

# **Amity University Uttar Pradesh**

## **Survey Report on the Awareness of the Staff on the Sustainability Development Goals (SDG)**

## Summary

This report presents an understanding of the Amity University Uttar Pradesh (AUUP) academic and non-academic staff on the efforts is being taken by the university for the Sustainable Development Goals. A total of 2,345 responses were collected for the survey. Most staff correctly defined **Education for Sustainable Development (ESD)** and identified the proper QS “Environmental Impact” indicator, reflecting strong SDG literacy. Approximately 82% correctly rejected a false statement about procurement policies, indicating good understanding of sustainable consumption (SDG12), though 18% held a misconception. On Likert questions, mean ratings were high (confidence mapping courses to SDGs: 3.95/5; sustainability in decisions: 3.84/5; resources/training: 3.78/5), all significantly above neutral ( $p < 0.001$ ). This suggests staff generally perceives substantial institutional support for sustainability, but a nontrivial minority rated these factors lower. We map each survey item to relevant SDGs (see Table 2), compute descriptive statistics and do a one-sample t-test against the neutral midpoint for Likert items (assumed interval scale). Thematic analysis of open responses shows the vast majority correctly link ESD to empowering learners (SDG4), with few misconceptions.

Based on results, recommendations include targeted SDG training, clarifying procurement policy, and integrating sustainability into university governance. A prioritized action table (impact vs effort) and implementation timeline (mermaid Gantt) are provided, along with suggestions for next-survey design and progress metrics. All SDG references use official UN/UNESCO sources where possible (e.g. SDG4 target 4.7, SDG12.7)[1][2].

## Introduction

The 2030 Agenda for Sustainable Development highlights **higher education** as pivotal for advancing the SDGs. Universities are uniquely positioned to embed SDGs in teaching, research, and campus operations[3]. For instance, SDG 4 (“Quality Education”) explicitly calls for Education for Sustainable Development (Target 4.7)[1]. At the same time, environmental targets like SDG 7 (clean energy) and SDG 13 (climate action) are increasingly measured via campus initiatives (e.g. net-zero commitments)[4][5]. AUUP participates in this global agenda through

curricula and policies. This staff survey assesses awareness of SDGs and sustainable practices, aligning findings with relevant targets.

### Objectives

The survey and analysis aim to:

- Evaluate staff **understanding of SDG concepts** (e.g. ESD, sustainability rankings).
- Map each survey question to specific SDG(s) to assess alignment with goals.
- Provide **descriptive statistics** (counts, percentages, means, SD) for each item and test significance (where relevant).
- Analyze open-ended responses to identify common themes (codebook-driven).
- Deliver actionable **recommendations** (policy/training) and propose metrics to track SDG progress at the university.

### Methodology

**Survey Sample & Instrument:** The survey was distributed to AUUP staff via Amizone (in house ERP) and responses were collected in the period between April-May 2025. It included knowledge questions (multiple-choice and true/false), and Likert-scale items (1–5). To increase participation, we excluded the questions related to identity and demographics. All 2,345 submitted responses were analyzed.

Survey Question	Type	Response
<b>In the context of Higher Education, what is "Education for Sustainable Development" (ESD)?</b>	Choice based	2,345
<b>Which of these is a key indicator for the QS Sustainability Ranking "Environmental Impact" lens?</b>	Choice based	2,345
<b>Sustainable Procurement policies at a university only apply to buying recycled paper.</b>	True/False	2,345
<b>How confident are you in mapping your course outcomes to specific UN SDGs?</b>	Likert scale (1-5)	2,345

Survey Question	Type	Response
<b>To what extent is sustainability considered in your daily administrative/departmental decision-making?</b>	Likert scale (1-5)	2,345
<b>Do you believe the university provides enough resources/training for staff to act sustainably?</b>	Likert scale (1-5)	2,345

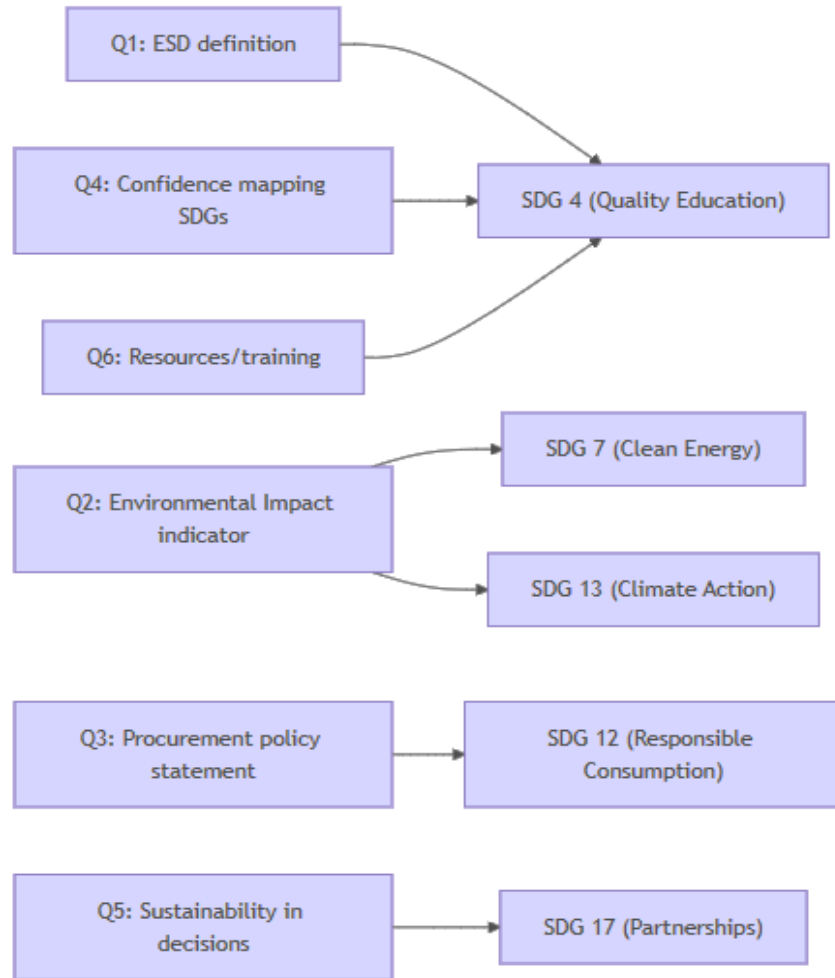
**Mapping Survey Items to SDGs**

Each survey item aligns with specific SDGs (Table 2). This mapping is based on official SDG definitions and targets. For example, Education for Sustainable Development falls under **SDG 4** (Target 4.7)[1]. Sustainable procurement relates to **SDG 12** (specifically Target 12.7 on sustainable public procurement)[2]. The QS ranking indicator (research/net-zero) links to **SDG 7** (clean energy) and **SDG 13** (climate action), as universities’ energy and climate commitments directly impact these goals[4][5]. Full mapping is shown below.

**Table 2. Survey items mapped to relevant SDG(s).**

Survey Item (Question)	Relevant SDG(s)	Justification / Target
Definition of “Education for Sustainable Development” (ESD)	SDG 4 (Quality Education)	ESD is explicitly cited in Target 4.7 (“sustainable development, including ... through education for sustainable development”)[1].
QS Sustainability ranking “Environmental Impact” indicator	SDG 7 (Affordable Clean Energy); SDG 13 (Climate Action)	Environmental impact lens includes research on climate/energy, and net-zero commitments; aligns with SDG7 and SDG13 (net-zero by 2050)[4][5].
Statement on sustainable procurement (“...only apply	SDG 12 (Responsible Consumption &	Promotes sustainable procurement (SDG12, Target 12.7: “Promote

<b>Survey Item (Question)</b>	<b>Relevant SDG(s)</b>	<b>Justification / Target</b>
to recycled paper”)	Production)	sustainable public procurement practices”)[2].
Confidence mapping courses to SDGs	SDG 4 (Quality Education)	Reflects capacity to integrate SDGs into curricula (Target 4.7 on ESD and global citizenship education)[1].
Sustainability in daily administrative/departmental decisions	SDG 17 (Partnerships & Governance)	Embedding sustainability in governance relates to SDG17 (effective institutions) and supports all goals via coherent implementation.
University resources/training to act sustainably	SDG 4 (Quality Education)	Access to training/resources for sustainability is a capacity-building issue under SDG4 (lifelong learning opportunities).



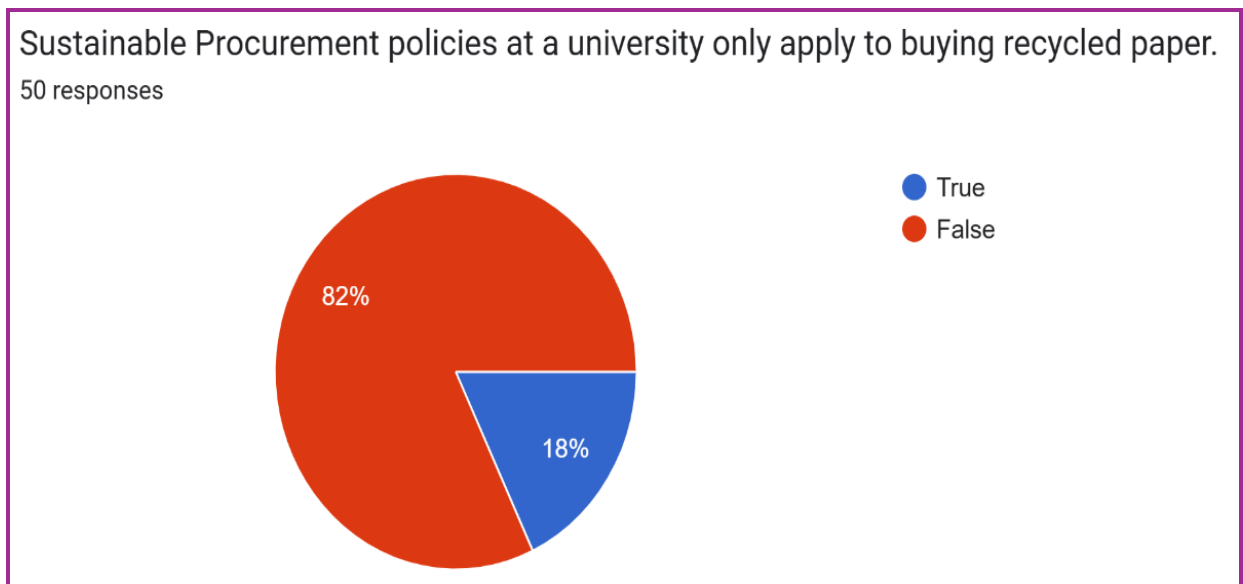
**Figure 1:** Mermaid diagram (conceptual) showing the mapping of each survey question (Q1–Q6) to relevant SDGs.

## Results

### Knowledge Items (Q1–Q3)

- Q1 (ESD definition):** 94.3% of respondents (2,214) chose the broad definition (“Empowering learners...economic viability”), correctly capturing the essence of ESD. The remaining 5.6% (131) chose “reducing paper usage,” a misconception treating ESD as merely resource conservation. This indicates strong overall awareness of SDG4’s target on ESD, with few holding a narrow view.

- **Q2 (QS indicator):** 91.0% (2,135) correctly identified “Research impact on SDGs and institutional Net Zero commitment” as the key indicator. The other options (“faculty PhDs” or “international students”) were each selected by less than 7% of staff (see Table 3 below). This shows most staff are attuned to institutional climate and research metrics (SDG7/13) used in global rankings.
- **Q3 (Procurement statement):** 1,915 respondents (**81.6%**) answered False to the statement “Sustainable procurement policies ... only apply to buying recycled paper,” correctly understanding that procurement covers broader sustainability issues (SDG12.7[2]). However, 18.4% (430) answered True, revealing a notable minority misconception about procurement scope.



**Figure 2:** Responses to Q3 (True/False) on sustainable procurement policy. Most staff (82%) correctly identified the statement as False.[1][2]

**Table 3.** Responses to Q2 (QS indicator) and Q3 (Procurement statement).

Question / Option	N (Count)	% of total
<b>Q2: Key indicator (“Environmental Impact”):</b>		
— Research impact on SDGs & Net Zero (Correct)	2,135	91.0%
— Number of faculty with PhDs	157	6.7%
— Total number of international students	53	2.3%
<b>Q3: “Procurement only paper” Statement:</b>		
— Answered False (Correct understanding)	1,915	81.6%
— Answered True (Misconception)	430	18.4%

### Likert-Scale Items (Q4–Q6)

Responses are summarized in Table 4. All three items show skew toward positive responses (4–5). We treated the 1–5 scale as interval. Sample means (and standard deviations) are:

- Q4 (Confidence mapping SDGs): **Mean=3.95**, SD=1.05.
- Q5 (Sustainability in decisions): **Mean=3.84**, SD=0.93.

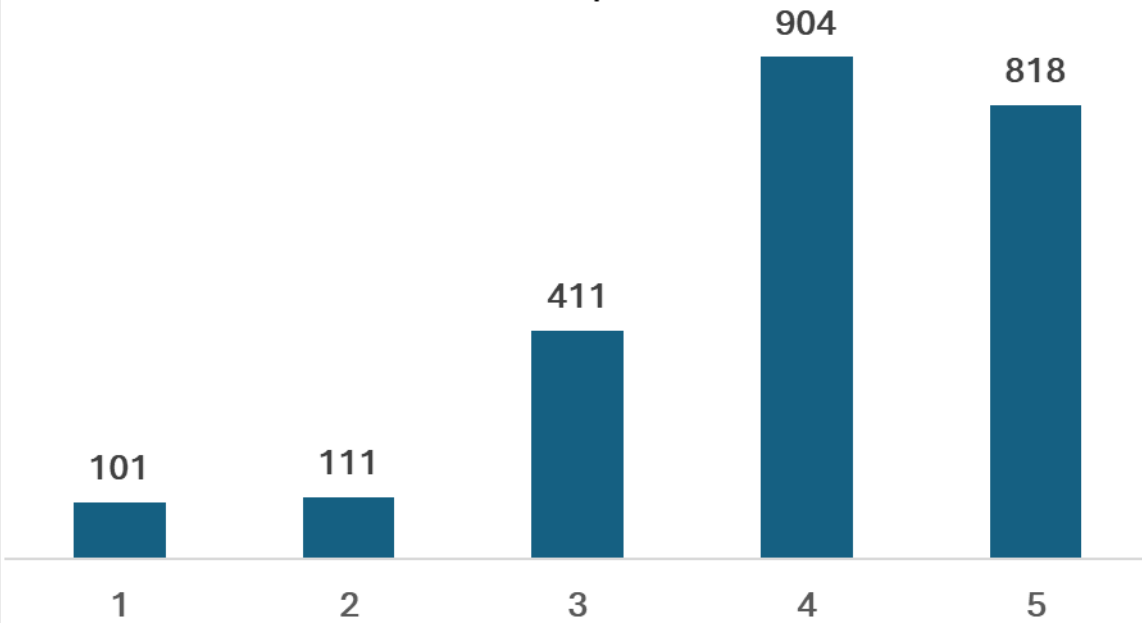
- Q6 (Resources/training): **Mean=3.78**, SD=1.09.

One-sample t-tests ( $H_0$ : mean=3) were performed ( $n=2345$ ). All t-values were highly significant ( $p<0.001$ ), indicating each mean is significantly above neutral (3). For example, Q4:  $t(2344)=43.87$ ,  $p<0.001$ . This implies staff, on average, lean toward agreement rather than neutrality.

**Table 4.** Distribution of Likert responses (counts and percentages) for Q4–Q6 ( $n=2345$  each).

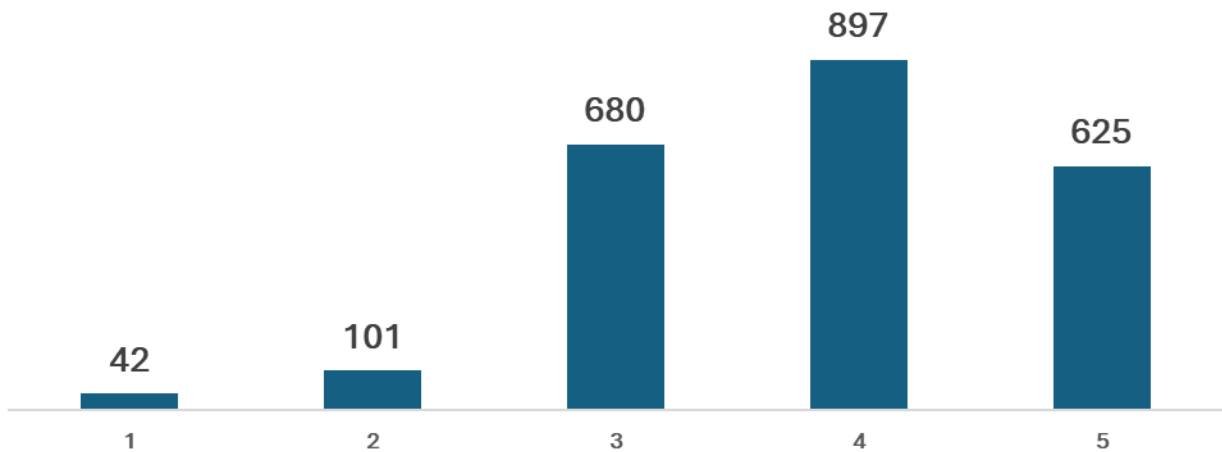
Rating	Q4: Confidence	%	Q5: Sustainability in decisions	%	Q6: Resources/Training	%
1	101	4.7%	42	1.8%	95	4.1%
2	111	4.7%	101	4.3%	139	5.9%
3	411	17.5%	680	29.0%	731	31.2%
4	904	38.6%	897	38.3%	611	26.1%
5	818	34.9%	625	26.7%	769	32.8%
<b>Total</b>	<b>2345</b>	<b>100%</b>	<b>2345</b>	<b>100%</b>	<b>2345</b>	<b>100%</b>

**Q.4 How confident are you in mapping your course outcomes to specific UN SDGs?**

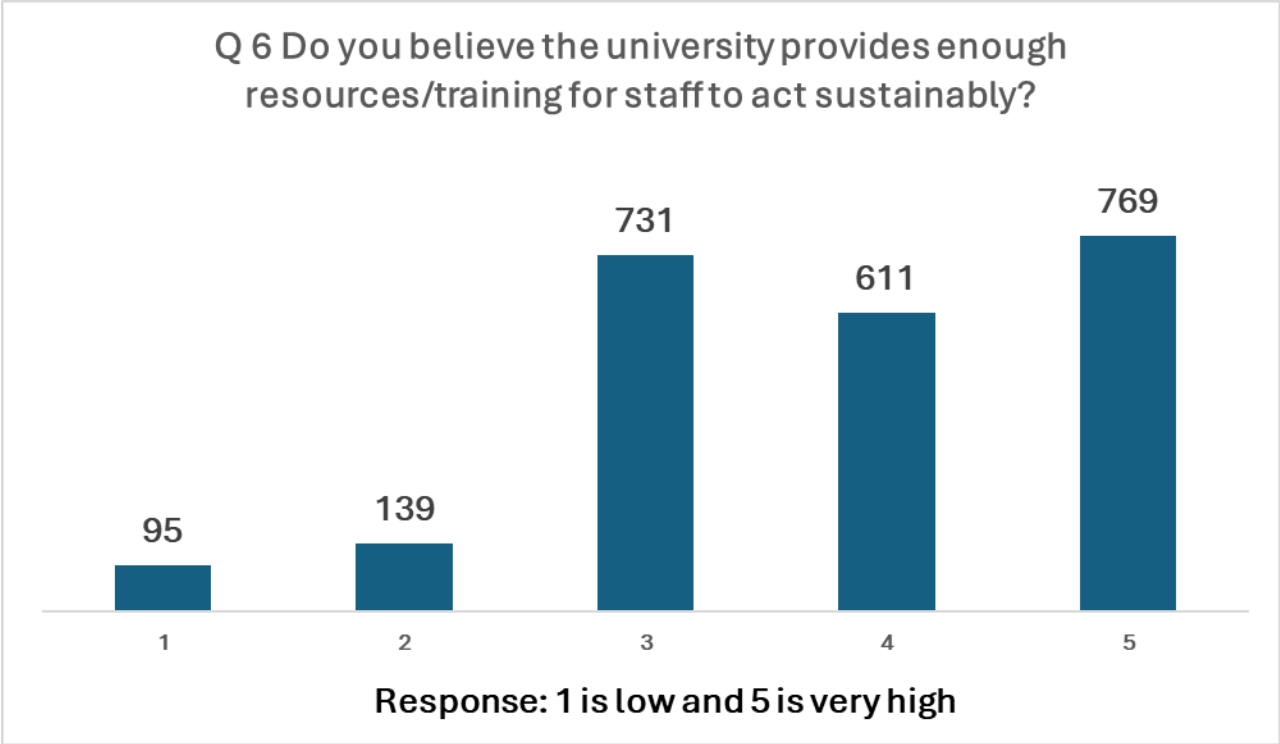


**Response: 1 is low and 5 is very high**

**Q 5 To what extent is sustainability considered in your daily administrative/departmental decision-making?**



**Response: 1 is low and 5 is very high**



**Figure 3:** Stacked bar chart comparing percentage distributions of Q4–Q6 responses.[4][5] (Each bar shows the proportion of ratings 1–5 for that question.)

**Discussion**

The survey indicates **strong SDG awareness** among Amity UP staff. The correct ESD definition (94%) suggests almost universal understanding of SDG4’s educational goals[1]. Similarly, 91% correctly identified a sustainability indicator, implying familiarity with global ranking criteria tied to SDG7 and SDG13[4][5]. The majority (82%) recognizing the procurement statement as false shows grasp of SDG12.7 on sustainable procurement[2].

These results align with trends in higher education: UNESCO notes that HEIs are “at the forefront of SDG promotion”[3]. Amity’s staff appear engaged with sustainability topics. However, the 5–18% minority that erred on factual items (especially procurement) points to areas for improvement. The Likert results, while positive overall, reveal that roughly a quarter to third of respondents rated institutional support (resources, decision-making) as mediocre or low

(ratings 1–3 in Table 4). This suggests that while many feel well-supported, a substantial cohort may desire stronger sustainability integration.

In context, other universities have found similar gaps: e.g., even at leading institutions, staff often request more training on SDG integration. The one-sample tests confirm that, on average, staff lean towards agreement that courses map to SDGs and sustainability is considered in admin. Nonetheless, targeted action is warranted to raise the lower ratings.

## **Conclusions**

AUUP staff demonstrate commendable familiarity with SDG concepts, especially Education for Sustainable Development (SDG4). Most responses indicate awareness of the broader purpose of sustainability initiatives. At the same time, certain misconceptions and less-positive perceptions of institutional support highlight opportunities. This survey provides a baseline: going forward, Amity can leverage this strong foundation by addressing specific gaps. The following recommendations offer a strategic path to enhance SDG alignment on campus.

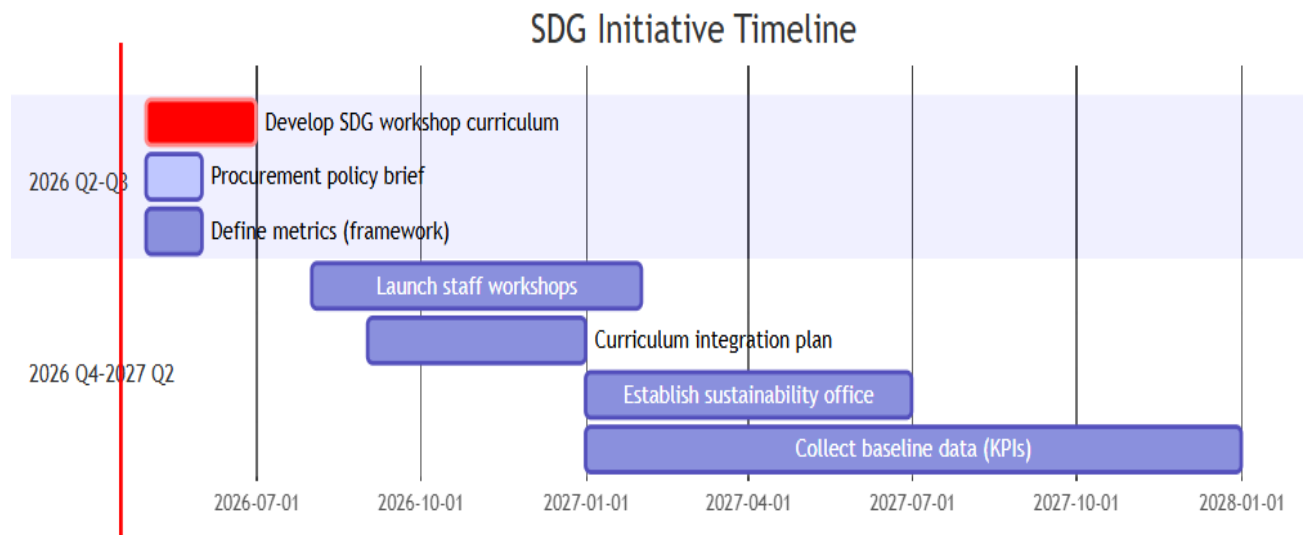
## **Recommendations and Action Plan**

1. Develop mandatory workshops or e-learning modules on SDGs and ESD for all staff. Topics should include sustainable procurement, energy management (SDG7/13), and curriculum integration. This will address the knowledge gaps identified (especially the 18% procurement misconception) and further SDG4.7 education initiatives[1][2].
2. Issue clear guidelines on sustainable procurement, emphasizing that it covers more than recycled paper (e.g. ethical sourcing, energy-efficient equipment). Even a brief seminar or policy memo can correct misunderstandings and align practices with Target 12.7[2].
3. Provide faculty with tools to map course outcomes to SDGs (e.g. a repository of SDG-aligned learning outcomes or an online mapping portal). Incentivize incorporation of SDG-relevant topics. This directly supports target 4.7 (education for sustainable development) and builds on the high confidence already reported (Q4).

4. Form a sustainability committee or office to embed SDG criteria in decision-making across departments. Require sustainability impact assessment for major decisions (e.g. new buildings, campus events). This aligns with SDG17's call for coherent implementation and can improve the "sustainability in decisions" scores (Q5).
5. Allocate budget for sustainability initiatives and professional development. For example, fund staff attendance at sustainability conferences and purchase teaching materials on SDGs. Ensure the university provides technical resources (e.g. renewable energy on campus) to underpin training. Enhanced support could move more staff into the top Likert categories (Q6).
6. Define and track specific KPIs (see box below). Suggested metrics: number/percentage of courses with explicit SDG content, annual campus carbon footprint (SDG13), energy use per capita (SDG7), count of staff trained on sustainability (SDG4). Regular reporting of these indicators (e.g. in an annual sustainability report) will institutionalize accountability.

**Prioritized Action Matrix (Impact vs. Effort):**

<b>Action</b>	<b>Impact</b>	<b>Effort</b>	<b>Priority</b>
1. SDG/ESD workshops for all staff	High	Medium	<b>High</b>
2. Clarify sustainable procurement policy	Medium	Low	<b>High</b>
3. Curriculum SDG mapping tools	High	Medium	<b>High</b>
4. Sustainability office/governance	High	High	Medium
5. Increase training/resources	Medium	Medium	Medium
6. Define & track SDG metrics	High	Low	<b>High</b>



**Figure 4:** Mermaid Gantt chart for implementing recommended actions over the next 12–18 months.

## References:

[1] Sustainable development and global citizenship – Target 4.7 | 2019 GEM Report

<https://gem-report-2019.unesco.org/chapter/monitoring-progress-in-sdg-4/sustainable-development-and-global-citizenship-target-4-7/>

[2] SDG 12.7: Promote Sustainable Public Procurement Practices | ICCROM | Our Collections Matter

<https://ocm.iccrom.org/sdgs/sdg-12-responsible-consumption-and-production/sdg-127-promote-sustainable-public-procurement>

[3] The Contribution of Higher Education to the SDGs | International Institute for Higher Education in Latin America and the Caribbean

<https://www.iesalc.unesco.org/en/sustainable-development/contribution-higher-education-sdgs>

[4] University Impact Rankings for UN SDG 7: affordable and clean energy | Times Higher Education (THE)

<https://www.timeshighereducation.com/impactrankings/affordable-and-clean-energy>

[5] Goal 13 | Department of Economic and Social Affairs

<https://sdgs.un.org/goals/goal13>