DE MONTFORT UNIVERSITY LEICESTER

APPENDICES
Consultation on Education for the Sustainable Development Goals (ESDG) at DMU 2018

Consultation undertaken by De Montfort University's Education for Sustainable Development Forum

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1   Appendix 1: Workshop Data

1.1   Registered workshop Participants

Role	Category
Senior Lecturer, CEM	Academic - FOT
Head of Public Engagement	S&I Partnerships
Deputy Head of Public Engagement	S&I Partnerships
Environmental & Sustainability Officer	Prof Serv - Sustainability
PVC Research	Senior: PVC Research
Interim Director - ITMS	Prof Serv – ITMS
Head of Health, Safety and Wellbeing	Prof Serv – HLS
Senior Lecturer in Public Relations	Academic – FOT
VP Education	DSU
Senior Lecturer, ADH	Academic – ADH
Sustainability Assistant	Prof Serv - Sustainability
Deputy Dean, CEM	Senior: Deputy Dean
Associate Professor, ADH	Academic - ADH
Lecturer VC2020, BAL	Academic - BAL
Lecturer in Criminology VC2020	Academic - BAL
Head of Business Development and Executive Education, BAL	Prof Serv - BAL
Director of Learning and Teaching	Senior: Teaching and Learning
Responsible Futures Frontrunner	Student
Student	Student
Student	Student
Student	Student
PT Lecturer, CEM	Academic – FOT
Senior Academic and Organisation Development Consultant	Prof Serv: POD
Senior Lecturer, ADH	Academic - ADH
Senior Lecturer in Strategic Management	Academic - BAL
Associate Director and Head of Estate Management	Prof Serv - Estates
Executive PA VC Office	Prof Serv - Exec, Gov & Legal
Public Engagement	S&I Partnerships
Deputy Director of Estates	Prof Serv: Estates

*Note that a register was not taken on the day, so a definitive attendance list was not recorded. Total attendance was 30, with some participants leaving before the exercise to identify activities was carried out.

1.2   DMU's Distinctive Role and Identifying Success

Response No.	Q1: DMU's Distinctive Role?	Q2: How would we know we were successful?	Q2 Coding
1	Civic contribution	Reputation	EXTERNAL
2	#DMU Square Mile	Alumni Champions	ALUMNI
3	#DMULocal	Energy savings	HIDDEN CURR (impact)
4	positive approach	Change in modules/assessment topics	FORMAL CURRICULUM

5	#DMUGlobal	Biodiversity	HIDDEN CURR (impact)
6	Gender equality	Research	RESEARCH
7	Poverty alleviation	Advising others	EXTERNAL
8	Diversity	Enrolment	STUDENT SATISFACTION
9	Multi-racial	Paperless	HIDDEN CURR (impact)
10	Research	embedded staff research	RESEARCH; INTEGRATED
11	Financial muscle	Awareness	HIDDEN CURR (culture)
12	Experience	Unnoticed gender	HIDDEN CURR (culture)
13	Educate	Happy clappy :-)	HIDDEN CURR (culture)
14	diverse	Identity	HIDDEN CURR (culture)
15	Industry	Profile	EXTERNAL
16	Awareness	Developing global networks	EXTERNAL
17	Connection with City	Self-directed initiatives	CO-CURRICULUM
18	Developing a mechanism to raise awareness amongst the business community about SDG's with the aim to create a course.	Strong survey results	STUDENT SATISFACTION
19	Lead	Industry	EXTERNAL
20	Employability & engagement	All products fair trade	HIDDEN CURR (impact)
21	Dare	A happy healthy environment	HIDDEN CURR (culture)
22	Inclusivity	Alumni	ALUMNI
23	Action research	Student societies	CO-CURRICULUM
24	Integrating the SDG within the curriculum and engaging with several sectors of the university to develop local and international projects dedicated to meeting the SDGs	SDG Modules	FORMAL CURRICULUM
25	Exposure to broad range of students	Increased research impact	RESEARCH; HIDDEN CURR (Impact)
26	Capacity building	Less waste	HIDDEN CURR (impact)
27	Raising awareness	student examples that have moved into relevant careers around SDGs	ALUMNI
28	Canalside location	Knowledge and awareness of SD	LEARNING OUTCOMES
29	Interdisciplinary	Volunteering as part of course	CO-CURRICULUM; INTEGRATED
30	Local	Integration	INTEGRATED
31	International	Behaviour change	HIDDEN CURR (culture)
32	Employability	Challenge incorrect practice	HIDDEN CURR (culture)
33	Collaboration	Staff not being obnoxious about it	HIDDEN CURR (culture)
34	Natural human diversity	Informed conversations	HIDDEN CURR (culture)
35	Innovative	Global awareness + mindset	LEARNING OUTCOMES
36	Links to employment	Metric impact	FORMAL CURRICULUM
37	Impact	Academic content	FORMAL CURRICULUM
38	Public Good	Less plastic	HIDDEN CURR (impact)
39	Challenge	Impact from research projects	RESEARCH; HIDDEN CURR (impact)
40		Staff and students challenging unsustainable practices.	HIDDEN CURR (culture)
41		Reputation	EXTERNAL

1.3 Small Group Discussion Summary

1.3.1 Formal Curriculum

1. Conduct survey of staff attitudes, awareness (knowledge) towards SD and SDG
2. Staff buy-in and training
3. Better links to SD by staff in formal curriculum
4. Capturing what is already doing
5. Baseline of current activity
6. More than learning 'about' sustainability – needs to be 'for'
7. Co-creation – assessing students' current knowledge on SD and SDGs, gaining feedback on formal curriculum and integrating
8. Active learning strategies
9. Move away from formal lectures
10. Work with students' feedback and feed forward
11. Enquiring mind – experiential learning – problem solving
12. Empowering students to change their identity
13. Choice for students – modules
14. Help students identify what their focus/ethical concern is
15. Getting students (and staff!) to care – start from what they can do
16. Integrated approach – institute to student
17. Answer the 'why should I?' question – buy-in
18. Stress the positive (rather than negative) – that students can make a difference towards SD/SDGs

1.3.2 Co-Curriculum

1. Volunteering
   a. #DMULocal
   b. Work with schools (e.g. DMUAspire)

2. Societies
   a. For outreach
   b. Training (presidents and members)
   c. Small fund for activities that societies can bid for (aligns with Responsible Futures IN003 criterion)
3. #DMUWorks
   a. Goal 8 (local and global)
   b. International placements (how to develop?)
4. #DMUGlobal
   a. Reflection booklets – "what you witnessed in other culture"
   b. 'eco-bricking' (UK examples, links to DMU India)
5. Waste Management
6. Responsible Futures
7. OSCARS with sustainability award
8. Accommodation/Halls
   a. A big influence!
   b. Hall champions
   c. Support – how to cook, recycle, etc.
   d. Already do Student Switch Off
9. Certificate linked to Annual Event
   a. Volunteering (global/local)
   b. Employability
   c. Done by individuals or teams (students/staff)
10. Faculty sustainability officers
    a. Students to students

1.3.3 Campus Life

1. Cycle friendly campus
   a. Requires secure equipment
2. Go paperless
   a. Fewer handouts
   b. Electronic submission / interaction in lectures
3. Transport
   a. Alternatives to car use
   b. Discussions about transport
   c. Shared transport (accessible)
4. Open day tours
   a. Promote sustainability to potential students
5. Recycling
   a. Visibility
   b. Incentives (links to clubs)
   c. Freebies
6. Accessible
   a. Disabled friendly
   b. Autism friendly
7. Use of Outdoors
   a. More use of outdoors in lessons, etc.
8. Encourage activity
   a. Walking group. Running?
   b. Lunch outside?
9. Self-defence class
   a. Night safety
10. Raise awareness on food waste, both on and off campus
11. Promote vegetarian/vegan options more
    a. Environmental impact, etc.
    b. Normalise on campus
    c. Flexitarian / education

1.3.4 Research, Impact and Innovation

1. Who can/will lead this? Research for SDGs champion
2. Multi-disciplinary research
3. Cross-faculty networking events
4. Lunchtime meetings on 1 SDG (innovation centre)
5. Action research and volunteer projects
6. Placements, internships, research data
7. More time allocated to research for staff
8. Staff development courses (funding needed)
9. Systematic approach to larger bids
10. Improved collaboration with public and private sector

1.3.5 Strategy and Staff Development

1. Staff Briefing
2. Enhanced Strategic Framework (embedded SDGs/ESD?) informing Faculty and Directorate Plans (with linked Communication Strategy) driving Staff Development Plans and Resources (Training, Mentoring, Appraisals, Consistent Approach)
3. KPI measuring performance
4. In recruitment, 'Essential' criteria – job description/interview questions; 'this is what we do'
5. Global Trips with SDG 'Discovery' element
6. Visibility – links to communication

1.4 Workshop Postcards

No.	Role	My vision for embedded ESD at DMU is:	Vision Coding	I can contribute to making this vision a reality by:
1	Student	Raising awareness of all sustainability goals in the community. Keeping education open to international students and raising awareness between different cultures.	COMMUNITY; INCLUSIVE	Communicating the ideas to students and within societies. Offering students' point of view. International approach from other culture's perspective (I'm from Lithuania).
2	Distance Learning Designer, LLS/HLS	Students and staff critically reflecting upon discussing and acting upon un-sustainable practises and ideas on campus and beyond.	COMPETENCIES; COMMUNITY; ACTION; EVERYONE	
3	Senior Media Officer, MarComms	Incorporating key skills and goals into all aspects of teaching and learning to protect the environment and safeguard future generations.	COMPETENCIES; ALL COURSES	Helping externally to promote all DMU work/research linked to the SDG's.
4	Senior Lecturer, BAL	Ensuring that everyone understands how they can contribute to all of the UN SDG's be they staff or student, as part of their course, job, or at home.	ACTION; EVERYONE	Being an advocate of ESD/UNSDG's in my work/research/teaching and beyond.
5	Head of Public Engagement, SIPS	One that seeks to create impact on at least one SDG through teaching, learning and research in every course.	ALL COURSES	Aligning my outreach programmes to the 17 SDGs
6	SIPS	Teaching that includes SDG as a primary part of thinking and work.	ALL COURSES	Bringing focus to SDGs and how DMU can bring benefits to university and wider Leicester community.
7	Lecturer, Criminology	To integrate SDGs into the curriculum and research activity of all parts of the university. This impacts both staff, students and local community.	COMMUNITY; ALL COURSES; EVERYONE	Developing division and university led projects relating to several of the SDGs. This will incorporate both staff research, student participating and external stakeholders.
8	Student/RF Frontrunner	Collaborative sustainability projects and campaigns with community and industry	COMMUNITY; INDUSTRY	Linking my research to industry and the community, clearly identifying the contribution to the SDGs.
9	EPA to VC	Students who are consciously aware of the SDGs and their role in shaping the future and staff who are active in supporting and educating them to achieve this.	AWARENESS; FUTURE	Getting involved! Participating, joining task groups or meetings such as todays.
10	Sustainability Assistant, ECS	Everyone (students and staff) learns about, and has the opportunity to have experiences related to, sustainability and the SDGs.	AWARENESS; EXPERIENCE; EVERYONE	

11	Deputy Director, ECS	All students to have an understanding of issues facing our continued existence as a species on planet earth!	AWARENESS	Helping to raise awareness of what ECS are doing to develop the campus and contributing to reduction in global warming.
12	Head of Estate Management, ECS	Every student leaves DMU as a sustainability champion.	FUTURE; ACTION	Raising awareness, promoting our sustainability credentials and achievements. Develop a mandatory training module for staff on the SDGs.
13	Head of Health, Safety and Wellbeing, POD	Providing staff with healthy wellbeing alternatives so they can be happy and great teachers and facilitators for the students.	WELLBEING	Setting up a new wellbeing network. Providing a great OH service and activities and events.
14	Student	Every student automatically thinking and acting towards sustainability.	AWARENESS; ACTION	
15	Lecturer, BAL	ESD is embedded across the curriculum such that it becomes invisible and a way of DMU life: be it teaching/research/campus/estates.	ALL COURSES; INTEGRATED	Being a "champion" for ESD in the Business School (e.g. raising awareness/training for staff) and implementing SD within my teaching (i.e. research already explores SD in business).
16	Associate Professor, ADH	When students discuss the issues as an integrated part of their project work without necessarily separating it as a distinct topic.	INTEGRATED	Learning about it; setting staff goals.
17	Senior Lecturer, ADH	A centre of excellence for sustainability offering staff training and CPD for industry.	INDUSTRY; EXPERTISE	Continue to investigate this agenda as applied to my research and teaching some kind of informed pedagogies hub for staff and student development.
18	Senior Lecturer, ADH	Graduates who are change-makers who are equipped to work within a rapidly changing world - fully integrated and embedded.	INTEGRATED; FUTURE; ACTION	Exploring pedagogies for ESD
19	Employability Mentoring Assistant, SAS	A student journey which runs in parallel to the students' lifecycle at DMU and as Alumni.	FUTURE; INTEGRATED	Contributing my past skills, knowledge and experience in this space - interest in careers and employability.
20	Head of Infrastructure and Architecture, ITMS	All modules include elements of sustainability and reflect our global reach and impact.	ALL COURSES	Continue to contribute to the task force group and green impact initiatives. Actively promote the SDG within communications planning.
21	Student, IESD	Where current 'desired goals' or 'good practise' has simply become a natural standard and marginal gains on each continue. The best human environment for all Neuro diversity.	INTEGRATED; INCLUSIVE	Improved personal impacts - cups, transport, paper etc. Has an idea for 'recycle for your club' initiative.
22	Environmental and Sustainability Officer, ECS	For students and staff to have the skills, understanding and motivation to deliver the sustainable development goals.	ACTION; AWARENESS; EVERYONE; COMPETENCIES	Pushing this more within Estates.
23	?	All students to have access to a module on sustainability (with each school/program).	ALL COURSES	Making this happen in FoT through influencing senior management.
24	?	Student with sound understanding of SD and how to work towards it.	AWARENESS; ACTION	Developing and promoting our research on SD.

2 Appendix 2: Staff Survey Data

2.1 Q1: Stating Agreement with Statements on SDGs

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable		Total
I am supportive of DMU engaging more strongly with sustainable development issues	84%	49	14%	8	0%	0	0%	0	2%	1	0%	0	58
DMU is making a positive contribution to the Sustainable Development Goals	28%	16	57%	33	14%	8	2%	1	0%	0	0%	0	58
I have a good level of understanding about sustainable development issues	38%	22	53%	31	3%	2	5%	3	0%	0	0%	0	58
I feel confident about linking Education for Sustainable Development to my teaching	36%	21	26%	15	14%	8	3%	2	2%	1	19%	11	58
I would be interested in co-creating projects with the university that meet one or more of the Sustainable Development Goals	59%	34	29%	17	7%	4	0%	0	2%	1	3%	2	58

Further Comments:

1. I have been supportive and involved in other DMU initiatives but believe engaging with the UN Sustainable Development goals will be much more impacting.
2. DMU is in the right place and has the right approach to sustainability. Much more so than many other universities. We need to specifically be teaching about climate change, deforestation, fresh water, social justice, and environmental pollution. These need to be integrated into subjects, with specific courses, as is done at e.g. UCL. [Our competitors are doing this already, plus it's the right thing to do].
3. As I teach and lead three modules on sustainable development (in relation to business), I
4. Link more strongly Education with great research done at DMU that contributes to addressing SDGs. Research intensive staff can contribute a lot to supervising relevant student projects, competitions, presentations, engagement activities, etc.
5. Sustainable excellence. Sustainability can be applied to many things beyond environmentalism (which is the most valid goal on its own), so the full range of DMU subject expertise can be involved – e.g. future-proof IT; honest business practice to restore consumer faith in corporate business - sustainable reputation.
6. They help to link the curriculum to global issues
7. The university has a strong and comprehensive approach to sustainable development and using the SDGs as a way demonstrating that approach is a really positive step
8. As a member of the admin staff, I am constantly horrified at the amount of paper waste, and I can see this happens because of inefficient methods of recording attendance etc.
9. I have a particular interest in gender equality, quality education and reduced inequalities
10. Aligning the university with these goals is a very smart move. But I think addressing them seriously can only be provocative and controversial. In my view, the SDG goals are fundamentally incompatible with dominant political and economic trajectories across the globe, at all scales from the local to the global. The free market globalist and conservative nationalist creeds are both terribly damaging. So is austerity. So too the Chinese model. My starting point in relation to work environment, teaching and research alike would be to surface and work through the contradictions between the goals and how the world works at present and also to consider the relationship between technical solutions to neatly defined problems, and fundamental questions in contemporary geo-political economy. From this standpoint, we also need to problematise automation. I read somewhere that automation will take 1-2 billion jobs out of the world economy in the next 30 years or so. What are the implications of that for fulfilling each of the SDGs? Possibly the biggest question of all.
11. PRME as an organization might be interesting to look at in relation to this,
12. Good Health and Wellbeing
13. I am involved with the Education for Sustainable Development taskforce, and we work on this across the faculties and directorates of the university

14. This is a great opportunity for all of the University to pull together with a student population. The recent trips to New York have exposed students to the global challenge and is the first step on driving SDG's through the University teaching.
15. Dear Sir/Madam, my research is strongly related with the United Nations' 17 Sustainable Development Goals by leading different projects in environmental decontamination, remediation and restoration, human biomonitoring and risk assessments. I have also informed my teaching with my research, and created basic teaching strategies and pedagogies that could be easily adopted to introduce the 17 Sustainable Development Goals in any teaching programme. More information about my research can be found in my ResearchID account here http://www.researcherid.com/rid/Q-3228-2017. I am happy to provide advice and/or collaborate in any project necessary to contribute to the implementation of the UN goals at DMU.

2.2 Q2: DMU's strengths in relation to SD

No.	Response
1	We have lots of staff with great ideas across the university. Staff who feel passionate about helping others.
2	DMU is already involved in sustainable development so has the right foundations this will allow us to build upon the already good works
3	DMU global partnerships for externally internationally funded projects. Internally DMU local reach help to affect change
4	It's links to local and international bodies and businesses. Most importantly though, the student population.
5	The diversity and breadth of programmes on offer that could touch most of the goals
6	Global student community; Global staff community; #DMUGlobal; Sustainability team; IESD subject focus - energy, buildings, water; Architecture building focus; H2020 projects past and present
7	Some of the buildings are well designed within these agendas in mind and have won awards accordingly but this is not the same across all of the campus. DMU local and #DMU global schemes.
8	As a university, we are quite environmentally aware. More needs to go into saving energy, and the energy management team, who are way ahead of most universities, need more backup. Lights running in the daytime on a sunny day sends wrong signals to visitors, for example. Very simple measures such as labelling light switches, and a switch off campaign (at lunchtime and at the end of the working day) could save a lot of money, as well as lower our carbon footprint. We need to be running more specific courses and modules w.r.t. the SDGs and backing these up with advertising. Leicester is a popular city with students, affordable, on a human scale. We could be utilising this a little more perhaps.
9	Aside from having a sustainability team, ESD forum and senior management buy-in (as key DMU strengths for embedding sustainability), we can make a distinctive contribution by linking sustainability/SDGs to our DMU global/local initiatives, employability and internationalisation agendas (not forgetting our unique collaboration with the UN as a hub for SDG 16).
10	DMU is strong in international partnerships - if there was the possibility of linking up with partner universities to address SDGs. Also, beautiful, large campus - "small" projects such as student-run allotments that could feed into enterprise (e.g. setting up markets)
11	DMU Global for students and staff. Contribution to SDGs could be a key criteria for future DMU Global activities.
12	breadth of expertise - cross-subject collaborations
13	Diverse student and staff.
14	Quality education and strength as an institution
15	1.DMU offers professionally validated courses and so the link to 'real-world' opportunities are clearly defined - students can promote the SDGs in the heir placements. 2.DMU's work at the UN - very impressive
16	DMU is already doing some much to contribute to the agenda. Using the SDGs will highlight that work and provide opportunities to do more. DMU has a strong social media presence and could use that to promote the work it does on the SDGs. The university could provide more evidence on how it manages the campus to promote this agenda. This needs a greater visibility on campus. We have solar panel, rainwater harvesting, wood pellets boiler and we don't inform our students or staff about this.
17	Ensuring access to justice for vulnerable groups
18	- Links to the community. - Students who understand first-hand impact of these issues on a personal level (international students in particular) - academics and professional services engaged in developing ideas to embed this into curriculum - VC with strong reputation and voice which filters down to deans and faculties/ directorates committed to agenda. - alumni working in this area - as this grows will support the employability agenda and development of #DMUWorks
19	Several staff's work touch upon the SDG
20	In the Faculty of Business Law we have research strengths that could link to many of the SDGs, just in my own area of social housing research there are key links with SDGs 10 and 11. Across faculty there are ways in which our research can help to make a distinctive contribution, particularly i areas where co-production methods (with communities) are used to make a longer term embedded difference to local, national and international goals.
21	connection with communities and its efforts through DMU Global presents opportunities to make contributions through these avenues
22	Excellence in teaching and global research
23	Green operations in the buildings

24	The work being done by CURA and my own work (research, publications and teaching) in the School of Law accord with most of the goals on the SDA.
25	Equality; Equal opportunities; Diversity; Passionate staff
26	The mission to challenge convention, the multi-faceted commitment to equalities and situating the institution as facing locally and globally, all give the university credibility to engage this agenda.
27	Expertise
28	Involvement with PRME as mentioned above.
29	- Interest both from the very top as well as many from many educators. - VC's commitment and leadership - staff diversity
30	DMU global and international outlook - although DMU global comes at a very high carbon cost for travel! Include carbon impact of DMU global trips in assessment (mainly air travel).
31	a) The Faculty of IESD; b) Diverse student population; c) Celebrates benefits of internationalism; d) DMU has research track record of international research collaborations relating to SDGs, including attracting already approx. £1 million of UK Government GCRF (Global Challenges Research Fund) finance.
32	Great deal of experience with IESD, and growing experience with DMU Global and Local, around contributing to aims of SDGs, particularly carbon management. In addition a great, compact campus that can be used as a positive demonstration of DMU's commitment to many of the SDGs which can then be used to encourage other HEs to replicate our actions. Let's dare to be the best.
33	We are quite SMART driven with our projects.
34	The different initiatives that DMU is running have a strong link with the SD agenda. I think it is important to keep consistency in the actions. For example, whilst #DMU global trips are good for student experience, it is also important to think on the carbon footprint. Are there other ways we could compensate the increase of carbon emissions due to travel? Increasing renewable energy on campus? Harvesting rainwater or reusing greywater on campus?
35	Research related to SD
36	An already diverse student community and range of modules, in-house expertise
37	We provide quality education (goal 4) as proven by the TEF, and have excellent nursing and midwifery courses (goal 3). The IESD has researched extensively sustainable energy and development (goal 7) and is now opening a research centre focusing on unexplored histories and racial prejudice prom a psychological perspective (goal 10). DMU is ideally placed to contribute to these goals and more. By partnering (Goal 17) expert areas of the university, such as those named above, with the wider institution, best practice can be shared and adopted across campus.
38	Our understanding of how to lead industry through research, practice and manufacturing knowledge. Our world leading labs, workshop and facilities, and staff engagement
39	- DMU strongly promotes and offers inclusive and high quality education. - DMU offers students a number of initiatives, such as DMULocal and DMU global that encourage and enable students' lifelong learning and actively contribute to a number of the sustainable development goals. - DMU's high quality research output link education, research and partnerships to the sustainable development goals.
40	We have a great diversity in students and staff members, which could be our particular strengths in contributing to reduced inequalities perhaps...
41	DMU uses technology to help people in the developing world. Global involvement.
42	Having a visionary VC leading our response to this global challenge. Having a Sustainable development team who can pick up and run with the challenge. Links to DMU Global help and support getting students engaged with SDG.
43	A very strong promotion of anti-discriminatory actions and equality for all regardless of appearance, beliefs or abilities
44	The existence of and range of skills and expertise within IESD.
45	Our unique student base and broad UG/PG offering means that we can reach a range of people who are potentially interested in engaging with these issues.
46	Its clear distinct agenda to offer opportunities in teaching, research and basic practice to work on achieving high levels of sustainability and meet many of the SDGs
47	Commitment - both from staff and students
48	Build on our foundation of strong position on equality and diversity, initiatives for the public good, community engagement. Reputation for innovation in all areas. Staff and students encouraged to be politically aware.
49	Global reach; reputation for social inclusion; work on the ground through global & local initiatives.
50	I think that HLS has strong researchers that can easily implement new projects at DMU with the necessary support to strongly participate in the achievement of some these goals such as clean water and sanitation, climate action, life below water or life on land. My research is link with soil remediation and environmental restoration, and I am an expert in environmental pollution monitoring, which fits within the UN's sustainable goals.
51	Is DMU global compatible with these goals with all the air travel?
52	diverse backgrounds and perspectives. open communication. optimism

2.3   Q3: Ideas for Activities

Ideas for Formal Curriculum

No.	Response
1	Clear signage in topic teaching that this relates to Goals Student project work that would identify where differences could be made
2	Better links to clinical placements and attention to where the students live to access placements.
3	Modules in climate change, resource efficiency I would say ought to be the norm.
4	Embedding sustainability in the curriculum where relevant (it won't be relevant to all modules) and a consistency of approach across modules (e.g. sharing content / joint assessments)
5	Mainstreaming of SDGs throughout curriculum. Bring in lectures, projects on SDGs etc. E.g. in module on Big Data include a lecture on how Big Data contribute to SDGs
6	A shift from sustainability as a tokenistic 'concept' to a paradigm in which students MUST engage and learn to operate within.
7	Repeat opportunities stronger more sustainable placements with partners in industry
8	Make links with the SDGs if these are present
9	Idea 1 - Compulsory module linked to the UN SDGs but connected to the specific Programmes of study. (2) Elective offered to every student on campus
10	Experiential learning opportunities with charity and civic agencies to help embed related issues to SDG - alleviate poverty and homelessness in the city for example.
11	diversity of materials in the taught curriculum and opportunities for placements
12	Changes to curriculum, to reflect SDGs. Credit bearing placements
13	maybe some relating seminars
14	INTER FACULTY COLLABORATION
15	Educative excursions -daily trips
16	I think in all of these categories, embedding SDGs as a driving ethos is the key.
17	To develop more critical epistemologies /ontologies of sustainability.
18	all courses should indicate how they relate to UN SDGs
19	Embed sustainable development as a natural way of thinking in relevant courses (although probably not relevant to all). Include in course validation etc.
20	Reflection on each module on how the taught material could help to address one or more SDGs
21	Sustainability needs to be a programme outcome throughout the university, in every course we teach
22	Train and educate staff to find innovative approaches to incorporate the goals and related initiatives into the overall curriculum and modules. Foreground filmmaking as powerful impact tool.
23	SD-related projects embedded in modules
24	Design of future courses and revalidation of existing ones to be informed by SDG
25	at least 50% of modules to have one of the SDGs embedded
26	Co-creative projects connecting students as individuals & group workers with innovation challenges
27	I'd like to add in the curricula some environmental toxicology teaching and the relevance of protecting our environments to protect human health. I have experience in introducing this in three different programmes BSc Biomedical Science, BMedSci Medical Science and MSc Advanced Biomedical Science but it will be good to introduce this training in any human health programme
28	More areas partaking in placements, in Finance we always help students with placements but would like to see roles available for students within faculties and directorates for students once their placements have finished.
29	More focus on sustainable travel to placements

30	make more classes available free to staff as one-offs, e.g. "lecture in sustainable furniture recycling" may be part of a degree class, but any staff might be interested in attending.
31	A comprehensive system to measure and report the extent to which ESD is currently within the taught curriculum and highlight best practice at DMU. An event to celebrate what we currently do and highlight what we can do in the future. Create links between DMU and other universities in the southern hemisphere on curriculum and the SDGs. Provide an online ESD module which staff and students can complete to increase awareness of ESD and the SDGs
32	Critical thinking and reflection skills can, and should, take place in every discipline
33	Include modules on Sustainable Development as part of every undergrad course, also address issues specific to the course as an integral part of the course.
34	Sustainability issues to be considered when addressing content for all programs - the environmental impact of the industry that fits students' programs.
35	Sustainable development fully integrated into the curriculum. All academic staff fully engaged in SDG.
36	More research committed to SDGs
37	Focus on sustainability in design subject areas; made an explicit selling point for these courses. Partnerships with companies with reputation for sustainable practice such as People Tree, Patagonia and Howies.

Ideas for Informal Curriculum

Number	Response
1	More emphasis on this within these activities
2	Campaign on refillable bottles for water, link to reducing plastic pollution. Increase the contribution of #DMUGlobal to the destination - less tourist trip, more active engagement
3	#DMUGlobal I would say needs to de-emphasise air travel and look for more sustainable alternatives where possible (such as high-speed rail for trips to Europe). How to access DMU local to run sustainability and conservation projects needs more clarity, many announcements seem to run on twitter, which we don't all have. Where, for example are global and local in the staff directory? Or contact numbers? These are great schemes and could be a little more accessible.
4	I would like to see DMU linking the formal and informal curriculums (eg where experiential learning such as volunteering is embedded within the formal curriculum and can link to assessment
5	More environmentally-focused Global and Local opportunities. Extra bursaries to student societies that have a specific project/event that would contribute to SDG.
6	Invite student societies to organize SDG related events: debates, competitions, etc.
7	Establish links with The Real Junk Food Project? They could host pop-up shops/food stalls on campus etc
8	extend research opportunities to students on the SDGs
9	Continue with fab work already happening and continue to do more outreach work in local national and international community.
10	DMU global initiative helps to extend the informal curriculum and it is good to see the offer extended to PGRs
11	#DMUGLOBAL #DMULOCAL and volunteering
12	Students societies
13	One -two weeks teaching in a sustainable environment (e.g. building), where everything works in line with the SD goals
14	Micro-actions
15	Tie in (at least) one compulsory UN SDG-related activity to every DMUglobal trip; make (at least) 1/2 volunteering work compulsory for all DMUglobal trips, especially if the university contributes with funding towards the trip
16	Link these more strongly to SD.
17	Particular activities addressing one or more SDGs
18	Sustainable activities could be at the core of our DMU Global trips

19	These are already impressive initiatives. I would like to see these continue and grow in terms of their local and global reach.
20	SD community events organised by students
21	Volunteering
22	Trips to areas such as wind farms to show what is currently being done across the UK to reach these UN goals
23	Ideas for DMUGlobal trips to be scrutinised more closely for relevance to SDG
24	More DMU local activities associated with the wellbeing on the environment and link this with volunteering opportunities to students that may not see their work aligned with the SDGs
25	In the latest #DMUGlobal NYC, students carried out an environmental monitoring study that was really successful and popular with students. Results have been reported, please see my ResearchID account for more information. Additionally, facilitate that any PhD student can access the recently launched mobility grants which are only available for first year students.
26	More staff volunteering would be good, that way we could have a staff and students' awards ceremony.
27	Staff volunteering too
28	more understanding of how DMU Global and local can work beyond the student body
29	Linking local initiatives to global ones
30	Demonstrate how the volunteering and trip contribute to student competencies, skills and knowledge around the SDGs. Highlight to students how they contribute to this agenda through certificate, HEAR report etc. A VC sustainability award for students who do great work in this area.
31	Campaigning and political engagement should be part of the informal curriculum, along with demonstration and teaching to other organisations.
32	Increased funding or other incentives for groups who actively contribute towards the sustainable development goals. Funding for an electric formula student car.
33	All global trips should include activities that support our contribution to one or more of the 17 SDG's
34	All volunteering linked to SDGs
35	Offer the opportunity for students (and staff) to contribute to sustainable development across the world via DMU Global. Allow them to develop practical skills to help towards a more sustainable lifestyle.

Ideas for Hidden Curriculum

No.	Response
1	Continue to develop current strategies
2	More sustainable practice in food village - more recyclable packaging, no promotion of bottled drinks in meal deals, encouraging refillable water
3	The environmental team at DMU are very strong, but they can't do all of this alone. We need initiatives like switch off campaigns to cut energy waste. There are vast amounts of waste elsewhere, notably on disposal of old apparatus and IT. Departments with surplus hardware could be allowed to sell it to raise funds, whereas many pieces of apparatus languish until obsolete and are skipped. Other univs are able to sell surplus equipment and our own faculties may benefit from such a scheme.
4	I think DMU does this very well already (due to having a sustainability team). But perhaps we need to think about 'off-setting' the environmental impact of DMUglobal trips
5	Activities on campus related to SDGs - guest talks, movies, performances, etc
6	Ban on bottled water sales, mindful use of materials in studios (links with fabric scrap shops etc.)
7	Opportunity to talk to students about reducing waste in relation to their material usage
8	It may already be happening but faculty SDG Champions who looks for innovative ways to evolve how their area operates.
9	There is a piece around SDG 3 on good health and wellbeing that needs to be extended yet further in terms of emotional resilience for all students and staff to amplify mindfulness and emotional wellbeing on campus.

10	More ambassadors for equity, diversity, inclusion and identity
11	Recycling on campus, sustainable buildings, SD related events
12	sustainability in human capital
13	green policies
14	Lots to do on catering/disposable cups etc., more efficient buildings (real investment needed in some cases); travel. Compare performance with what others do (e.g. Winchester reduced CO2 emissions intensity by 45% per m2, of estate since 2006/07 with clear carbon and water management plan. What has DMU achieved over same period?
15	Increased use of energy and water efficiency on campus (or at least more visible), more awareness campaigns for staff and students
16	Behaviour change / nudge can happen with subtle changes - clearer labelling on recycling bins, reminders to turn off the lights, etc.
17	Promote train travel more and deter flying. Faculty or school carbon budgets perhaps
18	This has started already - that is great - and i am sure a team of creative thinkers could come up with many more campus-based ideas
19	There are different initiatives about reducing plastics in our everyday basis.
20	Specifically sustainable procurement and investments are 2 key areas we need to grow at DMU
21	less watering of plants!
22	Initiatives such as removing plastic cups, straws etc from campus
23	stop wasting water on the (beautiful) gardens when we have had no rain for months! Support the wider community instead of selfish beautification. Put up signs to say we're doing it, to get even more community approval.
24	Greater visibility on campus for sustainable development measures to demonstrate to student what we do and what we will do
25	More ambassadors for equity, diversity, inclusion and identity
26	Students AND staff should cultivate skills of critically reflecting on the sustainability, or otherwise, of every aspect of DMU, including infrastructure, travel arrangements, curriculum and research: this includes its adoption of the SDGs themselves. Several respected authors have persuasively argued that the SDGs are un-sustainable and tied to continued assumptions of economic growth etc (e.g. Lang and Rayner, 2015; Waters, 2017). If these authors are correct, then it could be argued that the SDGs are yet another form of 'green washing'.
27	DMU needs to create is SDG brand so that students can see what we are doing and become familiar with the SDGs. Use the brand to raise awareness and show our action
28	More awareness of current activities - maybe signs on campus highlighting specific areas
29	reward students for not having expensive gas-guzzling cars!
30	A DMU programme until 2030 with clear targets and backcasting to make it a reality
31	Promote community gardening in green spaces. Grow vegetables, herbs etc. for students, staff and local community.

DMU's Mission, Strategies and Policies

No.	Response
1	Yes feel strongly that this is vital as its at the core and gives direction to everything
2	Not all buildings are as environmentally friendly as others. Park and ride schemes and Hospital Hopper make public transport links effective BUT do not link with student accommodation or even shift times for staff working in local hospital placements. Could have a free phone taxi service as in other campuses especially as we have no reception staff in some buildings reduce need for car and car parks. Nowhere to recycle glass and tins within office areas - add another bin
3	There is a disconnect between the overriding mission, and what happens on the ground. Administration needs to be replaced by judicious use of IT, freeing up time for more work of all kinds, including in sustainability.
4	As I understand it, the SDGs are integral to DMU's new strategy (but the devils in the detail e.g. have specific aims / indicators been developed)?

5	Use DMU being selected as UN Global Hub for SDGs as a brand for DMU to emphasise its global social commitment
6	Embedded into our language and culture
7	The four themes in the research strategy could more explicitly align themselves with one or more of the SDGs
8	these seem already acknowledged and an effort in recognising them in the strategies and policies
9	Green operations, renewable energy
10	I would like to see a commitment to challenging the practices and policies that undermine the SDGs - as part of the challenging convention mission.
11	Challenge here is to make organizational aims distinctive from claims made by similar other organizations
12	tbc: currently undergoing changes
13	Embed SDGs more clearly, both for student and the university.
14	Inclusion of SD in an explicit manner within strategies and policies
15	Embedding SD in DMU's mission, strategies and policies (especially procurement policies)
16	Develop KPIs for relevant UNSDGs
17	To link the DMU's mission more strongly with the protection of our environment by different initiatives such as reducing the paper or facilitating the use of more environmentally friendly technology such as the use of electric cars.
18	Really important and key
19	already reflected here
20	A sustainable development strategy showing how we will work towards the SDGs over next five years
21	Embed sustainability within them, of course. Or be part of the problem, your choice.
22	New Wellbeing Policy / Strategy.
23	A clear mission statement to SDGs
24	Clear guidance on procurement to always choose options with the least environmental impact. Education to enhance the life of the planet as well as our students.

Staff Development

No.	Response
1	Sharing of ideas and gathering of information
2	Currently have to use study leave time to undertake external examining role
3	Offering training for those interested in embedding sustainability in their teaching as well as Faculty champions that are given allowance (in their contracts) to provide advice to staff about sustainability.
4	Staff training on habits that would reduce consumption, move towards more environmentally-friendly actions. Most staff unaware about impacts of using plastic water bottles etc.
5	VC2020 lectureships dedicated to SDGs
6	Mandatory training online re: SDGs and classroom-based training courses around embedding SDGs within curriculum, teaching and learning
7	Training for staff at all levels to understand the SDGs and find out how they can get involved.
8	As per the comment on emotional wellbeing and resilience above.
9	opportunities to develop and equip staff with exposure and tools to enact these in practice as well as support to carry out research that could inform further and contribute to the success of such initiatives
10	More focussed on real life... reduce on-line simplistic staff development e.g. EDI course
11	Training with successful examples
12	specific sessions
13	n/a; unfortunately, funds are not given for staff members learning from the best in 'sustainability'

14	Include in induction? if not already.
15	Awareness of internal policies related to SD, e.g. energy policy, equality and diversity, etc.
16	Staff training is really key here, as many staff would like to engage but don't have the expertise / confidence to embed sustainability in their field
17	SD online training made compulsory for all staff members?
18	Training across all aspects of the UN sustainable goals
19	proper staff development, given by properly trained people, to allow staff to engage and develop their ideas.
20	To facilitate more travel grants to perform research and visit first-class laboratories to learn latest techniques for environmental monitoring.
21	Ask all staff to include a sustainable development goal within their development plan
22	Mandatory induction e-learning module on sustainable development and the SDGs. A programme of staff development to educate staff about the SDGs and demonstrate how they can be embedded within teaching and research.
23	As above: staff should cultivate skills of critically reflecting for themselves on the sustainability, or otherwise, of every aspect of DMU, including infrastructure, travel arrangements, curriculum and research: this includes its adoption of the SDGs themselves. Several respected authors have persuasively argued that the SDGs are un-sustainable and tied to continued assumptions of economic growth etc (e.g. Lang and Rayner, 2015; Waters, 2017). If these authors are correct, then it could be argued that the SDGs are yet another form of 'green washing'.
24	All staff should be inducted into the SDGs and understand DMU's commitment to it
25	Mental Health First Aid training.
26	Mandatory sustainability training via blackboard
27	More awareness programmes for both academic and PS
28	All staff to undertake SDG training
29	Engage all staff, not just academics, in this initiative.

Research, Innovation and Real-World Impacts

No.	Response
1	For research to produce sustainability impacts, research needs to be easier to plan, it's hoped that improvements to the loading system will facilitate this.
2	Ask all research institutes how they contribute to SDGs in their research and engagement
3	Workshops for staff on linkign research to SDGs - espeically for subjects where the links may not be immediately apparent (e.g. history)
4	Make more explicit the links with our impact
5	Partnerships with Alumni operating in this space. Start conversations with Employers about their agenda and sell programmes linked to SDGs, start to identify ways to act as advisors to other institutions, corporate sector & government to influence society
6	SDGs would be a useful 'filter' through which to think about the emerging impact case studies in our research environment.
7	Research on rights, equity, diversity and inclusion across the globe
8	Research fu des projects -SD related
9	I think the university's commitment to the SDGs is a very useful hook for shaping external funding bids.
10	This will happen in a diverse and varied manner already depending on subjects
11	From solar-powered cars (The Gambia; SDG7) to work on access to healthcare (SDG 3); research on housing (SDGs 1, 11, 18) etc
12	Support on dissemination on existing and future projects addressing SD goals
13	We have world leading experts and facilities, but need time to develop this - perhaps in SWP?

14	Seed-Corn fund for SD-related research, initiatives, etc.
15	More research activity which involves multiple departments or even the public
16	HEIF and RIF project funding to be directed more towards projects that clearly align with SDG
17	Consistent research strategies across all departments that address SDGs
18	General use of Open data & resources to power UNSDG inclusive challenges
19	To perform a comprehensive environmental study to determine the use of ornamental plants to decontaminate urban environments. Additionally, more support to enhance the current equipment in our labs as more sophisticated equipment will be necessary to implement projects to protect our environment.
20	This is where the real impact will be to secure research funding for sustainable development
21	Use staff expertise, research outcomes and findings in DMU continual improvement – e.g. we have many Marketing lecturers, none of whom are apparently involved in sharing their expertise with our Marketing team. Wasteful? Politics? Academic snobbery? Cutting off our own nose to spite our face?
22	Promote the NUS sustainability skills survey more widely to students to ensure a high response rate
23	Develop solutions to support the SDGs in all our work and promote widely
24	capture knowledge from staff involved in spin-out companies
25	SDG work and volunteering making a clear world difference in Leicester

Other

No.	Response
1	Lobby local authorities to tackle high air pollution in the city centre area.
2	Students see Leicester as a safe and user-friendly city. At the moment. We could be a little more outspoken locally: Leicester City Council's push to road building will beget more traffic, and is very expensive, while resources for younger people (who may come to DMU) are cut, policing is cut, and so forth. As a major stakeholder and local employer, we could be asking what(ever) happened to smart ticketing, and the re-opening of the Ivanhoe line, which could bring in students from a much wider catchment for example.
3	Possibility of staff bus?? Addresses the shortage of car parking spaces whilst making it feasible to commute directly to DMU.
4	Use SDGs to inspire and guide teaching, research & impact
5	More vegan food options (current offer in main food village is poor)
6	We need different communication channels for different audiences - for students - Create a energy on campus - we could get radical and work with student societies to create a hit single or a movie. For corporates create a campaign about benefits to business and ROI
7	collaboration with partners and seek new partnership in places where these issues are more crucial and urgent
8	It would be helpful to see this as a pilot survey, to follow this up more in-depth, and tailor certain questions to non-academic vs academic staff
9	Tools for decision making
10	In the RIA process, 'seed' time to develop initial ideas or proposals sustainable outputs or partnerships would be welcome. Of course, these could lead to research impact and TEF impact
11	Planting more trees. more involvement in garden activities
12	Offer a certificate when students complete a range of SDGs elements at DMU i.e. volunteering, SDGs module, online module, NUS skills survey
13	Oscars having a sustainable development category.
14	Engage all staff, not just academics, in this initiative. Re-invigorate the Green Impact project, promote community gardening in green spaces. Grow vegetables, herbs etc. for students, staff and local community. Use of environmentally friendly cleaning products etc across campus. Extension of vegan options available at food outlets and instigation of 'meat-free Monday' across campus.

2.4 Q4: What staff are doing or would like to do in relation to the SDGs

No.	Response	CODING
1	Within my teaching I have previously cross referenced to millennium goals and have now updated this and link specific topics to how this relates to sustainable goals for example Reducing maternal and neonatal mortality links to several goals . However feel this scratches surface and while it may generate curiosity in some students would like to consider how to take things further	TEACHING; DO MORE
2	Research project - sustainable water management, resilient cities. Actively trying to engage with different target audience using a range of methods. Have worked with colleagues to incorporate the water research into student projects.	RESEARCH; RESEARCH INFORMED TEACHING
3	Local, national and global inequalities embedded into the curriculum. Assessments include a community profile where students need to reflect upon these issues to prepare them to work locally but as global citizens. "Elective" placements are included within the course.	TEACHING;
4	I integrate sustainability into my subjects.	TEACHING
5	I already do a lot in this space i.e. I teach on three sustainability-orientated modules (in relation to business) and my research focuses on how companies understand and contribute towards human rights.	RESEARCH
6	Unsure!	
7	My research focuses on social impacts of science and technology and how they address Grand societal challenges in areas such as health within the Human Brain Project. I am doing research on social impacts of Artificial Intelligence and would like to look on how AI is used to address SDGs. I would like my research to contribute to education. I am starting with a sandwich placement student and Frontrunner on Responsible AI but would like to broaden involvement with teaching.	RESEARCH; RESEARCH INFORMED TEACHING; DO MORE
8	Sustainability is at the heart of the Design Cultures modules I teach on. I will be explicitly linking each lecture to the SDGs in the coming academic year. I use a reusable water bottle and coffee cup.	TEACHING; LIFESTYLE
9	We would like to introduce scrap bins within the studio to reduce the amount of wasted material every year left by students.	RESOURCE USE
10	I have produced a case study	DISSEMINATION
11	my research is on sustainable development and I have included my research findings in the modules I teach. I have also been responsible for compiling the Law School's report on our compliance with the SDGs.	RESEARCH; TEACHING; RESEARCH INFORMED TEACHING; DISSEMINATION
12	Working with colleagues to rewrite a module linked to the SDGs as an additional option for students who have elected to go the executive Company Project at LCBS. Working with an alum at the start-up phase to offer support and learn from him on real business issues in committing his company to one or two of the SDGs.	TEACHING; IMPACT
13	I teach on SDG particularly goals: 1, 10, 11, 16, 17 and my research has also been focusing on these goals	TEACHING; RESEARCH
14	In terms of SDG 3, I am undertaking a piece of work on student emotional wellbeing - this will hopefully be extended next year to focus groups and interviews with staff to get a better understanding. My own research on social housing and homelessness will continue to have very strong links with SDGs 10 and 11.	RESEARCH
15	I have been part of Education for Justice initiative with the United Nations in partnership with the European Public law to create modules for integrity and Ethics that are now being rolled out in 70 universities and will be translated into other languages from English to be shared as resources for practitioners and academics to use and adapt assisting and making teaching of ethics and integrity more prominent and hopefully transforming the world.	RESEARCH; IMPACT

16	Improving teaching practice e.g. challenge sessions. Research on gender/inequality, UK, Europe, South Africa and the Americas	TEACHING; RESEARCH
17	Save the electricity; rubbish classification; Incorporate into teaching	LIFESTYLE; TEACHING
18	Teaching on collaboration	TEACHING
19	In my research and teaching, I explore various topics which meet the SDA goals. We discuss the role of law and the regulatory framework (in Jurisprudence LLBP3041) in relation to austerity, poverty, education and compassionate institutions. I work with PhD students and post-doctoral researchers in CURA on social justice.	RESEARCH; TEACHING
20	Case studies, teaching included examples. Would like related excursions funded by DMU	DISSEMINATION; TEACHING; DO MORE
21	Working them into our research centre strategy and discussing how to operationalise that with colleagues.	RESEARCH; STRATEGY
22	Module content	TEACHING
23	Judge annual UK chapter of PRME competition	IMPACT
24	Have included SDGs in teaching this year. Would like to build on this.	TEACHING; DO MORE
25	Undergraduate course: We participate on an initiative titled "Engineering for People Design" each year, organised by Engineering without Borders UK. This initiative help students to think about using their Engineering skills to address challenges related to poverty, sanitation, access to energy and clean water, etc. in communities in developing countries. It is intended that by introducing this challenge in the curriculum, students can incorporate ethical aspects in their future professional life.	TEACHING; LIVING LAB
26	Mapping existing buildings in relation to SDGs and teaching this to Year 1	TEACHING; LIVING LAB
27	I reference all 17 goals in my module, and we work through how their design practice can touch on each one in turn, through practical sourcing and innovative design approaches	TEACHING
28	I established the DocHub @DMU in June 2018. The Doc Hub is a production and research centre based within the Leicester Media School at De Montfort University. It brings together academics, students and industry professionals to engage with and participate in the creative growth and sociopolitical impact of the documentary genre. The Doc Hub has a distinct contemporary focus within documentary film production and places an emphasis on hybrid approaches, social impact and emerging distribution platforms. Launching in October 2018 with a documentary screening and events programme at DMU, the Doc Hub seeks to collaborate with regional, national and international partners. I have met with Mark Charlton of DMULocal and we are collaborating on the pilot screening/events programme. The aim is to make each screening accessible to all staff and students at DMU and the public. Each screening will be linked with a post-screening event, inviting discussions with local community groups and regional public organisations. For this I will draw on the existing DMUlocal partnerships, as well as form new ones. The proposed programme meets the following points of the United Nations Sustainable Development Goals: o GOAL 11: Sustainable Cities and Communities; o GOAL 16: Peace and Justice Strong Institutions; o Goal 17: Partnerships to achieve the Goal As part of my role of Director of the DocHub, I'm collaborating with the Leeds INDIs film festival (July 2018) and chairing a panel event about gender and class in the UK film industry. Following on from the festival I'm working in partnership with Leeds Film City to establish a mentoring programme for young women, who are starting their career in the film and media industry in the UK.	TEACHING; IMPACT; LIVING LAB
29	Lectures on sustainable design, production and consumption, and sustainable design workshops	TEACHING
30	I am new to DMU and would love to learn and contribute more about SDGs at DMU. training?	DO MORE
31	Keeping fit, constantly developing myself, actively do not litter and try to encourage others to do so	LIFESTYLE

32	Added specific teaching into content of modules that ran during NUS teach-in on SDGs	TEACHING
33	as a subject leader, i have staff who are already engaged and staff who consider it not necessary to engage. i want to encourage all my staff to engage with the SDGs so that students are made fully aware of what they are and how THEY can impact the world	STRATEGY
34	Best practice activities and research	RESEARCH
35	The new Centre for Enterprise & Innovation will be addressing education for sustainable and inclusive entrepreneurship as one of its goals.	STRATEGY
36	I am performing different environmental monitoring studies and a remediation study using ornamental plants in Leicester. I would like to have more support to perform a more comprehensive study due to the impact on human health that these studies will have not only in the local population but also worldwide. I'd like to implement more education in environmental toxicology in our programmes to increase the awareness of protecting the environment within our students.	RESEARCH; DO MORE
37	Install LED lighting within and outside buildings and solar panels on roofs.	RESOURCE USE
38	I already recycle both at home and work, I am particularly aware of plastic and use my own bags for shopping and have my own reusable cups for coffee and water etc, these are small things but if everyone engaged this would make a huge difference	LIFESTYLE
39	trying to encourage researchers at DMU to look at funding opportunities that address the SDGs through their research goals	STRATEGY
40	Learning more about the topics to then link to internal strategy and ADR discussions.	STRATEGY; DO MORE
41	Behaving in a both personally and professionally responsible manner - recycling; planning forwards i.e. efficient planning; shared knowledge; pointing out future problems	LIFESTYLE; CAMPUS CULTURE
42	including sustainability in relevant parts of campus management. Would like to make DMU a carbon neural campus and include elements of the circular economy into how we manage the campus. Would like to ensure that every student leaves DMU with the skills, knowledge and competencies to deliver a sustainable future.	STRATEGY; DO MORE
43	I'm currently teaching on LCS module in IESD postgrad programmes. I would like to get much more engagement from/with the Humanities on environment/sustainability issues.	TEACHING; DO MORE
44	Carbon / Energy management. Promoting energy / carbon efficiency, buying 'clean' energy, promoting and monitoring renewable energy systems, teaching students about energy management.	RESOURCE USE; TEACHING
45	POD have participated in Green Impact. Setting up a wellbeing network in 2018/19 academic year on campus.	CAMPUS CULTURE
46	making all my learning materials accessible by placing them online using web technologies and avoiding Office: smaller file size, less overhead	RESOURCE USE
47	Consciously making efforts to live more sustainably: Walking to work, increased recycling, reduced meat and dairy consumption, reduced printing, reduced single-use plastic consumption.	LIFESTYLE; RESOURCE USE
48	Currently involved in Green Impact that is locally based and perhaps needs to evolve and become aligned to some of the SDG's. I would like to do more.	DO MORE; RESOURCE USE
49	Work on connecting SDGs with real world problems in Leicester - more of the same	IMPACT

2.5 Q5: DMU Staff Engagement with each SDG

	Not linked to my work		Not doing now, but interested in doing so		Doing already to some degree		Doing already to a strong degree		Total	Weighted Average
1: No Poverty	33%	17	31%	16	33%	17	4%	2	52	2.1
2: Zero Hunger	44%	23	37%	19	15%	8	4%	2	52	1.8
3: Good Health and Well-being	16%	8	18%	9	45%	23	22%	11	51	2.7

4: Quality Education	14%	7	24%	12	39%	20	24%	12	51	2.7
5: Gender Equality	22%	11	16%	8	41%	21	22%	11	51	2.6
6: Clean Water and Sanitation	42%	20	33%	16	21%	10	4%	2	48	1.9
7: Affordable and Clean Energy	38%	20	23%	12	27%	14	12%	6	52	2.1
8: Decent Work and Economic Growth	31%	16	29%	15	31%	16	8%	4	51	2.2
9: Industry, Innovation and Infrastructure	23%	12	29%	15	44%	23	4%	2	52	2.3
10: Reduced Inequalities	17%	9	24%	13	37%	20	22%	12	54	2.7
11: Sustainable Cities and Communities	19%	10	29%	15	31%	16	21%	11	52	2.5
12: Responsible Consumption and Production	31%	16	22%	11	31%	16	16%	8	51	2.3
13: Climate Action	38%	20	23%	12	23%	12	15%	8	52	2.2
14: Life Below Water	45%	23	35%	18	16%	8	4%	2	51	1.8
15: Life on Land	41%	21	29%	15	20%	10	10%	5	51	2.0
16: Peace and Justice and Strong Institutions	32%	17	34%	18	25%	13	9%	5	53	2.1
17: Partnerships for the Goals	26%	14	38%	20	26%	14	9%	5	53	2.2

Further Comments:

1. Many sensible people agree that point 8 of the SDGs may need overhaul at some point in a finite system. It depends if we're talking about the Global North or the Global South of course.
2. My teaching and research relate to most of these but more in a general sense in that I don't focus on one specific SDG area but explore what companies are doing and should / could do in respect of sustainability.
3. My research has focused on how science and technology contribute to addressing Grand societal challenges, which is a cross-cutting theme that applies to SDGs
4. These answers reflect the scope of work in CURA at the moment. A lot of this addresses the goals indirectly. In the coming months we will explore and make the links more explicit.
5. Is it just me who feels SDG #8 looks dodgy?
6. What I have found fascinating with my new module this year is how engaged our first-year students are with this. We explore the 17 goals and I leave it to them to find their passion and what they align with. They have surprised themselves that once they begin the process of research (for an assignment) how much they care about particular issues dear to them.
7. SDGs cannot easily be separated due to high degree of crossover, nevertheless my work is much more relevant to some than others.