



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



Undertaken by De Montfort University's Education for Sustainable Development Forum

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Summary

Education for the Sustainable Development Goals (ESDG) at DMU relates to activities undertaken to enable learning for students, staff and other stakeholders in relation to the Sustainable Development Goal (SDG) agenda. DMU's commitment in 2018 to make the SDGs a key focus for teaching, research and other activities, led to the development of exploratory work to identify how to best put ESDG into practice. There is strong student support for this activity, with 82% of DMU students agreeing in the annual NUS sustainability survey that their university should embed sustainability into teaching and learning. DMU's Education for Sustainable Development (ESD) Forum was set up in September 2017 to enable academic and professional services staff to collaboratively act on this agenda.

This report describes the results of initial consultation undertaken by the ESD Forum in June and July 2018 to explore options and a vision for embedding ESDG at DMU. Two consultation activities took place:

- a Workshop Event on June 11th 2018, open to staff and students with 30 attendees
- a survey for DMU staff, open for responses for four weeks during June/July 2018, eliciting 58 responses

Data from these consultation activities were analysed to identify key themes and ideas with strong support. These themes and the ideas put forward were used to develop interim conclusions on how to progress ESDG at DMU.

Vision Statement

The consultation activity and linkages to DMU's strategic commitments and prior DMU work on ESD led to the following suggested Vision statement:

DMU is a Higher Education sector leader in Education for the Sustainable Development Goals (ESDG), enabling and inspiring students, staff and our wider community to collectively learn about and act on the SDGs, now and in the future

Principles for Implementation ("IDEA")

Four principles that build upon past work and the consultation responses (with the acronym "IDEA") are as follows:

Integrated: linking activities to enhance learning and impact, including: research-informed teaching; learning via local and international volunteering; living labs that combine action on campus with research and student learning.

Distinctive: harnessing the experience of DMU's diverse student and staff body and linkages with local, global and professional communities to generate real-world learning and impacts

Embedded: sustainability is part of DMU's identity, culture and operational decisions in all areas

Ambitious: harnessing DMU's work with the UN and growing international and local reputation to enable transformative learning experiences, achieving recognition as Higher Education sector leaders in ESDG

Areas of Activity

Taught Curriculum: Seeking to embed ESDG in all of DMU's taught courses at all levels of study, so that students and staff at DMU are able to learn about and act on the SDGs in relation to their particular discipline. Staff Development, via induction, training, events and other learning activities is a key enabler of this activity.

Co-Curricular Activities and Events: Embedding ESDG as a core goal and context for DMU-organised co-curricular activities, and supporting student-led, staff-led and community-led activities to engage with ESDG. These activities include public events, study trips, student societies, volunteering and placements.

'Be the Change': Making the experience of campus life a core approach to learning for sustainable development, influencing values, norms of behaviour and social practices. Implemented via exemplary operational sustainability practices on campus (e.g. reducing single-use plastic waste, promoting gender equality), real-world engaged research and a deliberate approach to link these activities to transformative learning. Communication is a key enabler of this process, making people aware of existing good practices and enabling dialogue and debate around sustainability issues.

Priority Activities

The consultation generated over 200 suggested activities which can be used in future as a repository of ideas for further work. Five priority activities for each area of activity are listed below based upon their alignment with the vision and principles outlined above and their value in being implemented early on to develop ESDG.

Area of Activity	Suggested Activities
Taught Curriculum	Curriculum Audit: Review the extent of ESDG content linkages in existing modules and programmes, working towards embedding ESDG within course design, update and validation processes.
	SDG Teach-in week (Feb 18-22): Promote participation amongst DMU staff, linking teaching to SDGs.
	Staff Induction and Training: Develop an e-induction resource on ESDG and two initially optional training sessions (at 'introducing' and 'developing' levels).
	ESDG Champions Network: Develop and support a network of 20 staff as points of contact for peer-to-peer support to develop ESD approaches.
	Measuring the Change: Develop and pilot metrics to monitor and evaluate quantitative and qualitative data on outcomes of engagement with ESDG, using existing survey evidence wherever possible.
Co-curricular Activities and Events	DMU "Be the Change" Certificate: Develop a certificate for staff, students and alumni that recognises learning on the SDGs (online course + volunteering (#DMULocal or #DMUGlobal) + an optional individual project).
	Student Sustainability Committee: Support the establishment of a student group to provide oversight, ideas and support to action on the SDGs at DMU
	Sustainability Induction: Develop a face-to-face session and an e-learning module on sustainability at DMU to feature in inductions for new students.
	Inspirational Speaker Series: Host external speakers and alumni that have taken successful action on SDGs across a range of fields. Talks open to students, staff and community.
	Transformative Learning Project: Develop approaches to embed transformative learning in support of ESD competencies within DMU-led co-curricular activities, alongside linked evaluation methodologies.
'Be the Change'	SeeD Grants for SDGs: Set up a small grant fund to enable students, student societies, staff and staff teams to propose projects that contribute to the SDGs.
	Communication strategy/brand: Develop a communication plan and visible brand(s) to make DMU's action on the SDGs visible to staff, students and community members
	Develop Living Labs Checklist: Provide options and ideas to embed SDGs via establishing linkages between education, research, external partnerships and campus life.
	Walking the Talk: Working across the University, particularly with the Estates Directorate and Events teams, to embed sustainable ways of working and linkages to the SDGs in public-facing activity.
	Global Learning Fund: Develop a fund for sustainable development activities based upon a carbon emissions levy applied to DMU-funded travel by staff and students

Measuring Success

Consultation feedback on what success would look like was used to identify ideas for potential measures of success – both for deliverables for an ESDG focussed project, and the outcomes of this activity.

Area of Activity	Potential Measures of Deliverables	Potential Measures of Outcomes
Taught Curriculum	1: No. of staff that have engaged with ESDG via induction, events, online resources or peer support 2: No. of ESDG sessions delivered or supported within the taught curriculum	1: No. of taught Programmes and Modules featuring ESDG in materials, activities or intended learning outcomes 2: No. of students and staff self-reporting reasonable understanding of SD in relation to their subject
Co-curricular activities and events	1. No. of co-curricular activities supported by the project, via funding, advice or otherwise 2. No. of DMU-organised activities, including #DMUGlobal trips and #DMULocal volunteering opportunities, with explicit links to ESDG	1. No. of alumni with professional or voluntary work roles that address the SDGs 2. No. of students taking part in co-curricular activities not organised by DMU linked explicitly to ESDG
'Be the Change'	1. No. of programmes using a Living Lab approach - making links to sustainability initiatives on campus, in the community or via research or co-curricular activity 2. No. of attendees (staff, students, stakeholders) at events delivering ESDG	1. No. of staff, students and community stakeholders perceiving DMU as a university that embeds sustainability into campus life. 2. No. of students and staff expressing support for societal action towards the SDGs

Next Steps and Further Questions

This consultation has elicited feedback predominantly from staff that appear to be relatively more engaged with ESDG. Therefore, a useful focus for further consultation would be to involve a wider pool of staff, and to get views from DMU students and community members via consultation and pilot projects. Key wider questions raised by this work include how ESDG can be resourced, governed and linked to DMU's wider strategic priorities.

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1 Context

Education for the Sustainable Development Goals (ESDG) at DMU relates to activities undertaken to enable learning for students, staff and other stakeholders in relation to the Sustainable Development Goal (SDG) agenda. Education for Sustainable Development (ESD) can be pursued within universities via the formal curriculum, informal (or co-) curriculum and the 'hidden' curriculum¹. The latter relates to how sustainability is put into practice via policies and practices on campus and is also a key influence on learning. Thus, the scope of ESDG goes beyond taught courses to encompass the educational influence of the university as a whole.

The initiative to consult with staff on ESDG responded to three key influences:

- A public commitment from DMU's vice chancellor in June 2018 to use the SDGs as a lens for DMU's teaching, research and other activities, aligned to the SDGs becoming a focus area within DMU's new strategic plan
- A commitment in DMU's 2018 Teaching, Learning and Assessment Strategy to embed sustainability in all taught courses
- An opportunity being pursued by members of DMU's Education for Sustainable Development Forum, a network of staff seeking to promote ESD, to develop a project to embed ESD across the university

This report describes the results of initial consultation undertaken in June and July 2018 to explore options and a vision for embedding ESDG at DMU. Two consultation activities took place:

- a Workshop Event on June 11th 2018, open to staff and students
- a survey for DMU staff, open for responses for four weeks during June/July 2018

2 Workshop Event

2.1 Attendees, Aims and Format

The event aimed to bring together a diverse range of university stakeholders to work towards a shared vision and to generate ideas for practical activities for embedded ESD at DMU.

The workshop took place at Leicester Castle Business School on Monday 11th June 2018 from 12.30pm to 2pm. Attendance was limited to 30 people, with those that registered listed in Table 1 (full details in Appendix 1). The event was promoted via inclusion in a DMU Connect email to all staff, via social media and via email to staff previously involved in DMU's Sustainable Development Task Force (SDTF) and Education for Sustainable Development Forum. Fifteen of thirty attendees were previously involved with the SDTF and ESD Forum.

In addition, teams with a potential key role to play in implementing ESD were invited, such as People and Organisational Development (POD), De Montfort Students Union (DSU) and Strategic and International Partnerships (SIP). Student attendance was expected to be low as the event fell outside of term time, though students that had previously engaged with DMU's Sustainability Team were invited.

Table 1: Workshop Attendees by Role

Role	No. Attendees	Examples
Academic Staff	9	From the Faculties of Art, Design & Humanities, Business & Law and Technology
Professional Services Staff	9	Sustainability team, Marketing & Communications, VCs Office,
Student	4	PhD, Masters and Undergraduate
Senior	3	PVC Research, Deputy Dean Faculty of Technology, Director Teaching and Learning
Strategic and International Partnerships	3	Head of Public Engagement
Students Union (DSU)	1	Vice President Education

¹ NUS (2018) Responsible Futures Framework. Available from: <https://sustainability.nus.org.uk/responsible-futures>

The workshop session aimed to elicit ideas towards a vision of embedded ESD and specific suggestions for activities to work towards that vision. This was pursued via a participatory workshop format, including several aspects of consultation:

- Polls with free text responses on what DMU's distinctive contribution to ESD can be, and what success would look like (see 2.2)
- Small group discussion on ideas for activities across five pre-identified themes (see 2.3)
- Written feedback at the close of the event on individuals' vision and ideas for activities (see 2.4)

2.2 Vision: Results from polls of participants

The first question on vision asked participants to consider what is distinctive about DMU in relation to other universities, and therefore, what DMU's distinctive role(s) in contributing to the SDGs and ESD could be. There were 39 responses (see Appendix 1), summarised as a Word Cloud using 'Poll Everywhere' in Figure 1.

Figure 1: Word cloud on DMU's distinctive role in contributing to the SDGs and ESD



In terms of keywords one word featured three times (awareness), five words featured twice (employability; international; research; diversity; local) and the remainder featured once. A more detailed reading highlights several themes that feature multiple times:

- links to the local community, including via business and industry
- diversity of staff and students and inclusivity principles (e.g. via Dare2Be)
- international links, including via #DMUGlobal.

Perhaps a general conclusion here is that DMU's distinctive key strengths were seen as strong stakeholder linkages (locally and globally) and a globally diverse staff and student body.

The second question on vision sought to elicit how DMU might be different in the future if achieving significant success on embedding ESD. Participants were asked how we would know that ESD was strongly embedded in terms of what tangible evidence could be seen. There were 41 responses (Appendix 1), with a Poll Everywhere Word Cloud summary shown in Figure 2.

Within the free text responses, 'research' was mentioned four times, 'impact', 'awareness' and 'staff' three times, 'happy', 'change', 'less', 'alumni', 'student', and 'global' twice, and all other terms once. These terms were frequently

societies) and research projects (in particular those that generate real-world impacts) was stressed, along with adopting an integrated approach that linked activity within these areas.

Three outcome-related ideas were also put forward: the future careers (and links to DMU) of alumni; reported student satisfaction with DMU; and specific learning outcomes linked to sustainability (e.g. knowledge of sustainability issues).

Overall, these results highlight the key role of ‘*walking the talk*’ via the hidden curriculum, adopting an *integrated* approach that addresses upon more than just the formal curriculum and identifying the *specific outcomes* for students that successful ESDG would engender.

2.3 Ideas from group discussion

Workshop participants were invited to discuss specific activities that could be undertaken via five small group discussions, followed by whole group discussion to note common ground and differences between groups.

Participants self-selected one of five themed groups, each with a facilitator tasked with noting ideas put forward. The themes were based upon the ESD Forum’s prior thinking on key areas of activity, aligning with the NUS ‘Responsible Futures’ framework for developing ESD. The 55 ideas put forward are listed in Appendix 1, with some representative examples in Table 3.

Table 3: Small group discussion ideas

Theme	No. Ideas	Examples
Formal Curriculum	18	“Baseline of current activity” “Enquiring mind; experiential learning; problem solving” “Empowering students to change their identity”
Co-Curriculum	10	“Certificate including volunteering (global/local), linked to annual showcase event” “Volunteering with #DMULocal” “Small project fund for activities that societies can bid for” “#DMUGlobal – with reflection booklets” “DMU Oscars with sustainability award”
Campus Life (Hidden Curriculum)	11	“Transport: alternatives to car use; discussions about transport; shared transport.” “Recycling: visibility; incentives (links to clubs); freebies.” “Promote vegetarian/vegan options more: environmental impact, etc.; normalise on campus; flexitarian / education”
Research, Impact and Innovation	10	“Who can/will lead this? Research for SDGs champion” “Lunchtime meetings on 1 SDG (innovation centre)” “Action research and volunteer projects”
Strategy and Staff Development	6	“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)” “Visibility – links to communication”

Sharing these ideas via whole group discussion led to some general conclusions on their integration:

- Linking research, teaching and campus activities via ‘*living lab*’ projects.
- Building on DMU’s strengths in *collaborative partnerships* and associated programmes (#DMULocal, #DMUGlobal, #DMUWorks)

2.4 Ideas from written feedback at close of event

At the close of the event, 25 attendees filled out postcards, responding to two questions:

- A short statement of the participant’s vision for embedded ESD at DMU
- A short statement on how the participant could personally contribute to the vision

The full results are listed in Appendix 1. Statements of vision were coded to identify key common themes (Table 4). A common theme was that embedded ESD would apply to *all courses* at DMU, rather than individual programmes or modules within programmes. Embedded ESD was understood as enabling both *awareness and action*, mirroring a common stance in ESD literature that emphasises moving beyond learning about sustainability to learning in sustainability, via action and reflection.² An integrated approach was highlighted in various ways, such as embedding

² For example, Sterling (2001) *Sustainable Education: Revisioning Learning and Change*. Totnes: Green Books.

ESD within existing activities, seeking to promote ESD for both staff, students and external stakeholders as a whole community, and working with industrial/business partners.

Table 4: Summary of statements for a vision for ESD at DMU

Code	Relates to...	No. Instances	Example(s)
All Courses	Embedding ESD within all taught courses	7	"All modules include elements of sustainability and reflect our global reach and impact." "All students to have access to a module on sustainability (with each school/program)."
Action	Taking action to enhance sustainable development	7	"Student with sound understanding of SD and how to work towards it" "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."
Awareness	Knowledge and awareness of sustainable development	6	"All students to have an understanding of issues facing our continued existence as a species on planet earth!" "Everyone (students and staff) learns about, and has the opportunity to have experiences related to, sustainability and the SDGs."
Integrated	Integrating and embedding ESD within existing activity	5	"When students discuss the issues as an integrated part of their project work without necessarily separating it as a distinct topic." "ESD is embedded across the curriculum such that it becomes invisible and a way of DMU life: be it teaching/research/campus/estates."
Everyone	ESD aims to engage both DMU staff and students	5	"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." "To integrate SDGs into the curriculum and research activity of all parts of the university. This impacts both staff, students and local community."
Future	Enabling future action by students for sustainable development	4	"Graduates who are change-makers who are equipped to work within a rapidly changing world." "Every student leaves DMU as a sustainability champion."
Community	Engaging with DMU's community via ESD	3	"Raising awareness of all sustainability goals in the community."
Competencies	Empowering students with competencies to act on SD	3	"For students and staff to have the skills, understanding and motivation to deliver the sustainable development goals."
Inclusive	Ways of working and outcomes that are inclusive of diverse needs	2	"The best human environment for all Neuro diversity."
Industry	Engaging with industry via work on ESD	2	"Collaborative sustainability projects and campaigns with community and industry."
Expertise	DMU as a centre for sustainability expertise	1	"A centre of excellence for sustainability offering staff training and CPD for industry"

The majority of attendees recognised that they could do something to contribute to embedding sustainability at DMU and 23 of 25 offered to support the development of the business change project proposal (see Appendix 1). In particular there was strong interest in supporting the 'Staff Development' and 'Research, Innovation and impact' streams of activity.

2.5 Summary

The workshop was well received by attendees and successfully convened a blend of academic and professional services staff with students, including senior staff and those with a focus on deliver of teaching, research and partnership work.

A key conclusion from this diverse group was to seek to integrate activities, such as linking sustainability initiatives on campus and with external partners to teaching in relevant courses and action research within appropriate disciplines. A range of specific activities were put forward within themes such as the co-curriculum and campus life.

The visions put forward sought to capitalise on DMU's unique strengths, in particular linked to external partnerships to ensure that ESD was embedded across all activities for the benefit of students, staff and other stakeholders.

3 Staff Survey

3.1 Aims

The survey aimed to mirror the aims of the workshop, eliciting views from DMU staff on aspects of a vision for ESDG at DMU, along with ideas for potential actions that could be taken. In addition, questions were included to identify a baseline of key aspects of staff engagement with the SDGs, such as agreement with DMU's commitment to the goals, self-confidence of teaching sustainable development and current engagement with each of the 17 SDGs.

3.2 Promotion and Responses

The survey was conducted soon after the workshop to ensure that all DMU staff could contribute to the consultation, in particular those that could not attend the workshop. The survey was promoted via two announcements in the weekly DMU Connect round-up newsletter. An option to enter a draw for a £50 shopping voucher was used as part of the promotion to elicit responses beyond staff who are already supportive of or interested in sustainability issues.

There were 58 responses, mostly from academic staff based in faculties (42) and the remainder from professional services staff (16), including ITMS, Library and Learning Services and Finance.

Table 5: Responses by DMU role

Area of Work	No. responses	Percentage of responses
Arts, Design and Humanities	8	14%
Business and Law	18	31%
Health and Life Sciences	8	14%
Faculty of Technology	8	14%
Professional Services	16	28%

3.3 Results

Full details of the raw data collected are listed in Appendix 2. The sections below provide summaries and brief analysis in relation to the five questions:

1. Levels of agreement with statements related to the SDGs
2. DMU's distinctive strengths for engaging with ESDG
3. Suggested ideas for DMU activities
4. Staff members' current or planned activities linked to ESDG
5. Current staff engagement with each SDG

3.3.1 Levels of agreement with statements related to the SDGs

A summary of levels of agreement is provided in Figure 3. There was widespread agreement with DMU's increased engagement with the SDGs (98%). With just one exception, all respondents indicated their strong agreement (84%) or agreement (14%) with DMU pursuing the SDG agenda.³ Free text comments highlighted that this offered opportunities to pull together with the student population and take advantage of DMU's strengths. The only critical voice highlighted the revolutionary nature of the SDGs, challenging mainstream socio-economic paradigms in the west and overseas, making them challenging to authentically pursue.

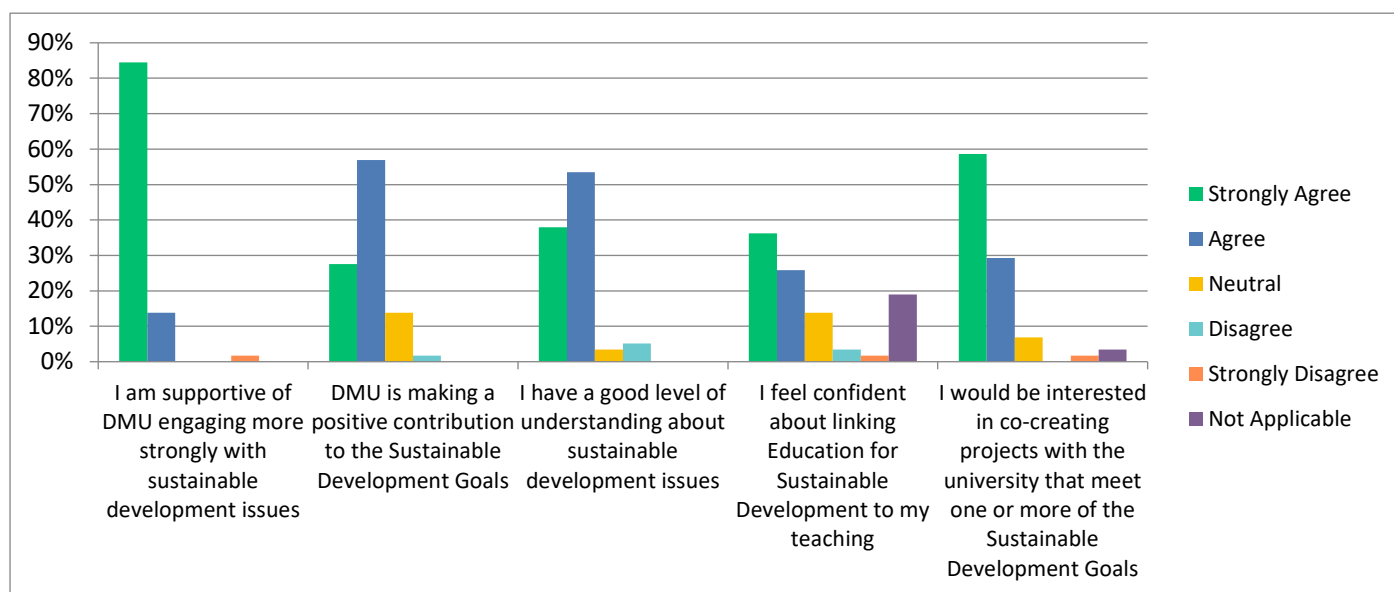
Most respondents agreed that DMU is already making a positive contribution to the SDGs, although this broke down as 57% agreement compared to 28% strong agreement, leaving scope for further improvement. 91% of respondents reported confidence in their level of understanding about sustainable development, which perhaps suggest that the survey elicited responses from those already more familiar with the concept, rather than those for whom it is novel.

For those with teaching roles, 36 out of 46 (i.e. 78%) agreed that they felt confident about linking ESD to their teaching. This both suggests a good foundation of staff with awareness and self-confidence on SD issues within

³ Other question responses from the one respondent who strongly disagreed with engaging with the SDGs still indicated general support for the SD agenda.

teaching, and points to a potential need to support others to develop self-confidence. The vast majority of respondents (88%) were motivated to co-create projects to enable DMU to engage with the SDGs via their role.

Figure 3: Agreement with statements regarding SDGs



The 18 free text comments (Appendix 2) were either expressing support, highlighting how individuals' roles link with the SDGs, or suggesting approaches or challenges to pursuing the SDG agenda.

3.3.2 DMU's strengths

The survey produced 52 responses on DMU's key strengths with regard to engaging with the SDGs. Coding these responses highlighted five key strengths (Table 6). Existing activities and assets were viewed as beneficial, including DMU's compact city centre campus, expertise of research and teaching staff and prior work by the Sustainability Team. Strong external partnerships (locally, globally and with industry and the UN) were another key asset. The diverse, motivated and international staff and student community was seen as a strength, presenting many opportunities. Finally, existing and diverse taught courses and an ethos that promotes equality, diversity and internationalism were viewed as distinctive strengths.

Table 6: Staff views on DMU's key strengths with regard to the SDGs

DMU strengths	Examples for DMU strengths as identified by staff	No. instances
Taught Courses	<ul style="list-style-type: none"> A diverse range of programs; high-quality teaching, and employability 	9
Existing DMU Activities and Assets	<ul style="list-style-type: none"> Sustainability expertise of staff; a compact campus with many sustainable features and potential for more; links to current and potential research projects 	20
Staff and Student Body	<ul style="list-style-type: none"> Engaged with the agenda; global background and connections; diversity 	15
External Partnerships	<ul style="list-style-type: none"> #DMUGlobal international trips; #DMULocal volunteering; links to industry and the UN 	17
Equality, Diversity and Internationalism	<ul style="list-style-type: none"> A strong commitment to principles of equality, linked to a diverse and international staff and student body 	7

Two free text responses also flagged up the heavy focus on international air travel to implement #DMUGlobal as a weakness, as this could be seen as putting DMU's actions out of alignment with its sustainability principles.

3.3.3 Ideas for Activities

Staff were asked what specifically they would like to see happen in relation to sustainability at DMU for the benefit of staff, students and other stakeholders. A total of 195 ideas were put forward from 59 of the survey respondents (Appendix 2). A summary of examples is shown in Table 7.

Table 7: Ideas for Activities

Category	No. Responses	Example(s)
Taught Curriculum	37	"Elective offered to all students on campus" "Critical thinking and reflection skills can and should take place in every discipline" "Design of future courses and revalidation of existing ones to be informed by SDG" "More focus on sustainable travel to placements"
Informal Curriculum	35	"Experiential learning such as volunteering is embedded within the formal curriculum and can link to assessment" "More environmentally-focused Global and Local opportunities" "One-two weeks teaching in a sustainable environment (e.g. building), where everything works in line with the SD goals" "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."
Hidden Curriculum	31	"Promote train travel more and deter flying. Faculty or school carbon budgets perhaps" "Sustainable procurement and investments are 2 key areas we need to grow at DMU" "Recycling on campus, sustainable buildings, SD related events" "DMU needs to create an 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"
DMU's Mission, Strategies and Policies	24	"These seem already acknowledged and an effort in recognising them in the strategies and policies" "I would like to see a commitment to challenging the practices and policies that undermine the SDGs - as part of the challenging convention mission" "There is a disconnect between the overriding mission and what happens on the ground"
Staff Development	29	"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." "Training for staff at all levels to understand the SDGs and find out how they can get involved." "Include in induction? if not already."
Research, Innovation and real-world impacts	25	"Ask all research institutes how they contribute to SDGs in their research and engagement" "Partnerships with Alumni operating in this space" "Seed-Corn fund for SD-related research, initiatives, etc." "SDG work and volunteering making a clear world difference in Leicester"
Other	14	"Lobby local authorities to tackle high air pollution in the city centre area" "In the RIA process, 'seed' time to develop initial ideas or proposals sustainable outputs or partnerships would be welcome." "Offer a certificate when students complete a range of SDGs elements at DMU i.e. volunteering, SDGs module, online module, NUS skills survey"

For the *Taught Curriculum*, suggestions related to how teaching is done (e.g. "inter faculty collaboration", "excursions"), the environmental impact of teaching (e.g. sustainable travel) and what is taught (e.g. reflection skills, dedicated modules or electives). Feedback on the *Informal Curriculum* called for a more structured approach to enhance the SDG-related learning of volunteering and #DMUGlobal trips, such as acknowledging learning via a certificate linked to HEAR reports. Experiential learning at sustainable sites (e.g. learning in low-impact buildings) or via student-led projects or campaigns was also stressed. Several respondents stressed that DMU is already in a strong position with its informal curriculum linked to ESDG.

Regarding life on campus (*the Hidden Curriculum*), several respondents highlighted practical measures around food consumption (e.g. disposable cups) and waste (e.g. increasing recycling). Communication of existing good practice was highlighted as something to improve, either explicitly via suggestions to develop a brand, or implicitly via staff being unaware of what was being done already. Several critical comments were made, including regarding excessive watering of the lawns on Mill Lane and around the environmental impact of #DMUGlobal flights.

Regarding DMU's *mission, strategies and policies*, many respondents pointed out that good commitments were already in place or under development – the key challenge being to put them into practice. Some areas were highlighted as needing further development, such as policies around sustainable procurement. Regarding *staff development*, many responses stressed compulsory training for all staff. Various ideas were put forward on the form of training – that it should include successful examples of ESDG, that it should promote critical thinking or that it should be geared towards all staff, not just academics. Feedback on *Research and external impacts* stressed the great potential contribution, and offered specific ways to make this impact more likely. These included ideas for a seed-corn funding pot for new research aligned to the SDGs and making project development time for SDG projects a potential aspect of the RIA process for allocating research time. Finally, *other suggestions* put forward included a more activist role for the university (lobbying the local city council to improve air quality) and specific actions to improve operational sustainability (e.g. food options on campus or a 'staff bus' to enable commuting without a car).

Overall, the feedback offers some specific ideas with widespread support that might be pursued, and a 'bank' of thinking for future reference as plans are developed.

3.3.4 Current or planned activity

In response to the question regarding current activities linked to the SDGs, 49 responses were put forward (see Appendix 2). Coding these to areas of activity (allowing for multiple codes for the same response where relevant) gave the breakdown shown in Table 8.

Table 8: Current and Planned Activities

Category	No. Examples	Example(s)
Teaching	20	"Lectures on sustainable design, production and consumption, and sustainable design workshops" "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."
Research	12	"I am performing different environmental monitoring studies and a remediation study using ornamental plants in Leicester." "In terms of SDG 3, I am undertaking a piece of work on student emotional wellbeing."
Do more	9	"I am new to DMU and would love to learn and contribute more about SDGs at DMU. Training?" "Would like related excursions funded by DMU"
Lifestyle	6	"Consciously making efforts to live more sustainably: Walking to work, increased recycling, reduced meat and dairy consumption..."
Impact	5	"Work on connecting SDGs with real world problems in Leicester" "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"
Resource use	5	"Making all my learning materials accessible by placing them online using web technologies and avoiding Office: smaller file size, less overhead."
Strategy	6	"Working them into our research centre strategy and discussing how to operationalise that with colleagues." "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"
Dissemination	3	"I have produced a case study" "I have also been responsible for compiling the Law School's report on our compliance with the SDGs."

Research Informed Teaching	3	"Have worked with colleagues to incorporate the water research [on "sustainable water management"] into student projects." "My research is on sustainable development and I have included my research findings in the modules I teach."
Living lab	3	"Mapping existing buildings in relation to SDGs and teaching this to Year 1" "We participate on an initiative titled "Engineering for People Design" each year, organised by Engineering without Borders UK. This initiative helps 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."
Campus culture	2	"Setting up a wellbeing network in 2018/19 academic year on campus."

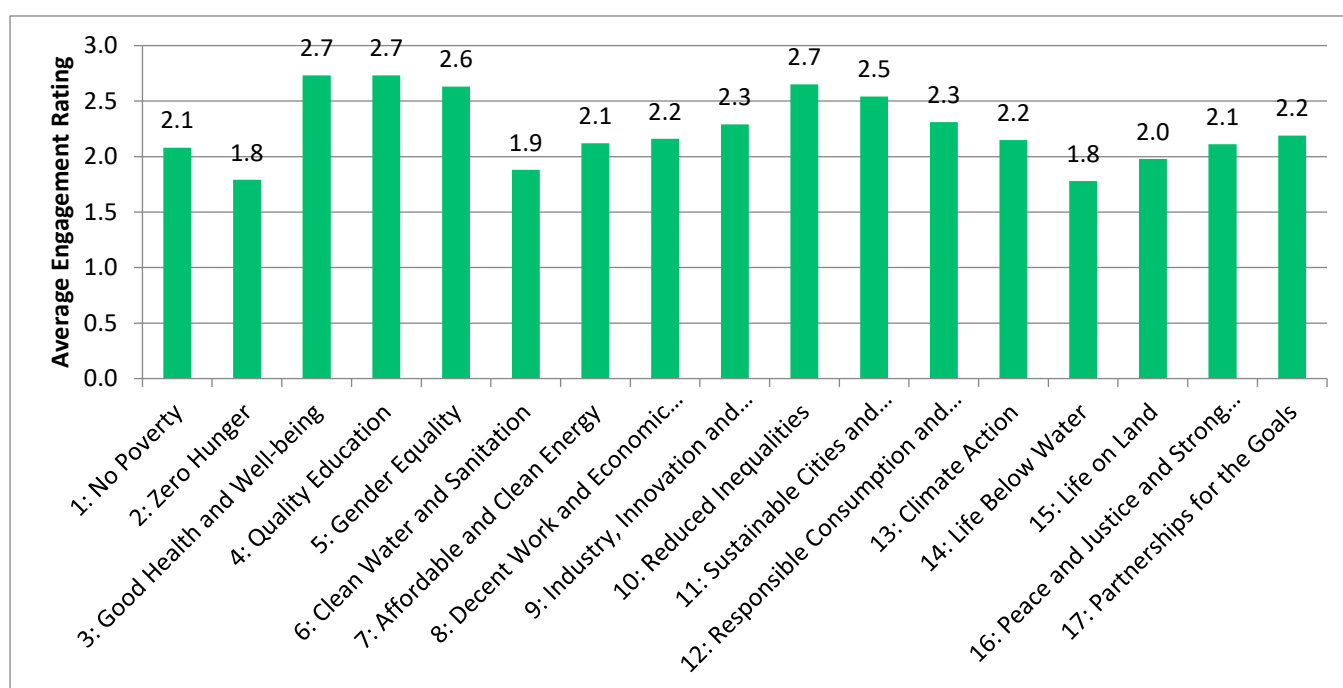
Teaching was the main area of activity reported, with a range of specific examples touching upon course contents, assessment and learning activities. Twelve responses highlighted *research* projects aligned to the SDGs, and three of these reported *linking their research findings* into their own or their colleagues' taught courses. *Real-world impacts* were a strong theme, both in terms of respondents' own *lifestyle* choices (e.g. walking to work), *resource use* at DMU or via taught courses and the impacts of DMU's *external engagement* via research and other contributions. Several staff reported achieving impact by developing *strategies* around the SDGs, such as embedding them within research plans. *Living lab* approaches to learning were reported in three instances, using either the campus or external communities as contexts for learning-by-doing in relation to sustainability criteria. Finally, promoting sustainability principles in terms of the *culture of campus life* (e.g. by promoting staff wellbeing) and *disseminating* activities were also reported by some respondents.

Nine respondents also stressed a wish to *do more*, including one staff member who was new to DMU seeking training and support on how to do so. These findings therefore point to a good deal of current activity amongst the survey respondents, which could be recorded and disseminated more widely, and an appetite for further action.

3.3.5 Staff current engagement with each SDG

Respondents were also asked to respond on their current engagement with the SDGs via teaching and research, selecting between four options for each one: not linked to role; not doing, but interested; doing to some degree; and doing to a strong degree. Assigning a numerical value to these four options (respectively 0, 1, 2, 3) and calculating an average figure for each SDG enabled a visual picture of current engagement to be developed (Figure 4).

Figure 4: Numerical measure of engagement with each SDG



Strongest engagement was for Good Health and Wellbeing, Education, Reduced Inequalities and Gender Equality, whilst least engagement was in relation to Life below water and Life on land. These figures reflect a focus more on

social than ecological sustainability within the institution, partly reflecting the former-polytechnic focus on professional training rather than traditional 'pure' sciences. However, every goal had at least one staff member that reported a strong degree of engagement and at least some engagement was evident for between and 18% and 69% of staff depending on the goal in question. These responses therefore point to DMU having some distinctive strengths in relation to social sustainability, but also some potential gaps to address in terms of a holistic understanding of sustainable development, in particular to address ecological aspects of sustainability.

3.4 Summary

Overall, the survey elicited responses from 58 staff with a range of roles, although appeared to be biased towards those that are more familiar with and supportive of action for sustainability. Nonetheless, the views of this relatively engaged audience have highlighted themes for DMU's distinctive contribution to ESDG, specific instances of good existing practice, and ideas and commitment towards developing these activities further.

4 Integration of Results and Implications

This section seeks to integrate findings from the workshop and survey to identify elements of a vision for ESDG at DMU, suggested principles and activities for implementing ESDG and implications for taking this exploratory work forward.

4.1 Vision Statement and Principles for ESDG

Evidence to inform an overall summary vision statement and principles for implementing ESDG was drawn from:

- Participant workshop responses on DMU's potential distinctive contribution and indicators of success
- Participant vision statements from the Workshop Session
- Survey responses on DMU's strengths with regard to the SDGs

Other relevant considerations include the commitment in the DMU Learning Teaching and Assessment Strategy to *"equip students and staff with an understanding of the challenges of sustainability and sustainable development, and ... approach learning, teaching and assessment mindful of the opportunities to contribute locally and globally to the public good and environmental futures as well as of our impact on a resource-limited world."* and three principles for ESD at DMU agreed during the 2014-15 Green Academy ESD project via staff consultation. These principles were for DMU's approach to be *"Distinctive; Embedded; and Ambitious"*.

A vision statement that aims to capture the key aspects of each of the above is the following:

DMU is a Higher Education sector leader in Education for the Sustainable Development Goals (ESDG), enabling and inspiring students, staff and our wider community to collectively learn about and act on the SDGs, now and in the future

A statement of four principles that build upon past work and the consultation responses (with the acronym "IDEA") is as follows:

Integrated: linking activities to enhance learning and impact, including: research-informed teaching; learning via local and international volunteering; living labs that combine action on campus with research and student learning.

Distinctive: harnessing the experience of DMU's diverse student and staff body and linkages with local, global and professional communities to generate real-world learning and impacts

Embedded: sustainability is part of DMU's identity, culture and operational decisions in all areas

Ambitious: harnessing DMU's work with the UN and growing international and local reputation to enable transformative learning experiences, achieving recognition as Higher Education sector leaders in ESDG

4.2 Areas of Activity

The consultation began with the premise that ESDG involved a wider scope of work than the taught curriculum, with co-curricular activity and the hidden curriculum being key sites of learning, and the institutional strategy, research activities and staff development being key enablers of learning. The feedback received affirmed that stance, with strong support for action across each of these areas. Consolidating these activity areas into three core complementary themes gives the following suggested areas of activity for ESDG:

Taught Curriculum: This area of activity seeks to embed Education for the Sustainable Development Goals in all of DMU's taught courses at all levels of study, so that students and staff at DMU are able to learn about and act on the SDGs in relation to their particular discipline. Staff Development, via induction, training, events and other learning activities is a key enabler of this activity.

Co-Curricular Activities and Events: Participation in activities such as public events, study trips, student societies, volunteering and placements plays an important role in learning about real-world issues for all those involved. This area of activity seeks to embed ESDG as a core goal and context for DMU-organised co-curricular activities, and support student-led, staff-led and community-led activities to engage with ESDG.

'Be the Change': The 'hidden curriculum' of how campus life is experienced is a core site of learning for sustainable development, as it shapes values, norms of behaviour and social practices. This area of activity seeks to make the hidden curriculum a key enabler of learning, by combining exemplary operational sustainability practices on campus (e.g. reducing single-use plastic waste, promoting gender equality) with links to taught courses, action

research, public engagement and staff/student collaboration. Communication is a key enabler of this process, both to make people aware of existing good practices and to enable dialogue and debate around sustainability questions.

4.3 Activities

The consultation generated over 200 suggested activities which can be used in future as a repository of ideas for further work. Here, five priority activities for each area of activity are put forward, based upon their alignment with the vision and principles outlined above and their value in being implemented early on to develop ESDG.

Table 9: Suggested Activities

Area of Activity	Suggested Activity	Rationale
Taught Curriculum	Curriculum Audit: Review the extent of ESDG content linkages in existing modules and programmes, working towards embedding ESDG within course design, update and validation processes.	Establish baseline to help track progress Common initial step at other HEIs
	SDG Teach-in week (Feb 18-22): Promote participation amongst DMU staff, linking teaching to the SDGs.	Accessible first step for many teaching staff Enables DMU to demonstrate ambition via strong participation
	Staff Induction and Training: Develop an e-induction resource on ESDG and two initially optional training sessions (at 'introducing' and 'developing' levels).	Strong consultation support. An enabler of student learning, and also supports ESDG learning for staff
	ESDG Champions Network: Develop and support a network of 20 staff as points of contact for peer-to-peer support to develop ESD approaches.	Appetite to contribute from consultation Peer-to-peer approach enables wider buy-in and ownership of ESDG agenda
	Measuring the Change: Develop and pilot metrics to monitor and evaluate quantitative and qualitative data on the outcomes of engagement with ESDG, using existing survey evidence wherever possible.	Need to evidence impacts amongst students, staff and wider community Establishing metrics early enables year-on-year comparison
Co-curricular Activities and Events	DMU "Be the Change" Certificate: Develop a certificate for staff, students and alumni that recognises learning on SD (online course + volunteering (#DMULocal or #DMUGlobal) + and optional individual project).	Aligns with the goal of empowering students and others to be future change makers. Mirrors successful action at other institutions leading on ESD
	Student Sustainability Committee: Support the establishment of a student group to provide oversight, ideas and support to action on the SDGs at DMU	Complements the staff-led ESD Forum, supporting a co-creation approach Enables transformative learning for participants
	Sustainability Induction: Develop a face-to-face session and e-learning module on sustainability at DMU to feature in induction for new students.	Establishes sustainability as part of DMU's identity for new students
	Inspirational Speaker Series: Host external speakers and alumni that have taken successful action on the SDGs across a range of fields. Talks open to students, staff and the wider community.	Wider buy-in, building buzz on campus to enhance support for and understanding of action on SDGs. An effective learning activity, enhancing ESDG.
	Transformative Learning Project: Develop approaches to embed transformative learning in support of ESD competencies within DMU-led co-curricular activities, alongside linked evaluation methodologies.	To enable evaluation of the contribution of co-curricular activity to ESDG "Integration" principle - enhances linkages between teaching and external partnerships.
'Be the Change'	Seed Grants for SDGs: Set up a small grant fund to enable students, student societies, staff and staff teams to propose projects that contribute to the SDGs.	To respond to stated interest in activity from motivated staff and students To elicit and inspire bottom-up ideas
	Communication strategy/brand: Develop a communication plan and visible brand(s) to make DMU's action on the SDGs visible to staff, students and community members	Consultation: many staff are unaware of good practice Need to make sustainability embedded within DMU's culture and operational practices
	Develop Living Labs Checklist: Provides options and ideas to embed SDGs via establishing linkages between education, research, external partnerships and campus life.	Linking activities for learning was a key consultation recommendation Builds on similar approaches (e.g. as used for UDL)
	Walking the Talk: Working across the University, particularly with the Estates Directorate and Events teams, to embed sustainable ways of working and linkages to the SDGs in public-facing activity.	Consultation responses highlighted frustrations and opportunities Opportunity to communicate and embed DMU's culture of sustainable ways of working

Global Learning Fund: Develop a fund for sustainable development activities based upon a carbon emissions levy applied to DMU-funded travel by staff and students.

Prompts reflection on sustainable travel modes, supporting behavioural change.
Mitigates reputational risk identified in consultation due to long-distance air travel for #DMUGlobal
Provides funds to support action on the SDGs, following similar model used for supporting greener travel via staff parking permit fees.

The suggested activities can build upon work currently underway. Those supported by the ESD Forum and Sustainability Team include:

ESD Forum: Holding quarterly meetings and sharing information and knowledge via an email list. Aiming to co-ordinate activity and develop internal networks.

ESD Forum Academic Innovation Project. Supporting six programmes to embed SDGs & ESD, produce case studies and guidance.

ESD Forum ESDG website: Sharing updates on ESD Forum work and signposting case studies (internal and external), key references and resources to support embedding ESD.

Responsible Futures – Led by DMU’s Sustainability Team, Responsible Futures audits DMU’s ESD activity. Evidence will be collated by a student Frontrunner in advance of a March 2019 student-led audit.

Faculty ESD Working Groups: Groups have so far been established in CEM and ADH, to enable sharing of practice.

4.4 Implications

4.4.1 Measuring success

A long-term strategy to embed ESDG requires a consistent approach to monitoring and evaluation over multiple years to demonstrate impacts. Responses from this consultation have offered some key ideas of what success would look like, and therefore what deliverables (from a project to implement ESDG) and outcomes are beneficial to measure. Table 10 provides a short summary, with two potential measures chosen for deliverables/outcomes linked to each area of activity.

Table 10: Measuring Success via Deliverables and Outcomes

Area of Activity	What Success Looks Like	Potential Measures of Deliverables	Potential Measures of Outcomes
Taught Curriculum	All students, staff and community stakeholders have opportunity to learn about sustainable development, in general and linked to their area of work/study/interest	1: No. of staff that have engaged with ESDG via induction, events, online resources or peer support 2: No. of ESDG sessions delivered or supported within the taught curriculum	1: No. of taught Programmes and Modules featuring ESDG in materials, activities or intended learning outcomes 2: No. of students and staff self-reporting reasonable understanding of SD in relation to their subject
Co-curricular activities and events	Students and staff are empowered to become change makers for sustainable development, at DMU and in their future personal and professional lives	1. No. of co-curricular activities supported by the project, via funding, advice or otherwise 2. No. of DMU-organised activities, including #DMUGlobal trips and #DMULocal volunteering, with explicit links to ESDG	1. No. of alumni with professional or voluntary work roles that address the SDGs 2. No. of students taking part in co-curricular activities not organised by DMU linked explicitly to ESDG
‘Be the Change’	The culture and working practices of DMU reflect a commitment to sustainable development principles. DMU uses these practices and innovations to support learning via taught courses and the co-curriculum	1. No. of programmes using a Living Lab approach to ESDG - making links to sustainability initiatives on campus, in the community or via research or co-curricular activity 2. No. of attendees (staff, students, stakeholders) at events delivering ESDG	1. No. of staff, students and community stakeholders perceiving DMU as a university that embeds sustainability into campus life 2. No. of students and staff expressing support for societal action towards the SDGs

Further work could explore surveys that DMU already takes part in (e.g. the annual NUS student survey on sustainability) or could take part in (e.g. optional NSS Survey questions on sustainability) to employ metrics that are already in use at DMU or in the wider Higher Education sector.

4.4.2 Further engagement

This activity has elicited feedback via a workshop and online survey from students and staff that are more motivated to engage with ESDG. Perhaps as a result, the views put forward of ESDG as something that should be embedded, using real-world learning and linking staff, students and the wider community by bridging complementary activity aligns strongly with core recommendations for ESD practice from literature⁴ DMU's unique characteristics have highlighted that the university is particularly well-placed to make a strong contribution in line with these principles.

However, given that the views gathered so far are predominantly from engaged staff, a useful focus for further development of an ESDG plan would be to engage with a wider pool of staff and to get the views from DMU students. Piloting some of the suggested activities and engaging further with staff in key roles for implementation (e.g. the Staff Development team) would be complementary next steps to test out support for the ideas articulated here.

General support from students for embedding sustainable development within learning activities is well-evidenced from the NUS National Sustainability survey (both nationally and at DMU specifically). However, wider involvement in shaping this activity via co-creation approaches would both enhance the ideas put forward and be a powerful ESDG initiative in itself, empowering participating students to act towards the SDGs.

⁴ For example, Sterling (2011) *The Future Fit Framework*. London: Higher Education Academy