTATE SECTOR G4-DMA SECTOR SPECIFIC GUIDANCE FOR Disclosure on		Fully	**3,4**
7.2.3	Carbon reduction and emission reduction process Have a process for carbon management and reducing carbon dioxide emissions	305: Emissions 2016	305-1 Direct (Scope 1) GHG emissions 305-4 GHG emissions intensity 305-5 Reduction of GHG emissions	Fully	**3,4**
7.2.4	Plan to reduce energy consumption Have an energy efficiency plan in place to reduce overall energy consumption	GRI 302: Energy 2016	302-4 Reduction of energy consumption	Fully	**3,4**
7.2.5	Energy wastage identification Undergo energy reviews to identify areas where energy waste is highest	GRI 302: Energy 2016	302-4 Reduction of energy consumption	Fully	**4**
7.2.6	Divestment policy Have a policy on divesting investments from carbon-intensive energy industries notably coal and oil			Fully	**3,4**
7.3	**Energy use density**			Fully	**3,4**
7.3.1	Energy usage per sqm		305-1 Direct (Scope 1) GHG emissions	Fully	**3,4**
	Total energy used			Fully	**3,4**
	University floor space			Fully	**3,4**
7.4	**Energy and the community**			Fully	**4**
7.4.1	Local community outreach for energy efficiency Provide programmes for local community to learn about importance of energy efficiency and clean energy			Fully	**4**
7.4.2	100% renewable energy pledge Promote a public pledge toward 100% renewable energy beyond the university	G4 Sector Disclosure 2012 G4-EN3 ENERGY CONSUMPTION WITHIN THE ORGANIZATION OG2 TOTAL AMOUNT INVESTED IN RENEWABLE ENERGY		Fully	**2,4**
7.4.3	Energy efficiency services for industry Provide direct services to local industry aimed at improving energy efficiency and clean energy (energy efficiency assessments, workshops, research renewable energy options)	G4 CONSTRUCTION AND REAL ESTATE SECTOR G4-DMA SECTOR SPECIFIC GUIDANCE FOR Disclosure on Management Approach		Fully	**2,4**
7.4.4	Policy development for clean energy technology Inform and support governments in clean energy and energy-efficient technology policy development			Fully	**4**
7.4.5	Assistance to low-carbon innovation Provide assistance for start-ups that foster and support a low-carbon economy or technology			Fully	**4**

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8.1	**Research on economic growth and employment**			Fully	
8.2	**Employment practice**			Fully	
8.2.1	Employment practice living wage Pay all staff and faculty at least the living wage, defined as the local living wage (if government defines this) or the local financial poverty indicator for a family of four (expressed as an hourly wage)			Fully	1
8.2.2	Employment practice unions Recognise unions and labour rights (freedom of association and collective bargaining) for all, including women and international staff			Fully	2
8.2.3	Employment policy on discrimination Have a policy on ending discrimination in the workplace (including discrimination based on religion, sexuality, gender, age)	GRI 405: Diversity and Equal Opportunity 2016	405-2-a	Fully	2-3-4
8.2.4	Employment policy modern slavery Have a policy commitment against forced labour, modern slavery, GRI 409: Forced or Compulsory human trafficking and child labour	GRI 408: Child Labor 2016 GRI 409: Forced or Compulsory Labor 2016	408-1 409-1	Fully	3
8.2.5	Employment practice equivalent rights outsourcing Have a policy on guaranteeing equivalent rights of workers when outsourcing activities to third parties			Fully	2-3-4
8.2.6	Employment policy pay scale equity. Have a policy on pay scale equity including a commitment to measurement and elimination of gender pay gaps	GRI 405: Diversity and Equal Opportunity 2016	405-2-a	Fully	2-3-4
8.2.7	Tracking pay scale for gender equity. Measurement or tracking pay scale gender equity	GRI 405: Diversity and Equal Opportunity 2016	405-2-a	Fully	3-4
8.2.8	Employment practice appeal process Have a process for employees to appeal on employee rights and/or pay	GRI 2: General Disclosures 2021	2-20 Process to determine remuneration. 2-21 Annual total compensation ratio 2-30 Collective bargaining agreements	Fully	2
8.3	**Expenditure per employee**			Fully	
8.3.1	Expenditure per employee	GRI 2: General Disclosures 2021	GRI 2-19 Remuneration policies	Fully	4
	Number of employees			Fully	4
	University expenditure			Fully	5
8.4	**Proportion of students taking work placements**			Fully	
8.4.1	Proportion of students with placements			Fully	13
	Number of students			Fully	5
	Number of students with work placements for more than a month			Fully	13
8.5	**Proportion of employees on secure contracts**			Fully	
8.5.1	Proportion of employees on secure contracts	GRI 2: General Disclosures 2021	2-7-b 2-8-a	Fully	3-4
	Number of employees			Fully	4
	Number of employees on contracts of over 24 months			Fully	4

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9.1	**Research on industry, innovation and infrastructure**			Fully	2-3-4
9.2	**Patents citing university research**			Fully	2-3-4
9.3	**University spin offs**			Fully	4
9.3.1	Number of university spin offs	GRI 203: Indirect Economic Impacts 2016 GRI 201: Economic Performance 2016	203-1 Infrastructure investments and services supported 201-4 Financial assistance received from government	Fully	4
9.4	**Research income from industry and commerce**			Fully	5
9.4.1	Research income from industry and commerce per academic staff	GRI 201: Economic Performance GRI 203: Indirect Economic Impacts 2016	201-1 Direct economic value generated and distributed 203-2 Significant indirect economic impacts)	Fully	5
	Research income from industry and commerce by subject area: STEM			Fully	5
	Research income from industry and commerce by subject area: Medicine			Fully	5
	Research income from industry and commerce by subject area: Arts & Humanities/Social sciences			Fully	5
	Number of academic staff by subject area: STEM			Fully	5
	Number of academic staff by subject area: Medicine			Fully	5
	Number of academic staff by subject area: Arts & Humanities / Social sciences			Fully	5

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10.1	**Research on reduced inequalities**			Fully	3
10.2	**First-generation students**			Fully	3
10.2.1	Proportion of first-generation students			Fully	3
	Number of students starting a degree			Fully	3
	Number of first-generation students starting a degree			Fully	3
10.3	**Students from developing countries**			Fully	3
10.3.1	Proportion of international students from developing countries			Fully	3
	Number of students			Fully	3
	Number of international students from developing countries			Fully	3
10.4	**Proportion of students with disabilities**			Fully	3
10.4.1	Proportion of students with disabilities			Fully	3
	Number of students			Fully	3
	Number of students with disability			Fully	3
10.5	**Proportion of employees with disabilities**			Fully	3
10.5.1	Proportion of employees with disabilities	GRI 401: Employment 2016	401-1 New employee hires and employee turnover 401-2 Benefits provided to full-time employees that are not provided to temporary or parttime employees 401-3 Parental leave	Fully	3
	Number of employees	GRI 2: General Disclosures 2021 GRI 404: Training and Education 2016	2-7 Employees 2-8 Workers who are not employees 404-1 Average hours of training per year per employee	Fully	3
	Number of employees with disability			Fully	3
10.6	**Measures against discrimination**			Fully	3
10.6.1	Non-discriminatory admissions policy Have an admissions policy which is non-discriminatory or which details and explains the logic for any appropriate positive discrimination policies in admissions			Fully	3
10.6.2	Access to university track underrepresented groups applications Measure and track applications and admissions of underrepresented (and potentially underrepresented) groups including ethnic minorities, low income students, non-traditional students, women, LGBT students, and disabled students, and newly settled refugee students.			Fully	3
10.6.3	Access to university underrepresented groups recruit Take planned actions to recruit students, staff, and faculty from under-represented groups			Fully	4
10.6.4	Anti-discrimination policies Have anti-discrimination and anti-harassment policies			Fully	2,4
10.6.5	University diversity officer Have a diversity and equality committee, office or officer (or the equivalent) tasked by the administration or governing body to advise on and implement policies, programmes and trainings related to diversity, equity, inclusion and human rights on campus.	GRI 2: General Disclosures 2021 GRI 405: Diversity and Equal Opportunity 2016	2-7-a Employees 405-1 Diversity of governance bodies and employees) 405-2 Ratio of basic salary and remuneration of women to men)	Fully	2,4
10.6.6	Support for underrepresented groups Provide mentoring, counselling, or peer support programmes to support students, staff, and faculty from underrepresented groups.	GRI 405: Diversity and Equal Opportunity 2016	405-1 Diversity of governance bodies and Fully employees 405-2 Ratio of basic salary and remuneration of women to men	Fully	2,4
10.6.7	Accessible facilities Provide accessible facilities for people with disabilities.			Fully	2,4
10.6.8	Disability support services Provide accessible facilities for people with disabilities.			Fully	2,4
10.6.9	Disability access scheme Provide access schemes for people with disabilities such as mentoring or other targeted support			Fully	2,4
10.6.10	Disability accommodation policy Have reasonable accommodation policy or strategy for people with disabilities including adequate funding	GRI 207: Tax 2019	207-1 Approach to tax	Fully	4

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11.1	**Research on sustainable cities and communities**			Fully	
11.2	**Support of arts and heritage**			Fully	1
11.2.1	Public access to buildings Provide public access to buildings and/or monuments or natural heritage landscapes of cultural significance	GRI 2: General Disclosures 2021 GRI 203: Indirect Economic Impacts 2016	2-1 Organizational details 2-2 Entities included in the organization's sustainability reporting 203-1 Infrastructure investments and services supported	Fully	1-2-3-4-5-6-7-8-9-10-11
11.2.2	Public access to libraries Provide public access to libraries including books and publications	GRI 203: Indirect Economic Impacts 2016	203-1: Infrastructure investments and services supported	Fully	5-6
11.2.3	Public access to museums Provide public access to museums, exhibition spaces or galleries, or works of art and artefacts			Fully	1-2-7
11.2.4	Public access to green spaces Provide free public access to open spaces and green spaces			Fully	7-8
11.2.5	Arts and heritage contribution Contribute to local arts, in terms of number of annual public performances of university choirs, theatre groups, orchestras etc... either ad-hoc or as part of an ongoing programme			Fully	3-4-8
11.2.6	Record and preserve cultural heritage Deliver projects to record and preserve intangible cultural heritage such as local folklore, traditions, language, and knowledge. This can include the heritage of displaced communities.			Fully	1-2-3-4-5
11.3	**Expenditure on arts and heritage**			Fully	
11.3.1	Arts and heritage expenditure	GRI 203: Indirect Economic Impacts 2016	203-1: Infrastructure investments and services supported	Fully	
	University expenditure			Fully	
	University expenditure on arts and heritage			Fully	
11.4	**Sustainable practices**			Fully	12
11.4.1	Sustainable practices targets Measure and set targets for more sustainable commuting (walking, cycling or other non-motorized transport, vanpools, carpools, shuttlebus or public transportation, motorcycle, scooter or moped, or electric vehicles)	GRI 203: Indirect Economic Impacts 2016	203-1: Infrastructure investments and services supported	Fully	7-8-12
11.4.2	Promote sustainable commuting Undertake actions to promote more sustainable commuting			Fully	12
11.4.3	Allow remote working Promote or allow telecommuting or remote working for employees as a matter of policy or standard practice, or offer a condensed working week to reduce employee commuting			Fully	
11.4.4	Affordable housing for employees Provide affordable housing for employees			Fully	12
11.4.5	Affordable housing for students Provide affordable housing for students			Fully	12
11.4.6	Pedestrian priority on campus Prioritise pedestrian access on campus	GRI 203: Indirect Economic Impacts 2016	203-1: Infrastructure investments and serv	Fully	7
11.4.7	Local authority collaboration regarding planning and development Work with local authorities to address planning issues and development, including ensuring that local residents are able to access affordable housing			Fully	7
11.4.8	Planning development - new build standards Build new buildings to sustainable standards			Fully	SDG6 3-4 pgs.
11.4.9	Building on brownfield sites Build on brownfield sites, where possible			Fully	

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12.1	**Research on responsible consumption and production**			Fully	
12.2	**Operational measures**			Fully	**1-6**
12.2.1	Ethical sourcing policy Have a policy on ethical sourcing of food and supplies	GRI 306: Waste 2020	306-2 Management of significant waste related impacts	Fully	**1**
12.2.3	Policy waste disposal-hazardous materials Have a policy, process or practice on waste disposal - Covering hazardous materials		306-2 Management of significant waste related impacts	Fully	**2-4**
12.2.4	Policy waste disposal - landfill policy Have a policy on waste disposal - to measure the amount of waste sent to landfill and recycled		306-3 Waste generated	Fully	**2-4**
12.2.5	Policy for minimisation of plastic use Have policies around use minimisation of plastic		306-2 Management of significant waste related impacts	Fully	**5-6**
12.2.6	Policy for minimisation of disposable items Have policies around use minimisation of disposable items		306-2 Management of significant waste related impacts	Fully	**5-6**
12.2.7	Disposable policy: extensions to services Ensuring these policies extend to outsourced services and the supply chain		306-2 Management of significant waste related impacts	Fully	**5-6**
12.2.8	Minimisation policies extended to suppliers Ensuring these policies extend to outsourced suppliers and the supply chain - (suppliers of equipment, stationary, building contracts)?		306-2 Management of significant waste related impacts	Fully	**5-6**
12.3	**Proportion of recycled waste**			Fully	**2-3-5**
12.3.1	Waste tracking Measure the amount of waste generated and recycled across the university	GRI 306: Waste 2020	306-4 Waste diverted from disposal	Fully	**2-3-5**
12.3.2	Proportion of waste recycled		306-4 Waste diverted from disposal	Fully	**2-3-5**
	Amount of waste generated		306-3 Waste generated	Fully	**3**
	Amount of waste recycled		306-4 Waste diverted from disposal	Fully	**2-3-5**
	Amount of waste sent to landfill		306-5 Waste directed to disposal	Fully	
12.4	**Publication of a sustainability report**			Fully	
12.4.1	Publication of a sustainability report	GRI 2: General Disclosures 2021	2-3 Reporting period, frequency and contact point 2-4 Restatements of information 2-18 Evaluation of the performance of the highest governance body 2-22 Statement on sustainable development strategy	Fully	**1-7**

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13.1	**Research on climate action**			Fully	4-7
13.2	**Low-carbon energy use**			Fully	1
13.2.1	Low-carbon energy tracking Measure the amount of low carbon energy used across the university	GRI 302: Energy 2016	302-1 Energy consumption within the organization	Fully	1
13.2.2	Low-carbon energy use			Fully	1
	Total energy used			Fully	1
	Total energy used from low-carbon sources			Fully	1
13.3	**Environmental education measures**			Fully	4-7
13.3.1	Local education programmes on climate Provide local education programmes or campaigns on climate change risks, impacts, mitigation, adaptation, impact reduction and early warning			Fully	4-7
13.3.2	Climate Action Plan, shared Have a university Climate Action plan, shared with local government and local community groups			Fully	1
13.3.3	Co-operative planning for climate change disasters Participate in co-operative planning for climate change disasters, 2016 working with government	GRI 201: Economic Performance 2016	201-2 Financial implications and other risks and opportunities due to climate change	Fully	2
13.3.4	Inform and support government Inform and support local or regional government in local climate change disaster or risk early warning and monitoring	GRI 305: Emissions 2016	305-4 GHG emissions intensity	Fully	2
13.3.5	Environmental education collaborate with NGO Collaborate with NGOs on climate adaptation			Fully	6-7
13.4	**Commitment to carbon neutral university**			Fully	1
13.4.1	Commitment to carbon neutral university Have a target date by which it will become carbon neutral according to the Greenhouse Gas Protocols?	GRI 302: Energy 2016 GRI 305: Emissions 2016	302-4 Reduction of energy consumption 305-5 Reduction of GHG emissions	Fully	1
	scope 1	GRI 305: Emissions 2016	305-1 Direct (Scope 1) GHG emissions	Fully	7
	scope 1 and 2	GRI 302: Energy 2016 GRI 305: Emissions 2016	302-2 Energy consumption outside of the organization 305-2 Energy indirect (Scope 2) GHG emissions	Fully	7
	Scope 1, 2 and 3 (partial)	GRI 302: Energy 2016	302-2 Energy consumption outside of the organization	Fully	7
	Scope 1, 2 and 3 (full)	GRI 302: Energy 2016 GRI 305: Emissions 2016	302-2 Energy consumption outside of the organization 305-3 Other indirect (Scope 3) GHG emissions	Fully	7
	Scope not known	GRI 302: Energy 2016	302-2 Energy consumption outside of the organization		7
13.4.4	Achieve by date	GRI 302: Energy 2016	302-3 Energy intensity	Fully	7
	Achieve by			Fully	7

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14.1	**Research on life below water**			Fully	
14.2	**Supporting aquatic ecosystems through education**			Fully	
14.2.1	Fresh-water ecosystems (community outreach) Offer educational programmes on fresh-water ecosystems (water irrigation practices, water management/conservation) for local or national communities	GRI 304: Biodiversity 2016	304-1 Operational sites owned, leased, managed in, or adjacent to, protected areas and areas of high biodiversity value outside protected areas	Fully	1, 3
14.2.2	Sustainable fisheries (community outreach) Offer educational programme or outreach for local or national communities on sustainable management of fisheries, aquaculture and tourism			Fully	2, 3
14.2.3	Overfishing (community outreach) Offer educational outreach activities for local or national communities to raise awareness about overfishing, illegal, unreported and unregulated fishing and destructive fishing practices			Fully	3
14.3	**Supporting aquatic ecosystems through action**			Fully	
14.3.1	Conservation and sustainable utilisation of the oceans (events) Support or organise events aimed to promote conservation and sustainable utilisation of the oceans, seas, lakes, rivers and marine resources	GRI 304: Biodiversity 2016	304-1 Operational sites owned, leased, managed in, or adjacent to, protected areas and areas of high biodiversity value outside protected areas	Fully	4, 5, 6, 12
14.3.2	Food from aquatic ecosystems (policies) Have a policy to ensure that food on campus that comes from aquatic ecosystems is sustainably harvested			Fully	8
14.3.3	Maintain ecosystems and their biodiversity (direct work) Work directly (research and/or engagement with industries) to maintain and extend existing ecosystems and their biodiversity, of both plants and animals, especially ecosystems under threat		304-2 Significant impacts of activities, products and services on biodiversity	Fully	3, 4, 6
14.3.4	Technologies towards aquatic ecosystem damage prevention (direct work) Work directly (research and/or engagement with industries) on technologies or practices that enable marine industry to minimise or prevent damage to aquatic ecosystems			Fully	3, 6, 7
14.4	**Water sensitive waste disposal**			Fully	
14.4.1	Water discharge guidelines and standards Have water quality standards and guidelines for water discharges (to uphold water quality in order to protect ecosystems, wildlife, and human health and welfare)			Fully	SDG6 pgs.1-6
14.4.2	Action plan to reducing plastic waste Have an action plan in place to reduce plastic waste on campus	GRI 306: Waste 2020	306-4 Waste diverted from disposal	Fully	9
14.4.3	Reducing marine pollution (policy) Have a policy on preventing and reducing marine pollution of all kinds, in particular from land-based activities	GRI 304: Biodiversity 2016	304-2 Significant impacts of activities, products and services on biodiversity	Fully	10
14.5	**Maintaining a local ecosystem**			Fully	
14.5.1	Minimizing alteration of aquatic ecosystems (plan) Have a plan to minimise physical, chemical and biological alterations of related aquatic ecosystems	GRI 304: Biodiversity 2016	304-3 Habitats protected or restored	Fully	10
14.5.2	Monitoring the health of aquatic ecosystems Monitor the health of aquatic ecosystems			Fully	3, 6, 7
14.5.3	Programs towards good aquatic stewardship practices Develop and support programmes and incentives that encourage and maintain good aquatic stewardship practices			Fully	11
14.5.4	Collaboration for shared aquatic ecosystems Collaborate with the local community in efforts to maintain shared aquatic ecosystems			Fully	11-13
14.5.5	Watershed management strategy Have implemented a watershed management strategy based on location specific diversity of aquatic species	GRI 304: Biodiversity 2016	304-2 Significant impacts of activities, products and services on biodiversity	Fully	11-13

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15.1	**Research on land ecosystems**			Fully	2,3,4,5,6
15.2	**Supporting land ecosystems through education**			Fully	
15.2.1	Events about sustainable use of land Support or organise events aimed to promote conservation and sustainable utilisation of the land, including forests and wild land			Fully	3,5,6,7,8,11
15.2.2	Sustainably farmed food on campus Have policies to ensure that food on campus is sustainably farmed			Fully	9,10
15.2.3	Maintain and extend current ecosystems' biodiversity Work directly to maintain and extend existing ecosystems and their biodiversity, of both plants and animals, especially ecosystems under threat	GRI 304: Biodiversity 2016	304-1-a	Fully	1,2,3,4,5,8,10,11
15.2.4	Educational programmes on ecosystems Offer educational programmes on ecosystems (looking at wild flora and fauna) for local or national communities?			Fully	11,12
15.2.5	Sustainable management of land for agriculture and tourism (educational outreach) Offer educational programme/outreach for local or national communities on sustainable management of land for agriculture and tourism	GRI 304: Biodiversity 2016	304-2 Significant impacts of activities, products and services on biodiversity	Fully	3
15.3	**Supporting land ecosystems through action**			Fully	
15.3.1	Sustainable use, conservation and restoration of land (policy) Have a policy to ensure the conservation, restoration and sustainable use of terrestrial ecosystems associated with the university, in particular forests, mountains and drylands			Fully	8,9,10,11
15.3.2	Monitoring IUCN and other conservation species (policies) Have a policy 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	GRI 304: Biodiversity 2016	304-4 IUCN Red List species and national conservation list species with habitats in areas affected by operations	Fully	2,3
15.3.3	Local biodiversity included in planning and development Include local biodiversity into any planning and development process (e.g. construction of new buildings)		304-2 Significant impacts of activities, products and services on biodiversity	Fully	10
15.3.4	Alien species impact reduction (policies) Have a policy to reduce the impact of alien species on Campus		304-2 Significant impacts of activities, products and services on biodiversity	Fully	5
15.3.5	Collaboration for shared land ecosystems Collaborate with the local community to maintain shared land ecosystems			Fully	5
15.4	**Land sensitive waste disposal**			Fully	
15.4.1	Water discharge guidelines and standards Have water quality standards and guidelines for water discharges (to uphold water quality in order to protect ecosystems, wildlife, and human health and welfare)			Fully	6
15.4.2	Policy on plastic waste reduction Have a policy on reducing plastic waste on campus	GRI 306: Waste 2020	306-4 Waste diverted from disposal	Fully	9,11
15.4.3	Policy on hazardous waste disposal Have a policy, process or practice on waste disposal covering hazardous materials		306-2 Management of significant waste related impacts	Fully	8

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16.1	**Research on peace and justice**			Fully	
16.2	**University governance measures**			Fully	**1, 2, 3,, 4, 5, 9, 11, 13**
16.2.1	Elected representation Have elected representation on the university's highest governing GRI 206: Anti-competitive Behavior body from: students (both undergraduate and graduate), faculty, 2016 and staff (non-faculty employees)	GRI 2: General Disclosures 2021 GRI 206: Anti-competitive Behavior 2016	2-9 Governance structure and composition 2-10 Nomination and selection of the highest governance body 2-13 Delegation of responsibility for managing impacts 2-11 Chair of the highest governance body 206-1 Legal actions for anti-competitive behavior, anti-trust, and monopoly practices	Fully	**1, 2**
	students (both undergraduate and graduate)			Fully	**1, 2**
	faculty			Fully	
	staff (non-faculty employees)			Fully	
16.2.2	Students' union Recognise a students' union			Fully	**1,2**
16.2.3	Identify and engage with local stakeholders Have written policies and procedures to identify local stakeholders external to the university and engage with them		2-5 External assurance 2-15 Conflicts of interest 2-16 Communication of critical concerns 2-29 Approach to stakeholder engagement 2-25 Processes to remediate negative impacts 2-26 Mechanisms for seeking advice and raising concerns	Fully	**2, 3**
16.2.4	Participatory bodies for stakeholder engagement Have an existence of participatory bodies to recognize and engage local stakeholders, including local residents, local government, local private, local civil society representatives	GRI 2: General Disclosures 2021	2-29 Approach to stakeholder engagement	Fully	**2,3,4,5**
16.2.5	University principles on corruption and bribery Publish the university's principles and commitments on organized crime, corruption & bribery		2-23 Policy commitments 2-24 Embedding policy commitments 2-27 Compliance with laws and regulations	Fully	**9**
16.2.6	Academic freedom policy Have a policy on supporting academic freedom (freedom to choose areas of research and to speak and teach publicly about the area of their research)			Fully	1
16.2.7	Publish financial data Publish university financial data		2-20 Process to determine remuneration 2-21 Annual total compensation ratio 2-30 Collective bargaining agreements	Fully	**9**
16.3	**Working with government**			Fully	**5**
16.3.1	Provide expert advice to government Provide specific expert advice to local, regional or national government (for example through policy guidance, participation in committees, provision of evidence)	GRI 2: General Disclosures 2021	2-29 Approach to stakeholder engagement	Fully	**5**
16.3.2	Policy-and lawmakers outreach and education Provide outreach, general education, upskilling and capacity- building to policy and lawmakers on relevant topics including economics, law, technology, migration and displacement, and climate change	GRI 410: Security Practices 2016	410-1 Security personnel trained in human Fully rights policies or procedures	Fully	**5,6,7,8**
16.3.3	Participation in government research Undertake policy-focused research in collaboration with government departments			Fully	**5**
16.3.4	Neutral platform to discuss issues Provide a neutral platform and 'safe' space for different political stakeholders to come together to frankly discuss challenges			Fully	**5**
16.4	**Proportion of graduates in law and civil enforcement**			Fully	
	Proportion of graduates in law			Fully	
16.4.1	Number of graduates			Fully	SDG4 Pg2
	Number of total graduates from law and enforcement related courses			Fully	

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17.1	**Research into partnership for the goals**			Fully	
17.2	**Relationships to support the goals**			Fully	
17.2.1	Relationships with regional NGOs and government for SDG policy Have direct involvement in, or input into, national government or regional non-government organisations, SDG policy development-including identifying problems and challenges, developing policies and strategies, modelling likely futures with and without interventions, monitoring and reporting on interventions, and enabling adaptive management	GRI 2: General Disclosures 2021	2-28 Membership associations	Fully	1-3
17.2.2	Cross sectoral dialogue about SDGs Initiate and participate in cross-sectoral dialogue about the SDGs, e.g. conferences involving government or NGOs			Fully	1-3
17.2.3	International collaboration data gathering for SDG Participate in international collaboration on gathering or measuring data for the SDGs			Fully	1-3, 8
17.2.4	Collaboration for SDG best practice Through international collaboration and research, review comparative approaches and develop international best practice Jon tackling the SDGs			Fully	1-5
17.2.5	Collaboration with NGOs for SDGs Collaborate with NGOs to tackle the SDGs through: student volunteering programmes, research programmes, or development of educational resources			Fully	5, 7
	student volunteering programmes			Fully	6,8
	research programmes			Fully	7-8
	development of educational resources			Fully	7-8
17.3	Publication of SDG reports		2-3 Reporting period, frequency and contact point 2-4 Restatements of information 2-12 Role of the highest governance body in overseeing the management of impacts 2-14 Role of the highest governance body in sustainability reporting 2-17 Collective knowledge of the highest	Fully	9-10
17.4	**Education for the SDGs**			Fully	
17.4.1	Education for SDGs commitment to meaningful education Have a commitment to meaningful education around the SDGs across the university, relevant and applicable to all students			Fully	**7-8**
17.4.2	Education for SDGs specific courses on sustainability Have dedicated courses (full degrees, or electives) that address sustainability and the SDGs.			Fully	**7-8**
	Education for SDGs in the wider community Have dedicated outreach educational activities for the wider community, which could include alumni, local residents, displaced people			Fully	**6, 8**

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