Middlesex University London

MIDDLESEX UNIVERSITY

UNITED NATIONS SUSTAINABLE DEVELOPMENT GOALS REPORT

2020/21

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Middlesex University

FOREWORD

It is with great pride that Middlesex University presents its first university-wide report on work that aligns to the Sustainable Development Goals (SDGs). We are committed to increasing our contribution to delivering the Goals as we move towards a successful future.

At Middlesex, our shared purpose is to create knowledge and put it into action. Through our distinctive practice-led approach to education, research and knowledge exchange, and engagement, we aim to develop more prosperous, equal and sustainable societies. We recognise the importance of our role as a Higher Education Institution in addressing global challenges and contributing to delivering the SDGs. By signing the SDG Accord, we have committed to making these Goals a core aspect of our mission.

The past year has been an extraordinary demonstration of how our University community is working together to shape a brighter, more inclusive and equitable world. In a challenging year, staff and students have worked hard to tackle the difficulties brought by COVID-19, the need to address societal inequalities and embed innovative approaches to sustainability. Working collaboratively, members of our community applied their knowledge and skills to solve novel, complex problems, working towards a more sustainable future.

Our international consultation with staff and students on our 2031 Strategy demonstrated how important sustainable development is to our University community. We have begun our new chapter towards 2031 with a focus on making an impact across the following three integrating themes, each of which has clear links with the SDGs:

— Equity and improvements in health and wellbeing
— Inclusive socio-economic development and enriching lives through culture
— Sustainability of communities and the environment.

Middlesex University is home to people who change lives with equality, diversity and inclusion, and a growing culture of innovative collaboration, at the heart of everything we do. Looking forward, we will continue to deliver transformative learning to our students, instilling a mind-set of entrepreneurialism, social justice and sustainable change

in the leaders and change makers of tomorrow. We are passionate about driving the SDGs across all of our learning, research, knowledge exchange and engagement, to achieve outcomes which are genuinely inclusive in their impact.

Our impressive scores in the 2021 *Times Higher Education* Impact Rankings recognise the effort invested by our community to achieve the UN SDGs, ranking us in the top 100 globally for four of the Goals, including 12th out of 776 institutions for SDG 5 Gender Equality. However, there is more work to be done to tackle the challenges we face to further contribute to the Goals, creating a more resilient society as we move forward out of the pandemic.

As Deputy Vice-Chancellor, Provost, I am committed to building on our reputation for innovation, creativity and collaboration and to strengthening our sense of local and global responsibility which will allow us to support the important work of the SDG Accord. As a University, we believe the SDGs will be key to rebuilding more sustainable, equitable and resilient societies in a world permanently altered by COVID-19. This report highlights some of the many inspiring ways in which Middlesex University transforms outcomes for individuals, communities and organisations around the world. I look forward with great interest to building on our successful work and our involvement with the SDG Accord, both nationally and internationally.

Professor Sean Wellington,
Deputy Vice-Chancellor, Provost

Professor Sean Wellington
Deputy Vice-Chancellor, Provost

Photo: David Holbrook Photography

ABOUT THIS REPORT

In 2020 Middlesex signed the UN SDG Accord, which aims to inspire, celebrate and advance the critical role that Higher Education has in delivering the SDGs and the value it brings to governments, business and wider society.

It also carries a commitment to do more to deliver the SDGs, to report annually on progress and to share learning with other educational institutions, both nationally and internationally.

Our 2031 Strategy consultation highlighted the importance of sustainability for our institution and people, and we have set meaningful targets to address the climate emergency. The University has responded by signing the UN SDG Accord, the UN Race to Net Zero and setting a target to reduce carbon emissions by 50% by 2030 and net zero by 2040. Importantly, our new Strategy aims to embed the relevant SDGs in the work of all University Departments and across our three key integrating themes:

— Equity and improvements in health and wellbeing
— Inclusive socio-economic development and enriching lives through culture
— Sustainability of communities and the environment.

This report gives an overview of a selection of Middlesex activities relating to the SDGs across our research, teaching, operations, community engagement, policies and partnerships in the year 2020/21. This is our first Corporate Report on the UN SDGs, acting as a benchmark introduction to our commitment to driving the Goals, and identifying areas in which we are already making impact on the SDGs.

As a global University, Middlesex brings together campuses, communities and partners from across the world. This specific report, however, pertains solely to 2020/21 activity from our London campus and its individual operations. Information for the report was gathered through conversations with key stakeholders across academic Faculties and Professional Service teams as well as data collection from our funded projects and research repository.

140,000 bees are buzzing on the roof of Grove 2 beehives producing upto 100 jars of honey a year

SUSTAINABLE DEVELOPMENT GOALS

1 NO POVERTY	2 ZERO HUNGER	3 GOOD HEALTH AND WELL-BEING	4 QUALITY EDUCATION
5 GENDER EQUALITY	6 CLEAN WATER AND SANITATION	7 AFFORDABLE AND CLEAN ENERGY	8 DECENT WORK AND ECONOMIC GROWTH
9 INDUSTRY, INNOVATION AND INFRASTRUCTURE	10 REDUCED INEQUALITIES	11 SUSTAINABLE CITIES AND COMMUNITIES	12 RESPONSIBLE CONSUMPTION AND PRODUCTION
13 CLIMATE ACTION	14 LIFE BELOW WATER	15 LIFE ON LAND	16 PEACE, JUSTICE AND STRONG INSTITUTIONS
17 PARTNERSHIPS FOR THE GOALS			

"They [SDGs] recognize that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve our oceans and forests."

United Nations

FAIRTRADE UNIVERSITY AWARD

CREATING IMPACT THROUGH RESEARCH

Middlesex research tackles major global challenges – including gender equality, indigenous peoples' rights, and flood risk management.

Research at Middlesex University is committed to changing lives. We create new knowledge which we and others put into action to benefit society and the economy, the environment, enhancing health and wellbeing and enriching culture and communities around the world – in support of the SDGs and targets. In 2020/21 we have continued to foster interdisciplinary work and collaboration – across Middlesex and with other institutions – in our research and knowledge exchange, designing for real-world impact. Crucially, we remain passionate about promoting diversity among our researchers – we have the 2nd largest cohort of Research students among UK post-92 institutions and 53% of our Postgraduate Research students are Black, Asian and minority ethnic.

The case studies in this report are just a few examples of our extensive work in 2020/21 which advanced the Goals. This year, for the first time, we have analysed our research outputs and funded projects against the 17 SDGs. We have aimed to clearly align our current outputs and projects with the aims of the Goals more clearly. This has highlighted our strengths in terms of where our research addresses specific Goals, and has helped us to identify opportunities to do more to progress the Goals in the future.

Our Research Centres are where much of this exciting work takes place. They undertake excellent research and produce impactful knowledge exchange, which is relevant to policy and practice, contributing to social change and justice, and addressing many challenges relevant to the SDGs. From exploring alternative business and investment models for sustainability within the Centre for Understanding Sustainable Prosperity, to challenging international human rights abuses in partnership with local lawyers and NGOs within the European Human Rights Advocacy Centre, Middlesex research drives sustainable development in a wide range of contexts.

EXTENDING MATERNITY PROTECTION AND REPRODUCTIVE RIGHTS AT WORK IN THE GLOBAL SOUTH

8 DECENT WORK AND ECONOMIC GROWTH

5 GENDER EQUALITY

800 million women globally are unprotected in terms of sexual reproductive rights and maternity rights in the workplace. This has negative effects for infant and maternal mortality, and holds women back in the workplace.

Led by Dr Bianca Stumbitz, research within the Middlesex Gender and Diversity Research Cluster investigated women's sexual reproductive and maternity rights in informal work economies in the Global South, with studies taking place in Ghana, Malaysia and South Africa. Completed in 2020, the research explored national contexts of maternity and sexual reproductive health rights in the workplace, and barriers and drivers to workplace rights for women. It particularly focused on migrant and informal economy workers who tend to experience more precarious employment.

How are we making a difference?

The findings demonstrated the need for better female equality and health protection in the workplace. They showed how this was affordable even for small or medium-sized enterprises, but would benefit both businesses and employees. The report also found that culturally sensitive approaches were key.

These results are now informing debate, policy and advocacy messages within key international bodies including the World Health Organisation, the UN, and the International Labour Organisation.

PIONEERING RESEARCH INTO FLOOD RISK MANAGEMENT AND INVESTMENT

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

13 CLIMATE ACTION

One in six properties in England is at risk of flooding, while damage from floods costs the UK around £1.1 billion every year. Our Flood Hazard Research Centre (FHRC) has been delivering leading research on flood risk assessment, management and impacts for more than 30 years. Recently, leading FHRC academics Dr Edward Penning-Rowsell and Dr Sally Priest worked on innovative metrics for calculating financial losses from flooding, using algorithms which link flood characteristics to potential fatalities and casualties.

The FHRC also developed innovative approaches to flood loss management which consider damages resulting from flooding which are not traditionally quantified, such as business interruptions and wider health impacts, including on mental health.

How are we making a difference?

FHRC research impacts national and international policy, guiding the economic analysis within the current National Flood Risk assessments of England and Scotland, as well as flood consideration by the Climate Change Risk Assessment. Over 720 flood risk management schemes were implemented between 2015 and 2020 to benefit at-risk communities and mitigate the impacts of climate change. Research by the FHRC has directly informed UK government spending for flood risk management, and their work contributed to an additional £763 million in local investment for flood risk management in 2020/21.

Left: Photo credit: **Dominique Fofanah**
Above top: Photo credit: **gryffyn m on Unsplash**
Bottom: Photo courtesy: **Stefan Kisler and the Indigenous Federation of Quechua people of the Pastaza river basin, FEDIQUEP**

ADVANCING INDIGENOUS PEOPLE AND LAND RIGHTS

16 PEACE, JUSTICE AND STRONG INSTITUTIONS

15 LIFE ON LAND

Indigenous people make up less than five per cent of the global population, but manage an estimated 80 per cent of our planet's biodiversity. Challenges for indigenous peoples to realise their internationally recognised rights to land and resources in the face of apathetic or unwilling governments is a critical issue for sustainable development.

Dr Cathal Doyle, Senior Lecturer in Law, specialises in the rights of indigenous peoples under national and international law and is a founding member of the European Network on Indigenous People. Dr Doyle co-authored a report, together with Yale University Human Rights Law Clinic and Forest Peoples Programme, looking at how environmental safeguards and indigenous peoples' human rights have been undermined and rolled back in the context of COVID-19.

How are we making a difference?

The report made key discoveries about the attempts at land-grabbing and violence against indigenous people as governments in Brazil, Colombia, the Democratic Republic of the Congo, Indonesia and Peru were prioritising the expansion of logging, industrial agriculture and the energy sector in or near indigenous territories.

Its call on governments and businesses to strengthen protection of indigenous peoples in the face of COVID-19 disruption, especially as indigenous-managed forests are key to protecting against future pandemic outbreaks, was publicised by *The Guardian* and Al Jazeera in 2021.

> "Much of the world's remaining biodiversity and many of its intact forest ecosystems are found in indigenous peoples' territories. If their internationally recognised rights are guaranteed, indigenous peoples can use their traditional knowledge and livelihood practices to protect these vital lands and resources that are essential for their own survival and for the realisation of the Sustainable Development Goals."
>
> Dr Cathal Doyle, Senior Lecturer in Law

USING ARTIFICIAL INTELLIGENCE TO SUPPORT SOCIAL AND HEALTH CARE

3 GOOD HEALTH AND WELL-BEING

8 DECENT WORK AND ECONOMIC GROWTH
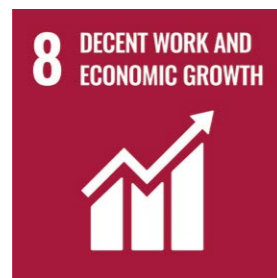
The health and wellbeing of ageing populations is a paramount public health issue this century. People in the UK are living longer than ever before. There are already more than 15,000 people over the age of 100 – a figure which is set to increase. Over the coming decades, the growing number of older adults means increasing demand for health and social care resources. Our cutting-edge research is supporting long-term solutions.

Irena Papadopoulos, Professor of Transcultural Health and Nursing, was a co-investigator for the **CARESSES project**, a ground-breaking study exploring the use of autonomous robots for older adults in care settings. The project considered whether robots could provide reliable care for vulnerable people and their potential to reduce anxiety and loneliness.

How are we making a difference?

Professor Papadopoulos explored the cultural and ethical conditions for the robots to work in a real-world care settings, finding that culturally competent robots have potential to reduce loneliness and poor mental health in older people.

SUPPORTING VULNERABLE COMMUNITIES DURING COVID—19

8 DECENT WORK AND ECONOMIC GROWTH

10 REDUCED INEQUALITIES

16 PEACE, JUSTICE AND STRONG INSTITUTIONS

In 2020, Middlesex research began to focus on the impacts of the pandemic for vulnerable groups. Post-Doctoral research fellow Dr Zahra Hussain analysed the experiences of craftswomen in South Asia during the early months of lockdown for the **Global Challenges Research Fund Gender, Justice and Security Hub**. This interdisciplinary programme aims to deliver on SDG 5 Gender Equality and SDG 16 Peace, Justice and Strong Institutions, and the implementation of the Women, Peace and Security (WPS) agenda by developing a strong base of evidence around gender justice and inclusive security in societies affected by conflict.

How are we making a difference?

Dr Hussain's work responded to the immediate impacts of the pandemic, exploring resilience among craftswomen communities in conditions of crisis and fragility – which many were facing as they could not sell their work while markets were shut. The study called for governments and NGOs to recognise how they can support craftswomen communities, such as by improving digital infrastructure and offering training to help them sell their products online when markets are inaccessible.

DRIVING A MORE SUSTAINABLE FUTURE FOR THE FASHION INDUSTRY

8 DECENT WORK AND ECONOMIC GROWTH

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

Sustainable innovation is vital for the fashion industry to address its vast waste, pollution and emissions impacts. The Centre for Sustainable Fashion (CSF) based at University of the Arts London (UAL) has been leading the way on making sustainable fashion concepts a reality in recent years. In 2020/21, Middlesex contributed to Rethinking Fashion Design Entrepreneurship: Fostering Sustainable Practices, a collaborative project led by CSF, seeking to drive the role of creative entrepreneurship and design in the future of a sustainable fashion industry.

Dr Andrea Werner, Professor Fergus Lyon, Dr Ian Vickers and Dr Patrick Elf from our **Centre for Enterprise and Economic Development Research (CEEDR)** explored sustainability as a creative endeavour, examining four key areas: design and operations; business networks and ecosystems. They also look at working practices and entrepreneurship and business models. It also explored how the government can support innovative fashion business models to drive progress.

How are we making a difference?

The findings from the project have identified barriers and opportunities for making small scale, sustainable fashion business models more viable in the current industry landscape. This contributes to finding environmentally sustainable growth solutions for the fashion industry, in which many players are seeking to scale up innovation and sustainable solutions.

RESEARCH PARTNERSHIPS FOR THE GOALS

17 PARTNERSHIPS FOR THE GOALS

In 2020, Dr George Dafoulas began leading Project-arCc (assuming responsibility for climate change), a project based at Middlesex which brings together 14 other institutions representing 13 countries with the aim of creating 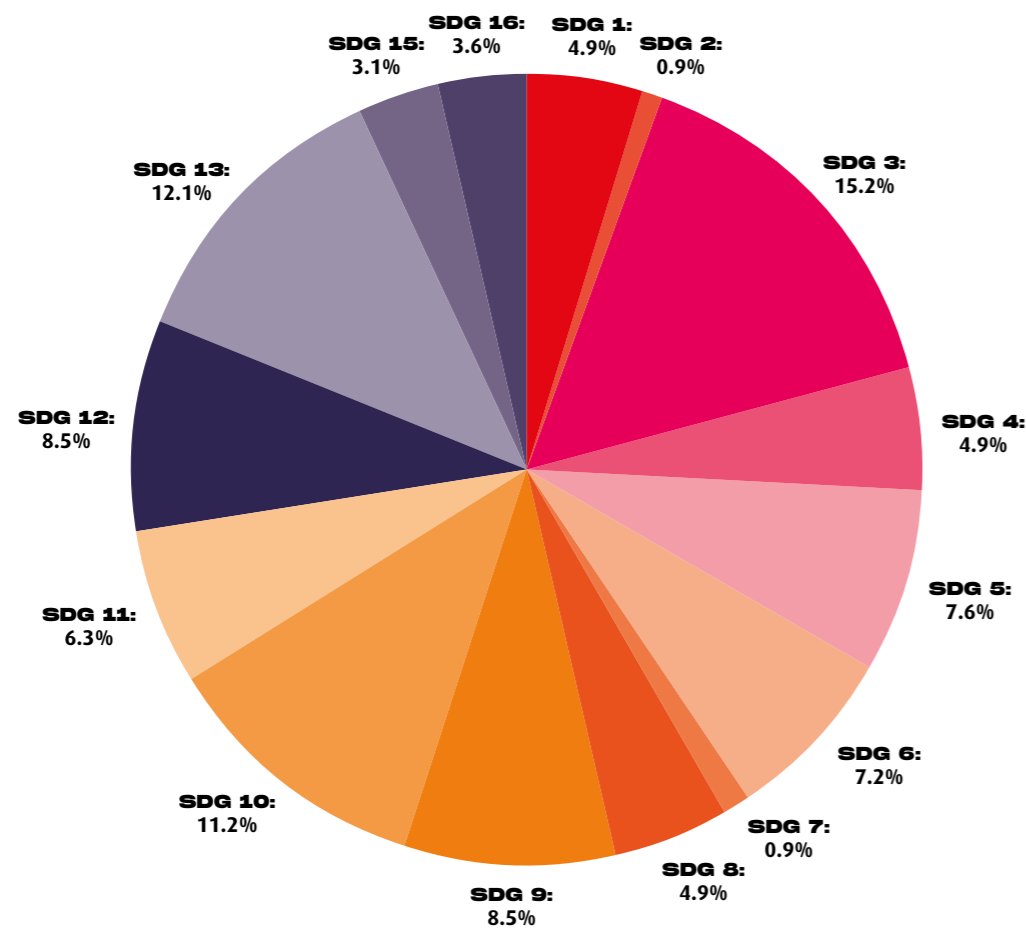a truly international and interdisciplinary consortium. The project was triggered by the COVID-19 pandemic which highlighted an opportunity to bring institutions and cultures together through E-learning to address other global crises.

The project involves partners from different cultures and disciplines in a range of a collaborative initiatives, aiming to support individuals to understand and assume responsibility for their impact on climate change. Partner institutions will share resources to engage young people in their own potential to address climate change issues, especially by looking at their local contexts to find opportunities for action and by becoming ambassadors of Project–arCc in an effort to reach members of local communities.

RESEARCH OUTPUTS AND FUNDED PROJECTS

159 of our research outputs were relevant to one or more SDG during the 2020/21 academic year.

Pie chart:
- SDG 16: 3.6%
- SDG 15: 3.1%
- SDG 1: 4.9%
- SDG 2: 0.9%
- SDG 3: 15.2%
- SDG 13: 12.1%
- SDG 4: 4.9%
- SDG 12: 8.5%
- SDG 5: 7.6%
- SDG 11: 6.3%
- SDG 6: 7.2%
- SDG 10: 11.2%
- SDG 7: 0.9%
- SDG 9: 8.5%
- SDG 8: 4.9%

SDG KEY:

SDG 1 No Poverty
SDG 2 Zero Hunger
SDG 3 Good Health and Well-being
SDG 4 Quality Education
SDG 5 Gender Equality
SDG 6 Clean Water and Sanitation
SDG 7 Affordable and Clean Energy
SDG 8 Decent Work and Economic Growth
SDG 9 Industry, Innovation and Infrastructure
SDG 10 Reduced Inequalities

SDG 11 Sustainable Cities and Communities
SDG 12 Responsible Consumption and Production
SDG 13 Climate Action
SDG 14 Life Below Water
SDG 15 Life on Land
SDG 16 Peace, Justice and Strong Institutions
SDG 17 Partnerships for the Goals

From improving healthcare technology to assessing risk factors affecting maternal health, Middlesex research aligned strongly with the aims of SDG 3 Good Health and Well-being.

The high number of outputs related to SDG 9 Industry, Innovation and Infrastructure and SDG 13 Climate Action can largely be attributed to the leading work of the Flood Hazard Research Centre (FHRC). Additionally, the Middlesex-based London Digital Twin Research Centre (LDTRC), which acts as a hub for innovation in smart cities and sustainable production methods, contributed to the high number of outputs related to these Goals.

SDG 10 Reduced Inequalities and SDG 16 Peace, Justice and Strong Institutions also emerged as areas of strength. Middlesex research is interested in diversity, inclusion and social justice across a wide range of Departments. This is reflected by the large and varied body of research contributing to these Goals, the aims of which often complement each other.

The lack of work focusing specifically on SDG 7 Affordable and Clean Energy and SDG 14 Life Below Water was expected as they are not recent areas of focus for research. Going forward, research focus on these Goals is likely to be incidental rather than a priority.
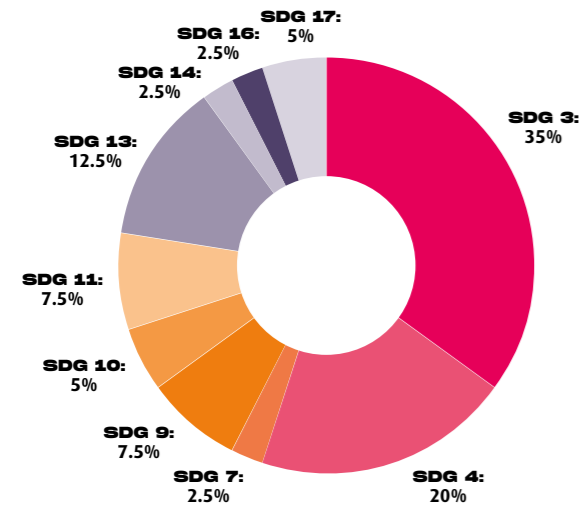
However, there were other gaps in activity where the Goals do have strong relevance to our courses and Research Centres, such as for SDG 1 No Poverty and SDG 17 Partnerships for the Goals, and as such these have been identified as areas on which to focus more over the next few years to ensure we are fulfilling our potential.

Looking ahead, we will increase research engagement with the SDGs. We will strengthen internal awareness of the Goals to help align research aims and outcomes with the aims of the Goals. We will also seek funding bid opportunities relevant to the SDGs wherever possible.
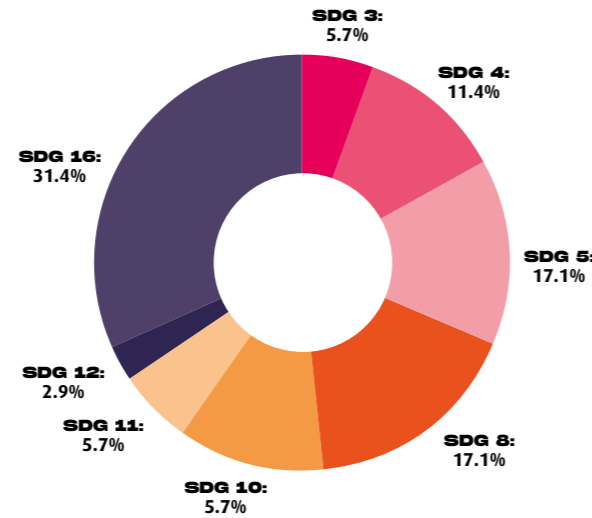
Faculty of Science and Technology:
33 Funded Projects

- SDG 17: 5%
- SDG 16: 2.5%
- SDG 14: 2.5%
- SDG 13: 12.5%
- SDG 11: 7.5%
- SDG 10: 5%
- SDG 9: 7.5%
- SDG 7: 2.5%
- SDG 4: 20%
- SDG 3: 35%

Faculty of Business and Law:
25 Funded Projects

- SDG 3: 5.7%
- SDG 4: 11.4%
- SDG 5: 17.1%
- SDG 8: 17.1%
- SDG 10: 5.7%
- SDG 11: 5.7%
- SDG 12: 2.9%
- SDG 16: 31.4%

Faculty of Arts and Creative Industries:
7 Funded Projects

- SDG 16: 4%
- SDG 1: 4%
- SDG 11: 4%
- SDG 10: 20%
- SDG 8: 4%
- SDG 4: 8%
- SDG 3: 56%
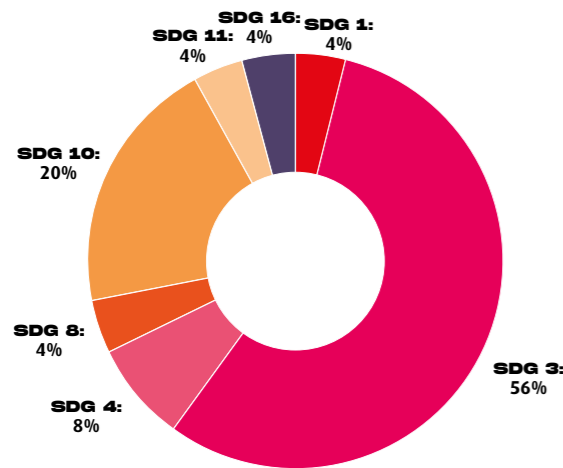
Faculty of Health, Social Care and Education:
22 Funded Projects

- SDG 15: 11.1%
- SDG 11: 11.1%
- SDG 3: 44.4%
- SDG 8: 33.3%
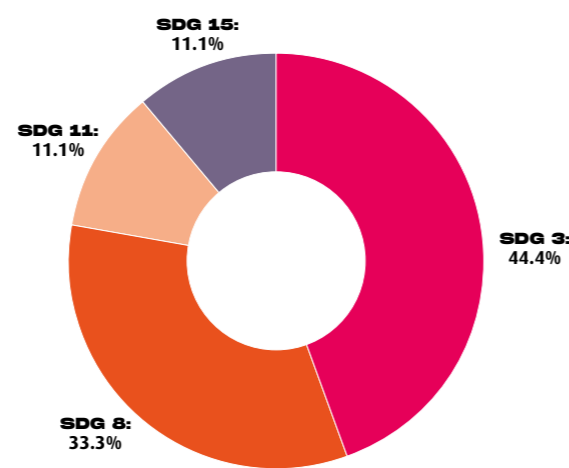
MIDDLESEX RESEARCH CENTRES WHICH ADVANCE SDGS INCLUDE:

- Flood Hazard Research Centre (FHRC)
- Centre for Enterprise and Economic Development Research (CEEDR)
- Drug and Alcohol Research Centre (DARC)
- European Human Rights Advocacy Centre (EHRAC)
- Research Centre for Transcultural Studies in Health (RCTSH)
- Centre for Understanding Sustainable Prosperity (CUSP)
- Urban Pollution Research Centre (UPRC)

LEARNING AND TEACHING

Delivering the SDGs through the curriculum

The SDGs are relevant to all courses we offer at Middlesex to varying levels and in different ways. How the Goals are embedded into the learning experience differs across Departments. For this report, we considered where the Goals currently feature in the curricula and what teaching approaches are being used. These include problem-based learning, which encourages students to approach current challenges with creative and innovative thought to prepare them for the needs of the future workplace, and setting SDG related project briefs.

SCIENCE AND TECHNOLOGY

Courses that have a strong focus on environmental sustainability or social justice tend to have the SDGs embedded in the course structure and learning outcomes. For example, BSc Biology, MSc Sustainability and Environmental Management cover the SDGs in at least one module.

In Natural Science courses, students investigate the relationships between the natural environment and human wellbeing, understanding how the degradation of the environment aggregates unhealthy living conditions. They consider and map how different actions related to SDGs and targets may influence these relationships, positively or negatively, in the future.

The SDGs are a useful learning tool when combined with other international agendas and frameworks. This can provide a tailored approach to a specific environmental challenge. For example, students on our MSc Sustainability and Environmental Management course consider the SDGs in combination with the Sendai Framework (Disaster Risk Reduction) and the Aichi Biodiversity Targets.

"We have adopted a problem-based learning approach in our teaching to facilitate a collaborative and participatory approach in solving complex and wicked problems associated with sustainable development. Our students investigate key sustainable challenges related to population dynamics and urbanisation, land use change and biodiversity or climate change and disaster risk."

Dr Christophe Viavattene
Associate Professor of Environmental Sustainability

BUSINESS AND LAW

The Faculty of Business and Law offers a range of modules at undergraduate level and at postgraduate level which use the SDGs as a learning tool. In the Business School, undergraduate students learn about SDGs in a Sustainable Business module in their final year when analysing sustainability reports of corporations. The Entrepreneurship and Sustainability module in MSc Innovation Management and Entrepreneurship covers the SDGs in more depth, and is taken by the majority of students on this course. Eco-entrepreneurship lecturer Dr. Christopher Moon notes that "more students are choosing to take sustainability modules when they are offered them and more students are registering for Enactus. My final year option on Sustainable Business has the highest take up of business students in their final year."

In the Department of Law and Politics, the course leader for MA Global Governance and Sustainable Development, Dr Merri Juntti, incorporates the SDGs throughout core modules as a prominent example of a global governance strategy, and an iteration of sustainable development. For example, core modules focus on comparing the SDG framework to alternative approaches such as degrowth and the green economy. The Human Rights and Sustainable Development module interrogates the SDGs, especially 5, 10 and 16, from a human and minority rights perspective.

An optional placement module offers the students an opportunity to work on a Brief Cases project, focusing on two SDGs of the students' choice. Brief Cases is a collaboration between Middlesex and Barnet-based sustainability consultancy **The Heaven Company**. The concept tasks MA Global Governance and Sustainable Development students with selecting one of the SDGs and developing a solution alongside a delivery strategy that aims to improve, enhance or empower a disadvantaged community. This process creates valuable understanding of the Goals in the context of community outreach. It also contributes to SDG 17 by forming partnerships between industry and higher education for sustainable development and innovation. In line with the programme aims, the SDGs also inform the focus of many students' dissertations or long placement projects.

"Certainly, it strikes me that the SDGs give a common ground for a great many disciplines, and it would be exciting to reflect on how they resonate from Law to Health to Visual Art, which in the outside world, they manifestly do. In fact, perhaps the very breadth of the SDG principle could be seen as an engine to excite knowledge and skill sharing across Faculties as it represents a challenge to all."

Simon Read
Associate Professor, Fine Art

ARTS AND CREATIVE INDUSTRIES

For courses without a specific sustainability focus, the SDGs are not structurally embedded in the modules but nonetheless have been engaged with in less formal ways and with thought provoking outcomes. First year Fine Art students learn to think about 'the language of materials', focusing on all the properties of material rather than just aesthetic value. As a result, they are more likely to be creative and resourceful with waste material throughout their time at Middlesex.

In an assignment for Fine Art and Social Practice, student Lona Lee explored socially engaged art and the relationships between nature, screen printing, accessibility, recycling, conservation, ceramics, glass work and wellbeing. Through workshops with diverse, disabled and non-disabled participants, Lee worked to create community bonds around activities in nature. Outputs from the project were used in the development of an accessible community garden on campus.

''The biggest success has been integrating the SDGs into the foundation year now for the last few years. The students learn each week about each SDG and then develop (theoretical) projects to tackle them, learning about project management and research skills on the way. Students are very creative and have come up with some amazing project ideas. This led to some students to go on to develop real projects with Enactus.''

Dr Christopher Moon
Senior Lecturer in Eco-entrepreneurship

Every programme within the Faculty of Health, Social Care and Education (HSCE) focuses on professional areas where the professional bodies and ethical principles revolve around key areas of the SDGs, emphasising in practice placements and research and knowledge exchange with partnerships and community groups, schools and care environments. Furthermore these disciplines also influence and contribute to policy on a national and international level. Particular SDGs that align to this Faculty's work include SDGs 3, 4, 5, 10, 16 and 17.

Above left: Nursing students visited the Tate Modern exhibition *Fans Americanus* by Karl Walker as part of the Expansive Learning module. This fountain memorial commenting on the impact of the transatlantic slave trade provoked discussion on Royal College of Nursing policies on race.

HEALTH, SOCIAL CARE AND EDUCATION

The health programmes in the Faculty continually promote good health and wellbeing. For example, the Mental Health programme promotes the importance of mental wellbeing, and the Health programmes work in partnerships with the local NHS trusts to provide placement opportunities for learning in practice aligned with the SDGs.

The Faculty is particularly strong for its work on Goal 10 to address inequalities in all the relevant fields. Social work addresses poverty, unequal access to provisions and quality of life, giving students real life experience of these issues such as through the first-year module Community Project and Practice Placements. In the undergraduate Education Studies programme, comparative education modules address issues related to gender and access from around the world in an increased globalisation in education. Our innovative Expansive Learning module equips Nursing students from diverse backgrounds with the skills to tackle the health impacts of underlying socio-economic issues such as

equality, racism, poverty and poor housing. Diverse activities disrupt students' traditional knowledge in favour of a more preventative, creative and community-orientated approach to public health work.

The Education curriculum addresses inequality, discrimination and inclusion in several modules including Education in the Social World, Children's Rights, and Special Educational Needs. The Initial Teacher Training (ITT) programmes have the quality of education thread through the modules as part of the programmes at both undergraduate and postgraduate level. The postgraduate programme in Childhood and Education in Diverse Societies, covers the need for just institutions in key modules and is a theme for the programme, as they look to influence cultural change through community leadership. The ITT programme works with several local schools in partnership to create effective learning environments for the trainee teacher to drive quality education.

WHAT'S NEXT?

There are already pockets of engagement with the SDGs across our Faculties, with some excellent opportunities for students to engage with the SDGs through their learning. However, we recognise the need to raise student awareness of climate and sustainability issues more generally throughout learning and teaching, rather than only in subjects which traditionally directly align with sustainability.

We are identifying opportunities for educators at Middlesex to understand how their subjects are relevant the SDGs and make this part of the learning experience, which we hope will lead to a broader level of engagement with sustainability issues among the student body and linking their studies to the challenges of the Goals.

ENVIRONMENTAL MANAGEMENT

At Middlesex, we are committed to making our campus a sustainable and healthy place for staff, students and the local community.

Our buildings, facilities and green spaces play a key part in contributing to the SDGs, and we are working to align all our contracts and sustainability initiatives with the relevant Goals. In 2020/21, we gained a clear understanding of our carbon footprint by calculating our emissions across waste, energy and water use from our Hendon campus. We published these in our Annual Report for the first time.

We recognise that we are still in the early stages of our journey to net zero, but are now working on four main areas to speed up our progress:

— Reducing emissions from our buildings
— Promoting healthy transport
— Improving biodiversity on campus
— Improving the sustainability of our food and minimising waste.

REDUCING EMISSIONS FROM OUR BUILDINGS

We continue to make sure our buildings are as energy efficient as possible. A proportion of the energy we use is produced on site from our 385 solar panels. We have invested in a combined heat and power system (CHP) to meet approximately 50% of the energy needs for The Grove, our building which houses state-of-the-art facilities for creative subjects. We capture rainwater for recycling at several sites on campus while living walls on the side of our Ritterman building grow more than 3,500 plants

which capture, store and recycle rainwater. We also have two tanks which harvest over 24,000 litres of rainwater on average annually, which we use to flush our toilets in our library. Other highlights from our 2020/21 efforts to reduce emissions from our building include:

— Generating 73,123 kw/hour of electricity from our solar panels to power our campus, the second highest yearly amount since they were installed

— Joining the global Race to Zero campaign in 2021, and setting our working target to reduce emissions by 50% by 2031. As part of this work, we are moving towards 100% guarantee of origin (REGO) scheme contracts, meaning the proportion of energy we use from our supplier will be from a renewable source. As of 2021, 20% of our contracts were REGO

— Cutting to 10% of previous pre-pandemic levels in printing. This is in great part due to people working and studying from home with no access to campus printers. However, we endeavour to keep printing levels as low as possible going forward by encouraging staff and students to keep to digital documents as much as they can

— Introducing carbon literacy training for staff and students, in partnership with the Environmental Association for Universities and Colleges (EAUC). In 2020/21, 26 students and staff took part in this training which increased their awareness of ways to reduce carbon emissions, and we aim to expand this programme next year.

PROMOTING HEALTHY TRANSPORT

3 GOOD HEALTH AND WELL-BEING

13 CLIMATE ACTION

Based in Hendon, North London, our campus has excellent public transport links and the majority of students travel this way (53%). However, we are working to increase active travel by bike both to and around campus wherever possible, and to maintain low levels of car journeys to campus as staff return to campus post pandemic. Meanwhile, on campus operations are carried out by an all-electric vehicle and we are managing car park access and parking permits closely to limit single person journeys to work.

— In 2020/21, we doubled the number of bike racks on campus. We installed shower gel dispensers and hairdryers in the changing areas. Cyclists also benefit from lockers and a free to use bike pump.

— We recognise that too many people are travelling to campus by car and that single occupancy car journeys are still too high. We relaxed parking restrictions during the pandemic to ease staff concerns about public transport safety, but going forward we will take measures to discourage car journeys to work as far as possible.

— As part of our work to encourage low emissions journeys for staff, we commissioned an energy company to carry out a survey on our electric car charging sub-station. This was to help us understand the options for installing more electric vehicle charging points.

IMPROVING BIODIVERSITY ON CAMPUS

11 SUSTAINABLE CITIES AND COMMUNITIES

15 LIFE ON LAND

Our Hendon campus includes several conservation areas, wildlife habitats, living walls and green roofs. In July 2020 London Wildlife Trust was commissioned to review and update our Biodiversity Action Plan. We are currently developing our biodiversity and landscape management practices in line with the London Urban Greening Factor – a government policy intended to accelerate the greening of London's streets, buildings and public spaces – aiming to achieve Biodiversity Net Gain.

Our Farmside wildlife garden, managed by the Students' Union and the student-run Hive Society, attracts a variety of invertebrate and bird species. The space is used for outdoor activities and to promote wellbeing.

— In 2020 we set up a quarterly meeting with Barnet Council to discuss how we continue to best manage our campus and our protected and shared areas. The aim is to increase improve biodiversity and develop wellbeing opportunities for students and residents

— We work in partnership with a local beekeepers group, providing space for hives housing 140,000 bees and monthly educational workshops. As well as a haven for pollination, it's an opportunity for us to work with the local community

— We reduced our mowing of grassland on our campus, as advised by The London Wildlife Trust, and doubled the size of our wildflower areas. These decisions were part of our drive to help plant-life to thrive, attract wildlife and improve biodiversity

— We refurbished our pond, which will be used as learning resource for natural sciences courses

— We installed two hedgehog houses, bird boxes and bat boxes on campus to encourage biodiversity and protect wildlife.

MAKING FOOD MORE SUSTAINABLE AND MINIMISING WASTE

2 ZERO HUNGER

3 GOOD HEALTH AND WELL-BEING

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

We are working with our service partner, suppliers and catering staff to offer food and drink on campus that's local, sustainably and responsibly sourced and packaged, and healthy. We are also striving to reduce waste – for example by encouraging students and staff to use their own cups. Our students are charged 5p for every disposable coffee cup they use. The profits from this charge go into a sustainability fund, which students can apply to use for sustainability related initiatives on campus.

Our supplier, Chartwells, is committed to providing sustainable, healthy options. Their recent efforts to supply environmentally sustainable and ethical options include:

— None of the food supplied has been imported by air and they use a fully-electric fleet of catering and delivery vans. Along with a focus on seasonally available produce and plant-forward options for 25% of their range, they have been able to reduce their CO2 Emissions from 11.8kg per average portion to 4.02kg – a 66% reduction

— They use 100% free range eggs, and sustainably produced palm oil

— They have introduced a plant forward initiative, with 25% food on campus now vegetarian or vegan and sustainably sourced.

We have also:

— Developed an online portal to allow catering and technology teams to see their energy use in real time, making it easier to monitor and reduce energy usage

— Worked with Chartwells to begin sourcing coffee served in the Ritterman building from Change Please, a social enterprise that supports people experiencing homelessness with employment and training opportunities.

Reducing waste

As part of our efforts to dispose of waste responsibly, we operate a zero to landfill waste policy. All of our waste is recycled or used for energy production. In 2020/21:

— We installed food waste bins in staff kitchens, and increased recycling points across campus

— We installed chilled water refill machines at key points across campus, giving students more access to drinking water and encouraging them to carry reusable bottles.

WHAT'S NEXT?

Our key goals for operations and environmental management are to measure and manage our emissions from waste and energy to meet our Race to Zero Targets, and align the work we do on campus, as well as our procurement decisions, with the aims of the Goals more closely going forward. We will work with our local partners including Barnet Council to ensure the land we

manage is fulfilling biodiversity potential and is a space for the community and our students to enjoy. We will expand staff training on the SDGs and carbon literacy, and will develop our approach to engaging students with sustainable behaviours on campus.

COMMUNITY OUTREACH AND STUDENT ENGAGEMENT

4 QUALITY EDUCATION

11 SUSTAINABLE CITIES AND COMMUNITIES

We are proud to be part of our local community in Hendon and the wider community in London. Our staff and students are committed to making a positive impact though a wide range of activities and collaborations. Our community outreach and engagement activities support the SDGs in many ways, in particular but not limited to Goal 11 Sustainable Communities and Cities. We are working to align our activities more closely with specific Goals going forward. We will particularly encourage students and staff to link their real-world experiences to a global sustainability agenda and explore how their actions can contribute to the Goals.

ENACTUS

Enactus is an experiential learning programme designed to allow students to work on sustainability enterprise projects in real-world contexts, with a focus on furthering the SDGs.

One 2021 Enactus project, STEM to Stem, was inspired by Ella Kissi-Debrah who tragically died aged nine of an asthma attack linked to illegal levels of air pollution in London. Run in collaboration with the students of St. Josephs Primary School in Hendon, STEM to Stem aimed to empower communities to address urgent social and environmental issues such as air pollution.

During the project, Year 5 pupils were taught to measure air pollution data in and around the school site, using an air pollution sensor and solar powered backpack. The pupils were quickly able to see that air pollution can affect us indoors as much as it can outdoors, and understood possible causes. They also learnt about litter pollution and how to sort recyclable waste from general waste on their litter collecting trip at the local park. Pupils went on to hear from women in STEAM (Science, Technology, Engineering, Arts and Maths) careers who talked about their experiences at university. The aim was to encourage females to consider STEAM careers and help diversify these fields in the future.

OUR RESPONSE TO COVID–19: SUPPORTING OUR LOCAL COMMUNITY

The challenges of the pandemic in 2020/21 were immense and devastating. At Middlesex, we looked for ways to use our resources and knowledge to help communities in need.

The initial lockdowns left some members of the local community unable to support their families, and some of our own students could not access affordable food. Our Students' Union partnered with Colindale food bank in the summer of 2020, collecting donations on campus to support local families. We arranged for over 180 food parcels to be delivered to students.

> "I just wanted to let you know that I received the food delivery, and I cannot be any more grateful!"
> Community recipient of a Middlesex food parcel

By the end of July 2021, members of our Department of Adult, Child and Midwifery had provided training for over 2,500 vaccinators for the NHS North Central London Area. The team worked tirelessly for the vaccine programme, while continuing their teaching and student support. By 31 July 2021, 1.8m vaccinations had been given from people trained by Middlesex to deliver vaccinations and further training to others across North Central London (NCL) NHS area.

Our support for the local community during the pandemic was recognised with a Barnet Council's COVID-19 Community Heroes Award in 2021.

FAIRTRADE

We are proud to be a Fairtrade University. In 2020, we were one of just two UK universities to achieve a 3-star rating in the Fairtrade University and College Award ranking. This is the highest award available for higher education institutions. We achieved this through:

— consistent work with our suppliers to ensure they comply with the highest standards for ethical sourcing and trade and sustainability

— providing paid and voluntary opportunities for students, for example, Photography students and alumni took photos at Fairtrade events, and student writers and bloggers reported on our progress through our student media channels

— organising Fairtrade events for staff and students to show them where the food on campus comes from and the stories behind the Fairtrade labels.

LIVING WAGE EMPLOYER

In line with the aims of Goal 8 Decent Work and Economic Growth, Middlesex, the Middlesex University Students' Union and our employment agency for students, Unitemps, are London Living Wage employers. Calculated by the Living Wage Foundation, the London Living Wage reflects the real cost of living in the capital. Our University is a key employer in Hendon, providing direct employment opportunities, as well as indirectly through our suppliers and partners. Our ethical commitment to the London Living Wage recognises that everyone working hard for the benefit of the University – and our students who work to support themselves while they are studying with us – should be properly rewarded for the work they do and receive a wage that reflects the real cost of living.

STUDENT SOCIETIES

We have over 85 societies at Middlesex, allowing students to get involved in a diverse range of activities.

Societies are inclusive and inviting spaces for the many cultures that make up our University. They offer opportunities to take positive action on issues such as sustainability and the environment and diversity, equity and inclusion. Here are a few examples:

— The Middlesex African and Caribbean Society encourages all students to learn about, experience and celebrate the joys of African and Caribbean culture in a warm and friendly environment

— The Hive Society organises community gardening events and activities, improving biodiversity on campus as well as student wellbeing

— The Student Healthcare Academics Race Equality Diversity Inclusivity Network celebrates Black, Asian and minority ethnic (BAME) histories in healthcare, and ensures BAME nursing student voices are heard in the Faculty and University.

EQUALITY, DIVERSITY AND INCLUSION

At Middlesex, we value the diversity of our people and are committed to promoting equal opportunities and eliminating discrimination. We aim to be the most equitable and inclusive institution we can be for all our students, staff and the wider community. Our values align strongly with the aims of Goals such as Goal 5 Gender Equality and Goal 10 Reduced Inequalities. We are proud to have been ranked 12th out of 776 institutions for SDG 5 and 36th out of 669 institutions for SDG 10 globally in The *Times Higher Education* Impact Rankings 2021, which assesses universities' research, policies and commitments in relation to the SDGs. We view diversity as a key strength of our institution, which we will continue to nurture through our commitment to reducing inequalities and widening participation access to higher education.

75 nationalities represented by our London staff

30% Staff from BAME background compared to 10.3% national average
(Advance Higher Education Staff Statistical Report 2020/21)

A FEW OF OUR DIVERSITY AND INCLUSION INITIATIVES AND ACTIVITIES IN 2020/21

— We were awarded the highly-esteemed Bronze Award by the Athena Swan Charter in May 2021, following a rigorous assessment of gender equality and inclusion. The award recognises that Middlesex has a solid foundation for eliminating gender bias and building an inclusive culture that values all staff. We also developed an action roadmap to further improve gender equality.

— We continued to monitor and publish our gender pay gap metrics online. We are committed to making changes to our policies and working practices to ensure equality for all, and will continue to progress this work to remove the pay gap

— Changing the Culture is a University-wide initiative to tackle sexual violence, harassment and hate crime. In 2020, we launched the Agents of Change competition, where students could submit creative and technology projects to drive positive change on these subjects. Their entries were displayed in an online exhibition[1]

— We introduced mandatory diversity and inclusion training for all staff, making our people aware of their rights and responsibilities under the Equality Act 2010. By setting a clear standard on our responsibilities as an employer, our staff can feel safe to voice any concerns or ideas

— We continued to support our staff through external women-only leadership development programmes, an ongoing commitment since 2013

— Following the Black Lives Matter movement of summer 2020, the University and our Students' Union took action to raise awareness of racial justice issues and empower Black voices. We provided resources and support for students interested in deepening their learning and petitioning

— During Black History Month in October 2020, we ran a series of events and talks dedicated to Black history education and raising up the voices and representation of the many outstanding Black students at Middlesex

— The Stonewall Workplace Equality Index is the leading cross-sector benchmarking tool for employers to measure their progress on lesbian, gay, bi and trans inclusion in the workplace. Middlesex was awarded 95 points in the 2020 Index, improving on our 2019 score of 93.5

— We continued MDXequals, a suite of programmes designed to support students learning from all ethnic and socio-economic backgrounds, and students with disabilities and students with mental health issues.[2]

[1] Middlesex University Principles of Responsible Management report 2020/21, page 48

[2] Middlesex University Principles of Responsible Management report 2020/21, page 49

LOOKING FORWARD — TOWARDS 2031

This report highlights some of the many inspiring ways in which we are contributing to the SDGs and transforming outcomes for individuals, communities and organisations around the world. In our first annual SDG report, we have also captured important opportunities for improvement and engagement going forward. Over the next 12 months, we will identify the Goals on which we believe we can have the most long-term impact, and we will prioritise these areas in our research and knowledge exchange, teaching and engagement in combination with our 2031 Strategy.

AIMS FOR 2021/22:

LEARNING, TEACHING AND RESEARCH

— Appoint theme Directors for the three key Strategy themes to begin strategically driving the SDGs across academic departments and curricula

— Align more closely research project aims and outcomes with the SDGs

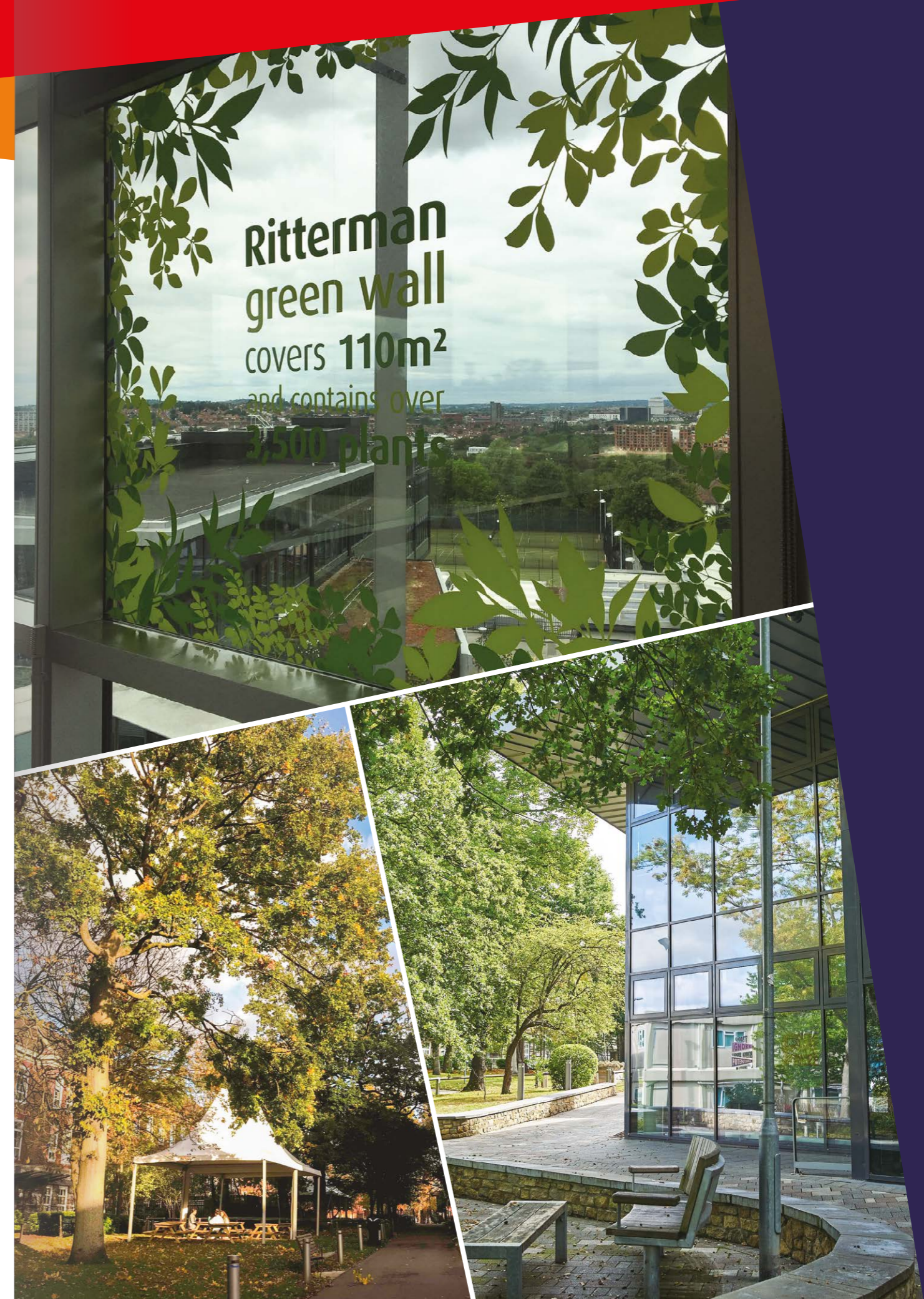— Begin to align research funding bids with the SDGs.

ESTATES AND OPERATIONS

— Find opportunities to engage staff and students in the activities taking place at the University which relate to the SDGs

— Develop an approach to embedding the SDGs in all University procurement processes and contract awards.

PARTNERSHIPS AND ENGAGEMENT

— Begin connecting with other universities through networks such as Environmental Association for Universities and Colleges to explore opportunities for partnership and collaboration on the SDGs

— Identify opportunities to further our SDGs outreach and collaboration work with new and existing academic, community and business partners.

LEADERSHIP AND GOVERNANCE

— Develop an approach to embedding SDGs and sustainability awareness in staff training, for example carbon literacy training, and induction days

— Deliver a workshop for leadership staff to establish priority goals across the four areas of this report:
  — Learning and teaching
  — Environmental management
  — Community outreach and student engagement
  — Equality, diversity and inclusion.

— Identify leadership opportunities to promote and embed our priority goals in line with our 2031 Strategy integrating themes.

Ritterman green wall covers **110m²** and contains over 3,500 plants

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