



First Sustainability Report 2020





UCD is seeking to build on UCD's established position in human development and sustainability and link its activities across research, education, engagement and governance to further articulate and enhance the University's contributions to the 2030 Agenda and the achievement of the Goals.

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EXECUTIVE SUMMARY





UCD First Sustainability Report

In May 2018 UCD's University Management Team (UMT) decided to develop a project to map UCD's actions in education, research, governance, and engagement against the United Nations (UN) Sustainable Development Goals. The project was designed to support the University's ambition to address major global challenges.

The Project Steering Group comprised Colin Scott (Chair) Cecily Kelleher, Joe Carthy and Triona McCormack. Louise Griffin was appointed as Project Officer in July 2018. With the support of four sub-groups, the Steering Group completed an initial mapping and interim report, and that work is presented as this first UCD Sustainability Report.

The 2030 Agenda for Sustainable Development (the 2030 agenda) was adopted by all 193 members of the UN in September 2015. The 2030 Agenda builds on the Millennium Development Goals (MDGs) and identifies 17 Sustainable Development Goals (SDGs) addressing the social, economic, and environmental requirements for a sustainable, prosperous, and peaceful future. In contrast with previous human development initiatives, the SDGs apply to every country, and are based on the idea that ending poverty, protection of the environment and strengthening human rights are mutually beneficial and interdependent on each other for achieving progress. While the SDGs are not legally binding, there is strong evidence of take-up across different levels of government and by industry and civil society. National governments are expected to take ownership of establishing national frameworks for achievement of the Goals. Ireland produced its first Voluntary National Review of progress against the Goals in July 2018. The European Union is also fully committed to the 2030 Agenda, with 'The European Consensus on Development' adopted in 2017, and the next research framework programme, Horizon Europe, will be anchored strongly to the Goals. Times Higher published its first Social Impact Rankings of universities in April 2019, comprising an assessment of universities' achievements against the Goals, with more than 500 universities participating. UCD ranked 34th in the world in 2020 Social Impact Ranking.

It is very significant that the UN SDGs constitute a normative framework for action which commands international consensus and thus provides a basis for developing and articulating the actions not only of governments, but also of public bodies more generally, industry and NGOs. UCD has a strong tradition of education, research, governance and engagement linked to human development and sustainability across the whole university. UCD had a direct role in the development of the SDGs through the advocacy of Professor Paul Walsh, UCD School of Politics and International Relations, who represented universities as a member of the UN Major Group for Science and Technology in the intergovernmental negotiations on the SDGs. Through the work of this group the role of academia, science, research and innovation are firmly embedded within the SDGs and UCD has special consultative status with the UN Economic and Social Council as a Non-Governmental Actor, creating a pathway for ongoing global influence in global public policy.

Two key recommendations of the project report were first, that UCD should foreground sustainable development in its next university strategy and second that the project group report should be adapted and published as UCD's first sustainability report. Since the completion of this Report the University has already seized the opportunity to establish a new interdisciplinary undergraduate programme in Sustainability, which took in its first 50 students in September 2020. In November 2019 UCD adopted a new strategy for the period 2020-24, 'Rising to the Future' within which the first of four strategic themes, is 'Creating a Global Sustainable Society'. As with all four strategic themes, this theme will operate and challenge the University community across all university activities, including research, education, operations, and engagement. This document is the first UCD Sustainability Report and provides a platform for bringing together employees, students, alumni and a wide range of partners to underpin an ambitious agenda to build on existing activity, documented in this report, over coming years.

Professor Andrew J. Deeks
President of University College Dublin

The SDGs Project

UCD's SDGs Project is seeking to build on UCD's established position in human development and sustainability and link its activities across research, education, engagement and governance to further articulate and enhance the University's contributions to the 2030 Agenda and the achievement of the Goals.

The Project has been guided by the 2017 Asia-Pacific Sustainable Development Solutions Network publication *Getting Started with the SDGs in Universities*. (see additional resources).



The UCD Project aimed to map existing UCD actions and activities against the 17 Goals in order to first demonstrate what the University is already doing to contribute to the 2030 Agenda and second to engage faculty, staff and students across the campus on further building interdisciplinary capacity for education and research and to further enhance both external engagement and internal governance practices by reference to the SDGs. The Asia-Pacific SDSN considers the process 'Step 1' in becoming a truly SDG-engaged university as it can provide a powerful narrative about impact and a strong impetus for further action.

The Steering Group established Working Groups across each of the four areas for analysis: education, research, governance and engagement.

The Steering Group established Working Groups (WGs) across each of the four areas for analysis: education, research, governance and engagement, each chaired by a member of the Steering Group, drawing on key members of the University community and supported by the Project Officer. The WG work included desktop assessment of current activity, self-identification of activities by members of the UCD community and keyword searches (especially for research and education) enabling each Working Group to develop an interim report which is presented here. The work of the WGs was complemented by two University-wide workshops on the UN SDGs which on each occasion attracted the support of around 100 participants from the UCD community and which engaged the group on the rationale for the Project, and the key challenges and opportunities for UCD with acting to achieve the Goals.

Findings and Outcomes

The Working Groups completed an initial mapping of UCD activities against the SDGs in respect of education, research, governance and engagement.

Education

The Education Working Group mapped wide-ranging educational and support activity at UCD contributing to the Goals and targets relating to Quality Education and to many of the other Goals. The review of undergraduate and graduate educational activity focused at the programme level and noted the importance of Discovery Modules and Structured Electives in developing interdisciplinary capacity and achievement in advancing the Goals through education. The Group agreed at the outset that as an established third-level institution, all degree programmes in UCD automatically met the criteria under Goal 4 Quality Education. Beyond Goal 4, the mapping exercise revealed that Goal 3 Good Health and Wellbeing, Goal 9 Industry, Innovation and Infrastructure and Goal 17 Partnerships for the Goals are the three key Goals with most frequent mention in both the undergraduate and graduate taught programmes. Substantively all 17 Goals are addressed to varying degrees within the curriculum, with all Colleges in the University contributing significantly.

Beyond the classroom, curriculum, co-curricular activity and the student experience more broadly also contribute significantly to advancing the Goals through student societies, Students Union activities, UCD Sports, UCDVO and other activities which draw on cross-campus participation. Key support activities underpinning quality education include those of UCD Access and Lifelong Learning, UCD Global and UCD Library.

Research

The Research Working Group noted the range of leadership activities UCD is already engaged in with respect to advancing the Goals and mapped research publication activity in the University against the Goals. UCD has significant research activity contributing to the UN SDGs. Core bibliometric data mapped using a consistent methodology is the starting point to assess these activities. Over a ten-year period more than 20% of UCD's total publication output, or over 12,000 publications, contributed to the SDGs. More notably, over 67% of our total faculty and research staff publishing during the same period contributed to advancing knowledge related to SDGs. Many publications address more than one Goal, demonstrating interdependencies between the Goals in the published research. It is necessary to build from this core dataset to add information on other aspects of research activity and its impact. UCD has an opportunity to show leadership through its research by partnering with others to deliver on the ambitions set out in the SDGs.

Governance

The Governance Working Group noted and mapped in tabular form the very extensive actions and policies of the University in respect of 9 of the Goals (3, 5, 8, 9, 10, 11, 12, 16, and 17) noting that in respect of the other Goals UCD's activities were addressed in the Education and Research reports. Key activities and policies address such matters as health on the campus, equality, diversity and inclusion, workplace practices, innovation, sustainability in energy consumption, procurement and commuting, transparency of governance, and arrangements for partnering externally. The intensity of governance across these significant and wide-ranging contributions to advancing the Goals is variable. In some instances, there is a very clear day-to-day relationship between the operational activities, policy oversight and data collection and reporting, feeding ultimately into the UMT, whereas in other activities extensive achievements operationally do not link so directly to policy, data and reporting arrangements.

Engagement

UCD can be proud of the impressive array of engagement with SDG related activity. The variety of engagement activities ranges from those involving individuals to larger more organised, multi-annual engagements. The Working Group provided a snapshot of these engagements, recognising that it is not comprehensive. UCD's engagement activities are not recorded in any accessible manner so that much good work that could contribute to the university's reputation may go unnoticed. In addition, UCD also loses the opportunity to recognise the sterling contributions of staff and students involved in such activities.

UCD SDGs Cross-University Workshops (November 2018 and May 2019)

The workshops demonstrated strong engagement with the SDGs in the University community and ambition to capture and articulate better how UCD contributes to achieving the goals and to increase ambitions to anchor UCD activity to achieving the Goals across education, research, governance and engagement. Opportunities and recommendations identified at the workshops included:

- developing and making public better data on how UCD contributes to achieving the goals;
- further enhancing the visibility of UCD leadership in the SDGs;
- stronger embedding of SDGs in management and governance structures over core activities;
- incorporate SDGs into UCD Strategy as central to mission and objectives;
- resource a strategy on sustainability and associated website;
- link module content, grants system and RMS to SDGs with new fields;
- identify and draw on SDG champions across campus and at UMT level;
- enhance our understanding of and position in THE Social Impact Rankings.

The report of the mapping of UCD against the SDGs is interim as the scale of the Project did not permit exhaustive research and engagement in respect of current activities. The report does demonstrate the scale of activities which address the Goals at UCD and the potential to build on this to further embed and build capacity to advance Agenda 2030. The Working Groups and Workshop Outcomes include some detailed recommendations which can be followed up on with some amendments to management/governance arrangements.

The following recommendations suggest how this opportunity might be realised:

A

Amend the Terms of Reference of the UMT Research, Impact and Innovation Group (RIIG) and UMT Education Group to include mapping and developing UCD capacity in respect of the UN Sustainable Development Goals.

B

Review of governance structure around sustainability, broadly defined, of UCD's activities with view to revising governance arrangements to strengthen arrangements for linking key activities with arrangements for policy oversight/development and reporting on actions to advance the Goals.

C

Include within preparations of next UCD Strategy consideration of foregrounding the SDGs as a core part of the University's mission.

D

Continue SDGs Project to completion of a formal report, in a form which may be published, prior to winding up the Project and embedding responsibilities for oversight and mapping within existing, revised or new governance structures.

1

PROJECT BACKGROUND



In 2015 as part of the 2015-2020 Strategy, UCD announced six major strategic initiatives that will be undertaken in pursuit of the ten key objectives. The University Management Team (UMT) hold responsibility for the management and execution of all six initiatives. The first initiative “Tackling Global Challenges” commits the University to developing and applying its capacities to address universal societal issues.

Following the launch of 2015-2020 Strategy, in 2016 the University Management Team (UMT) identified a need and opportunity to draw together research and educational activity at UCD relating to development and humanitarian issues. Considerable activity was directed towards establishing a UCD Development and Humanitarian Network. An interim report and proposal for next steps was adopted by UMT in December 2017 with Professor Colin Scott, Professor Cecily Kelleher and Professor Joe Carthy comprising the UMT Steering Group.

In May 2018, UMT considered the University’s role in implementing the 17 UN Sustainable Development Goals (SDGs) and took decision to reorient the project so that its principal focus would be mapping UCD activities against the UN Sustainable Development Goals (SDGs). Triona McCormack, Director of UCD Research, was invited to join the UMT Steering Group.



1.1 UN Sustainable Development Goals

In September 2015, the 2030 Agenda for Sustainable Development (the 2030 Agenda) was adopted by all 193 Members States of the United Nations (UN). The 2030 Agenda aims to deliver a more sustainable, prosperous and peaceful future, and sets out a framework for how to achieve this by 2030.

The framework, which builds on Millennium Declaration and the Millennium Development Goals (MDGs), is made up of 17 Sustainable Development Goals (SDGs) covering the social, economic and environmental requirements for a sustainable future.

The SDGs apply equally to every country, and are based on the idea that ending poverty, protecting the environment and strengthening human rights are mutually beneficial, reliant on each other for success, and cannot be achieved separately.

The SDGs are not legally binding; however, governments are expected to take ownership and establish national frameworks for the achievement of the 17 Goals. Countries have the primary responsibility for follow-up and review of the progress made in implementing the Goals, which will require quality, accessible and timely data collection. Regional follow-up and review will be based on national-level analyses and contribute to follow-up and review at the global level.



1.2 Internal context

UCD is proud to possess a deep, diverse range of expertise in research and scholarship relating to sustainable development. The UCD Centre for Sustainable Development Studies is a hub of much of this activity. Furthermore, as an active member of the Sustainable Development Solutions Network, it has robust connections to similar research institutes and centres across the globe.

Remarkably, and specifically to this project, UCD possesses a unique link with the SDGs. Patrick Paul Walsh, Director of the UCD Centre for Sustainable Development Studies and a Professor of International Development Studies legally represented thousands of universities as a member of the UN Major Group for Science and Technology during the eight months of UN intergovernmental negotiations that formulated the SDGs.

Through Professor Walsh's advocacy in the negotiations, the term "academia" is firmly in the key definition of the multi stakeholder's partnership in the final UN SDG document and most importantly in paragraph 52, which is central to the partnership on implementation. UCD now has special consultative status with the UN Economic and Social Council as a Non-Governmental Actor which provides UCD researchers with an ongoing pathway to influence global public policy with their research.

The central role of science, research and innovation is acknowledged as key to the implementation of the SDGs. Long recognising the significant impact all three can have on society, it is unsurprising that UCD's research priorities align very well with the SDGs. UCD has a depth of research across all 17 SDGs, represented at a high level by the current six research priorities.

UCD's research priorities:



In May 2018, UCD organised an event in Brussels on the "Contribution of EU Science, Research and Innovation Programmes to the UN's SDGs". This was a timely exploration of the potential for synergies and alignment between the EU and UN and an opportunity to further understand the contribution of science, research and innovation to achieving the SDGs. It followed on from a successful event, also led by UCD entitled, "Agrifood, Food Safety and Nutrition - Framing the Priorities for FP9" which took place in the European Parliament on 28 February 2018.

UCD has also offered a discovery module on the Global Goals for several years. The module can be taken by any first-year student in UCD as an elective. In addition to this, there are many disciplinary modules on the SDGs on offer across Social Sciences, Economics and Politics, Business, Veterinary Science, Law and Agricultural degrees. UCD SDG Awareness Week is organised annually, where there are talks, poster exhibits on campus, a social media campaign, all with the aspirations of raising awareness and implementing the SDGs on UCD Campus.

UCD Volunteers Overseas, which was established in 2003 and is a registered charitable organisation, has projects in India, Haiti, Nicaragua, Tanzania and Uganda. To date, approx. 1,500 volunteers have engaged in environmental, educational, healthcare, construction and computer training activities in disadvantaged communities overseas.

Moreover, the Irish EPA and the IRC/EC have commissioned UCD's Centre for Sustainable Development Studies to research governance, data needs and a follow-up and review framework for achieving the SDGs in Ireland. At the core of the research focus is government enabled multi-stakeholder partnerships for SDG implementation in Ireland.

Social Council as a Non-Governmental Actor provides UCD researchers with an ongoing pathway to influence global public policy with their research.

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This project aimed to map existing UCD actions and activities against the 17 UN Sustainable Development Goals in order to demonstrate what the university is already doing to support and contribute to the SDG agenda.

1.3 External context

Ireland

In direct response to the 2030 UN Agenda and the SDGs, Ireland developed “The Sustainable Development Goals National Implementation Plan 2018–2020”. Notably, Ireland played a leading role in the initial framing of the UN SDGs through the Irish Ambassador to the UN, David Donohoe who was the co-facilitator alongside the Kenyan Ambassador for the intergovernmental negotiations.

The National Implementation Plan provides a framework for how Ireland will implement the Sustainable Development Goals and builds on Ireland’s existing national Sustainable Development Strategy “Our Sustainable Future” and Ireland’s Policy for International Development (developed by Irish Aid) “One World, One Future”. The National Implementation Plan 2018–2020 is a significant indication of the commitment and ‘whole-of-Government’ approach to mainstreaming the SDGs across national policy.

In July 2018, Ireland presented its first Voluntary National Review (VNR) at the High-Level Political Forum (HLPF) in New York. The delivery of the VNR is an important milestone in Ireland’s implementation of the SDGs and a further demonstration of the national commitment to fully addressing the Goals at home and to contributing to their successful implementation internationally.

The VNR explores Ireland’s performance against each of the 17 SDGs and includes a statistical annex using Eurostat indicators. The VNR also provides a baseline for Ireland’s future SDG reporting at national, regional and international levels.

Europe

The European Union holds a strong starting position when it comes to sustainable development and together with its member countries, it is fully committed to be a frontrunner in implementing the UN’s 2030 Agenda. In November 2016, the European Commission outlined its strategic approach towards the implementation of the 2030 Agenda, including the Sustainable Development Goals, entitled “Next steps for a sustainable European future”.

In pursuit of a sustainable European future, 2017 saw the Commission launch a new, ambitious, collective European development policy, “The European Consensus on Development”. This policy is a shared vision and framework for action for development cooperation for the European Union (EU) and its member states. According to the Commission, the policy is a blueprint which aligns the Union’s development policy with the 2030 Agenda for Sustainable Development.

The policy addresses, in an integrated manner, the main focus points of the 2030 Agenda: people, planet, prosperity, peace, and partnership.

In November 2017, The European Pillar of Social Rights was proclaimed by the European Parliament, the Council and the Commission.

The European Pillar of Social Rights is about delivering new and more effective rights for citizens and building a more inclusive and fairer European Union. It has 3 main categories:

1. Equal opportunities and access to the labour market
2. Fair working conditions
3. Social protection and inclusion

While there have been recommendations to better integrate the two frameworks, there is considerable overlap and the two agendas are both complementary and supportive of each other.

The UN SDGs also feature in all the European Commission's 10 priorities.

The EU Framework Programmes for Research and Innovation are funding programmes created by the European Commission to support and foster research in the European Research Area (ERA). The specific objectives and actions vary between funding periods however over the last decade all programmes have allocated funding to research addressing global socio-economic challenges.

Horizon 2020 (FP8), for example, consists of three "pillars": "Excellent Science", "Industrial Leadership" and "Societal challenges". Through the third pillar, research preoccupied with uncovering potential solutions to issues such as food security, sustainable agriculture and forestry, clean and efficient energy, health, demographic change and wellbeing, among others, is prioritised.

Furthermore, the European environmental research and Innovation policy to a large extent is carried out through Horizon 2020. The policy is a set of strategies, actions and programmes that promotes research and innovation aimed at building a resource-efficient and climate resilient society and economy in sync with the natural environment.

In June 2018 the European Commission published its proposal for Horizon Europe, or FP9, which will run from 2021 to 2027. This is the most ambitious proposal yet and calls for €100 billion in research and innovation spending over the course of seven years. The announcement was made as part of the EU's proposal for the next EU long-term budget, the multiannual financial framework (MFF).

Following on from assertions that Horizon 2020 contributes too little to the overarching goal of sustainable growth and development, several recommendations have been published

regarding the urgent need to tackle sustainability challenges at an EU level, and more specifically, the inclusion of the SDGs agenda in Horizon Europe. The Lab-Fab-App report (informally the Lamy report), a report on maximising the impact of EU research and innovation programmes, advised that "the UN Sustainable Development Goals should serve as a global reference framework for defining Europe's R&I missions."

All signals, including content and budget preparations, strongly suggest that Horizon Europe aims to address Europe's challenges relating to sustainable development and that the funding programme succeeding Horizon 2020 will be anchored around the SDGs framework.



1.4 Approach

Keen to advance UCD's relationship with the SDGs, build on the momentum surrounding the Horizon Europe preparations and guided by the Asia-Pacific Sustainable Development Solutions Network publication and the experience of implementing that mapping proposal, this project aimed to map existing UCD actions and activities against the 17 UN Sustainable Development Goals in order to demonstrate what the university is already doing to support and contribute to the SDG agenda and to engage faculty, staff and students across the campus on further building interdisciplinary capacity for education and research and further enhancing both governance practices and the external engagement of the University by reference to the SDGs. The Asia-Pacific SDSN consider this process 'Step 1' in becoming a truly SDG engaged university as it can provide a powerful narrative about impact and a strong impetus for further action.

This project evaluated four main areas of contribution in UCD which are:



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The main methodologies that were adopted are:



Desktop Assessment	This approach involves a desktop review and a manual assessment and assignment of activities, through the lens of each 'area of contribution' as outlined above, to the SDGs. This process led by the Project Officer and the Working Groups (specified below) will have an opportunity to contribute and support the implementation of this process.
Self-identification	This methodology involves requesting people from across the university to self-identify which SDG(s) their activity aligns with. This approach is advantageous as it engages those who are most familiar with their work and highlights or deepens their understanding of how their work corresponds with the SDG agenda. Securing responses may be challenging and it is envisaged that the Working Groups will be key to the self-identification request and the follow-up.
Keyword Searches	This approach uses SDG-specific keywords to search through large sets of activity-related data, such as research publications or course listings.

1.5 Outline of the report

Chapter 2 and 3 present the findings and recommendations from the Education Working Group and the Research Working Group. Chapter 4 reports on the findings of the Governance Working Group and Chapter 5 outlines the findings of the work of the Engagement Working Group.

2

SDGs EDUCATION WORKING GROUP



The United Nations-supported Sustainable Development Goals (SDGs) represent an ambitious, strategic approach to the Global challenges facing the world today and map out a concerted process of change implementation that requires action in virtually every sector influencing society.

The range of stakeholders is wide from a top down policy perspective and from a bottom up engagement process. The education sector plays a key role in reducing societal inequalities across the planet and in achieving a meaningful expectation for quality of life for all citizens that at the same time respects the wider ecosystem and planetary environment. Access to a fundamental education empowers individuals and a key driver in eradicating poverty is the education of women. Public health fundamentals like sanitation, housing, optimal maternal and child health and access to a sustainable food supply are crucial to this endeavour also.

Nonetheless health inequalities exist within and across countries and as we move from developing to developed economy scenarios, ethical and political questions around economic growth, industrialisation and globalisation require individual conscience and engagement but also political processes that are fit for purpose in today's fast-moving technocratic societies. Just as primary education is fundamental to literacy and numeracy and secondary education creates the pathways for female empowerment and educational specialisation, the third level education sector has the responsibility for creating thoughtful, highly skilled graduates. Such graduates require the abilities to think critically and engage as citizens, but also the variety of specialist skills to contribute to a highly needed, able and global workforce. Furthermore, it is essential to plan for the demographic and societal challenges into the future, whether to deal with the aspiration to create a peaceful, productive planet or to deal with the realities of population growth, ageing and an adequate carrying capacity to sustainably maintain our planet through the 21st century and beyond. Privilege brings with it responsibility and equality of opportunity is fundamental. A third level education and the institutions that provide it are key to those objectives.

The UCD University Management team (UMT) asked a sub-group of its members to address where we stood as a university currently in relation to the SDGs and this has been accomplished by plenary discussion and workshop consultation with peers and by four workings groups addressing the education, research, governance and engagement aspects of the Global Goals.

The following chapter reports on the work of the SDGs Education Working Group.

2.1 Terms of Reference

Title	Education Working Group
Purpose	To advise on and provide support to the UMT endorsed Sustainable Development Goals project, and to ensure a cohesive and collaborative approach by UCD in the relevant area of contribution
Area of contribution covered	Education <ul style="list-style-type: none"> Undergraduate and graduate programmes, online/open learning, executive and adult education, professional training including constituent modules ('built-in' or 'built-on') for example, One Health, Achieving the Sustainable Development Goals Access and Lifelong Learning (DARE, HEAR, Pilot Scheme for Refugees, Asylum Seekers, those with Leave to Remain), in-programme supports Scholarships (Irish Aid Fellowships, UCD Cothrom na Féinne Scholarships, Future You Scholarships) Access to Study Abroad opportunities Access to 'in programme' supports
Objectives	<ul style="list-style-type: none"> To advise on and provide support to the SDGs project in alignment with the SDGs project overall objective and in accordance with the scope of the area of contribution - Education - agreed by the UMT Steering Group To share and coordinate a high level of expertise on teaching and learning matters relevant to the SDGs project To develop an overview of education related activity and supporting the profiling and exploration of potential for this activity To build capacity and advise on opportunities, issues and gaps relating to the engagement with education related activity and/or the overall SDGs project objective(s) To advocate and promote engagement with the SDGs project and education related activity
Meeting Outline/Agenda	Meeting 1 Welcome/Introductions, Project Scope, SDGs Mapping Exercise, Working Group ToR/Members Meeting 2 Progress report - Mapping Exercise and Working Groups objectives, Obstacles/challenges Meeting 3 Final Meeting - Assess/Review progress made/Mapping Exercise Report, Recommendations
Authority/Champion	UMT SDGs Steering Group
Reporting	The Working Group will report to the UMT Steering Group
Secretariat	Secretariat support will be provided by Louise Griffin, Project Officer
Membership	<p>The Working Group will comprise representation from UCD Colleges, UCD Centres/Institutes and UCD units with specialist expertise in the area specified and/or the Sustainable Development Goals</p> <p>The Chair of each Working Group will be responsible for nominating and/or inviting members to the relevant Working Group in consultation with the Chair of the Student Experience Group</p>
Proposed Membership	Representative from; <ul style="list-style-type: none"> Student Experience Group Dean of Students Student Union (e.g. Education Officer) An academic centre linked to teaching on SDGs
Chair	Cecily Kelleher Each Working Group will be chaired by a member of the UMT Steering Group
Quorum	The Working Group will have a quorum of 4 members. In the absence of the Chair from the UMT Steering Group, the Chair will appoint a Chair
Periodicity of meetings	Monthly (4 meetings) If it is required, additional meetings can be arranged at the discretion of the Chair.
Established	January 2019
Review Date	April 2019



2.1.i Meetings

The Education Working Group was established in January 2019 and met four times over the course of four months (February-May 2019) to oversee the various dimensions of the mapping exercise and to provide feedback on findings and to discuss/resolve emergent issues.

The Group met on the following dates:

- 12 February 2019
- 13 March 2019
- 16 April 2019
- 7 May 2019

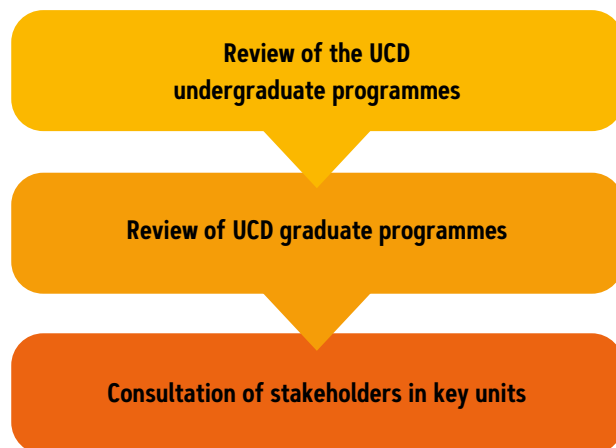
The Group comprised of:

- Cecily Kelleher, Principal, CHAS, (Chair)
- Orla Barry, Manager, UCD Secretariat
- Marie Clarke, Dean of Undergraduate Studies
- Stephen Crosby, Education Officer, UCDSU
- Nadia D’Alton, Director, UCD Health Science Programme Office
- Barbara Dooley, Dean of Graduate Studies and Deputy Registrar
- Rachel Duffy, Chair, UCDSU Council
- Louise Griffin, SDGs Project Officer
- Anna Kelly, Director, UCD Access and Life-long Learning
- Darina O’Hanlon, Manager, UCD Ad Astra Academy
- Douglas Proctor, Director, UCD Global

2.2 Methodology

In January 2019, Professor Cecily Kelleher, Chair of the SDGs Education Working Group met with Professor Mark Rogers, Registrar and Deputy President. The Terms of Reference for the SDGs Education Working Group were approved and nominations to the Group were considered and agreed.

Following this, the SDGs Education Working Group met on a monthly basis and oversaw the below key actions:



The Working Group decided that the PDARFs, which describe in detail the degree and programme offerings, PhD thematic programmes and individual undergraduate and graduate dissertation titles were not to be explicitly included in the initial mapping exercise. This was because of the level of detail inherent in these as well as practical aspects of access and accessibility. It was also concluded that the PhD works would be picked up as part of the SDGs Research Working Group's activities.

The 2017 Curriculum Review and Enhancement Project forms a valuable underpinning to the Group's work.

All UCD degree programmes are overseen at College or School level by a programme board and programme office and are regulated ultimately by the University Undergraduate and Taught Graduate Programme Boards and Academic Council. There are thirty-eight Schools in UCD organized into six Colleges; Arts and Humanities, Business, Engineering & Architecture, Health & Agricultural Sciences, Science and Social Sciences & Law.

The Working Group carried out much of its work adopting two methods outlined in a Project Initiation Document; desktop assessment and self-identification. The self-identification methodology was adapted to include a consultation process.

<p>Review of the UCD undergraduate programmes</p>	<p>Considering the number of modules available in UCD (6,396 active in 2018) and the timeframe of the project, a decision was taken with the Registrar to review UCD's educational offerings in the first instance at programme or degree level. It was taken as a given that all programmes met the criterion of SDG 4, a high-quality education as this is a third level institution with a global engagement strategy. The type of approach taken to map the undergraduate programmes was 'desktop assessment'. This involved an extensive review of the content of the 2019 UCD Undergraduate Prospectus (https://www.myucd.ie/ucd-prospectus/) and a manual assessment and assignment of each of the programmes to the Sustainable Development Goals (SDGs). This was done by identifying programme keywords and mapping those keywords to the targets that are specified under each of the 16 SDGs; 169 targets are outlined by the United Nations. (https://sdgs.un.org/goals).</p>
<p>Review of the UCD graduate programmes</p>	<p>A similar approach was taken in mapping the graduate programmes. The data source in this instance was the UCD Graduate Studies website (https://www.ucd.ie/graduatestudies/). All full-time and part-time graduate taught programmes were assessed by identifying programme keywords and mapping those keywords to the targets that are specified under each SDG.</p>
<p>Consultation of stakeholders in key units</p>	<p>To capture the co-curricular activity and the wider UCD student experience that corresponds to the SDGs, several of the Working Group members were consulted by Louise Griffin as they represented all the key units in the university. As part of the consultation, each stakeholder was requested to self-identify which SDG(s) their activity aligns with and provide a piece detailing this. The members were asked to assess their activity with particular focus on SDG 4 Quality Education and its outlined targets. Consultations were conducted with stakeholders in the following units: UCD Access and Life-long Learning, UCD Global, UCD Students' Union, UCD Secretariat, UCD Careers Network and UCD Ad Astra Academy. The oral and written information provided by the stakeholders was included in the collation of this report.</p>

The findings from the mapping of the undergraduate and graduate taught programmes and the consultation/self-identification process was reviewed and approved by the Working Group members at each monthly meeting.

4 QUALITY EDUCATION



UCD is the largest university in Ireland and has a diverse and broad-ranging educational portfolio representing a very wide range of disciplines.

It is a recognised university under the Universities Act of 1997 and is publicly funded by the Higher Education Authority (HEA) to provide undergraduate programmes annually through admission from the Central Applications Office (CAO). Its core Missions and Values are in keeping with SDG 4 Quality Education. Ongoing challenges for such a university in a developed world economy include equity of access and affordability of higher education. It has equal access for all women and men to its educational programmes and has put in place in recent years initiatives such as the Athena SWAN accreditation process to proof all its activities under this objective. A Vice President for Equality, Diversity and Inclusion sits on the University Management Team (UMT) and a committee infrastructure reporting to that Vice President ensures all educational offerings are proofed for that objective. UCD has a very long tradition in education for sustainable development that has long preceded the launch of Transforming Our World: The 2030 Agenda for Sustainable Development. Additionally, there are very specific initiatives in train compatible with SDG 4, which are described in further depth in the latter section of this report.

UCD History/Context and SDG 4

It is important to stress at the outset the value of a general liberal education to the SDGs and UCD's track record. In the 1950s, UCD like other universities had a very visible tradition in the development of liberal adult education programmes and extra mural programmes which focused on languages, arts, music, social sciences and recreation. This was underpinned by the strong emphasis on Catholic or social action (reflective of the context and period) in achieving change leading to the

development of community action aimed at involving people in their environments. By the 1980s, the then UCD Department of Economics was an early pioneer of research and teaching in the area of sustainable development through the work of Helen O'Neill who was a founding director of the UCD Centre for Development Studies. In April 2004, that Centre hosted a major conference on Europe's Development Co-operation Policies to 2010 and beyond: Challenges for Ireland in an Enlarged Union. The conference, part funded by Development Co-operation Ireland/Department of Foreign Affairs, was organised in association with the European Centre for Development Policy Management in the Netherlands, the London based Overseas Development Institute (ODI) and the European Association of Development Research and Training Institutes (EADI) based in Bonn. It brought together a range of experts from developing countries, the European Parliament, the European Commission, the Irish government, academics and Irish and international non-governmental organisations. More recently, UCD responded to the Millennium Development Goals (2000s) through various teaching programmes and initiatives in the School of Education, Centre for Equality Studies and the Centre for Development Studies. The UCD Centre for Humanitarian Action (CHA) was established in 2012 and is an internationally recognised platform of excellence for humanitarian research and education. This rich tradition is reflected in the diversity of modules that are currently on offer to our undergraduate and graduate students. These early initiatives in UCD demonstrate how sustainability concepts were translated into practices in a variety of different ways in disciplines and subject areas across the university. The Colleges of Health and Agricultural Sciences, Science and Architecture and Engineering have a long history also of engagement with national and international initiatives that are relevant to the SDGs. Many of the currently active academic research centres at UCD originated from research programmes and policy relevant initiatives that stretch from public health practices, through sustainable agriculture to many science and engineering industry partnerships.

SDG 4 Quality Education - Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

TARGET DESCRIPTION

4.3

By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

4.4

By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

4.5

By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

4.7

By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

4.a

Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

4.b

By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries

4.c

By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States

Mapping the existing undergraduate and graduate curricula at a macro level as represented in 2019 UCD prospectuses demonstrates that UCD, through its curricula provision, is educating students about sustainability and related issues. The introduction of Discovery Modules, and later structured elective opportunities, has expanded opportunities to promote SDGs. Discovery modules are offered as general electives; thus, they are not part of the core or option offerings of any degree programme. Each module is taught by more than one School and is designed to deepen students' understanding of different disciplinary perspectives on a specific topic or topics. The content of the modules includes cutting-edge research, and all relate to an issue of global significance. In most cases, the modules are also expected to include the findings of research being conducted in UCD and should be of interest to students across a wide range of programmes. Discovery modules are offered at an introductory (UCD level 1) level and would not normally require prerequisites.

The following Discovery Modules were offered in 2017/18:

Module Title	Module Coordinator	No. of registered students	UCD Schools involved
Global Development Goals	Prof Patrick Paul Walsh	61	Politics and International Relations; Social Policy, Social Work and Social Justice; Education; Business; Public Health, Physiotherapy and Sports Science; Economics; Architecture and
Science Revolutions	Prof Padraig Dunne	12	Physics: Biology Science: History
Childhood	Prof Eiliis Hennessy	98	Psychology; Agriculture and Food Science; Philosophy; Social Policy, Social Work and Social Justice
War: Ancient and Modern	Prof Robert Gerwarth	106	School of History; School of Classics; School of Sociology; School of Politics and International Relations; School of Languages
Energy, Climate and Policy	Prof Andrew Keane	51	School of Electrical & Electronic Engineering; School of Economics; School of Earth Sciences; School of Mechanical and Materials Engineering

Modules approved for 2018/19:

Module Title	Module Coordinator	No. of registered students	UCD Schools involved
Materials in Society	Dr Mert Celikin	31	Mechanical and Materials Engineering; Chemistry; Archaeology; Chemical and bioprocess Engineering
Gateways to Japan	Assoc Professor Emma Sokell	21	Physics; Social Policy, Social Work & Social Justice

New Proposals for 2019/20: (Yet to be reviewed by UCD University Teaching and Learning Committee)

Module Title	Module Coordinator	No. of registered students	UCD Schools involved
The Art of Living	Prof Rowland Stout	NA	Philosophy; Languages; Classics
Storytelling	Dr Kelly Fitzgerald	NA	Irish; Celtic Studies and Folklore; Classics; English, Drama and Film; Medicine

Structured Electives

General Structured Electives	
Food, Diet and Health	<ol style="list-style-type: none"> 1. Food Diet and Health 2. Food Diet and Health II - Making Healthy Food Choices 3. Food Diet and Health III
Towards a Sustainable and Healthy Society: Food, Agriculture and the Environment (three modules are selected)	<ol style="list-style-type: none"> 1. Land Use and the Environment 2. Introduction to Animal Science 3. Introduction to Crop Science 4. Trees and Forests in Ireland 5. Plants and People 6. Introduction to Humanitarian Action 7. Forests, Climate and Carbon 8. Apiculture - bees, pollination and people 9. Fundamentals of Horticulture 10. Introduction to One Health-Bridging Human & Veterinary Medical Sciences 11. Food Production: Vegetables 12. Food Production: Protected Crops
Horticulture	<ol style="list-style-type: none"> 1. Plants and People 2. Fundamentals of Horticulture 3. Agricultural Botany 4. Food Production: Vegetables 5. Food Production: Protected Crops 6. Nursery Production & Management
Contemporary Issues in Health & Lifestyle	<ol style="list-style-type: none"> 1. Introduction to Physical and Forensic Anthropology 2. Food Diet and Health 3. A Social History of Irish Healthcare 4. Health across the Lifespan 5. Interpersonal and Teamwork Skills: Personal and Professional Development 6. Women's & Men's Health 7. Introduction to Psychology for Health Care 8. Introduction to Massage 9. Mindfulness for Health 10. Introduction to One Health-Bridging Human & Veterinary Medical Sciences 11. Food Diet and Health III
Social Justice	<ol style="list-style-type: none"> 1. Global Justice: Towards an Egalitarian Global Order 2. Inequality and Social Justice in Irish Society 3. Exploring Gender 4. Childhood Inequality in a Global Context 5. Social Justice Movements: Global and Local 6. Gender and Development: Local and Global Issues 7. Gender, Power and Politics - Historical Perspectives 8. Global Crisis & Social Justice 9. Disability and Equality 10. Gender War and Violence 11. Masculinities
Innovation for Change	<ol style="list-style-type: none"> 1. Introduction to Creative Thinking 2. Introduction to Entrepreneurial Endeavour 3. Introduction to Social Entrepreneurship 4. Design Thinking for Innovation
Introduction to Earth Sciences and Global Change	<ol style="list-style-type: none"> 1. Earth, Environment and Society 2. Earth and Humanity 3. Introduction to Earth Sciences 4. Field Geology Level 1 5. Global Environmental Change (online module) 6. Geoscience for Sustainability

UCD Innovation Academy



The UCD Innovation Academy also designs and delivers both accredited and non-credited programmes and modules for youth and adults designed to equip them with an entrepreneurial mindset and the skills to excel in the future workplace. Annually it reaches 1,000 learners.

The provision of such modules aligns with Goal 4, Target 4: “By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.”

The Innovation Academy offers a structured elective in “Innovation for Change” open to all UCD undergraduate students:

Innovation for Change

1. Introduction to Creative Thinking
2. Entrepreneurial Endeavour
3. Social Entrepreneurship and Design Thinking for Innovation

A key feature of these electives is collaborations with external organisations in the community or from industry who offer students an opportunity to apply what they have learned to real-world problems.

Postgraduate elective modules in the Innovation Academy are open to all UCD PhD and some UCD Masters Programme students:

Innovation for Change

1. Creative Thinking and Innovation
2. Entrepreneurial Thinking and Innovation
3. Social Entrepreneurship
4. Exploring Intellectual Property
5. Opportunity Generation and Recognition

Previously UCD Innovation Academy offered a joint Graduate Certificate in Innovation, Entrepreneurship and Enterprise in collaboration with Trinity College Dublin and Queens University Belfast to PhD Candidates from these institutions. Experience with these modules has informed the Academy’s collaboration with NovaUCD to establish UCD Startup Stars, the University student

entrepreneurship competition and UCD Innovation Summer Camp, which is offered free of charge to DEIS School students with support from the Department of Education and Skills. In terms of full- programmes, the Academy offers two postgraduate courses to learners in collaboration with the Higher Education Authority Springboard+ initiative. These are the UCD Postgraduate Certificate in Innovation, Entrepreneurship and Enterprise and the Professional Diploma in Creativity, Innovation and Leadership. Both programmes are designed to support learners to return to employment, self- employment and / or gain promotion. The UCD Professional Diploma for Entrepreneurial Educators aims to equip academic staff and teachers from primary and secondary schools of all academic disciplines with the mindset, skillset and toolkit to build an entrepreneurial mindset in their own students. This particular programme has informed our international work with academic staff overseas in Malaysia in collaboration with the Ministry of Education through their Entrepreneurial Educator Enhancement Initiative and with the Vietnamese National University of Hanoi where the programme of activity is funded in part by Irish Aid through the Vietnam Ireland Bilateral Education initiative.

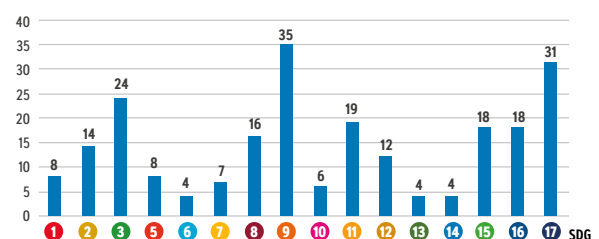
2.3 Key findings

1. Curriculum

Undergraduate programmes

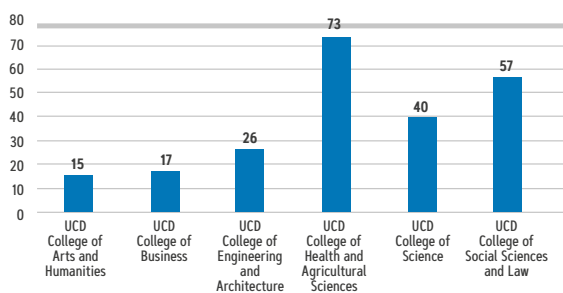
In Table 1, we summarise quantitatively the frequency of offerings for each of the 16 Goals across the university. All Goals are being covered in at least one or more programmes. The most frequently mentioned are Goals 9, Industry, Innovation and Infrastructure, Goal 17 Partnerships for the Goals and Goal 3, Good Health and Wellbeing.

Table 1: Undergraduate programmes
Frequency of SDGs across university



In Table 2, we summarise the total number of any Goals being explicitly covered in undergraduate programmes across the University according to College. As might be expected, as many of the Goals deal with technical objectives, the so-called STEM disciplines score highly in frequency of mention. However, many of the Goals also deal with policy and governance objectives, therefore, all UCD Colleges have relevant programme offerings. UCD prides itself on its diversity and that is reflected here.

Table 2: Undergraduate Programmes
Total no of SDGs by College



Graduate programmes

Tables 3 and 4 give the same information for the graduate taught programmes

Table 3: Graduate programmes
Frequency of SDGs across university

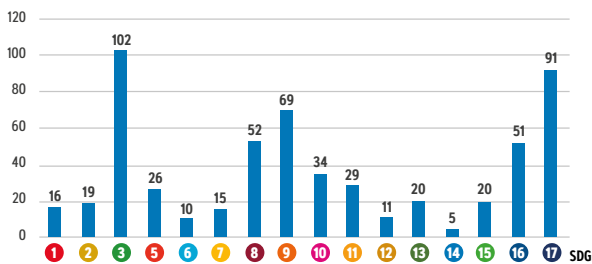
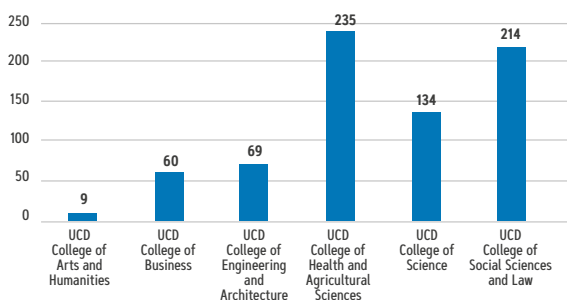


Table 4: Graduate Programmes
Total no of SDGs by College



2. Co-curriculum / Student Experience

UCD Global

UCD Global steers and guides the global strategies of the University, providing expert leadership in partnerships and engagement, international student recruitment and support, inbound and outbound mobility, and the international elements of the student experience. With its principal office in Dublin, UCD Global also directs and manages the university’s network of Global Centres, which serve as hubs of UCD activity in North America, China, South Asia, Asia-Pacific and the Middle East. Although UCD Global has no defined framework for engaging with the SDGs at this time, much of its work is aimed at the achievement of Goal 4: Quality Education, as outlined at various places in this report. In addition, UCD Global is both home and host to UCD Volunteers Overseas (UCDVO), with the UCDVO budget and staff forming part of UCD Global (although formally reporting to an external Board).

In its work relating to student mobility (both inbound and outbound, for both degree-seeking and short-term students), UCD Global is alert to the differing needs of domestic and international students, and strives to ensure that all UCD students receive the same quality of high level support regardless of where they are from. With the appointment of a Global Experience Manager in early 2019, the unit is poised to work more closely with other units and with Schools/Colleges to ensure that international students are appropriately supported with their integration into the university community, and that all students have an opportunity to consider an international study opportunity (or other international study experience) as part of their degree. UCD’s aspirations in this regard are outlined in the Global Engagement Strategy 2016-2020 and the Education Strategy 2015-2020. Furthermore, the Global Experience Manager will also work closely with UCD HR and Schools/Colleges to reflect on the availability and access to global experience opportunities for staff.

As a key deliverable under the Global Engagement Strategy 2016-2020, UCD Global is currently undertaking a major review of its outbound mobility offerings for students. Chaired by the Dean of Students and commissioned jointly by the Registrar/ Deputy President and Vice-President for Global Engagement, this review is holistic and aims to review existing procedures and partnerships, identify barriers to participation and explore areas for development with the aim of maximizing the impact for students and staff, streamlining efficiencies and enhancing the quality of the student experience.

Amongst other things, this Review is considering barriers to access, and will draw on an earlier Irish Universities Association (IUA) project in which UCD participated which sought to enhance outbound mobility for access students in Ireland.

In relation to the recruitment of full degree international students to Ireland, UCD Global works closely with the Irish Council for Overseas Students (ICOS) in relation to applications from students holding Irish Aid Scholarships and reserves a dedicated allocation of on-campus residential accommodation for these scholars. Although UCD’s own scholarship scheme for international students (Global Excellence Scholarships) is not specifically targeted at students in developing countries, UCD is able to support students from such countries with tuition fee discounts at the local level. Similarly, the unit works closely with Access and Lifelong Learning in relation to how refugees and asylum seekers can access UCD programmes, most significantly by negotiating with the University’s pathway provider to ensure tuition fee waivers for refugee/asylum seeker students who may need to undertake a foundation programme before enrolling in a Bachelor’s degree.

In its work supporting international partnership development, UCD Global also guides and supports Schools and Colleges on their aspirations to develop links with other institutions and has established planning and support frameworks to guide others in this regard, for example the Global Partnerships Framework and the Rowan database).

The UCD Global Lounge is a shared meeting space for all students and one of the university’s key avenues for the achievement of its mission to integrate local and international students on-campus.



UCD Global Lounge

UCD Volunteer Overseas

UCDVO was established in 2003 by the former UCD Chaplain Fr Tony Coote in response to an expressed desire among students to engage in voluntary work abroad. Since its inception and launch as a registered charitable organisation in 2004, UCDVO has extended its activities to projects in India, Haiti, Nicaragua, Tanzania and Uganda and employs three full-time staff to coordinate its activities. To date, approx. 1,500 volunteers have engaged in environmental, educational, healthcare, construction and computer training projects in disadvantaged communities overseas.



In picture from left-right: UCD student Louise Gannon and Zainabu from Ujirani Primary School. Louise was part of a group of UCDVO Volunteers who taught ICT skills in 2 schools in Ruaha, Tanzania over a 4-week period.



In picture: UCD student Robert Johnston conducting an English language workshop with a group of children in Assam, Northeast India.

UCDVO runs a training programme for 120 participants in the Annual Volunteering and Development Education Programme. This includes workshops on ethical volunteering, intercultural education, responsible and responsive volunteering and understanding global development. UCDVO sends 120 volunteers on a 4-week placement in India, Tanzania and Uganda (previous years have also included Haiti and Nicaragua). Students develop intercultural competencies as a result of participating in this programme and they are then asked to channel this back into the UCD community and Irish society. Participants in the UCDVO programme also participate in the Global Citizen Award which is funded by Irish Aid. UCDVO's evening course, "Be the Change" equips participants with skills in campaigning and awareness raising on issues relevant to the SDGs, global justice and equality. UCDVO organises an annual Global Awareness Evening which showcases cultural information as well as information about the SDGs.



In picture: UCD students Clodagh Murphy and Annie Bradley and UCD staff Maura McGinn assisting at an agronomy centre in Ti Jardin, Gros Morne, Haiti.

UCDVO also coordinates a series of evening courses on topics relevant to the SDGs. A 6-week evening course titled "Be the Change" takes place in semester 1 and an 8-week evening course titled "Skills in Development Education" takes place in semester two. Both courses are funded by the Irish Aid Development Education unit and focus on engaging participants in dialogue about the SDGs with their peers and people from outside their institution.



An image from the UCDVO evening course, Skills in Development Education run in partnership with Comhlámh and funded by Irish Aid Development Education Grant.

UCDVO maps directly to Goal 4, Target 7: "By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development"



UCD Students' Union (UCDSU)

As a part of UCD's effort to evaluate its policies and practices against the UN Sustainable Development Goals (SDGs), the below serves as a brief description of how the three core pillars of the "Student Experience", namely UCD Students' Union, UCD Societies and UCD Sport, interact with the 17 SDGs. Furthermore, this document serves to identify areas of interagency collaboration which currently exist both between the three pillars entities and among the various units, staff and students in UCD.

UCDSU has no single policy which relates to the successful implementation of the SDGs. However, there are numerous parts of UCDSU's operation and campaigning efforts which contribute to various Goals. Specifically, UCDSU has eight "Campaign Coordinators". These are students who are elected by their peers to focus the Union's efforts on areas such as gender equality, environmental policies, LGBTQ+ and disability rights,

the engagement and involvement of mature students and mental health awareness. These coordinators are supported by the UCDSU Executive through the Campaigns and Communications sabbatical officer, who oversees the resources available to specific outreach campaigns and student led initiatives.

Examples of such initiatives include the reducing of plastic waste in UCDSU on-campus shops (SDG 12), national and international lobbying on universal access to sexual and reproductive health and reproductive rights (SDG 3) and the improvement of access to education for those from “non- traditional” backgrounds while eliminating gender disparities in education (SDG 4 and 10). These actions are often coupled with fundraising initiatives for relevant national charities such as the Dublin Rape Crisis Centre, the Peter McVerry Trust and Pieta House.



Housing March 2018

In addition to the specific efforts of campaign coordinators, UCDSU also engages on several collaborative projects with both government bodies and UCD itself which align to the SDGs. The most prominent examples of this would be UCDSU’s efforts to combat sexual violence and harassment through its participation with the ESHTe (Ending Sexual Harassment & Violence in Third Level Education) programme and support services provided to students who are currently asylum seekers and in Direct Provision. UCDSU participates on both the university and national level governance boards for the ESHTe programme, contributing to the development of policies and support services designed to combat sexual violence and harassment on UCD campus. In terms of support to students in Direct Provision, UCDSU has worked with UCD to provide financial and academic support to these students, as well as collaborating with other Students’ Unions on campaigns to improve the quality of life for students who are asylum seekers.



UCD Student Societies

Much like UCDSU, UCD Student Societies, governed by the Societies Council, have no direct policies which aim to align the events and programmes of societies to the SDGs. However, there are several specific societies who contribute either directly or indirectly to the fulfillment of the Goals. In terms of direct contribution, Amnesty International UCD, UCD St. Vincent De Paul and the UCD branch of the Green Party all align themselves to the SDG’s as guiding principles for their organisations, events and outreach efforts. Specifically, Amnesty International UCD & UCD St. Vincent De Paul focuses on international and national lobbying and fundraising efforts to tackle socioeconomic inequality, human rights issues such as gender discrimination and inequality in access to healthcare and reproductive rights. The UCD Green Party focuses its efforts on pursuing climate justice and the development of sustainable production, energy, waste management and consumption policies, achieving these Goals through raising awareness among UCD students and national lobbying efforts. There are several societies which contribute indirectly to the SDGs. Examples of these include UCD Science Society’s efforts to promote Women in STEM and UCD Horticulture Society’s recycling collaborations with UCDSU and other Societies.



UCD Freshfest 2018

UCD Sports

UCD Sports also does not explicitly align its efforts to the SDGs, however it's governing body, the Athletic Union Council (AUC), places strategic priority onto four key areas, namely Equality, Fairness, Transparency and Partnership. These strategic priorities contribute to areas such as gender equality in sport, access to sport training for unprivileged areas through and development and empowering students to take leadership roles.



Pictured are UCD and Irish international hockey players Lena Tice, Clodagh Cassin and Hannagh McLoughlin celebrating the pitch resurface announcement for the UCD Hockey Stadium at Belfield.

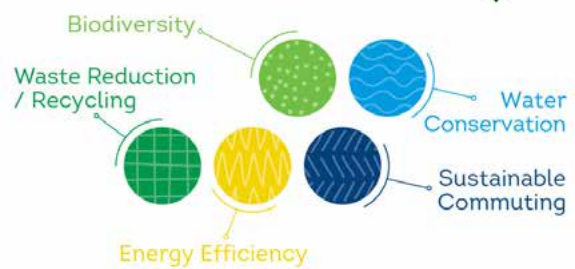
Interagency Groups

There are several groups in UCD which contribute to the SDGs which are made up of a collaboration of the various units, staff and students in UCD. These groups are often focused specifically on areas related to climate justice, sustainability and gender equality. Examples include the UCD Sustainable Energy Community (SEC), EcoUCD, UCD Smarter Travel Group, UCD Women in Politics, UCD Green Campus. These groups have representation from both staff and students and allow those with specific interests to collaborate and network, as well as pooling resources for common goals.



Green Campus provides a platform for everyone in UCD to get involved in initiatives on campus that improve our environment.

We are currently working towards the Green Flag under 5 themes:



Green Campus Student Coordinators

This year we have part-time positions for interested students to get involved by becoming **Green Campus Student Coordinators**.

[CLICK FOR MORE](#)

Everyone is welcome to get involved - students & staff. So please drop an email to green-campus@ucd.ie to get on our mailing list!

FIND OUT MORE!
GET INVOLVED!

Summary of Contribution to Sustainable Development Goals

 <p>1 NO POVERTY</p>	<p>GOAL 1: No Poverty UCDSVP</p>	 <p>9 INDUSTRY, INNOVATION AND INFRASTRUCTURE</p>	<p>GOAL 9: Industry, Innovation and Infrastructure UCD Investors and Entrepreneurs Society</p>
 <p>3 GOOD HEALTH AND WELL-BEING</p>	<p>GOAL 3: Good Health and Well-being UCDSU, UCD Sport AUC</p>	 <p>10 REDUCED INEQUALITIES</p>	<p>GOAL 10: Reduced Inequalities UCDSU, UCDVO, UCDSVP, UCD Sport AUC</p>
 <p>4 QUALITY EDUCATION</p>	<p>GOAL 4: Quality Education UCDSU, UCD Sport AUC</p>	 <p>11 SUSTAINABLE CITIES AND COMMUNITIES</p>	<p>GOAL 11: Sustainable Cities and Communities UCDSU, EcoUCD, UCD SEC, UCDVO</p>
 <p>5 GENDER EQUALITY</p>	<p>GOAL 5: Gender Equality UCDSU, UCD Societies, UCD Women in Politics, UCD Sport AUC</p>	 <p>12 RESPONSIBLE CONSUMPTION AND PRODUCTION</p>	<p>GOAL 12: Responsible Consumption and Production UCDSU, EcoUCD, UCD SEC, UCDVO</p>
 <p>6 CLEAN WATER AND SANITATION</p>	<p>GOAL 6: Clean Water and Sanitation EcoUCD, UCD Green Party</p>	 <p>13 CLIMATE ACTION</p>	<p>GOAL 13: Climate Action UCDSU, EcoUCD, UCD SEC</p>
 <p>7 AFFORDABLE AND CLEAN ENERGY</p>	<p>GOAL 7: Affordable and Clean Energy UCDSU, EcoUCD, UCD SEC, UCD Green Party</p>	 <p>16 PEACE, JUSTICE AND STRONG INSTITUTIONS</p>	<p>GOAL 16: Peace, Justice and Strong Institutions UCDSU, UCDVO, UCDSVP</p>
 <p>8 DECENT WORK AND ECONOMIC GROWTH</p>	<p>GOAL 8: Decent Work and Economic Growth UCDSU, UCDVO, UCDSVP, UCD Sport AUC</p>	 <p>17 PARTNERSHIPS FOR THE GOALS</p>	<p>GOAL 17: Partnerships to achieve the Goals UCDVO</p>

Supporting Partnership and Realising Change (SPARC) programme

The SPARC programme enables UCD staff and students to work together on projects that make UCD and/or the surrounding community a better place in which to learn, work and live. The UCD Careers Network provides support for project proposals in the form of funding, training and project planning/implementation expertise. By supporting staff and students to work in partnership, SPARC seeks to help students to become more engaged with their own learning, the university experience and the wider community while simultaneously helping staff to develop an insight into the student perspective.



UCD Resilience Tree

To date projects have included “Bringing Bees back to Belfield”, development of a community garden and a wildflower meadow, a campus “Resilience Tree”, UCD Food Week, “Purl Jam”- a creative, knitting community that raises money for charities and “The Teddy Bear Hospital: An Outreach Programme.” SPARC projects reach across a range of the SDG’s each year, depending upon the focus of the projects undertaken with many contributing to Goal 3: Good Health and Well-being, Goal 4: Quality Education and Goal 15: Life on Land. The ambition is to grow this programme of social entrepreneurship further in future years.

Career Development Alumni Mentoring Programme

Enabling students, in particular; those without clear career plans, to imagine themselves in employment is an important aspect of the educational experience. Working with UCD Alumni Relations, a career development mentoring programme linking students to alumni from their discipline or related area enhances students’ capacity around career decision-making and likelihood of gaining employment upon graduation. This programme is situated within a learning/mentoring framework that focusses on learning from and reflection on mentoring interactions to ensure application to future career options. During the 2018/19 academic year, over 200 undergraduate students were matched into mentoring relationships with UCD alumni.

The UCD Careers Network’s work is also directly linked to SDG 8 Decent Work and Economic Growth. Target 5 is particularly relevant: “By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value”

Progression and achievement in employment

With the economy in Ireland once again booming, some commentators conclude that the country is at or approaching full employment. In 2017, the last year for which an official data set exists, almost 93% (92.8) of UCD graduates were employed or on programmes of graduate study 9 months after graduating as reported in the Graduate Outcomes Survey. In both 2018 and 2019, UCD has been ranked number 1 in Ireland for the QS Graduate Employability Ranking with a global ranking of 74th, reflecting UCD’s contribution to the economy and to the progression of students into work.

Enabling students to find decent, graduate level work is important for many reasons and UCD Careers Network has a developed talent highway that facilitates opportunities for students and employers to meet each other. Meetings take the form of skills workshops, employer-led presentations and large-scale recruitment fairs. Through engagement students hone employability and transversal skills, develop strategies for making effective applications and source the next step in their career development. During the 2018/19 academic session, 271 employers visited UCD and engaged with 6233 students.

While working hard to enhance the career trajectory of students, UCD is committed also to supporting groups of staff such as Postdoctoral Researchers employed on temporary contracts. By supporting the career and professional development of Postdoctoral Researchers through a partnership between UCD Careers Network, UCD Research, Innovation and Impact and UCD People and Organisational Development, UCD has developed a sector leading approach that enables progression into employment within and outside of academia. For example, in the 2018/19 academic session, 41 training and development activities were developed and attended by 365 Postdoctoral Researchers. An additional 65 events were run along with 10 industry led round table discussions attended by 124 delegates and 13 bespoke career development workshops attracted 161 people.

UCD Career Development Centre

Peer-mentoring	UCD students are encouraged to enhance their personal development by acting as peer mentors, student ambassadors, or student tutors, as well as becoming members of student societies and clubs and other related activities. This range of provision facilitates students to recognise and reflect on their experience and allows them to share knowledge gained with other students in a meaningful way.
UCD Embark Award	The UCD Embark Award is aimed at first year undergraduate students and is focused on promoting and encouraging engagement with student life, with a view to easing students' transition to university, creating a sense of community and highlighting the importance of engagement in co-curricular activity as a means of developing employability skills.
UCD Advantage Award	The UCD Advantage Award is aimed at post-first year students and its purpose is to formally recognise the skills, knowledge and experience that UCD students gain through participation in co-curricular activity, on and off campus. Through participation in the award, students will increase their self-awareness, self-efficacy and self-confidence, and develop skills and attributes required for success in the workplace and life beyond university.

Both awards seek to acknowledge the value of co-curricular engagement at an individual, university and societal level and are based around four key themes: personal and professional development, UCD and the wider community, cultural engagement and health and well-being. The UCD Embark Award and UCD Advantage Award promote citizenship by encouraging students to make a positive contribution with UCD and the wider community.

A researcher-company networking event brought over 50 Postdoctoral researchers into discussion with 4 funding agencies and 15 employers.

Enabling students and the wider university community to achieve productive, meaningful employment remains an important part of the UCD mission and vision.

UCD Access & Lifelong Learning

The UCD Strategic Plan (2015) explicitly commits the University to becoming "a pre-eminent diverse and inclusive scholarly community of students, faculty and staff" (UCD, 2015, p. 9), and the Access & Lifelong Learning (ALL) unit is key to the university's work towards achieving its diversity and inclusion mission.

Goal 4: Ensure inclusive and equitable education and promote lifelong learning opportunities for all

Target 4.3: By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

Indicator 4.3.1: Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex



PROGRESS - Underpinning Foundations UCD Strategic Plan 2015

UCD Strategic Plan (2020-2024) "Rising to the Future" explicitly commits the University to becoming "a pre-eminent diverse and inclusive scholarly community of students, faculty and staff" (see additional resources), while Objective 4 commits to "attract and retain an excellent and diverse cohort of students, faculty and staff".

Key Performance Indicators (KPIs)

The University has developed a KPI for widening participation, which commits to achieving 33% of undergraduates being drawn from target equity groups by 2020.

UCD Access & Lifelong Learning Work Plan 2017-2020

The role of UCD Access & Lifelong Learning (ALL) support the University to achieve its diversity and inclusion mission. To do this ALL has published its Work Plan 2017-2020 (UCD, 2017) (see additional resources), in which it sets out its overarching purpose to be the 'bridge to inclusion', offering connections, engagement and building relationships with communities that are 'distant' from higher education, and the University community. This is given expression primarily by:

- Developing and implementing a suite of responses to widen access and ensure participation by diverse student cohorts, including students with disabilities, mature students, part-time learners, and students from communities experiencing disadvantage.
- Supporting and enabling the University to integrate and embed the principle of equity of access throughout the institution.

UCD diversity and inclusion goals are informed by national access policy for higher education (HEA, 2004, 2010, 2015, 2018b). The resulting HEA National Access Plans frame the approach to ensuring access, participation and success in higher education for all, regardless of background or circumstances. The vision expressed is "that the student body entering, participating in, and graduating from higher education at all levels reflects the diversity and social mix of Ireland's population" (HEA, 2015, p. 6). These Plans underscore the importance of mainstreaming of access in higher education and highlight the need to develop inclusive institutions, where access is no longer seen as a marginal activity. Groups and participation targets for those experiencing under- representation in HE, are identified, including:

- students from low-income households
- first time mature students
- students with disabilities
- part-time/flexible students
- further education award holders
- Irish Travellers
- lone parents
- ethnic minorities.

UCD Widening Participation Committee

In May 2012, the University established the Widening Participation Committee as the formal structure to generate advice and guidance on the policy and practice of access, widening participation and lifelong learning. The Committee has identified four priorities: Mainstreaming, Communications, Data and Outreach.

The Widening Participation Committee and its initiatives are now aligned with the University's academic structures ensuring that equality of access and participation is embedded in the fabric of UCD.

Measures to increase access and foster success of under-represented student groups

Membership of Committee is drawn from all Academic Programme Boards, as well as selected Policy and Support Services, including: Admissions, Recruitment, Teaching and Learning, Communication, Library, Careers, Estates, IT, in addition, to Student Access Leaders. The Committee is provided with policy advice, expertise, and operational support by UCD Access and Lifelong Learning.

UCD's Outreach Programme

UCD's Outreach Programme is an initiative aiming to increase participation of under-represented student groups in specific geographical areas. The hallmarks of this programme are;

- A focus on the geographical communities experiencing with low progression rates that are within the University's immediate catchment area of Dún Laoghaire - Rathdown and South Dublin County Council Areas
- The use of an intergenerational approach intended to embed knowledge and awareness, so that conversations about college become part of everyday life in these linked communities.
- Collaborative working with education and community organisations including: Community organisations (e.g. libraries, disability, traveller, refugee/asylum seekers, etc); DEIS Primary & Secondary Schools; Further Education Colleges, and Guidance providers.



The Outreach Programme comprises 4 interlinked strands:

College Knowledge & Experience	Where a range of college experiences, tasters and summer schools are offered to potential students. Participants experience life as a university student, including attending lectures, undertaking project work in a chosen subject, and engaging in a variety of social and sports activities, and living campus
Mentoring Programme	UCD pioneered this programme in Irish higher education and having introduced it to secondary school students from low-income households (Fleming, 2018). Trained Mentors and Access Student Leaders play a central role in this programme, while Mentees can visit UCD and experience a range of campus activities
Information & Support	Information & Support workshops and sessions are offered to provide prospective students with an opportunity to explore the campus, meet students, and learn about the wide range of alternative entry routes to study at UCD. Prospective students are offered support to complete the application process
Fostering Community Relationships	Fostering Relationships with community partners, and the tailoring of projects to suit their needs. McNally and Downes (2016) in its review of this school-focused programme concluded that UCD peer mentoring made the most substantial difference to participants, and among the recommendations made were to extend it to primary schools and relevant community organisations. This process has just begun, with the hiring of additional staff.

University Outreach Network

The Widening Participation Committee has established a University Outreach Network to provide a coherent institutional approach to this important area. This Network offers an opportunity to share good practice and provide visibility for UCD's Outreach initiatives that target under-represented communities.

Student Financial Support

Students from low-income households cannot participate in higher education without financial support. Therefore, in UCD, a mix of financial aid is provided through state and philanthropic sources, and these are outlined below:

Student Universal Support Ireland (SUSI)	SUSI is the national state financial support system to aid qualifying low-income students to attend further and higher education.
Student Assistance Fund (SAF)	The University receives HEA SAF monies and the Access & Lifelong Learning unit distribute this fund to qualifying students who entered through the Higher Education Access route (HEAR). In addition to this grant, low-income students receive book tokens, and tokens for UCD Student Union shops.
Student Welfare Fund	The HEA Student Welfare Fund is a discretionary fund, distributed through the Student University's Advisers, which offers financial assistance to students who encounter acute and unexpected difficulties during their studies.
HEA 1916 Bursaries	In 2017, the HEA has allocated monies to fund the 1916 Bursaries; a new initiative to provide financial support to students from target groups identified as currently being under-represented in higher education.
Cothrom na Féinne Scholarship Programme	UCD funds the largest access scholarships programme in the country and is after the UCD motto, Cothrom na Féinne; An Irish phrase that translates to justice and equality. The Cothrom na Féinne programme is made available through the support of UCD Foundation and is awarded as part of the University's Entrance Scholarships. The Cothrom na Féinne programme currently supports 335 students. In addition to financial support, students also receive academic and personal supports.

Alternative Entry routes

UCD has developed seven pathways to study for students of all ages and backgrounds to pursue their studies at UCD including students with disabilities, mature students, part-time learners and students from communities experiencing socio-economic disadvantage.

Higher Education Access Route (HEAR)	School leavers from communities experiencing low-participation due to socio-economic disadvantage
Disability Access Route to Education (DARE)	School leavers whose disability has had a negative impact on their second level education
QQI-FET	Students with a further education (Level 5 or 6) qualification www.ucd.ie/registry/admissions/FET.html HETAC: http://www.ucd.ie/registry/admissions/transfer_67progression.html
Mature Applicants	Applicants on the grounds of mature years (23 by 1 January prior to entry) www.ucd.ie/maturestudents . mature.students@ucd.ie
University Access	Access programmes for mature students provide an alternative entry route to study at degree level in UCD, particularly for those who may not have formal qualifications. Those that achieve the required GPA are guaranteed entry to; Arts & Humanities, Social Sciences, Law, Science, Computer Science, Medicine, Engineering and Agricultural Science
Open Learning	Access programmes for mature students provide an alternative entry route to study at degree level in UCD, particularly for those who may not have formal qualifications. Those that achieve the required GPA are guaranteed entry to; Arts & Humanities, Social Sciences, Law, Science, Computer Science, Medicine, Engineering and Agricultural Science.
Lifelong Learning	Students are offered the opportunity to engage in learning, and these courses are open to all and provide access to study without examination.

UCD Lifelong Learning Programme

The Lifelong Learning programme offers opportunities to the wider community to continue to engage in learning, in areas such as Languages, Art History, Irish Studies, History, Literature, Philosophy and Writing. These courses are open to all adults and provide a unique opportunity to explore a subject without examinations during the day and also in the evening. This Programme is available on the Belfield campus, and in community education settings. An important component is the Cultural Partnerships with Hugh Lane Gallery, National Library of Ireland, Pearse Street Library, dlr LexIcon and the National Museum of Ireland Collins Barracks. The range of opportunities was extended in 2017 with the introduction of free “taster” lectures, which give potential students the opportunity to experience learning in bite size chunks. UCD offers a 33% discount to low income participants. This year UCD celebrates 70 years of Lifelong Learning. In 2018, 1,230 students participated in UCD’s lifelong learning courses and we anticipate that these numbers will continue to grow in the coming year.

Provision of part-time education:

Flexible/part-time higher education

The IUA Access Steering Group (ASG) set up a working group to consider the issues surrounding the provision of part-time/flexible study. An interim report is due to be considered in May 2019.

UCD Open Learning

UCD Open Learning facilitates access to Higher Education for those who cannot study full-time. It is an innovative and unique approach to part-time study that realises the benefits of the University's modular curriculum. It opens undergraduate modules to all, with no restrictions or conditions. Beginning as a pilot in 2012, Open Learning is UCD's direct response to the limited part-time options available to students. However, the one barrier remaining is cost, as part-time education has not been funded by the Irish state, although recently some funding has been allocated to students' scholarships. Students choose from a wide range of undergraduate modules for either audit or credit. Each module is worth 5 ECTS and students can opt to take any combination of credit modules towards an award, either a Certificate in Open Learning (30 credits) or a Diploma in Open Learning (60 credits). 191 students undertook Open Learning in 2018. There are now four progression routes to undergraduate degrees that have been developed from Open Learning. Scholarships have been developed to widen participation from under-represented groups.

Springboard

Springboard is a HEA initiative, through which groups in the labour force can pursue a course of higher education and training on a part-time or intensive accelerated basis in an area of current or future skills need. Its primary objective is to support unemployed people to return to work by providing free access to part-time Level 6-9 courses, typically up to a maximum duration of 12 months, which meet skills needs identified by the Expert Group on Future Skills Needs. In 2018 this Scheme was extended to 'returners' who are out of the workforce due to childcare or other caring responsibilities, as well as people in employment who wish to upskill or reskill to meet a specific emerging skills gap. Springboard remains a small (2000 places approximately), separate and discrete funding track for which HEIs must apply. In 2018, UCD received funding of €788,000 for 3 Springboard courses, i.e. €312,000 for The Higher Diploma Computer Science (Level 8/ 40 students), €320,000 for the Postgraduate Certificate in Innovation, Entrepreneurship and Enterprise (level 9/80 students) and €156,000 for the Professional Diploma in Creativity, Innovation and Leadership (Level 9/ 60 students).

University Access Programme

University Access Programme prepare adults, who do not have formal qualifications, for successful study at university. UCD now offers Access to Arts, Humanities, Social Sciences & Law (AHSSL) and Access to Science, Engineering & Agricultural Science and

Medicine (SEAM). These courses are offered on a part-time basis, and successful students are awarded - Level 6 Certificate, and guaranteed entry to a range of UCD degree programme. In 2018, 101 students registered to the access courses.

Student support

UCD students are also offered a suite of generic and discipline-specific supports and services provided by a wide range of academic Schools and support services. UCD is committed to the continued enhancement of the university's programmes and educational environment so that every student may be fully supported in reaching their potential. Information about the supports provided is available here: www.ucd.ie/students/support/.

The Access and Lifelong Learning centre also provides "Post-Entry Supports". These are supplementary supports that are organised using a personal, academic and financial typology, and are front-loaded so that students are primarily offered these during their first year of study. Student supports are developed to complement, and not replace the various supports available in the University. As students' progress, their transition to autonomous learning is facilitated and they are supported in the mainstream.

Students with disabilities can avail of a wide range of supports in UCD. These begin with an invitation to take part in the Needs Assessment process during which a support plan is put in place to negate the impact of their disability in the academic environment. Students are provided with 'Reasonable Accommodations' both for classroom and examination environments. These range from simple adjustments, such as additional time in examinations, to the use of Assistive Technology to aid notetaking and audio record lectures, to the provision of specialist supports, e.g. Irish Sign Language Interpretation.

Goal 4: Ensure inclusive and equitable education and promote lifelong learning opportunities for all

Target 4.4: By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

Indicator 4.4.1: Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill

PROGRESS - Career Advice

In 2018, UCD’s Career Development Centre assigned a half-time Career Consultant to Access & Lifelong Learning, specifically to work with access students. Services offered will include career advice, job search techniques, CV preparation, as well as information on internships and placements. It is planned to offer workshops and keep the review the feedback and adjust where necessary.

Goal 4: Ensure inclusive and equitable education and promote lifelong learning opportunities for all

Target 4.5: By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

Indicator 4.5.1: Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated

PROGRESS - Participation Data

UCD monitors the participation of cohorts who experience low participation in higher education in Ireland (HEA, 2015, 2018a), i.e. students with disabilities; mature students; students from low income backgrounds (SEG), further education students, part-time students. These data are published annually and give information at Institutional and Programme levels (University College Dublin, 2018).

In 2018, 29.7% of undergraduate population comprises targeted under-represented student groups. Figure 1 below shows the participation data since 2015. The numbers of under-represented students continue to grow steadily, with the exception of students with disabilities and mature students. In 2018, students with disabilities represent 11.6% or 2,002 students, while the portion of mature students at 9.9% (1,717) has declined.

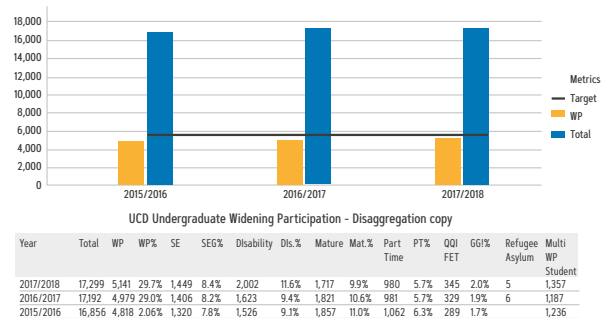


Figure 1 Widening Participation Student Data 2015 – 2018

Gender Breakdown

While the data are available, to date the gender breakdown of access students has not been included in the Widening Participation data published (described in the previous section). Figure 2 below shows that gender breakdown of under-represented student groups in UCD.

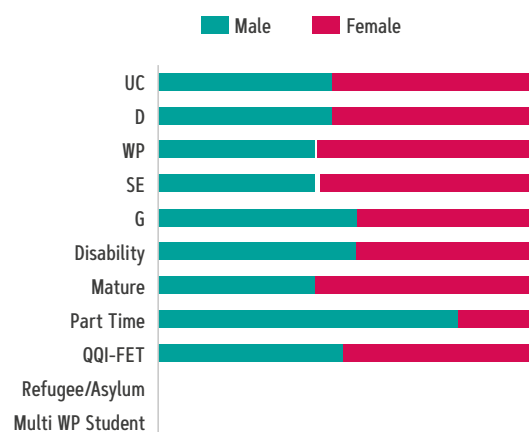


Figure 2 Access Students by Gender Breakdown

Goal 4: Ensure inclusive and equitable education and promote lifelong learning opportunities for all

Target 4.a: Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

Indicator 4.a.1: Proportion of schools with access to: (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities (as per the WASH indicator definitions)

PROGRESS - Campus Accessibility

UCD has a dedicated Campus Accessibility Officer that works with UCD Estates and IT Services to support the development of accessible built and technological infrastructure that serve the needs of all students.

In 2012 the University commissioned an accessibility audit of ten priority buildings including: Newman, James Joyce, Agriculture & Food Science, Tierney (including Research), Richview, Engineering & Materials Science, Veterinary Science, Gerard Manley Hopkins, Science Centre North and West. This process led to a series of recommendations and the identification of priority actions. Funding allocation was made and a programme of Minor Accessibility Works has been implemented.

Work completed thus far includes, upgrading of manual doors to power assisted doors; purchase of a mobile hearing loop for the university; manifestations to glass panels; stair nosings; new and upgraded ramps; landscaping; improved escape routes; improved access to the N11 bus stop and the development of an internal accessible signage strategy. The UCD building guidelines have also been adjusted to incorporate the principles of universal design.

In 2015 the University developed a strategy to implement a coherent, effective and consistent universal signage to make wayfinding intuitive, self-navigable, and easily read. The Accessible Signage Project includes such features as step-free accessible routes, refuge areas, floor levels, directions to lifts, key offices and lecture theatres and accessible sanitary facilities. This project has been rolled out in 9 buildings and is in its final stages of completion. The 9 buildings are:

- James Joyce Library
- Newman Building
- Tierney & UCD Research Building
- Gerard Manley Hopkins Centre
- Engineering and Material Science Centre
- Agriculture and Food Science Centre
- Science Centre North
- Science Centre West
- Veterinary Science



Goal 10: Reduce inequality within and among countries inclusive and equitable education and promote lifelong learning opportunities for all

**10.2 Target: By 2030, empower and promote the social, economic and political inclusion of all,ir-
respective of age, sex, disability, race, ethnicity, origin, religion or economic or other status**

10.3. Target: Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and action in this regard

University for All

UCD’s vision for diversity and inclusion is conceptualized as a ‘University for All’ - a whole-institution approach to mainstreaming inclusion that is designed to recognise and value diversity. It is a systemic response that weaves access into the fabric of the institution at every level. It extends access beyond entry to include an inclusive learning environment designed around the needs of all students. All facets of university life, including programmes, teaching and learning, student support, and the built and technological infrastructure form part of this initiative (Kelly, 2018).

‘University for All’ was officially launched by the Minister for Higher Education, Deputy Mary Mitchell O’ Connor, T.D. on November 30th, 2017.

Overseen by the University Widening Participation Committee, its implementation is led by Access & Lifelong Learning. The focus of this initiative embeds the principles and practices of inclusion to each of the pillars of University activity, including;

- Programme & Curricula Design, Teaching & Learning
- Student Supports and Services
- Physical Campus and the Built Environment
- Information Technology Systems and Infrastructure
- Organisational strategic approach

University for All principles

1. Mainstreaming inclusion is the job of the entire university community and is the responsibility of all.
2. Everyone has the right to equal participation and engagement in higher education.
3. The student body entering, participating in, and completing higher education must reflect the diversity of the Ireland's population.
4. Widening participation means ensuring all students can access higher education and that they have an equal opportunity to progress and succeed within and beyond University.
5. To achieve a University for All we must engage with everyone—students, faculty, practitioners, community partners, educators, researchers and policy makers.
6. The University believes that excellence is achieved through diversity.

Implementation is currently underway, and the implementation process has served as a catalyst for the development of the 'Toolkit for Inclusive Higher Education Institutions – From Vision to Practice' (Kelly & Padden, 2018). While the enthusiasm and commitment of UCD faculty and staff to access and inclusion was clear, it became evident that there was an absence of know-how and confidence around these issues that hindered opportunities to capitalize on this energy and engagement. A substantial body of academic literature considers access, participation, and success in higher education. Implementation practice, however, points to a 'gap' and prompted the development of this 'how-to' guide. Hence, this Toolkit is designed as a practical resource to enable University leaders, faculty and staff to undertake a self-assessment exercise of their practice in order to highlight progress achieved, and to identify areas that require attention.



Age-Friendly University (AFU)

In February 2018, the University was designated as an Age-Friendly University and formally joined 21 other such institutions in the Global Network Age-Friendly Universities. Ten principles apply and these also are aligned with the University for All initiative.

AFU principles

1. To encourage the participation of older adults in all the core activities of the university, including educational and research programmes.
2. To promote personal and career development in the second half of life and to support those who wish to pursue "second careers".
3. To recognise the range of educational needs of older adults (from those who were early school-leavers through to those who wish to pursue Master's or PhD qualifications).
4. To promote intergenerational learning to facilitate the reciprocal sharing of expertise between learners of all ages.
5. To widen access to online educational opportunities for older adults to ensure a diversity of routes to participation.
6. To ensure that the university's research agenda is informed by the needs of an ageing society and to promote public discourse on how higher education can better respond to the varied interests and needs of older adults.
7. To increase the understanding of students of the longevity dividend and the increasing complexity and richness that ageing brings to our society.
8. To enhance access for older adults to the university's range of health and wellness programmes and its arts and cultural activities.
9. To engage actively with the university's own retired community.
10. To ensure regular dialogue with organisations representing the interests of the ageing population.

University of Sanctuary

In May 2018, the University received University of Sanctuary designation in recognition of a range of initiatives welcoming refugees and asylum seekers into the university community. The University has adopted guidelines governing access for refugees, asylum seekers, those with leave to remain status and those with subsidiary protection. Under these guidelines, a Pilot Scheme for Refugees, Asylum Seekers, those with Leave to Remain was established. In summary, this is a fee-remission scheme that four students availed of in 2017. This scheme has now been extended and these students are now provided with Cothrom na Féinne Scholarships, in addition to fee remission. Twenty-four students, who are asylum seekers were admitted in 2018.

Department of Education and Skills PATH funding

In 2018, a UCD-led consortium comprising Trinity College Dublin, Marino Institute of Education, the Institute of Art, Design and Technology and the National College of Art and Design was successful in its bid for Department of Education & Skills PATH (Programme for Access to Higher Education) funding to increase access to higher education by specified groups.

- €300,000 was awarded under PATH 1 to increase access to initial teacher education: UCD School of Education
- €200,000 under PATH 2 for a 1916 Bursary Fund to promote participation by under-represented groups; UCD Access & Lifelong Learning
- €989,487 under PATH 3 to develop partnerships for increasing access to higher education. UCD Access & Lifelong Learning.

Ad Astra Academy

The UCD Ad Astra Academy is the 'Flagship' Scholarship Programme of University College Dublin and is a key driver in attracting and recruiting high talent to UCD. It was designed to recognise and nurture exceptional students in academia, elite sports and the performing arts. Scholars admitted to the Academy have a proven record of excellence and a desire to continue to achieve at the highest level. Scholars benefit from a range of tailored supports, including mentoring, academic supports, professional development and a bursary. The programme has been in operation since 2010 and comprises of three strands.

Ad Astra Academic Scholars: These scholarships are awarded to students who achieve the highest level of academic success in the Leaving Certificate (or international equivalent). Entry criteria include a minimum of 6 H1's in the Leaving Certificate, excellence outside the classroom together demonstrated through an application and interview process. Scholarships are also awarded to current students at UCD based on excellent academic achievement, together with an application and interview at the end of Stage 1.

Ad Astra Elite Sports Scholars: These scholarships are awarded to students who are competing and succeeding at the highest sporting levels. Scholarships are awarded based on sporting achievement coupled with an application and interview process.

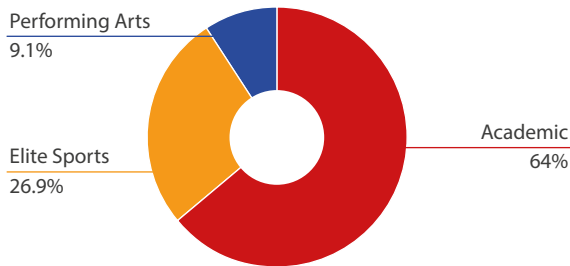
Ad Astra Performing Arts Scholars: These scholarships are awarded to students who display exceptional talent in performing arts, in the disciplines of music and drama. Scholarships are awarded to students based on an application, audition and interview.

The UCD Ad Astra Academy has created an environment where students with exceptional ability, creativity and drive will be motivated, challenged and inspired. The students in turn are expected to make a significant contribution to the Academy, the University and when they graduate, to society at large. It is anticipated that our alumni will go on to achieve at the highest standards of excellence, both nationally and internationally, in diverse fields and who strongly identify with UCD. We believe that these scholars will become ambassadors for both UCD and the Ad Astra Academy. The Academy offers a first class programme to its scholars by providing facilities and opportunities such as the Ad Astra Scholars Room, High Performance Gym, Studio Space, Academic Mentoring, Guaranteed Campus Accommodation, Ad Astra Accredited Modules, Workshops and Seminars allowing the scholars to develop their potential to the fullest. The Academic scholars are building key networks with industry experts at home and abroad by pursuing highly competitive internships, conferences, training programmes, further studies in the top universities around the world, they are entrepreneurial, focused on charity work and giving back to the community at home and abroad. The Elite Sports scholars are inspirational, international competitors that represent their country. The Performing Arts scholars are building the recognition of the Academy internationally and nationally by performing at home and abroad and working with industry experts from all over the world.

SDG 4 - Quality Education: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

The Ad Astra Academy recruits' students in three different areas, academic, elite sports and performing arts. It supports students at undergraduate and for two of its programmes (elite sports and performing arts) at graduate level. It has a total of 197 scholars in the Academy for 2018/19. The graph below indicates the percentage breakdown between the three programmes. The academic strand has an intake at stage one and two every year, which reflects its large proportion in the Academy. The high membership of the Academy showcases its dedication to ensuring inclusivity and providing quality educational supports, such as academic mentoring, specific workshops/seminars and modules for its scholars. It would be worth noting that currently 29.7% of students enter UCD via Hear, Dare and FETAC.

2019 Ad Astra Academy Membership Breakdown (Current and New)



The Academy was created in 2010 and since its inception has shown it supports quality education for all by the following:

- Scholars in the Academy are from 31/32 counties of Ireland;
- There have been over 24 mature scholars in the Academy;
- The Academy has had a homeschooled student join;
- For the 2018/19 academic year, prospective students in receipt of the UCD Global 100% Scholarship with an IPS of 600+, will be invited to apply to the academic strand of the Academy alongside Irish school leavers.

SDG 5 – Gender Equality Achieve gender equality and empower all women and girls

The Ad Astra Academy strives to ensure gender equality across all three of its strands. Below is a graph indicating the current split between male and females that make up the Academy for 2018/19.

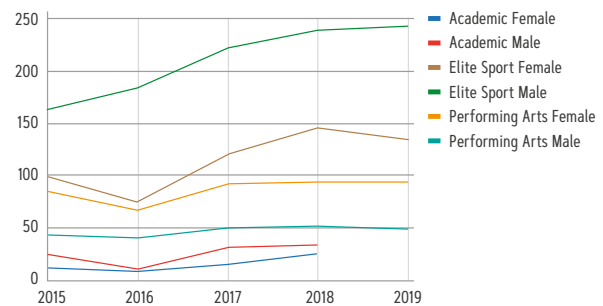
2019 Ad Astra Academy Scholarship Distribution by Gender



2019 Gender Breakdown (%) for each Programme

	Female %	Male %
Academic	61.4	38.6
Elite Sports	34	66
Performing Arts	50	50

- The Academic strand has a higher proportion of females. Up until 2017, the stage scholarships were automatically awarded to students with the highest GPA across all programmes, regardless of gender. Since 2018, there is now an application process which allows the individual programmes to nominate two students per every scholarship and they can use their autonomy to select the second candidate. Some areas have chosen to select this based on ensuring gender balance.
- Elite Sports strand gender balance is in line with its application numbers.



- Figures for the academic programme show a similar ratio of males and females applying to the Academy at stage one and that awareness of the scholarship is growing.
- Figures for elite sports reflect the trends in male/female applicants that remain similar in ratio. The number of scholars that they intake is relevant to the number of applications whilst ensuring excellence in their chosen field.
- Within the performing arts programmes there has always been a higher number of female applications, though the ratio between male/female applicants has remained stagnant.

SDG 10 - Reduce inequality within and among countries

The Academy believes in widening participation by increasing its numbers of scholars joining from outside of Ireland. The Academy has had over 32 international scholars since 2010 from several different countries including France, India and Vietnam. This year, the Academy will also ask prospective students coming to UCD on the 100% Global Scholarship and with a certain IPS to apply to the academic strand alongside the Irish school leavers, which will ensure an increase in widening participation internationally.

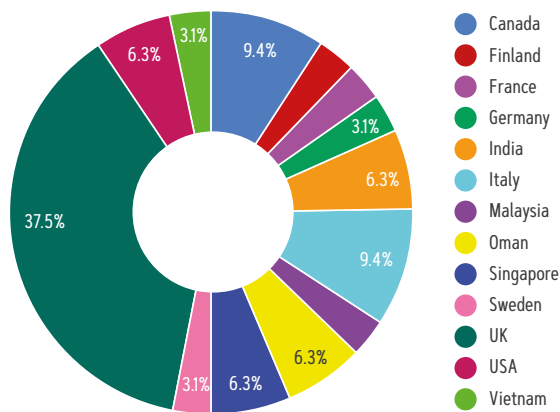


Figure above: 2012-2018 Overseas Ad Astra Scholars

Universitas 21 – Health Sciences Group

The U21 Health Sciences Group is one of the collaborative groups of Universitas 21, an international network of 27 leading research-intensive Universities in seventeen countries: www.universitas21.com

The U21 Health Sciences Group aligns with both SDG 4 Quality Education and SDG 3 Good Health and Wellbeing

The membership of the U21 Health Sciences Group includes disciplines such as dentistry, medicine, nursing, midwifery, occupational therapy, pharmacy, public health, radiography and physiotherapy. More recently, the Health Sciences Group have developed an educational strategy incorporating the Sustainable Development Goals. This has also led to the establishment of a U21 UN SDGs Strategic Group. The goals of the group are to:

- Enlist academic institutions that provide health professional training to participate in the education and training of SDGs
- Incorporate the SDGs into health care curricula using case-study pedagogy

- Imbue global values of professionalism, ethics and social responsibility in the health professionals of tomorrow
- Encourage students to participate in field work in local and global underserved communities and address the SDG targets in those specific communities
- Facilitate inter-professional learning
- Foster understanding of inter-professionals working in global health issues

Several initiatives have been developed by the Group such as to:

- Incorporate SDGs into the curricula using interprofessional case studies with contributions from U21 universities in health sciences disciplines. The cases are intended to be used with small interprofessional groups (composed of students from different health science disciplines) and can be flexibly adapted into existing curricula. The case studies aim to help students, appreciate the interconnected and multifaceted approach required to achieve the SDGs, instill a sense of global citizenship and stimulate them to remain involved in human development endeavors beyond the completion of their formal education. The case studies have been used by many U21 institutions, mostly during extra-curricular student workshops. The workshops duration is for 2 days in one of the U21 European partners and consist of lectures, small group tutorials and group discussions. <http://u21health.org/u21-sdg-initiative/>



U21 UN Sustainable Development Goals European Workshop in UCD, 2019



Prof Barbara Dooley speaking at the U21 UN Sustainable Development Goals Group Workshop, 2019.

- Encourage students to participate in field work in local and global underserved communities to attain SDG targets in those specific communities. The concept of the Global learning partnership programme is to give students from a variety of health professions across U21 an opportunity to work with health science students from a university in a country where the SDGs were highly relevant. The first U21 Health Sciences Global partnership took place in Nepal with the Kathmandu University School of Medical Sciences (KUSMS). <http://u21health.org/global-learning-partnership/>

- Encourage U21 Health Sciences institutions to run events to raise awareness about the SDGs for students and staff during the same week. The U21 SDG Strategy Working Group is looking at expanding their work outside of health sciences disciplines, and several institutions opened their events to all students regardless of their own disciplines. <http://u21health.org/sdg-awareness-week/>



Nadia D'Alton hosting the UN U21 Sustainable Development Goals European workshop in UCD



2.4 Recommendations

This initial overview of the educational aspects of UCD's activities in the context of the Sustainable Development Goals has revealed three key findings. Firstly, UCD's mission, values and strategic plan are compatible with the overarching objective of Goal 4, to produce a high-quality educational experience that equips graduates to contribute meaningfully to the objectives of the SDGs. It may not yet be explicit to policy as an institution across all areas of activity but undoubtedly there was commitment and evidence of relevant activity. Secondly from a curriculum perspective, confined currently to taught graduate and undergraduate programmes, there is a range of programmes addressing one or more of the SDGs, observed across the six colleges and their programmes. This will require further in-depth review at the next stage of implementation, but it is very promising. Thirdly in terms of student experience and co-curriculum support, many initiatives are again compatible with the Goals. However, the high-level analysis of both undergraduate and graduate curricula also revealed several areas that require further reflection.

These include the need to:

- consider how sustainability can be an integrating catalyst in curriculum and research resulting in a holistic approach across the undergraduate and graduate experience.
- reflect on UCD's own view of itself as Ireland's Global University as the increasing numbers of international students and their presence on campus is shaping UCD in exciting and unexpected ways.

- review existing relationships with partner institutions with a view to promoting a holistic and coherent approach to sustainability and consider the implications of such an approach for inter institutional cooperation.
- avail of the opportunities offered by the new VLE to promote teaching and learning in this area for both domestic and international students.
- develop meaningful discussion with faculty and staff around sustainability as part of curriculum development and give meaning to it as a priority area across the institution so that it reflects the long tradition of the university in this area and goes beyond responding to it as a current fashionable trend.
- explore the possibilities offered by the Discovery Modules to promote sustainable development goals through inter-disciplinary approaches.

The SDGs Education Group therefore has two main recommendations for next steps:

1. Conduct a follow-up in-depth analysis of curriculum content by course directors and module coordinators to make more explicit and operationalise how our educational offerings can meet the SDGs into the immediate and long-term future.
2. Proof the Student Experience and co-Curriculum activities further and critically under the over-arching objectives of SDG 4 in particular.



3

SDGs RESEARCH WORKING GROUP



UCD's Strategy to 2020 calls on us to conduct strong interdisciplinary research and education in areas of global need. We are living in a time of great global change and it is the responsibility of universities like UCD to inform choices that will create a sustainable economy and society for future generations.

UCD has shown leadership in the development of a Science Policy Interface with the UN SDGs.

The framework for what needs to be done has already been agreed by 193 nations and is summarised in the 17 Goals set out in "Transforming our World; the UN 2030 Agenda for Sustainable Development". UCD Alumnus and Irish Permanent Representative to the UN, Dr David Donoghue, co-facilitated the inter-governmental negotiations that led to the Goals while Prof Paul Walsh successfully argued for the inclusion of science in delivering on the Goals. UCD is a member of UN Sustainable Development Solutions Network (SDSN) and SDSN Youth, which operates under the auspices of the UN Secretary General to mobilise global scientific and technological expertise to promote practical solutions for the implementation of the Goals at local, national and international scale.

UCD is working with research partners in Government, Industry and the Third Sector Organisations, nationally and internationally, to inject Science, Technology, Innovation and Science-based Policy into the interdependent challenges that will allow the world to achieve the SDGs by 2030.



Since the Goals were established, UCD has continued to engage at EU and UN level around the importance of science to the achievement of the SDGs. For example, amendments to the next EU research and development framework programme (Horizon Europe) legislation submitted by UCD have been accepted by the Development, Environment and Agri Committees in the European Parliament. The amendments emphasise the importance of the SDGs underpinning all aspects of the new programme and the need for greater international collaboration.

In November 2018, UCD hosted an event in Ireland's Permanent Mission to the UN on a sustainable development infrastructure for Agri-Food. The concept had already been presented at the EU Parliament and Commission and this engaged an international audience with speakers from the African Union and inputs from the Chair of the UN's Second Committee.

UCD has also engaged nationally across Government Departments (DFAT, DCCA, DBEI and DAFM) on the importance of the SDGs as a framework for achieving national objectives and international leadership. We have had senior representation at all SDG Forums to date and successfully argued for the inclusion of commissioned research to the Forum. UCD contributed to Ireland's Voluntary National Review (VNR) in 2018.

Given this, it is critical that we have a full understanding of how UCD's research activities contribute to the knowledge base that informs delivery of the Goals and that we can work with others to ensure our knowledge has impact on societies and economies.

Recognising this, UMT initiated a project to understand and map UCD's activities that contribute to the SDGs. A Steering Group was established to guide this work and an SDGs Research Working Group was set-up to look at one of the four dimensions of UCD's contributions.

The membership and terms of reference for the Group are set out below, but in brief, the role of the Group was to:

- Map UCD's research activities and outputs against the SDGs
- Evaluate our current position in relation to the SDGs
- Make recommendations to UMT for future work and positioning of the UN SDGs in the context of wider organisational activities

3.1 Terms of Reference

Title	Research Working Group															
Purpose	To advise on and support the development of implementation of the UMT endorsed Sustainable Development Goals project, and to ensure a cohesive and collaborative approach by UCD in the relevant area of contribution															
Area of contribution covered	Research All existing research activity, efforts and capabilities, particularly interdisciplinary and transdisciplinary research relating to one or more of the Sustainable Development Goals															
Objectives	<ul style="list-style-type: none"> To advise on and support the implementation of the SDGs project in alignment with the SDGs project overall objective and in accordance with the scope of the area of contribution - Research - agreed by the UMT Steering Group To share and coordinate a high level of expertise on research matters relevant to the SDGs project To develop an overview of activity relating to SDG aligned research and supporting the profiling and exploration of potential for this activity To explore the impact of SDG related research To capture capacity and advise on opportunities, issues and gaps relating to the engagement with SDG aligned research and/or the overall SDGs project objective(s) To advocate and promote engagement with the SDGs project and related activity. This includes the development and coordination of an SDG Seminar Series showcasing SDG aligned research from across the university 															
Meeting Outline/Agenda	<p>Meeting 1-January: Welcome/Intro's, Project scope, SDGs Mapping Exercise, Working Group ToR/ Members</p> <p>Meeting 2-February: Progress report - Mapping Exercise and Working Groups objectives, Obstacles/ challenges</p> <p>Meeting 3-March: Progress report - Mapping Exercise and Working Groups objectives, Start UMT Recommendation</p> <p>Meeting 4-April: Final Meeting - Assess/Review progress made/Mapping Exercise Report, UMT Recommendation</p>															
Authority/Champion	UMT SDGs Steering Group															
Reporting	The Working Group will report to the UMT Steering Group															
Secretariat	Secretariat support will be provided by Louise Griffin, Project Officer															
Membership	<p>The Working Group will comprise representation from UCD Colleges, UCD Centres/Institutes and UCD units with specialist expertise in relevant research and/or research management and administration and/or the Sustainable Development Goals</p> <p>The Chair of each Working Group will be responsible for nominating and/or inviting members to the relevant Working Group</p>															
Confirmed Members	<table border="0"> <tr> <td>Tasman Crowe</td> <td>Mirjam Heinen</td> <td>Stephen Gordon</td> </tr> <tr> <td>Nick Holden</td> <td>Andrew Keane</td> <td>Bettina Migge</td> </tr> <tr> <td>Jacky Croke</td> <td>Anthony Ventresque</td> <td>William Mulligan</td> </tr> <tr> <td>Paul Walsh</td> <td>Dimitrios-Stavros Kapetanakis</td> <td>William Fitzmaurice</td> </tr> <tr> <td>Donna Marshall</td> <td></td> <td></td> </tr> </table>	Tasman Crowe	Mirjam Heinen	Stephen Gordon	Nick Holden	Andrew Keane	Bettina Migge	Jacky Croke	Anthony Ventresque	William Mulligan	Paul Walsh	Dimitrios-Stavros Kapetanakis	William Fitzmaurice	Donna Marshall		
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Jacky Croke	Anthony Ventresque	William Mulligan														
Paul Walsh	Dimitrios-Stavros Kapetanakis	William Fitzmaurice														
Donna Marshall																
Chair	<p>Triona McCormack</p> <p>Each Working Group will be chaired by a member of the UMT Steering Group</p>															
Quorum	The Working Group will have a quorum of 4 members. In the absence of the Chair from the UMT Steering Group, the Chair will appoint a Chair															
Periodicity of meetings	Monthly. If it is required, additional meetings can be arranged at the discretion of the Chair.															
Established	January 2019															
Review Date	April 2019															

3.1.i Meetings

The Research Working Group was established in January 2019 and met four times over the course of four months (January – May 2019) to oversee the various dimensions of the mapping exercise and to provide feedback on findings and to discuss/resolve emergent issues.

The Group met on the following dates:

- 23 January 2019
- 18 February 2019
- 29 March 2019
- 7 May 2019

The Group comprised of:

- Triona McCormack, Chair, Director of UCD Research
- Andrew Keane, Head, UCD Energy Institute
- Anthony Ventresque, Assistant Professor, UCD School of Computer Science
- Bettina Migge, Head of School, UCD School of Languages, Cultures and Linguistics
- Dimitrios-Stavros Kapetanakis, Research Systems Analyst, UCD Research
- Donna Marshall, Professor, UCD Quinn School of Business
- Jacky Croke, Head of School, UCD School of Geography
- Louise Griffin, SDGs Project Officer
- Mirjam Heinen, Assistant Professor, UCD School of Public Health, Physio and Sports Science
- Nick Holden, Professor, UCD School of Biosystems and Food Engineering
- Patrick Paul Walsh, Professor, UCD School of Politics and International Relations
- Stephen Gordon, Professor, UCD School of Veterinary Medicine
- Tasman Crowe, Professor, UCD School of Biology and Environmental Science
- William Fitzmaurice, Manager, UCD Earth Institute
- William Mulligan, Professor, UCD School of History



3.2 Methodology

Research publications reflect the breadth and depth of research being conducted in the University and are the clearest dataset on which to assess our current contribution to the UN SDGs.

We conducted desk-based research on international methodologies for mapping publications to SDGs. Our findings reflect the relatively recent nature of the SDG framework as while there were several methods identified, no standardised, international approach emerged. Many of the methodologies lacked the specificity needed to exclude publications that didn't contribute to the sub-targets set out under each Goal or returned an incomplete picture across all areas of the Goals.

Based on our assessment, we agreed to use the Aurora Universities Network methodology to create an initial mapping of our activities. The following were some of the data boundaries we used on the initial dataset.

- The data universe was a complete 10 years of publication data captured in UCD's RMS system.
- The dataset included postdocs and other staff who published outputs in that time period (once these publications were linked with UCD).

The query developed using the Aurora keywords searched the publications' titles, keywords and abstracts to identify relevant publications. Initially, the Working Group also wanted to include funding data, but this data was found not to contain enough detailed information to develop a comprehensive map against the SDGs. For the purposes of our analysis, a publication was counted as '1' regardless of publication type (book, journal article, conference paper). In addition, a single publication could be mapped to one of more SDGs depending on keyword relevance.

The baseline Aurora keywords were supplemented with keywords added by expert teams who reviewed each set of keywords aligned with an SDG taking into account the sub Goals and indicators associated with each SDG.

The following provides an overview of the methodology used, including details of targets and indicators.

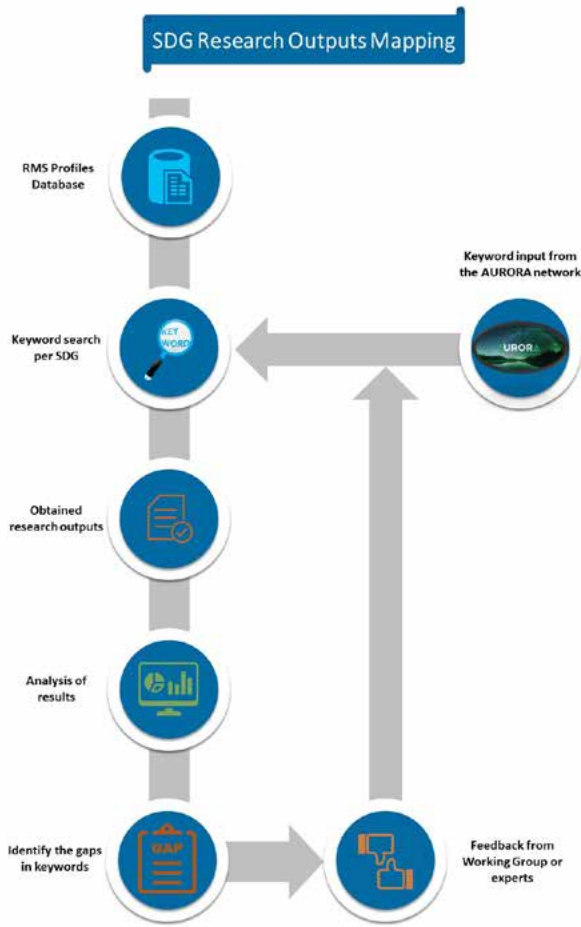


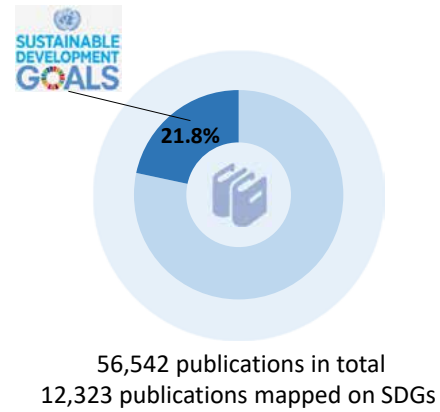
Figure 1: Methodology for bibliometric mapping of SDGs

3.3 Key Findings

The following three charts summarise the results of the mapping activity and provide details of UCD's research activities aligned with SDGs:

- i. as a percentage of total output and author base
- ii. in each SDG
- iii. as a connected network map showing the interdependencies of SDGs on each other

Research outputs



UCD authors



Figure 2: Percentage of UCD's total publication output and author base aligned with SDGs 2009-18

Over 20% of UCD's total publication output, or over 12,000 publications, contribute to the SDGs. More notably, over 67% of our total faculty and research staff publishing during the same period contributed to advancing knowledge related to SDGs.

Publications per SDG

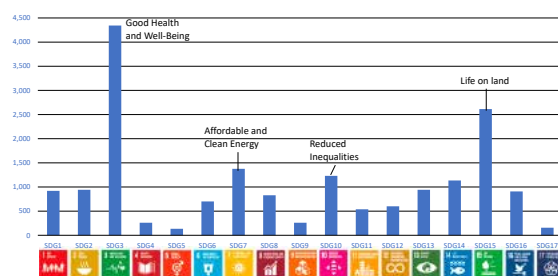
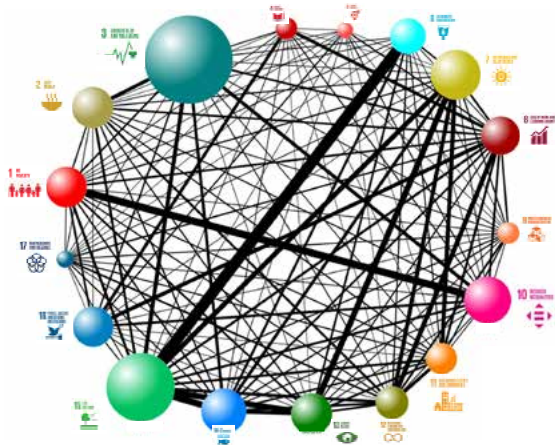


Figure 3: Volume of research outputs during the 10 years from 2009-18 aligned with SDG areas

Interconnected publications per SDG



- The size of each node represents the volume of publications
- The width of each line represents the volume of shared publications.

Figure 4: UCD's publications mapped to SDGs, each circle shows the volume of publications for that SDG and the line thickness the volume of shared publications.

The interconnections between the research highlights the interdependent nature of the SDGs. Many of the solutions to the challenges set out by the Goals can only be resolved through understanding these interdependencies and assessing the optimum systems solutions across many diverse parameters. UCD's Research Institutes and Centres are all working on interdisciplinary challenges relating to the goals. The outputs of this research will be technical solutions as well as evidence-based policy recommendations to many of the challenges around energy, food security, sustainability, equality, health etc. While these are too numerous to mention, we have selected a sample and identified the link between their primary research areas and the SDGs.



Institute/ Centre	Example Activities	Impact Goals
UCD Earth Institute	<ul style="list-style-type: none"> Environmental policy group have advised national and international government on climate mitigation activity Environmental impacts, ecology, water access, efficient use of raw materials, natural hazards research http://www.ucd.ie/research/portal/impact/casestudycompetition/pdf/CASE_STUDY_ZhaoYaqian.pdf	SDG 6, 7, 11, 13, 14, 15
UCD Institute of Food and Health	<ul style="list-style-type: none"> Nutrition and health public lecture series for 2019 based on latest scientific evidence from our experts Personalised nutrition based on genetic and metabolomic profile Food chain sustainability Contribute to national health policy and goal of reducing childhood obesity through policy recommendations arising from National Nutrition Surveillance Centre http://www.ucd.ie/research/portal/impact/casestudycompetition/pdf/CASE_STUDY_LorraineBrennan.pdf	SDG 2, 3, 12, 15
UCD Energy Institute	<ul style="list-style-type: none"> Internationally recognised for expertise in renewable energy and its integration to electricity grids Recently awarded a new project with DCCAIE to model the Irish energy system with a particular focus on the transition to low carbon future Working on adoption of energy efficient technologies in society http://www.ucd.ie/research/portal/impact/casestudycompetition/pdf/CASE_STUDY_EoinCasey.pdf http://www.ucd.ie/research/portal/impact/casestudycompetition/pdf/CASE_STUDY_DamianFlynn.pdf	SDG 7, 11, 13
UCD Geary Institute for Social Policy	<ul style="list-style-type: none"> Preparing for Life programme focused on early childhood intervention in North Dublin http://www.ucd.ie/research/portal/impact/casestudy-competition/pdf/CASE_STUDY_OrlaDoyle.pdf Research on institutions and behaviour as it relates to policy development 	SDG 4, 5, 10, 16
SFI Beacon Bioeconomy Centre	<ul style="list-style-type: none"> New technologies for transition away from fossil-based products to bio-based products Use of waste streams from food production to develop new high value products http://www.ucd.ie/research/impact/researchimpact/case-studies/pdf/CASE_STUDY_KevinOConnor.pdf	SDG 2, 13, 11, 12
Centre for Sustainable Development Studies	<ul style="list-style-type: none"> EPA project to harvest indicators for CSO for national, regional and global UN reporting. Research on Good Governance to Achieve the SDGs in Ireland. http://www.ucd.ie/research/impact/researchimpact/case-studies/pdf/CASE_STUDY_PatrickPaulWalsh.pdf	SDG 17

Institute/ Centre	Example Activities	Impact Goals
Centre for Humanitarian Action	<ul style="list-style-type: none"> Linked to a worldwide network of universities through NOHA; strong links with agencies, governments and NGOs such as Red Cross, Irish Aid and Concern etc Humanitarian action, resilience, disaster relief 	SDG 1, 6
School of Education	<ul style="list-style-type: none"> Assess the impact and effectiveness of Concern Worldwide's Safe Learning Model, an intervention programme focused on literacy, rights, well-being and gender equality amongst primary school children in Sierra Leone National longitudinal study of primary schooling in Ireland http://www.ucd.ie/research/portal/impact/casestudycompetition/pdf/CASE_STUDY_DympnaDevine.pdf 	SDG 4, 5, 10
Global Health Initiatives	<ul style="list-style-type: none"> Develop innovative strategies for diagnosis, treatment and management of disease in low- and middle-income countries (cs link – Malawi) In partnership with Harvard, evaluating impact of reliable solar energy on quality of maternal and childcare WHO accredited Ireland-Vietnam Blood Borne Virus Initiative (IVVI), which is co-funded by Irish Aid and Atlantic Philanthropies led by Prof Paddy Mallon http://www.ucd.ie/research/portal/impact/casestudycompetition/pdf/CASE_STUDY_Mukonka_Fitzpatrick_FINAL.pdf 	SDG 3, 10
Centre for Business and Society (CeBaS)	<ul style="list-style-type: none"> Centre of 30 faculty who contribute to the role of business and business education in shaping a better society. Focused on tackling 7 major challenges aligned with SDGs. http://www.ucd.ie/quinn/facultyresearch/researchexpertise/researchgroups/ucdcentreforbusinessandsociety/research 	SDGs 3, 5, 7, 8, 9, 10, 11, 12, 13, 16, 17
UCD Humanities Institute & Centre for Gender, Feminism and Sexualities	<ul style="list-style-type: none"> Active engagement in partnerships to explore gender, sexuality etc. in an interdisciplinary context The role of the built environment in modern culture History Hub has produced a series of research and policy papers http://historyhub.ie/our-history-and-policy-papers 	SDGs 3, 5, 11

Above is a brief summary of several of UCD's Impact Case Studies that align with one or more the SDGs. More information can be found on UCD Research: www.ucd.ie/research/portal/ucdimpactcasestudies/

UCD SDGs Research Seminar Series

In 2019, UCD announced the commencement of a university-wide SDGs Research Seminar Series aiming to highlight how groundbreaking work led by UCD researchers is contributing to SDG targets in Ireland and further afield. The Series, taking place fortnightly, commenced in February and is led by UCD Earth Institute, UCD's institute for environmental research.

The Series has comprised of ten Seminars to date, with each Seminar concentrating on one Goal and its associated targets. Among the SDGs covered up to now are SDG 3 Good Health and Wellbeing, SDG 5 Quality Education, SDG 10 Reduced Inequalities and SDG 12 Responsible Consumption and Production. Each Seminar has featured multidisciplinary panels of leading UCD researchers discussing their current work in relation to each Goal, alongside contributors from government departments, NGOs, industry, charities and other third level institutions. The Series encourages discussion and audience contributions on the research presented and the 2030 Agenda.

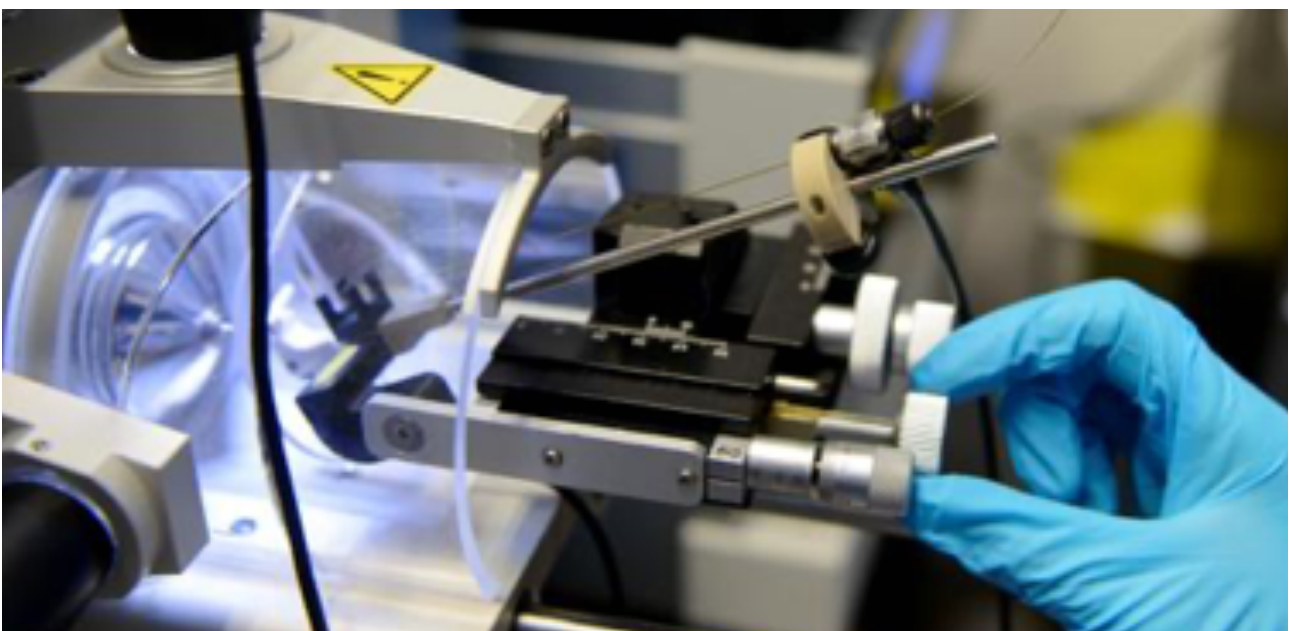
A number of the Seminars have also been accompanied by a workshop for researchers working in areas linked to each Goal to network and begin conversations around potential collaborations and funding opportunities.

The success of the SDG Seminars, which are open to both staff and students, point to the high quality research undertaken in UCD, and the strong level of engagement among the University community in the issues addressed by the SDGs, ranging from climate change, health inequality, sustainable agriculture and the transition to clean energy.

Information about previous and future SDG Seminars is available: <http://sdgseminars.ucd.ie/>. If you have a specific question or would like to contribute to a future seminar, please contact William Fitzmaurice, William.Fitzmaurice@ucd.ie, UCD Earth Institute.

Conclusions

- UCD has significant research activity contributing to the UN SDGs
- Core bibliometric data mapped using a consistent methodology is the starting point to assess these activities
- It is necessary to build from this core dataset to add information on:
 - Who is involved in the research?
 - Partnerships with industry, government, NGOs and other organisations as it relates to achievement of the goals
 - The impact of UCD's research on our economy and societies
- The international landscape for mapping SDGs is nascent and no standard, international approach exists
- UCD has an opportunity to show leadership in partnering with others to deliver on the ambitions set out in the SDGs
- Alignment with the SDGs goes to the heart of the University's core mission



3.4 Recommendations

Availability of data

Publications: The publications mapped to the SDGs were discoverable within our systems as a result of keywords, or abstract detail. It is less likely that a publication will be mapped based simply on a title. In many instances, our researchers are not adding abstract or keyword information with their publications. This impacts discoverability generally.

Recommendations

- Provide clearer advice (at school level) on enhancing discoverability of research. The SDGs mapping could be used as an example to highlight more general discoverability issues.
- Investigate opportunity to add systems flags for SDGs in RMS, so that a researcher could directly link outputs to the SDG framework. Such a change is contingent on identifying the primacy of SDGs in UCD's future plans and so in categorising UCD's research outputs.
- Build on the work already completed by mapping research grants to publication outputs and using this mechanism to align funding with SDGs.
- Investigate the possible use other international classification systems as they emerge, or other international classification systems, in capturing outputs related to SDGs such that a standardised, long term approach can be used to capture future outputs.

Strategic Alignment and Communication

Both the Working Group and the wider consultation group sought clarity on UCD's support for the SDGs. The positioning of the SDGs may have significant impact on the decisions made by individual researchers as well as on future resource allocation.

The Working Group expressed concern that those who conduct research that falls outside of the SDGs could consider their research less valued by the organisation. In this context, and more generally, communicating clearly the value and purpose of the SDGs to UCD was seen as a priority, both internally and externally.

Recent activities to inform faculty and staff about the Goals are welcome, but there are still many in the organisation who don't know about the Goals or have only basic information on the ambitions set out in them.

Recommendations

- UMT should consider the positioning of SDGs within the context of UCD's strategy including possible implications for current research work and research partnerships.
- UMT and Academic Council should consider developing principles of responsible research that would guide decision making by faculty on research areas/ partnerships that are counter to the delivery of the SDGs.
- Positioning should be aligned with resource and support decisions for the future but ensure a balance between the framework and other long-term considerations of the University.
- UCD should be cognisant of valuable research conducted outside of the SDG framework. SDGs should be a bottom-up driven framing for research activities and faculty should not feel undue pressure to demonstrate alignment with SDGs.
- Build on initial communications efforts to promote the Goals internally.

Building External Profile and Partnerships

The UN SDGs are globally accepted and understood as the framework for Transforming our World. As Ireland's Global University, UCD has the opportunity to take a leadership role in delivering against SDGs, identifying key partners nationally and internationally to work with on this. In this context and aligned with the leadership shown by UCD's Paul Walsh in ensuring that science was included as a pillar in the UN SDGs, we can play a role in ensuring that policy nationally and internationally reflects the ambitions set out in the Goals and is underpinned by evidence-based assessments.

The change in the model of partnership needed to ensure this impact is delivered from our research, requires us to re-look at the role of faculty in producing excellent outputs, partnering with industry, with policymakers and the broader community and ensuring their research is delivering impact. In particular, the viability of each individual being able to deliver on all aspects of the broader role.

Recommendations

- Faculty should be encouraged and supported in engaging in new partnerships with industry, communities and policymakers. This includes inclusion of these elements in promotion pathways in a more direct and explicit way than is currently the case.
- Recognising the broadening role of the academic in engaging in partnerships and delivering policy and other impacts, UCD should consider the internal structures to identify the role of team-based achievements in delivering results.
- Promote translation to policy impact and UCD's role in the science-policy interface by embedding policy outputs in our dissemination approaches, recognising that this is often more usefully done through a policy paper, workshop or policy briefing sessions developed by a group of researchers in a cognate area, than necessarily by each individual researcher.
- UCD should work with industry to challenge status quo and identify pathways to transition to a more sustainable future.

Identifying New Opportunities

The mapping exercise identified areas of significant research output. We can build on this critical mass to ensure international impact of our research. At the same time, it has highlighted areas of opportunity.

Recommendations

- UCD's current recruitment programme presents a great opportunity to build out in areas of strength and fill gaps in our research portfolio aligned with SDGs, noting that this should not represent the totality of the investments in new roles.
- UCD should identify internal mechanisms that can be used to foster new collaborations aimed at resolving the challenges set out in the SDGs e.g., seed funding streams, PhD schemes etc.
- Recent mechanisms to open new opportunities for interdisciplinary dialogue around SDGs such as the lunchtime seminar series and workshop co-hosted by several Institutes and Centres should be continued with the aim of identifying potential new collaborations.
- UCD Research should continue to influence the funding landscape to provide new avenues for funding research work aligned with the SDGs.
- Noting that many of the challenges we face will only be resolved through societal change, UCD should continue to advocate for leadership by social scientists in technical research programmes aligned with the achievement of the Goals with funding agencies.

4

SDGs GOVERNANCE WORKING GROUP



4.1 Terms of Reference

Title	Governance Working Group
Purpose	To advise on and support the development of implementation of the UMT endorsed Sustainable Development Goals project, and to ensure a cohesive and collaborative approach by UCD in the relevant area of contribution
Area of contribution covered	<p>Governance</p> <p>Existing governance structures, university strategies, operational policies, objectives, initiatives relating to employment, finance, campus services, support services, facilities, human resources, procurement and student administration</p> <p>For example; UMT, University Secretariat, UCD HR, UCD Equality, Diversity and Inclusion, UCD Estates, UCD Global</p>
Objectives	<ul style="list-style-type: none"> • To advise on and support the implementation of the SDGs project in alignment with the SDGs project overall objective and in accordance with the scope of the area of contribution - Governance - agreed by the UMT Steering Group • To share and coordinate a high level of expertise on governance structures, operational policies, objectives, initiatives relevant to the SDGs project • To develop an overview of governance structures, operational policies, objectives, initiatives relating to the SDGs and supporting the profiling and exploration of potential of these structures/policies • To build capacity and advise on opportunities, issues and gaps relating to the engagement with governance structures/ operational policies and/or the overall SDGs project objective(s) • To advocate and promote engagement with the SDGs project and related activity <p>Communications Plan</p> <p>The Governance Working Group will take ownership of all external communications relating to this project for example, a web page.</p>
Meeting Outline/Agenda	<p>Meeting 1: Welcome/Intro's, Project scope, SDGs Mapping Exercise, Working Group ToR/Members</p> <p>Meeting 2: Progress report - Mapping Exercise and Working Groups objectives, Obstacles/challenges</p> <p>Meeting 3: Final Meeting - Assess/Review progress made/Mapping Exercise Report, Recommendations</p>
Authority/Champion	UMT SDGs Steering Group
Reporting	The Working Group will report to the UMT Steering Group
Secretariat	Secretariat support will be provided by Louise Griffin, Project Officer
Membership	<p>The Working Group will comprise representation from UCD Colleges, UCD Centres/Institutes and UCD units with specialist expertise in the area specified and/or the Sustainable Development Goals</p> <p>The Chair of each Working Group will be responsible for nominating and/or inviting members to the relevant Working Group in consultation with the Chair of the Student Experience Group</p>
Proposed Membership	<p>Representative from;</p> <ul style="list-style-type: none"> • UCD Human Resources (HR) • UCD Equality, Diversity and Inclusion Group • University Secretariat • UCD Legal • Student Union President • UCD Estates
Chair	<p>Colin Scott</p> <p>Each Working Group will be chaired by a member of the UMT Steering Group</p>
Quorum	The Working Group will have a quorum of 4 members. In the absence of the Chair from the UMT Steering Group, the Chair will appoint a Chair
Periodicity of meetings	Monthly (4 meetings) If it is required, additional meetings can be arranged at the discretion of the Chair.
Established	January 2019
Review Date	April 2019

4.1.i Meetings

The Governance Working Group was established in January 2019 and met four times over the course of four months (January – April 2019) to oversee the various dimensions of the mapping exercise and to provide feedback on findings and to discuss/ resolve emergent issues.

The Group met on the following dates:

- 29 January 2019
- 27 February 2019
- 02 April 2019
- 29 April 2019

The Group comprised of:

- Colin Scott (Chair), Principal, College of Social Sciences and Law
- Barry Murphy, President, UCD Students’ Union
- Caroline Brennan, Solicitor, UCD Legal
- David Kelly, UCD Bursar
- Louise Griffin, Project Officer
- Rory Carey, Director - Culture & Engagement, UCD HR
- Sinead Critchley, Director, UCD Governance

For the purposes of the initial mapping the Group identified 9 Goals for further analysis:



Eight goals were not included in this first mapping effort of the SDGs Governance Working Group:



4.2 Methodology

In January 2019, Professor Colin Scott, Chair of the SDGs Governance Working Group and the SDGs Project Sponsor, chaired the first meeting of the SDGs Governance Working Group. At this meeting, the Terms of Reference for the Group were reviewed and approved by all Working Group members. The first meeting also involved the Group evaluating all 17 SDGs and the individual applicability of each Goal to UCD’s governance and operational policies and procedures.

Following this discussion, the Group recognised that while several SDGs were relevant and fall within the remit of the SDGs Governance Working Group, some of the Goals were not as pertinent to a higher level institution and its governance structures, and would be better placed to be assessed through the lens of the Research, Education or Engagement Working Groups and their activities.

Following the first meeting, the SDGs Governance Working Group met on a monthly basis and oversaw the following actions:



As outlined in the Project Initiation Document (Appendix 3), desktop assessment was one of the methodologies identified as a suitable approach to capture UCD's contribution to implementing the SDGs. It is defined as followed in the PID:

"This approach involves a desktop review and a manual assessment and assignment of activities, through the lens of each 'area of contribution' as outlined above, to the SDGs. This process will be led by the Project Officer and the Working Groups (specified below) will have an opportunity to contribute and support the implementation of this process."

To this end it is unsurprising that much of the work of the Governance Working Group was carried out primarily through desktop research and assessment.

REVIEW OF UCD POLICIES

The first step in mapping UCD's governance and operational policies and procedures to the 9 SDGs identified by the Working Group was a review of the existing university-wide policies.

The main data source involved in this process was the UCD University Governance website (<https://www.ucd.ie/governance/>). 150 university policies are accessible on this site. These policies were assessed manually and assigned to one or more of the SDGs. Each policy was ascribed to an SDG based on the content of the policy and the targets termed under each Goal. This assignment of policies was reviewed, supplemented and approved by the Working Group.

REVIEW OF UCD INITIATIVES/ACTIVITIES

During the process of reviewing UCD policies and mapping these policies to the SDGs, the Group observed that significant and effective actions, initiatives and projects across the university were not being captured solely through the review of policies. The Group therefore decided to extend the assessment and look at such activity that may not be demarcated as a university policy but is an operational activity that aligns with one or more of the 9 SDGs. This is particularly relevant to the work of UCD Estates. The main data source involved in this second step was university unit websites, for example, UCD Culture and Engagement (<http://www.ucd.ie/engage/>) and UCD Estates (<https://ucdestates.ie/>).

4.3 Key findings

"Universities are often large entities and can have significant impacts on the social, cultural, and environmental wellbeing within their campuses, communities, and regions – and sometimes far beyond. These impacts directly relate to all areas of the SDGs and by acting responsibly universities can make significant contributions to their achievement." (SDSN Australia/Pacific Guide – Getting Started with the SDGs in Universities 2017, p23 – see additional resources).

The mapping of governance matters in a university relating to the UN SDGs is concerned with the capacity, actions, culture and governance of the University as a large and distinctive kind of organisation in respect of such matters as employment, consumption, student services and stewardship of estates.

A mapping of a University governance against the SDGs asks to what extent governance and operational policies and procedures are aligned with the aims of the SDGs. The University has management structures around education and research which might be expected to adapt to mainstreaming SDGs concerns. There is clearly great strength in University activities around sustainability of the University beyond education and research (supported by the recent Times Higher ranking for impact). For example, the recent UCD Environmental Baseline Review 2019 is one of a myriad of actions around green campus and sustainability initiatives. The following are a few examples of such actions:

All Ireland Pollinator Plan - Campus Pollinator Plan

In 2018, UCD signed up as a partner organisation to the All Ireland Pollinator Plan (AIPP) with Biodiversity Ireland and the AIPP 2015-2020 to develop the UCD Campus Pollinator Plan together supported by the UCD Estate Services team.

Dr. Úna FitzPatrick (National Biodiversity Data Centre) pictured below with Ciaran Bennett (UCD Grounds Facilities Manager) presented UCD with their certificate of participation in October 2018. UCD Estate Services are working with a number of academics, staff, students and our service providers to further develop our campus pollinator plan.

More information can be found at: <http://UCD-Campus-Pollinator-Plan-2018.pdf> In November 2018, UCD contributed to the National Biodiversity Data Centre Annual report on what actions have been taken to promote pollinator welfare on campus. <http://www.pollinators.ie/2018.pdf>

Veteran Tree Programme

A Veteran Tree Management Programme is in place to enhance the lifespan of the cohort of 150-200-year-old trees on campus by formative selective pruning based on arboriculture surveys. Veteran trees on campus are regularly surveyed and when appropriate, tree surgery is implemented to extend the life of the trees.

ISO50001 Energy Management Certification

UCD is certified to the international standard in energy management, ISO50001, since 2016. This is a management tool that helps to guide the University in a structured way towards our targets. In order to deliver and to retain this certification, requires commitment and contribution from people and units across the campus, including senior management, UCD Estate Services, the UCD Procurement and Contracts Office and a number of key individuals working in various areas across the University.

ISO50001 requires the University to identify and monitor Significant Energy Users (SEUs), identify projects and opportunities that can improve energy efficiency, report on progress and hold regular management reviews to allow senior management to review progress towards targets and adjust strategy where necessary.

Estate Services also manages water on campus and has been actively working to conserve water and improve our water management for many years. Therefore, a decision was taken to include water within the management system. By doing so, UCD became the first University in Ireland to have full organisational level ISO50001 certification for energy and water management.

Policy

As part of preparations for ISO50001 certification, the University updated its old energy policy and strategy. A decision was made to produce a one-page policy which could be easily read, accessible and available online and be easily understood by people from a non-energy background.

The Policy, which as with the ISO50001 certification, also covers water management, was approved and signed off by President Deeks. It sets out a number of commitments relating to awareness and engagement, objectives and targets, new buildings and major renovations as well as procurement. The Policy is reviewed annually and will be updated and reapproved by the President where necessary.

LED Lighting Projects

LED (Light Emitting Diode) is a type of lighting that uses considerably less electricity than traditional lighting types while providing a high quality of light. LED lighting can use up to 60% less than traditional lighting. The quality of LED lighting has improved in recent years with the variety of types increasing while prices have been coming down. Estate Services have a policy of replacing failed lighting with LED only and furthermore, LED is a requirement in all new buildings.

In summer 2016 Estate Services commenced an ambitious programme of LED lighting upgrades. The Richview Campus was upgraded in 2016, Health Science Centre, Engineering and Materials Science, Daedalus, James Joyce Library and Conway Institute buildings as well as a significant portion of the Blackrock Campus, were all upgraded in 2017. In 2018, the Quinn School of Business, Newstead, Agriculture and Food Science building and the Veterinary Building were completed. Remaining sections of the Blackrock Campus were also upgrade to LED meaning that the Blackrock Campus is now effectively 100% upgraded to LED. Estate Services are planning to replace all lighting on the campus with LED on a phased basis which will lead to a very considerable reduction in electricity usage, associated carbon emissions and electricity costs.

The graph below shows the decrease in electricity consumption following the introduction of LED lighting to the Health Science Building, midway through 2017. Total electricity consumption in the Health Science Building 2016-2018 is also displayed in the associated table from 2016-2018, demonstrating the very significant impact LED lighting can have.

Health Science Centre Electricity Consumption	
Year	kWh
2016	2,012,536
2017	1,796,950
2018	1,565,807

Solar Photovoltaic Systems

Solar photovoltaic panels are becoming increasingly common across the University although you may not be able to see them! They are located on the roofs of the Engineering and Materials Science and Science Hub buildings as well as an extensive system installed on the roof of the Ashfield Student Residences, as well as system on the Blackrock Campus installed in 2018. They are also being specified for new buildings currently being planned, such as the new University Club below.

UCD Estate Services has managed the installation of a 100kW solar PV system on the UCD Lyons Research Farm. This system, which has been installed on an agricultural shed roof, will on sunny summer days provide the majority of the farm's electricity needs. Over the lifetime of the system it is estimated that it will save over 7,000 Tonnes of carbon dioxide, significantly reducing the farms and UCD's carbon footprint.

UCD's Water Renewal and Upgrade Programme

In the context of a growing campus, with aging water infrastructure in some areas, the Estate Services water management team developed a strategic plan aimed at carrying out a major renewal and upgrade programme starting in 2010/2011. The over-riding aim of this strategy was to conserve water, improve control, reliability, firefighting ability, water quality and monitoring of the existing water main network and to enhance surface water protection. Achieving ISO accreditation for water management was also identified as a key milestone along the way.

To implement this strategy a number of distinct programmes were carried out as follows:

- Watermain rehabilitation and renewal programme
- Water metering roll out at both building and district level

- Development of alternative sustainable sources of water e.g. Rainwater Harvesting and Whitewater to replace potable (treated) water.
- Water conservation and demand management
- Development of surface water attenuation features as a campus amenity

Key outcomes arising from the implementation of these programme include:

- Close to 100% of principle buildings are now metered
- Unaccounted for water (unmetered/leakage) is now less than 14% of total water used (due to a combination of additional metering and the elimination of leakage within the network as a result of the watermain renewal programme.)
- Water Leakage/wasted water has been reduced by 40% in the past 4 years
- Mains/Potable water usage has decreased by 28% in the past 4 years. This was achieved despite campus building growth of over 12%. This is equivalent to €225,000 saving per annum for water and wastewater.
- Total campus water use accounting for potable and non-potable water has reduced by 12% in the last 4 years.
- A large part of the water network and infrastructure has been modernised in recent years ensuring that the campus is catered for to continue to grow and develop to match the campus development plan.
- Key water-based activities such as pitch irrigation; window and road cleaning and cooling are now carried out using non-potable water.
- Additional alternative non-potable water supplies have been developed and the non-potable water network continues to expand.
- Campus Upper Lake has been delivered as a water attenuation feature and a campus landscape amenity space. This will avoid the necessity for large underground tanks by providing attenuation for future developments including the proposed Student Residence Master plan in this zone of the campus and the proposed Confucius Institute.
- Additional protection to existing streams and watercourse and associated habitats has been achieved through the implantation of SUDS initiatives with all new developments on the campus. In addition to the campus upper lake these include the use green roofs, swales, infiltration trenches and permeable paving.
- Achieving DLR EnviroCom Water Conservation Award 2014

UCD Upper Lake Water Attenuation and Biodiversity Infrastructure

Constructed in 2012 the UCD Upper Lake not only acts a surface water attenuation feature for this area of the campus but has also delivered a significant amenity space in addition to providing ecological benefits to the local wildlife. More information on the biodiversity features can be found in the Biodiversity section of this document.

Covering an area of 6,000m², the water body holds in excess of 9 million litres of water. Runoff from each rain event from the UCD Sutherland Law School Building and surrounding area is managed and treated in the water feature. The retention allows time for pollutant removal through sedimentation and the opportunity for biological uptake mechanisms to reduce nutrient concentrations. Aquatic vegetation and marginal planting will serve to assist the water purification. The lake has also been designed with excess capacity so all surface water from future developments such as the Confucius Institute, Quinn School of Business extension and Student Residence Masterplan will flow into the lake and be managed in this sustainable way.

What is SUDS?

SUDS stands for "Sustainable Urban Drainage". SUDS seeks to replicate the drainage patterns of natural systems by using solutions with low environmental impact to drain away dirty and surface water run-off through collection, storage, and cleaning before allowing it to be released slowly back into the environment, such as into water courses.

UCD-DART Shuttle Bus (Pg. 68/69)

UCD Belfield is approximately 2km from Sydney Parade DART Station. Although many of our students and staff choose to walk, Estate Services recognised that the distance might be a deterrent to some – particularly on rainy days!

UCD SHUTTLE BUS
BELFIELD to DART
 (Sydney Parade)

€1

From DART:
 08:00 08:30 09:00 09:30 10:00
 14:30 15:00 15:30 16:00

From UCD:
 08:30 09:00 09:30 10:00 10:30
 15:00 15:30 16:00 16:30 17:00

A shuttle bus service between UCD (O'Reilly Hall Car Park) and Sydney Parade Dart Station operates during term time Monday to Friday.

UCD ESTATE SERVICES
 @ucdestates

A shuttle bus service has been provided which runs between the DART Station in Sydney Parade and the Belfield Campus. This improves the connectivity of the campus and encourages people to use the DART.

UCD Dart Shuttle patronage figures have steadily grown since the pilot scheme was launched in September 2014

- Sept 2014 to May 2015 – 6,660 users
- Sept 2015 to May 2016 – 10,698 users

Duvets for Dogs

The "Duvets for Dogs" project came about as a result of a discussion at one of the first Green Campus Committee meetings, i.e. Could we come up with a way to re-purpose used duvets each year from the Student Residences and divert them from landfill?

An extensive amount of research went into finding a solution to this challenge and a number of avenues were explored, before the Dogs Trust Charity came on-board to take a delivery of duvets each month for use as bedding for rescue dogs.

At the end of each term, members of the Green Campus community including students, Residential assistants and Estate Services come together to collect and bag duvets which are stored on site and delivered each month to Dogs Trust.

This initiative has resulted in hundreds of duvets being diverted from landfill and has helped give something back to the community in the form of donations to a very worthwhile charity.



A question arising from this Working Group is whether structures around internal management of sustainability issues are adequate in relation to policy making, data and reporting.

The governance mapping is concerned with identifying what are the key activities with potential to contribute to delivering the SDGs and then to ask to what extent there are policies in place to support this. A key concern which was clear within the first THE University Impact Rankings was to assess the extent to which policies are in place, how recently they were updated and the arrangements for governance and reporting of data in respect of such policies. Thus, the evaluation was quite proceduralised and is not yet so significantly concerned with assessing impact. On one view this is because getting the governance right is likely to lead to impact. Critically, getting the governance right enables a University to understand what it is doing and why and what the opportunities are to enhance its contribution to the SDGs using its capacity and actions across a wide range of areas. Transparent governance also reassures the members of the University community, and the community more broadly, that the University is deploying its capacity responsibly and in service of wider sustainability goals.

In the UCD mapping project we looked at the universities actions, policy and governance arrangements in respect of 9 of the UN SDGs, recognising that across these and some of the other goals UCD's key impacts are likely to be in the other areas of research, education and engagement. The substantive findings are summarised in the table which follows, analysing activities, policies and governance against each of the assessed goals. It is clear from the analysis that UCD is very active in ways that have significant potential to support delivery of the SDGs, with considerable attention to key issues relating to employment, consumption of energy and other products, travel and commuting and health of the UCD community.

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In the UCD mapping project we looked at the universities actions, policy and governance arrangements in respect of 9 of the UN SDGs, recognising that across these and some of the other goals UCD's key impacts are likely to be in the other areas of research, education and engagement. The substantive findings are summarised in the table which follows, analysing activities, policies and governance against each of the assessed goals. It is clear from the analysis that UCD is very active in ways that have significant potential to support delivery of the SDGs, with considerable attention to key issues relating to employment, consumption of energy and other products, travel and commuting and health of the UCD community.

More broadly the University has in place many governance policies relating to integrity of the University's actions and which relate to Goal 16 Peace, Justice and Strong Institutions.

The tables, which follow, offers an incomplete first attempt to capture the key activities, policies, governance, reporting and data arrangements in respect of nine of the SDGs. The extent of published policies, data reporting and fit within UCD governance structures across the various areas contributing to the SDGs is variable and creates an opportunity to reflect on whether as a University we could do more to join up, understand, make transparent and further enhance these actions.

A key question for the University is whether it could do more to use its capacity as a large and distinctive organisation to demonstrate its commitment to the SDGs and thereby enhance its impact in contributing to their achievement.

Table of Activities, Policies and Governance to Advance SDGs at UCD

17 PARTNERSHIPS FOR THE GOALS 	<p>Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development</p> <hr/> <p>Activity Partnerships: Industry, Government, NGOs, other Universities, Hospitals, Global</p> <hr/> <p>Policies</p> <ul style="list-style-type: none"> • Consultancy and External Work Policy • Employee Volunteering Policy • Inter-Institutional Co-Supervisory Agreements • Quality Assurance and Quality Enhancement • Policy Intellectual Property Policy • Visiting Academic and Adjunct Staff Policy <hr/> <p>Other/Initiatives</p> <ul style="list-style-type: none"> • Consult UCD • UCD in the Community <hr/> <p>Governance/Data</p> <ul style="list-style-type: none"> • Academic Council • Research, Innovation and Impact Group • University Management Team
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16 PEACE, JUSTICE AND STRONG INSTITUTIONS 	<p>Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels</p> <hr/> <p>Activity Freedom of Information (FOI), Audit Procedures, Complaints/Appeals Management, UCDVO, Research Ethics, UCD Governance and Policy Frameworks</p> <hr/> <p>Policies</p> <ul style="list-style-type: none"> • Alternative Dispute Resolution Mediation Service Policy • Authorship Policy • Child Protection Policy & Guidelines • Code of Good Practice in Research • Code of Practice for Conflict Resolution for Supervisors and Graduate Research Students • Code of Practice for Supervisors and Research Degree Students • Conference Allowance Policy • Conflict of Interest Policy Consultancy and External Work Policy • Data Request Policy • Disciplinary Procedure Policy • Employee File Access Request Policy • Employee-Student Relationship Policy • Fitness to Continue in Study Policy and Procedures • Garda Vetting Policy - Faculty and Staff • Grade Approval Process at UCD Grievance Procedure Policy • Hospitality and Entertainment Policy • Information Technology Services Acceptable Use Policy • Intellectual Property Policy
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- Password Protection Policy Plagiarism Policy
- Policy Management Framework
- Policy Statement on Funded Activity
- Policy on Academic Centres
- Policy on Remuneration of Non-Core and Non-Exchequer Revenue Generating Activities
- Procedure for Awarding Titles for Professors and Associate Professors
- Procedures for the Award of Honorary Degrees
- Procedure for the Investigation of Misconduct in Research
- Protected Disclosures Policy
- Protocol on the Use of Degree Award Titles at UCD
- Professional, Statutory and Regulatory Body (PSRB) Accreditation of UCD Programmes and Units
- Quality Assurance and Quality Enhancement Policy
- Recruitment and Selection Policy Research Integrity Policy
- Research Masters/Doctoral Studies Panel Terms of Reference
- Statement on Academic Freedom
- Student Complaints Policy
- Student Fitness to Practice Policy
- Student Garda Vetting Policy
- Subscription Payments towards Membership of Professional Bodies/Academic Associations and Societies Policy
- Temporary Teaching Replacement Policy UCD Child Safeguarding Statement
- UCD Fraud Policy
- UCD Records Management & Freedom of Information Policy UCD Student Code

Other/Initiatives

N/A

Governance/Data

- Academic Council
- Programme Boards (Under the Delegated Authority of Academic Council)
- Audit and Risk Management Committee Governing Authority
- University Management Team
- Finance, Remuneration and Asset Management Committee



Ensure sustainable consumption and production patterns

Activity	Recycling, Water and Energy Consumption/Management, Procurement, Subsidiary Companies
Policies	UCD Energy and Water Management Policy - ISO50001 Certification
Other/Initiatives	<p>Recycling/Waste Management</p> <ul style="list-style-type: none"> - UCD Furniture Re-use Project - Duvet for Dogs Project - Recycling bin roll-out (internal & external) - Promotion of reusable coffee cups and reduction in cost of drinks for users of reusable cups - Installation of additional water fountains and support of UCD TAP (Take Action on Plastic) initiative <p>Water Management</p> <ul style="list-style-type: none"> - Strategic Water Renewal and Upgrade Programme - Surface Water Management - UCD Upper Lake Water Attenuation and Biodiversity Infrastructure - Use of non-potable water for irrigation and road-cleaning <p>Energy Management</p> <ul style="list-style-type: none"> - LED Lighting upgrades - District Heating System - Combined Heat and Power (CHP) systems - Biomass boilers - Solar Photovoltaic Systems - Heat Recovery Ventilation Systems - BREEAM Excellent Certification (Science East/Hub) - Passive House Certification (Roebuck Phase 2) - Insulation and Window Upgrades - Knowledge sharing and collaboration – e3 Bureau - Collaborating with UCD Energy Institute on “UCD Sustainable Energy Community” initiative
Governance/Data	<p>Annual updates on initiatives available on website UCD Capital Projects Group Certified to ISO50001 for energy and water management Annual “Energy Review” developed</p> <p>Annual management review meeting with senior management held to review progress towards targets</p>

11 SUSTAINABLE CITIES AND COMMUNITIES



Make cities and human settlements inclusive, safe, resilient and sustainable

Activity	Commuting/Travel, Estate Management, UCD Green Campus
Policies	NA
Other/Initiatives	<p>Sustainable Commuting</p> <ul style="list-style-type: none"> - UCD Travel Plan 2016-2021-2026, 'Getting there the Sustainable Way' - UCD-DART Shuttle Bus - Electric Charging Points for electric vehicles - Provision of secure bike parking - Installation of showers and changing areas for walking/cycling commuters <p>Estate Management</p> <ul style="list-style-type: none"> - All Ireland Pollinator Plan - Campus Pollinator Plan - Trees and Woodland Management Programme - Veteran Tree Programme - Woodland Linkages and Wildlife Corridors - Bird-Friendly Planting 19 - Woodland Walks Network - "Unmown" areas for pollinators <p>Achieving the Green Campus - Green Campus Initiative</p> <ul style="list-style-type: none"> - UCD Green Campus Committee- Estate Services with coordination role - Student & staff collaboration - Sharing of data for student projects and initiatives
Governance/Data	<p>Travel Plan Update 2018</p> <p>Annual updates on initiatives available on website</p> <p>UCD Capital Projects Group</p>

10 REDUCED INEQUALITIES


Reduce inequality within and among countries

Activity	Widening Participation, University for ALL, Employment Policies
Policies	<ul style="list-style-type: none"> • Admissions Policy • Dignity and Respect Policy • Equality, Diversity & Inclusion Policy Gender Identity & Expression Policy • Maternity Leave Policy • Parental Leave Policy Paternity Leave Policy • UCD Gender Balance on Committees Policy • UCD’s Academic Regulations
Other/Initiatives	University for All initiatives: HEAR Scheme DARE Scheme
Governance/Data	UCD Widening Participation Committee UCD Equality, Diversity and Inclusion Group UCD Smarter Travel Working Group

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE


Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation


Activity	NovaUCD UCD Innovation Academy UCD Research
Policies	<ul style="list-style-type: none"> • Authorship Policy • Code of Good Practice in Research (currently under revision) Intellectual Property Policy • Policy on the Use of Animals for Research & Teaching Quality Assurance and • Quality Enhancement Policy REC Appeals Procedure Policy • REC Operating Procedures (currently under revision) • Research Ethics Policy • Shortfall in Research Funded PhD Fees
Other/Initiatives	NA
Governance/Data	Research, Innovation and Impact Group (RIIG)

8 DECENT WORK AND ECONOMIC GROWTH



Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

Activity	Employment (UCD HR)
Policies	<ul style="list-style-type: none"> • Academic Progression Policy • Adoptive Leave Policy • Adult Education Policy • Annual Leave Policy and Procedure • Career Break Policy • Carers Leave Policy • Compassionate Leave Policy • Competitive Retention Policy • Employee Orientation Policy • Employee Volunteering Policy • Faculty Promotion Policy • Flexi-Time Policy • Recognition Policy - Faculty & Staff Engaging Research and Teaching-Active Retired Faculty Policy • Dignity and Respect Policy • Internal Mobility Policy • Job Sharing for Non-Academic Staff Policy • Job Sharing for Technical Staff Policy • Performance for Growth Policy • Policy for Promotion to Senior Technical Officer • Recruitment and Selection Policy • Research Sabbatical Leave for Faculty • Staff Fee Concessions Policy • Study and Exam Leave Policy • Subscription Payments towards Membership of Professional Bodies/Academic Associations and Societies Policy
Other/Initiatives	<p>There are a range of staff networks that the University supports:</p> <ul style="list-style-type: none"> • EDI Multicultural Group • Employee Engagement Network • International Employee Network • UCD LGBTI Staff Network • UCD Staff Disability Network
Governance/Data	University Management Team (UMT)

5 GENDER EQUALITY
 

Achieve gender equality and empower all women and girls

Activity	Employment, Education and Student Experience
Policies	<ul style="list-style-type: none"> • Dignity and Respect Policy • Equality, Diversity & Inclusion Policy Gender Identity & Expression Policy • Maternity Leave Policy • Parental Leave Policy Paternity Leave Policy • UCD Gender Balance on Committees Policy • Recruitment and Selection Policy
Other/Initiatives	Athena SWAN Gender Equality Action Plan Ending Sexual Harassment and Violence in Third-Level Education (ESHTE) Programme
Governance/Data	Gender Equality Action Group Student Engagement Group UCD Equality, Diversity and Inclusion Group

3 GOOD HEALTH AND WELL-BEING
 

Ensure healthy lives and promote well-being for all at all ages

Activity	Employment (UCD HR), Health Promotion Strategic Plan 2016 – 2021, UCD Sport and Fitness
Policies	<ul style="list-style-type: none"> • Private Health Insurance Policy • Smoke-Free Workplace Policy • Smoke-free Campus Policy • UCD Student Mental Health and Wellbeing Policy • Healthy Vending Machine Policy
Other/Initiatives	Healthy UCD initiatives: Healthy UCD Desk to 5K Healthy UCD Lunchtime Walks Healthy UCD Step Challenge Relaxation @ UCD The Removal of High Sugar Sweetened Beverages from UCD UCD Healthy Eating Week 2019 UCD Heartfulness Meditation UCD Mental Health Week UCD Mindfulness UCD Quit Smoking Group UCD Staff Tai Chi Club UCD Healthy seminars in collaboration with students
Governance/Data	Healthy UCD Steering Committee

4.4 Recommendations

The Governance Working Group has been able to identify and tabulate wide-ranging activities, policy and governance which contribute to advancing the UN Sustainable Development Goals at UCD. Even where levels of activity and impact are strong, the extent to which activities are captured in policies and governance arrangements is variable. In some cases, there are clear governance structures and reporting into UMT through annual reports. In other cases, initiatives are being driven by the energy and commitment of key staff involved without such systematic support within governance structures.

There is an opportunity to review policy and governance arrangements with a view to making existing achievements more transparent within the University community and beyond and further supporting the development of activities contributing to advancing the Goals. This might be linked to Goal 12, target 6 which encourages companies (and other organisations) to develop regular sustainability reporting. Annual sustainability reporting within the higher education sector is exemplified by practices at University College Cork.

5

SDGs ENGAGEMENT WORKING GROUP



5.1 Terms of Reference

Title	Engagement Working Group
Purpose	To advise on and support the development of implementation of the UMT endorsed Sustainable Development Goals project, and to ensure a cohesive and collaborative approach by UCD in the relevant area of contribution
Area of contribution covered	Engagement Activities relating to external outreach and engagement - UCD in the Community, UCD Volunteers Overseas, Universitas 21, World University Network, European University Association, Network of Universities from the Capitals of Europe, NOHA, partnerships with universities, industry
Objectives	<ul style="list-style-type: none"> • To advise on and support the implementation of the SDGs project in alignment with the SDGs project overall objective and in accordance with the scope of the area of contribution - Engagement - agreed by the UMT Steering Group • To share and coordinate a high level of expertise on existing engagement and/or outreach activity • To develop an overview of activity relating to engagement and/or outreach and supporting the profiling and exploration of potential for this activity • To build capacity and advise on opportunities, issues and gaps relating to engagement and/or outreach activity and/or the overall SDGs project objective(s) • To advocate and promote engagement/outreach activity relating to one or more of the SDGs
Meeting Outline/Agenda	Meeting 1: Welcome/Intro's, Project scope, SDGs Mapping Exercise, Working Group ToR/Members Meeting 2: Progress report - Mapping Exercise and Working Groups objectives, Obstacles/challenges Meeting 3: Final Meeting - Assess/Review progress made/Mapping Exercise Report, Recommendations
Authority/Champion	UMT SDGs Steering Group
Reporting	The Working Group will report to the UMT Steering Group
Secretariat	Secretariat support will be provided by Louise Griffin, Project Officer
Membership	<p>The Working Group will comprise representation from UCD Colleges, UCD Centres/Institutes and UCD units with specialist expertise in relevant engagement/outreach activity and/or engagement/outreach management and administration and/or the Sustainable Development Goals</p> <p>The Chair of each Working Group will be responsible for nominating and/or inviting members to the relevant Working Group</p>
Proposed Membership	Representative from; <ul style="list-style-type: none"> • University Relations • UCD Volunteer Overseas • UCD in the Community • UCD International • VP for Research, Innovation and Impact • UCD Culture and Engagement • Centre for Humanitarian Action (CHA)
Chair	Joe Carthy Each Working Group will be chaired by a member of the UMT Steering Group
Quorum	The Working Group will have a quorum of 4 members. In the absence of the Chair from the UMT Steering Group, the Chair will appoint a Chair
Periodicity of meetings	Monthly. If it is required, additional meetings can be arranged at the discretion of the Chair.
Established	January 2019
Review Date	April 2019

5.1.i Meetings

The Engagement Working Group was established in January 2019 and met four times over the course of five months (January – May 2019) to oversee the various dimensions of the mapping exercise and to provide feedback on findings and to discuss/resolve emergent issues.

The Group met on the following dates:

- 29 January 2019
- 4 March 2019
- 1 April 2019
- 16 May 2019

The Group comprised of:

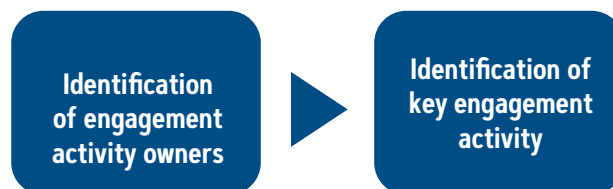
- Joe Carthy (Chair), Principal, College of Social Sciences and Law
- Alex Boyd, UCD Research
- Barry Murphy, UCDSU
- Caroline Mangan, UCDVO/UCD International
- Colm McLaughlin, UCD School of Business
- Dominic Martella UCD Communications
- Enda Murphy, UCD School of Architecture and Environmental Policy
- Holly Dignam, UCD in the Community
- Louise Griffin, Project Officer
- Marie-Luce Paris, UCD Sutherland School of Law
- Mark Simpson, UCD Culture and Engagement
- Patricia Maguire, UCD School of Biomolecular and Biomedical Science

5.2 Methodology

In January 2019, Professor Joe Carthy, Chair of the SDGs Engagement Working Group, chaired the first meeting of the SDGs Engagement Working Group. At this meeting, the Terms of Reference for the Group were reviewed and approved by all Working Group members. The first meeting also involved the Group evaluating all 17 SDGs and the individual applicability of each Goal to the work set out in the Working Group's Terms of Reference.

It was decided that all 17 SDGs fell within the remit of the Engagement Working Group and that the university's engagement activities would be assessed accordingly.

Following the first meeting, the SDGs Engagement Working Group met on a monthly basis and oversaw the below key actions:



As outlined in our Project Initiation Document, and previously mentioned in the Governance Working Group's report, desktop assessment was the main methodology employed in both the identification of engagement activity owners and the identification of key engagement activity.

Desktop assessment is defined as followed in the PID:

"This approach involves a desktop review and a manual assessment and assignment of activities, through the lens of each 'area of contribution' as outlined above, to the SDGs. This process will be led by the Project Officer and the Working Groups (specified below) will have an opportunity to contribute and support the implementation of this process."

Therefore, much of the work of the Engagement Working Group was carried out primarily through desktop research and assessment.

The findings from the mapping of the engagement activities was reviewed and approved by the Working Group members at each meeting.

5.3 Key findings

The SDGs Engagement Working Group attempted the challenging exercise of mapping the myriad of engagement activities undertaken by both UCD staff and students across the University. This is a challenging exercise not least because of the huge volume of activity, but because there is no formal or even informal recording mechanism of such activities. Even within Schools or individual units, staff and students are often involved in robust and commendable engagement activities unbeknown to their colleagues and their Head of school/Head of Unit.

1. UCD can be proud of the impressive array of engagement with SDG related activity. The variety of engagement activities ranges from those involving individuals to larger more organised, multi annual engagements.


Below is a list of some of the owners of such engagement activities:

- UCD Chaplaincy
- UCD Culture and Engagement
- UCD Earth Institute
- UCD in the Community
- UCD Innovation Academy
- UCD Institute for Discovery
- UCD Physiotherapy Hub
- UCD School of Agriculture and Food Science
- UCD School of Politics and International Relations
- UCD Volunteers Overseas

A more extensive outline of engagement activity owners and key examples of such activity is provided in a tabular format per SDG on the following pages. It should be noted that the below is merely a snapshot of the activities carried out by UCD staff and students that the Working Group were in a position to identify. It is likely that there are considerably more activities undertaken by the UCD community than those captured.

2. UCD's engagement activities are not currently recorded in any accessible manner. This results in much important and valuable work carried out by staff and students, that may contribute to the University's contribution in advancing the SDGs, to go unnoticed. In addition, the University also loses the opportunity to recognise the sterling contributions of staff and students involved in such activities.

Table of Owners and Examples of Key Engagement Activity to Advance SDGs

<p>17 PARTNERSHIPS FOR THE GOALS</p> 	<h3>Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development</h3> <hr/> <p>Owners of engagement activities</p> <ul style="list-style-type: none"> Enactus UCD UCD Centre for Sustainable Development Studies UCD Centre for Humanitarian Action UCD Clubs and Societies UCD Geary Institute UCD Global UCD HR - Employee Engagement Network/Culture & Engagement/Healthy UCD UCD in the Community UCD Institute for Discovery UCD Research UCD Sport and Fitness UCD Student's Union UCD Volunteers Overseas Universitas 21 World University Network (WUH) <hr/> <p>Key examples of activity</p> <ul style="list-style-type: none"> • UCDVO Annual Conference(s) • UCDVO Development Film Series • Professor Donna Marshal, Irish Government CSR Task Force Member • Professor Andrea Hoepner serves on various investment funds and government bodies advising on ESGs, SDG investing, and climate change risk, including the Department of Finance 'Finance Green Ireland Committee', the French Social Investment Forum and the Future World Fund. • UCD Earth Institute: UCD SDGs Research Seminar Series • UCD in the Community: Jesuit Refugee Service (JRS) Ireland partnership • UCD in the Community: Touchstone Course with Age & Opportunity • UCD Institute for Discovery - AI for Good lecture • UCD Global: Northeastern University (N.U.in program) Students Service-Learning Placements in community- based organisations and NGOs • Student-led campaign and UCD in the Community: UCD Fáilte/Welcome Refugees and UCD Refugee Awareness Week • UCD students have formed a partnership with Third Age Ireland this year, to run their Fáilte Isteach programme in UCD, which involves offering conversational English classes to migrants from the community
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Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

Owners of engagement activities

UCD Centre for Business and Society UCD Centre for Constitutional Studies
 UCD Centre for Cybersecurity & Cybercrime Investigation (CCI) UCD Centre for Human Rights
 UCD Chaplaincy
 UCD Clubs and Societies (students organising debates) UCD Fáilte Refugees Campaign
 UCD Geary Institute for Public Policy UCD Green Campus Initiative
 UCD Health Systems Research Group UCD Institute for Discovery
 UCD Institute of Criminology UCD Procurement
 UCD School of Politics and International Relations
 UCD School of Social Policy, Social Work and Social Justice UCD Centre For Corporate Governance
 UCD Sutherland School of Law
 UCD University Governance

Key examples of activity

- UCD SPIRe: Citizens Assembly - Professor David Farrell, Head of School, UCD SPIRe
- Professor Niamh Brennan: Promoting good corporate governance as a member of various state and industry boards including, among others, the Children's Hospital Group, An Garda Síochána, Drinkaware and Chartered Accountants Ireland.
- UCD in the Community: Jesuit Refugee Service (JRS) Ireland partnership
- Student-led campaign and UCD in the Community: UCD Fáilte/Welcome Refugees and UCD Refugee Awareness Week



Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

Owners of engagement activities

iCrag (Irish Centre for Research in Applied Geosciences)
UCD Centre for Experimental Archaeology and Material Culture Food for Health Ireland
UCD Green Campus Initiative UCD Horticultural Society
UCD School of Agriculture and Food Science
UCD School of Biology and Environmental Science UCD Earth Institute
UCD School of Veterinary Medicine UCD School of Archaeology
UCD Sutherland School of Law

Key examples of activity

- UCD Energy Institute: Active partners in industry- academia collaboration partnerships, such as the Energy Systems integration Partnership Programme (ESIPP).
- UCDVO: reforestation project in Haiti
- UCD Earth Institute: UCD Earth Week
- UCD School of Agriculture and Food Science: Transition Year Workshop (Food Science and Nutrition Sensory Experience)
- UCD and Teagasc Knowledge Transfer Conference 2017
- Agri Aware Farm Walk and Talk @ UCD Lyons Farm
- UCD Earth Walks 2018



Conserve and sustainably use the oceans, seas and marine resources for sustainable development

Owners of engagement activities

UCD Earth Institute
iCrag (Irish Centre for Research in Applied Geosciences)
BEACON Bioeconomy Research Centre
UCD School of Biology and Environmental Science
UCD Green Campus Initiative
UCD Earth Walks 2018

Key examples of activity

- UCD Earth Institute: UCD Earth Week



Take urgent action to combat climate change and its impacts

Owners of engagement activities

UCD School of Agriculture and Food Science UCD School of Geography

UCD Earth Institute

iCrag (Irish Centre for Research in Applied Geosciences) BEACON Bioeconomy Research Centre

UCD School of Biology and Environmental Science

UCD Centre for Business and Society

Key examples of activity

- UCD Earth Institute: UCD Earth Week
- UCD Earth Institute: Event marking the International Day for Disaster Reduction - 4 Talks | 4 Speakers | 4 Perspectives
- Environmental scientist Dr Cara Augustenborg appointed to Council of State
- UCD Earth Walks 2018



Ensure sustainable consumption and production patterns

Owners of engagement activities

Food for Health Ireland UCD Estates

Catering - Odhran Lawlor - Hospitality Services Manager UCD Procurement

BEACON Bioeconomy Research Centre

I-Form Centre for Advanced Manufacturing UCD Centre for Business and Society

UCD Geary Institute

Key examples of activity

- Various owners: UCD Green Week 2019



Make cities and human settlements inclusive, safe, resilient and sustainable

Owners of engagement activities

BEACON Bioeconomy Research Centre UCD Estates

UCD Procurement

UCD School of Architecture, Planning and Environmental Policy UCD Earth Institute

UCD School of Computer Science

UCD Centre for Business and Society

Key examples of activity

- Various owners: UCD Green Week 2019
- UCD Estates: UCD Bike Day
- UCD Estates: Bike pop-up
- UCD Estates: Switch-Off Campaigns

10 REDUCED INEQUALITIES


Reduce inequality within and among countries

Owners of engagement activities

Equality, Diversity & Inclusion Group/Culture & Engagement - UCD HR
 UCD Access and Lifelong Learning UCD in the Community
 UCD College of Business
 UCD Sutherland School of Law
 UCD Centre for Humanitarian Action UCD Health Systems Research Group
 UCD School of Nursing, Midwifery and Health Systems UCD PPI Ignite Connect Network
 UCD Student's Union
 UCD Centre for Business and Society Widening Participation Committee

Key examples of activity

- EDI Multicultural Group
- Employee Engagement Network
- International Employee Network
- UCD LGBTI Staff Network
- UCD Staff Disability Network
- UCD in the Community: Jesuit Refugee Service (JRS) Ireland partnership
- UCD in the Community: Homeless Period Ireland (HPI) initiative
- UCD in the Community: Touchstone Course with Age & Opportunity
- UCD Chaplain, UCD TV and UCD in the Community: Homeless Girls Society Workshop
- Student-led campaign and UCD in the Community: UCD Fáilte/Welcome Refugees and UCD Refugee Awareness Week
- UCD Library: Leaving Cert Study Programme

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE


Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation

Owners of engagement activities

NovaUCD
 UCD Innovation Academy
 UCD College of Engineering and Architecture
 UCD School of Architecture, Planning and Environmental Policy UCD College of Business
 Enactus UCD

Key examples of activity

- UCD Institute for Discovery - AI for Good lecture
- Nomination of Professor Peter Clinch as Chairperson Designate of the Board of Science Foundation Ireland
- UCD Research: UCD Impact Case Studies
- UCD Innovation Summer Camp

8 DECENT WORK AND ECONOMIC GROWTH



Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

Owners of engagement activities

UCD Earth Institute UCD HR

EDI

UCD School of Economics UCD School of Sociology

UCD School of Politics and International Relations UCD's relationship with Trade Unions

UCD Centre for Business and Society UCD College of Business

UCD Geary Institute

Key examples of activity

- UCD Earth Institute: SDGs Research Seminar Series
- UCD HR: Work-life blend at UCD 2019
- UCD HR: Mental Health Awareness Week
- UCD HR: Employee Engage Day

7 AFFORDABLE AND CLEAN ENERGY



Ensure access to affordable, reliable, sustainable and modern energy for all

Owners of engagement activities

UCD Energy Institute UCD Estates

BEACON Bioeconomy Research Centre Sustainable Energy Committee

UCD School of Chemistry

Key examples of activity

- UCDVO: set up of solar powered computer labs in Haiti
- UCD Earth Institute: SDGs Research Seminar Series
- Various owners: UCD Green Week 2019
- UCD Estates: Switch-Off Campaigns
- Sustainable Energy Community

6 CLEAN WATER AND SANITATION



Ensure availability and sustainable management of water and sanitation for all

Owners of engagement activities

UCD Energy Institute

UCD Estates

BEACON Bioeconomy Research Centre

Sustainable Energy Committee

UCD School of Chemistry

UCD School of Geography

UCD School of Biomolecular & Biomedical Science

Key examples of activity

- UCDVO: funding for a community well in India
- UCD Earth Institute: SDGs Research Seminar Series
- Various owners: UCD Green Week 2019

5 GENDER
EQUALITY



Achieve gender equality and empower all women and girls

Owners of engagement activities

University Widening Participation Committee
Equality, Diversity and Inclusion Group/Culture & Engagement - UCD HR
ATHENA Swan UCD
Gender Equality Action Plan
UCD Access and Lifelong Learning UCD Volunteers Overseas
UCD Centre for Data Analytics
UCD School of Mathematics and Statistics UCD School of Computer Science
UCD Social Policy, Social Work and Social Justice UCD Students Union
UCD Centre for Business and Society
UCD College of Business

Key examples of activity

- UCDVO: construction and funding of a community education centre for women and girls in Delhi, India.
- Funding and support for women's self-help groups in Assam and Tamil Nadu in India.
- UCD Earth Institute: SDGs Research Seminar Series
- UCD in the Community: Homeless Period Ireland (HPI) initiative
- UCD Chaplain, UCD TV and UCD in the Community: Homeless Girls Society Workshop

4 QUALITY EDUCATION



Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Owners of engagement activities

Applied Language Centre UCD Volunteers Overseas
 UCD Access and Lifelong Learning
 UCD Registry UCD Library
 UCD Teaching and Learning
 UCD Student Recruitment – Undergraduate & Graduate UCD Centre for Distance Learning

Key examples of activity

- UCDVO: ICT education for teachers and pupils in 37 schools in Tanzania and 3 schools in Haiti
- Literacy programmes for children in India, Health education workshops for healthcare staff and community groups in Uganda
- UCD Earth Institute: SDGs Research Seminar Series
- UCD in the Community: Jesuit Refugee Service (JRS) Ireland partnership
- UCD in the Community: Touchstone Course with Age & Opportunity
- UCD Institute for Discovery and UCD in the Community: Intergenerational Jigsaw Club
- UCD Institute for Discovery - Lecture series on Debating Aging
- UCD in the Community: All Aboard - Digital Skills for Learning
- UCD Chaplain, UCD TV and UCD in the Community: Homeless Girls Society Workshop
- UCD in the Community: Mount Merrion Seniors Friendship Club Visits
- Student-led campaign and UCD in the Community: UCD Fáilte/Welcome Refugees and UCD Refugee Awareness Week
- Applied Language Centre and UCD in the Community: 12 week free English language class for UCD employees and their family members
- UCD School of Agriculture and Food Science: Transition Year Workshop (Food Science and Nutrition Sensory Experience)
- UCD Library: Leaving Cert Study Programme

3 GOOD HEALTH AND WELL-BEING



Ensure healthy lives and promote well-being for all at all ages

Owners of engagement activities

Healthy UCD
 Culture and Engagement - UCD HR
 UCD College of Health & Agricultural Sciences UCD Volunteers Overseas
 UCD in the Community UCD Conway Institute
 UCD Centre for Business and Society UCD School of Medicine
 UCD School of Veterinary Medicine
 UCD School of Biomolecular & Biomedical Science UCD Student Advisers
 UCD Clubs & Societies UCD Sport
 UCD PPI Ignite Connect Network
 UCD School of Nursing, Midwifery and Health Systems

Key examples of activity

- UCD Earth Institute: SDGs Research Seminar Series
- Various owners: UCD Green Week 2019
- UCD School of Nursing, Midwifery and Health Science and UCD in the Community: Health Awareness Check
- UCD in the Community: Homeless Period Ireland (HPI) initiative
- UCD in the Community: Nutrition talk with the Irish Wheelchair Association
- UCD Institute for Discovery and UCD in the Community: Intergenerational Jigsaw Club
- UCD in the Community: Project Fun Direction Sports Blitz
- #UCDFOOD Healthy Eating Week

2 ZERO HUNGER



End hunger, achieve food security and improved nutrition and promote sustainable agriculture

Owners of engagement activities

UCD Volunteers Overseas UCD in the Community
 UCD Institute of Food and Health
 UCD School of Agriculture and Food Science UCD Centre for Humanitarian Action
 UCD School of Biomolecular & Biomedical Science UCD School of Biology and Environmental Science
 UCD Geary Institute for Public Policy

Key examples of activity

- UCDVO: Nutrition project in Kisiizi Hospital, Uganda
- UCD Earth Institute: SDGs Research Seminar Series
- UCD Estates: Sustainable Cookery 2019
- Various owners: UCD Green Week 2019
- #UCDFOOD Healthy Eating Week

1 NO
POVERTY



End poverty in all its forms everywhere

Owners of engagement activities

UCD Earth Institute UCD in the Community
 UCD Humanities Institute
 UCD Centre for Humanitarian Action
 UCD Social Policy, Social Work and Social Justice UCD Centre for Sustainable Development Studies UCD
 School of Sociology
 St Vincent de Paul Society
 UCD Volunteers Overseas

Key examples of activity

- UCDVO: Fundraising for community development projects to support economically and socially disadvantaged communities around the world
- UCD Earth Institute: SDGs Research Seminar Series
- Student-led campaign and UCD in the Community: UCD Fáilte/Welcome Refugees and UCD Refugee Awareness Week
- UCD students have formed a partnership with Third Age Ireland this year, to run their Fáilte Isteach programme in UCD, which involves offering conversational English classes to migrants from the community

5.4 Recommendations

Following the work of the Engagement Working Group, the following recommendations are made:

1. UCD should create a formal Engagement Recording System (ERS) to capture all engagement activities. The details of such a system needs to be thought out clearly with consultation across the University
2. Staff and students should record all engagement activities in the ERS
3. Schools and units should produce an annual engagement report for the president as a possible source of data for his annual report.

ADDITIONAL RESOURCES

Asia-Pacific SDSN – Getting started with the SDGs in Universities –
A guide for Universities, Higher Education Institutions and the Academic Sector (2017)

http://ap-unsdsn.org/wp-content/uploads/University-SDG-Guide_web.pdf

UCD Graduate studies and prospectus

www.ucd.ie/graduatestudies/

UCD Undergraduate prospectus

www.myucd.ie/ucd-prospectus/

UN SDGs targets and indicators

www.un.org/sustainabledevelopment/sustainable-development-goals/

UCD Strategic plan “Rising to the Future”

<https://strategy.ucd.ie/>

University for All Workplan 2017/2020

<https://www.ucd.ie/t4cms/University%20for%20All%20Workplan%202017-2020.pdf>

