Middlesex University London

UNITED NATIONS

SUSTAINABLE DEVELOPMENT GOALS

REPORT 2021/2022

CONTENTS

FOREWORD

At a time of significant change around the world, 2021/22 was an important year for Middlesex University's contribution to delivering the Sustainable Development Goals. With a shared vision of a future that is fairer, healthier and more sustainable, and a clear strategic focus across our global University community, we took collective action on the issues that affect people around the world.

As the world tentatively recovers from the ongoing impacts of the COVID-19 pandemic, it is clear that climate change, deepening socio-economic inequality, and threatened earth systems present further unprecedented global challenges which require bold and united action to overcome. Middlesex University signed the SDG Accord to commit to sharing the mission of the Sustainable Development Goals (SDGs), the United Nations' global initiative to ensure an equal, healthy and sustainable future for humanity and our planet.

As a global, connected community with three international campuses, we are ambitious about the opportunities to champion and advance the SDGs. Our purpose is to create knowledge and put it into action. One of the leading modern universities in professional, technical and creative education, we are focussed on knowledge that transforms lives and creates impact on the issues we care about. Proudly diverse and inclusive, we strive to create an environment within Middlesex which helps staff and students fulfil their potential. We were recently awarded the Bronze Award in Stonewall's 2022 Workplace Equality Index, ranking 103rd out of 403 institutions, and 15th out of the 50 participating Higher Education institutions.

The SDGs are embedded in our Strategy 2031, aligning our institutional purpose with these interlinked global challenges. In the past year, we continued to contribute to delivering the Goals throughout our teaching, research and knowledge exchange, and engagement activities, with a sharp focus on making an impact in our three Strategy Integrating Themes:

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

Each Theme has mapped links with specific SDGs, and we appointed three Theme Directors to drive the implementation and direction of the Themes across our Faculties and services. We are determined to do more to embed and advance the Goals at all levels of our institution.

It is our responsibility to prepare students for a changing world in which their chosen sector will likely be impacted by the climate crisis, by collaborating, co-creating and inspiring the next generation to embed sustainability best practices into their work across sectors. We have begun our journey to embed Education for Sustainable Development throughout all degrees in a way that is relevant to our university mission, exploring over the past year how different subjects are currently engaging with the Goals. Work to embed the SDGs into the Learning Framework is ongoing and involves our global campuses in Dubai and Mauritius, aiming for every course to have meaningful and relevant reference to the SDGs within its content.

We have also deepened our understanding of the SDG and Theme engagement of our research outputs. The Research Excellence Framework (REF) 2021 recognised the social impact of our business and management research as number one in the UK, while our 'Active Energy' project – a great example of putting cross-generational knowledge into action for a community energy initiative – won a prestigious Times Higher Education Award. We will continue to foster and recognise links between Middlesex research aims and outcomes to the wider context of sustainable development. Crucially, we hope that future Middlesex research will be relevant to at least one of the three key Themes.

In 2021/22, our meaningful impact through outreach and industry links included our local partnership with Barnet Mencap, restorative justice provider Why me?, and Fixation Academy, for the creation by Middlesex BA Film students of four short educational, campaign films to tackle the rise in disability-related hate crime. The films are being used by our partners to make the processes of restorative justice more accessible to individuals with learning disabilities and/or autism. Working across borders, we also hosted the online climate change consortium Project ARCC, to facilitate knowledge exchange with 14 partners from 13 countries on

engaging young people with climate change responsibility. Looking forward, we are excited to build on our successful work and our commitment to collaborate with other higher education institutions on the SDG Accord, both nationally and internationally.

In this report, we outline some of our 2021/22 work which advanced the Goals, underpinned by our strategic vision, and with creativity, equality, diversity and inclusion at its heart. It is with pride that we reflect on the achievements of the last year, and with a sense of responsibility that we will continue to work together towards a sustainable, equitable and healthy future. I remain fully committed to building on this progress and finding further opportunities for Middlesex University to contribute to the mission of the United Nations' Sustainable Development Goals.

Professor Sean Wellington,
Provost and Deputy Vice-Chancellor

"WE ARE FOCUSSED ON KNOWLEDGE THAT TRANSFORMS LIVES AND CREATES IMPACT ON THE ISSUES WE CARE ABOUT."

Photo credit: David Holbrook Photography

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			

The Sustainable Development Goals (SDGs) were adopted by the United Nations in 2015 as a universal call to action to end poverty, protect the planet, and ensure that all people enjoy peace and prosperity.

OVERVIEW:
OUR CRITICAL ROLE

In 2021, 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.

This report summarises many of the key activities, research and collaborations that took place at Middlesex University in the year 2021/22 which advanced the delivery of the SDGs and our strategic purpose to create knowledge and put it into action to address global challenges. We have analysed our research outputs from the year against the aims of the SDGs to understand where we are regarding impact, and gathered progress updates from stakeholders across Faculties and professional services to understand how they are embedding the Goals in learning, teaching, outreach and operations. This report summarises our activity and progress as a proud SDG Accord signatory, through these we can celebrate our impact, and highlight areas on which to focus future efforts and improve.

STRENGTHENING OUR FOCUS ON THE
SUSTAINABLE DEVELOPMENT GOALS

This year we consulted among key stakeholders and the University Executive Team to decide which of the SDGs are areas of strength in our learning, teaching, research and operations, as well as which Goals to focus on in our submission to the *Times Higher Education* Impact Rankings.

Through this process as well as through the research and reporting data that we have collected so far, the following Goals were identified as priority areas for our institution as we work to embed the SDGs across the University.

While we do not intend to limit our contributions towards other Goals in any way, we believe that a focussed approach will provide direction and allow us to strengthen our impact as an SDG Accord signatory in future years.

| 1 NO POVERTY | 3 GOOD HEALTH AND WELL-BEING | 4 QUALITY EDUCATION | 5 GENDER EQUALITY | 8 DECENT WORK AND ECONOMIC GROWTH |
| 10 REDUCED INEQUALITIES | 12 RESPONSIBLE CONSUMPTION AND PRODUCTION | 13 CLIMATE ACTION | 16 PEACE, JUSTICE AND STRONG INSTITUTIONS | 17 PARTNERSHIPS FOR THE GOALS |

SECTION 1

RESEARCH

KNOWLEDGE INTO ACTION

FOR THE SDGS

Interdisciplinary work and collaboration in research and knowledge exchange are central to our mission to turn knowledge into action. The case studies in this report are just a few examples of our extensive work in 2021/22 that has contributed to social change and justice, health and technology advancements, and addressing the challenges outlined by the SDGs.

Our dedicated research centres are key spheres of impact and collaboration to address the SDGs. Their research and knowledge exchange create genuine impact in society to address sustainable development challenges. The work of the Flood Hazard Research Centre contributes to SDG 13 Climate Action among others by informing UK and international policy and professional practice to mitigate and prepare for the impacts of flood risks. We were ranked 1st for Business and Management research in the UK for world-leading social impact in **REF 2021,** with The Centre for Understanding Sustainable Prosperity and the Sustainable Development Research Cluster collaborating on cutting-edge research to understand how a more equitable society and sustainable economy is possible while addressing threats to our planet and its ecosystems.

Equality, diversity and inclusion underpin everything we do at Middlesex University. Our research community works collaboratively to shape a brighter and more inclusive future, as is reflected in the strong engagement with SDG 10 Reduced Inequalities across all of our Faculties' research outputs. Our approach is to increase our impact as a globally connected university whose research is interdisciplinary and designed for impact across geographical and cultural boundaries. In 2022 we were ranked in the top 3 young universities for international outlook by *Times Higher Education.* We will increasingly seek opportunities to work with our overseas campuses and global partners on innovative research which is aligned with our strategic Themes and the SDGs.

Read our REF 2021 Impact Case Studies here.

GROUND BREAKING RESEARCH INTO NANOPLASTICS SHED BY TAMPONS INTO THE BODY

An estimated 18 billion tampons are used globally every year. Principal investigator Leonardo Pantoja Munoz and a team of Middlesex biomedical researchers set out to investigate the health and environmental impact of tampons. They found that an average of 9.4 billion nanoparticles are released per tampon used, which works out at as 86 trillion fibres over an average person's lifetime's use. With plastics breaking down into microscopic nanoplastics in the body, health risks arise from the particles themselves; the release of pollutants coating the particles in a thin film, and from the leaching of additives in the plastic.

HOW WE ARE MAKING A DIFFERENCE

The research is thought to be the first look into the generation of nanoplastics inside the human body. Co-author Alejandra Gonzalez Baez said: "We realised how little we know about tampons' composition and what happens once they are introduced into the body. I was shocked to find out about the lack of regulations in the production of period products, and many of the guidelines are only voluntary. It is important to say we are not against tampons – as they have facilitated women's lives for decades. We are just looking for answers to some questions." It is hoped the research will trigger increased interest in the possible health impact of tampons and lead to improving information available to consumers so they can make informed decisions.

'MORE TALENT, MORE LEEWAY?' THE EFFECT OF VIOLENCE AGAINST WOMEN ON SPORTSMEN'S CAREERS

If a sportsman is arrested for attacking a woman, does this damage his career? Violence against women is a known problem among NFL players, sometimes leading to arrest, and one that the NFL has not sufficiently addressed.

In May 2022, Middlesex Lecturer in Criminology Dr Daniel Sailofsky published research into 117 players who had been arrested for acts of violence against women between 2000 and 2019. His peer-reviewed paper, 'More Talent, More Leeway: Do Violence Against Women Arrests Really Hurt NFL Player Careers?' concluded that player value and performance were stronger predictors of career trajectories after an arrest than the arrest itself, and average or better performance negated any detrimental impact.

Professional sports players are often role models and young men in particular look up to them. Therefore the consequences – or lack thereof – of their actions and perceptions have far-reaching effects in society.

HOW WE ARE MAKING A DIFFERENCE

The research was picked up by media outlets across the world, including *The New York Times* and *The Japan Times,* and the paper been cited highly in academic literature. While the NFL has long been accused of brushing violence against women under the carpet in pursuit of profit and winning, the research provided empirical evidence that sports leagues sideline the off-pitch crimes of professional sports players.

This research contributes to the aims of SDG 5 Gender Equality quantifying the pattern of repercussions for NFL players committing violence against women in recent decades, and highlighting in no uncertain terms that the NFL has a long way to go if it is to ensure players experience meaningful repercussions for violent crimes against women.

BUILDING NATURE MEASUREMENTS AND IMPACTS INTO SMALL OR MEDIUM—SIZED ENTERPRIZE FINANCE

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE **12 RESPONSIBLE CONSUMPTION AND PRODUCTION** **15 LIFE ON LAND**

More than half of the world's economic output – US$44 trillion of economic value generation – is highly or moderately dependent on nature. Yet most companies, investors and lenders today inadequately account for nature-related risks and opportunities in their decisions. Led by Dr Robyn Owen and conducted in collaboration with the Centre for Understanding Sustainable Prosperity, Middlesex's Centre for Enterprise and Economic Development Research (CEEDR) delivered the GreenFin project. The project examined the UK's small or medium-sized enterprise (SME) finance markets in relation to how they risk assess the climate and biodiversity impacts of their SME finance customers and portfolios. In particular, the project focussed on how finance providers can advise and encourage SME self-reporting to facilitate

the improved operation of UK SME finance markets for sustainable outcomes. Additionally, a specific case study of the agri-food sector was undertaken to highlight sector-specific insights into the financing of SMEs in a high-risk biodiversity sector.

HOW WE ARE MAKING A DIFFERENCE

As UK planning policy moves to a mandatory 10% biodiversity net gain, and market security is increasingly related to resource availability and demonstrable mitigation actions, corporate reporting needs to increase its consideration on biodiversity and scope 3 emissions to give a full picture of climate opportunity and risk.

Our research outputs are providing practical policy guidance to the UK taskforce on Nature-Related Financial Disclosures to improve the reporting activities of SMEs, offering insights into finance market trends, practical policy briefing and 'how to' finance guidance tools. These will be tailored to assist UK SMEs and accelerate access to finance support agencies, as well as their investors and insurers.

HEALING TOGETHER: DOCUMENTARIES HIGHLIGHTING MENTAL HEALTH ISSUES IN INDONESIA AND GHANA

3 GOOD HEALTH AND WELL-BEING **17 PARTNERSHIPS FOR THE GOALS**

MDX Associate Professor in Visual and Cultural Psychology Dr Erminia Colucci collaborated with academics and local mental health advocacy groups in Ghana and Indonesia to produce two documentaries exploring collaborations between mental health professionals and healers in these regions, where the subject of mental health illness remains taboo and most people use faith-based and traditional healers. Professional mental health workers face difficulties carrying out community-based interventions. In addition, coercive practices remain commonplace, particularly when faith-based communities do not acknowledge mental health issues or care. The films were produced as part of the Together for Mental Health project, and attempted to bring together

spiritual leaders, faith-based healers and mental health professionals to further the conversation about mental health and reciprocal learning to develop helpful tools for mental health wellbeing.

HOW WE ARE MAKING A DIFFERENCE

The award-winning documentaries have been shown at film festivals around the world, including in Australia and Italy. The films explored how mental health professionals who might not share the same views can collaborate effectively with healers to encourage discussion and learning around mental health, with the aim of developing accessible tools to support mental health in the community. Of the work, Dr Colucci stated "We are never going to change these views, and some of these views and beliefs might actually be helpful for healing and recovery, so it's more a question of how we can work together and collaborate." The project demonstrates the complexity of achieving the aims of SDG 3 in action, highlighting partnerships and cross-cultural collaboration if health professionals are to establish trust and provide meaningful, culturally respectful care.

WIND ENERGY AND THE JUST TRANSITION

7 AFFORDABLE AND CLEAN ENERGY **11 SUSTAINABLE CITIES AND COMMUNITIES**

A just energy transition to reliable, renewable power for all is an urgent requirement to achieving the UN SDGs, particularly SDG 7 and SDG 11. Principal Investigator Dr Lisa Schulte and academics in the Business School collaborated with universities in South Africa and Denmark on a project examining windfarm communities and the wind turbine industry in Germany, Denmark, South Africa and the UK. From 2012 and 2022, data was

gathered through conversations with a wide range of stakeholders including industry experts, local citizens, skill formation providers, and municipal policy makers to understand community outcomes leading to either acceptance or resistance to windfarms and skill formation, job quality and social dialogue in the wind turbine manufacturing industry.

HOW WE ARE MAKING A DIFFERENCE

The final report was published in 2022 and therefore impacts are beginning to appear, nonetheless the report offers valuable policy recommendations on how structural change, meaning here the expansion of the wind turbine industry, can be managed so that communities and workers benefit more broadly as governments look for ways to scale up low–carbon energy in an equitable way, providing opportunities and community benefits.

PARTNERSHIPS FOR THE GOALS

PROJECT ARCC

Project ARCC, which stands for Assuming Responsibility for Climate Change, was launched in 2020 and finished in April 2022. Middlesex acted as a hub for the project, bringing together international organisations and universities from 12 countries to build educational tools to address the climate crisis and stimulate reflections among young people. ARCC delivered remarkable outputs including over 40 webinars on topics ranging from precision agriculture to the built environment and rethinking travel and commuting needs in response to climate change. Webinars were attended by up to 215 students at a time, and all learning resources from the project are **available online.**

ACTIVE ENERGY PROJECT

The Active Energy project was run from between 2007 and 2020 by artist and researcher Dr Loraine Leeson to connect the life experiences of older people to new developments in technology. Work with seniors group The Geezers at an AgeUK centre led to a focus on renewable energy, because the issue of older people being unable to heat their homes was pertinent. The tidal River Thames nearby was not being tapped for its energy potential. Initial work included low-cost turbines developed for tidal and wind power, together with exhibitions and conference presentations in the UK and US. Each stage in the project used the arts to draw out local knowledge and bring these ideas to public attention to drive action. Since 2016, work focused on the creation and installation of floating water wheels in a Thames tidal basin and the Queen Elizabeth Olympic Park, supported by the Arts and Humanities Research Council and the National Lottery among other sources of funding. Tidal flow has been harnessed to drive a pump that oxygenates the water to keep fish alive at times of high pollution. In 2022, the innovative project was recognised by the *Times Higher Education* Awards, winning in the Knowledge Exchange/Transfer Initiative of the Year category.

OUR RESEARCH
IN NUMBERS

Research engagement with the SDGs increased significantly this year, with a total of 289 outputs on the research repository relating to one or more SDG compared to 153 outputs in 2020/21. During the year 2021/22 we developed an SDG tagging function on the research repository, meaning academics can now mark relevant SDGs for their paper or project output when they are depositing work.

We are excited about the potential of this tool to familiarise academics with the SDGs and encourage them to think about their work in relation to the broader context of sustainable development. The SDGs are mapped on to our Strategy's three integrating Themes, which frame our institutional mission. As such, we hope that in coming years research produced at Middlesex will be relevant to at least one of the three key Themes and academics will increasingly establish links to the SDGs in their work.

An increase in outputs related to the Goals this year must be attributed in some part to the new research repository tool. However, it is likely that depositing users, being familiar with the full scope and context of their research, were able to highlight relevance of their work the to the SDGs independently, allowing us to capture a fuller picture of research engagement with the SDGs than in 2020/21.

As in 2020/21, outputs engaged with SDG 3 and SDG 10 most frequently, which reflects the significant research across Faculties on healthcare and health technology, as well as our values of Equality, Diversity and Inclusion being central to the knowledge we produce. Research engagement with SDG 16 significantly increased from last year from 3.6% to 10.5% of total outputs, reflecting a stronger focus on human rights issues and restorative justice, particularly within the Faculty of Business and Law. It is useful to monitor how our overall research

performs in relation to each Goal year-on-year, and look for emerging trends in terms of SDGs which are consistently or increasingly well represented, and opportunities for improvement. This will inform the Goals we identify as key focus areas where the university can deliver the most impact.

METHODS

The research data was obtained by reading titles and abstracts of the 799 total outputs deposited in the period, and all SDG-tagged research repository outputs that were verified as relevant. Every effort was made to ensure accuracy and that clear links to SDG aims were identified, however we acknowledge the possibility that some relevant papers may have been missed due to human error. We aim to continue improving accuracy of our research methods for SDG reporting, and to raise awareness and understanding of the new SDG tagging feature.

This year, we deepened our understanding of research engagement with the SDGs by breaking down the research repository outputs data by faculty rather than only the funded projects to give a more comprehensive overview of faculty activity in relation to each of the SDGs. This allows us to begin tracking progress and more meaningfully identify opportunities for improvement in specific Goals for each Faculty.
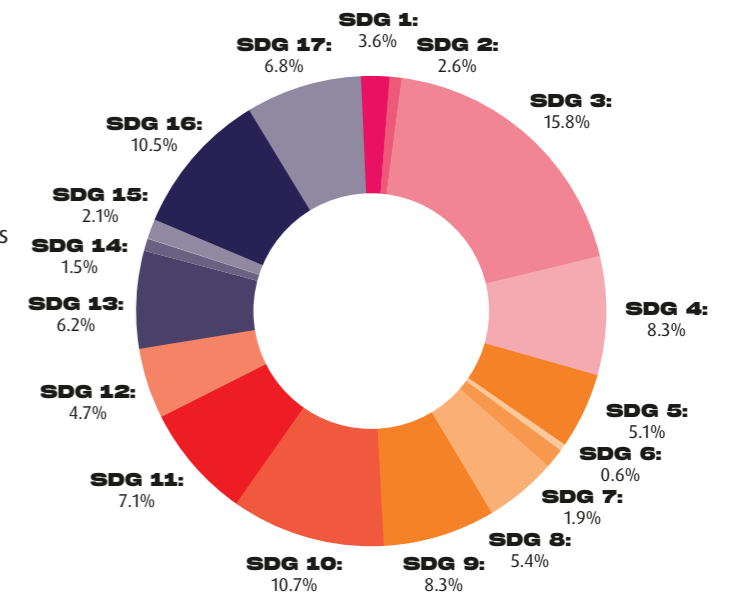
SDG KEY:
SDG 1 No Poverty
SDG 2 Zero Hunger
SDG 3 Good Health and Well-being
SDG 4 Quality Education
SDG 5 Gender Equality
SDG 6 Clean Water and Sanitation
SDG 7 Affordable and Clean Energy
SDG 8 Decent Work and Economic Growth

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

ALL OUTPUTS BY SDG

This year, a total of 289 research outputs related to one or more SDG compared to 153 projects in 2020/21. Outputs engaged with SDG 3 and 10 most frequently, which is a testament to our work towards achieving our institutional mission to create healthier, fairer and more equitable societies, particularly in healthcare research. SDG 16 emerged as a prominent area of engagement, and outputs related to this goal significantly increased since last year, with particularly strong contributions from the Faculty of Business and Law. Engagement with SDG 7, though still not a key Goal with only 1.9% of outputs relevant, has more than doubled since 2020/21, resulting from a slight uptake in research related to low carbon energy. However, SDG 13 engagement was lower compared to last year, which suggests there is potential to strengthen the link between low carbon energy research and the aims of SDG 13, and opportunities for interdisciplinary research on climate action.

SDG 1: 3.6%
SDG 2: 2.6%
SDG 3: 15.8%
SDG 4: 8.3%
SDG 5: 5.1%
SDG 6: 0.6%
SDG 7: 1.9%
SDG 8: 5.4%
SDG 9: 8.3%
SDG 10: 10.7%
SDG 11: 7.1%
SDG 12: 4.7%
SDG 13: 6.2%
SDG 14: 1.5%
SDG 15: 2.1%
SDG 16: 10.5%
SDG 17: 6.8%

RESEARCH OUTPUTS BY FACULTY

This year, data gathered from the research repository has highlighted our strengths in terms of where our research addresses specific SDGs, and has allowed us to begin tracking progress and identifying opportunities to increase research focus on Goals in specific areas. The Faculties of Business and Law, and Science and Technology

demonstrated their strengths on the SDGs both in terms of funded research and overall outputs. The Faculties of Health, Social Care and Education, and Arts and Creative Industries had a lower number of overall research outputs, but a higher percentage of their funded research – over 60% and 90% respectively – was relevant to the SDGs.
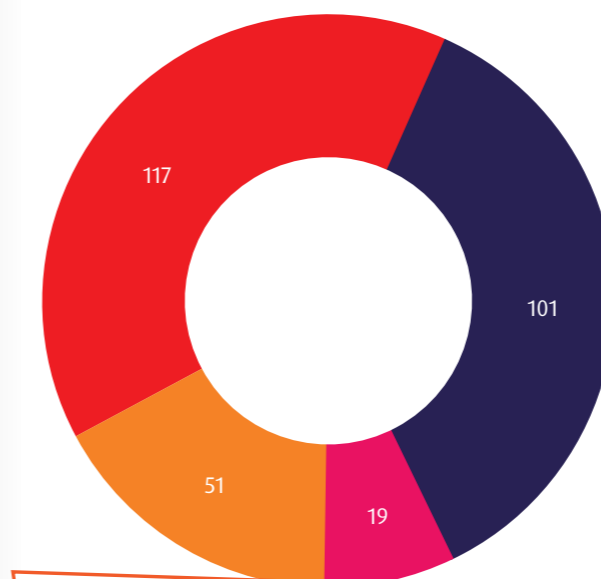

117
101
51
19

Figure 1 Total research repository outputs in 2021/22 for each Faculty
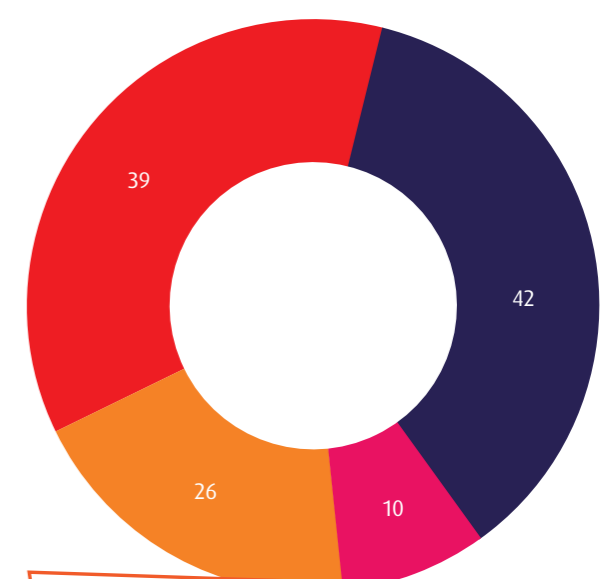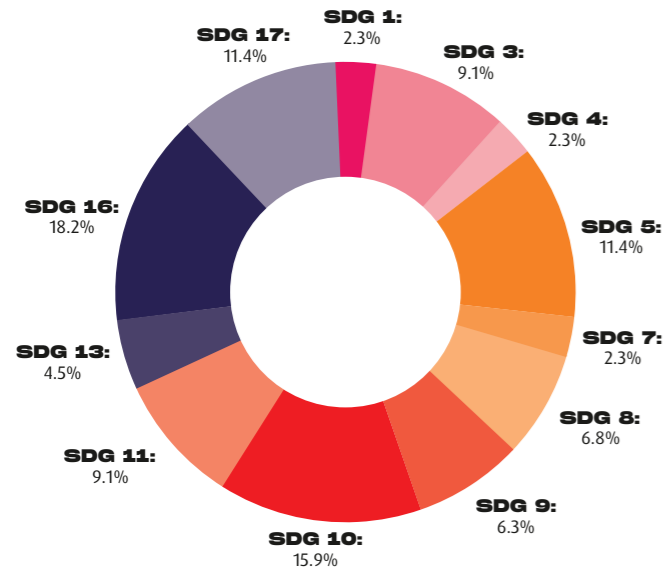

39
42
26
10

Figure 2 Total funded projects active in 2021/22 led for each Faculty

■ SCIENCE AND TECHNOLOGY
■ BUSINESS AND LAW
■ ARTS AND CREATIVE INDUSTRIES
■ HEALTH, SOCIAL CARE AND EDUCATION
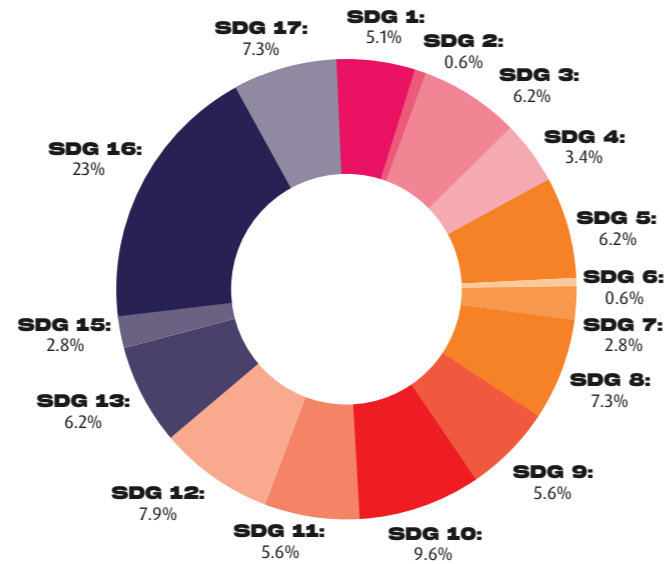
FACULTY OF ARTS AND CREATIVE INDUSTRIES

Many of the outputs demonstrated the potential of creative subjects to cross boundaries and create connections to address the Goals through inter-disciplinary partnerships. As a result of their strong focus on sparking activism and change in communities through collaborative creative projects, Arts and Creative Industries had the highest engagement rate of the Faculties for SDG 17 and SDG 16.

SDG 1: 2.3%
SDG 3: 9.1%
SDG 4: 2.3%
SDG 5: 11.4%
SDG 7: 2.3%
SDG 8: 6.8%
SDG 9: 6.3%
SDG 10: 15.9%
SDG 11: 9.1%
SDG 13: 4.5%
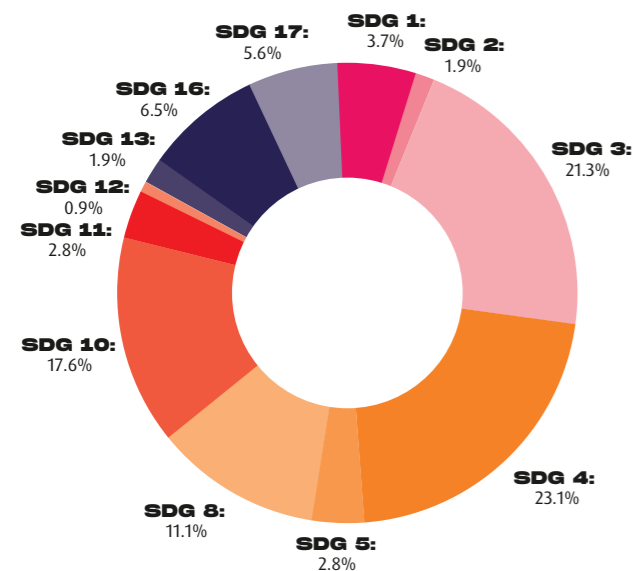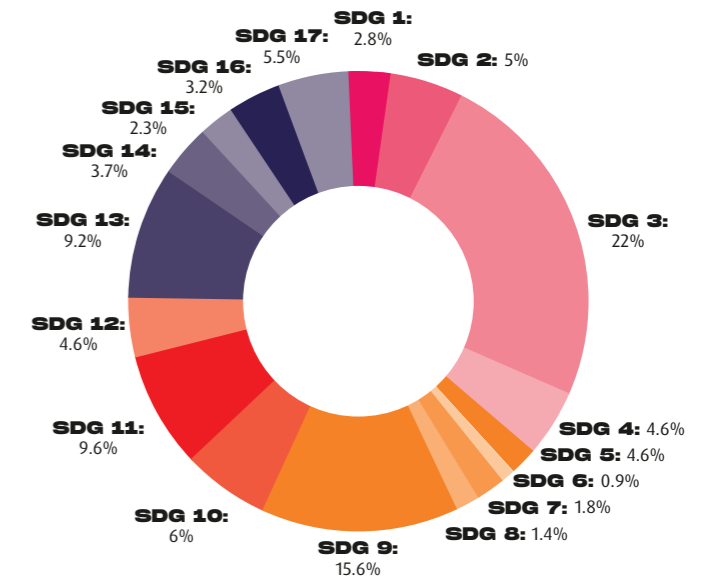SDG 16: 18.2%
SDG 17: 11.4%

FACULTY OF BUSINESS AND LAW

The Faculty of Business and Law produced a high number of outputs with impact made across 16 of the 17 Goals. SDG 16 was a prominent area of engagement, highlighting our strong focus on social justice particularly in Law subjects. SDG 1 and SDG 2 emerge as areas with potential for further engagement, especially through business and enterprise in relation to equitable economic empowerment and poverty reduction.

SDG 1: 5.1%
SDG 2: 0.6%
SDG 3: 6.2%
SDG 4: 3.4%
SDG 5: 6.2%
SDG 6: 0.6%
SDG 7: 2.8%
SDG 8: 7.3%
SDG 9: 5.6%
SDG 10: 9.6%
SDG 11: 5.6%
SDG 12: 7.9%
SDG 13: 6.2%
SDG 15: 2.8%
SDG 16: 23%
SDG 17: 7.3%

FACULTY OF HEALTH, SOCIAL CARE AND EDUCATION

As per its focus and expertise, the Faculty engaged heavily with SDG 3 and SDG 4. Encouragingly, SDG 10 emerged as another area of strength, suggesting research in Health, Social Care and Education is drawing important connections between inequality and access to education and healthcare. Lower engagement with SDG 5 represents a relevant area for potential development in this Faculty, particularly on urgent challenges such as girls worldwide accessing and remaining in education, and protecting sexual and reproductive health rights.

SDG 1: 3.7%
SDG 2: 1.9%
SDG 3: 21.3%
SDG 4: 23.1%
SDG 5: 2.8%
SDG 8: 11.1%
SDG 10: 17.6%
SDG 11: 2.8%
SDG 12: 0.9%
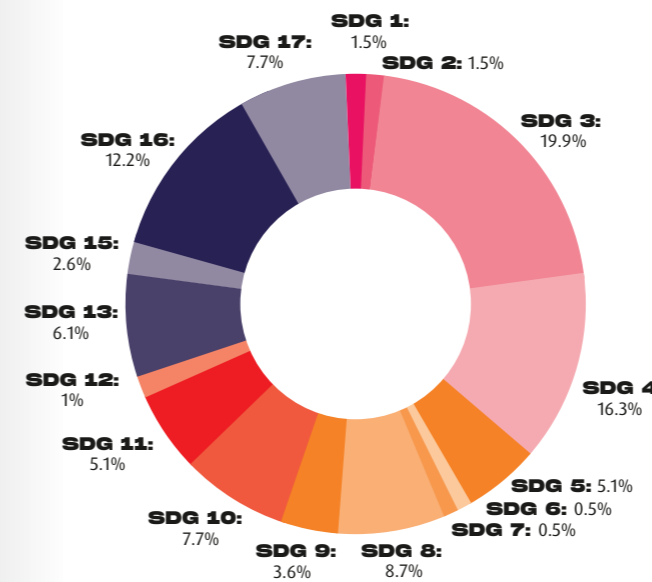SDG 13: 1.9%
SDG 16: 6.5%
SDG 17: 5.6%

FACULTY OF SCIENCE AND TECHNOLOGY

The Faculty had the highest number of SDG relevant outputs and showed broad engagement across all 17 Goals. SDG 3 had the highest engagement by a significant number, which can in large part be attributed to our innovative computer science research to address global public health risks. Science and Technology showed the highest engagement with SDG 13 among our Faculties, as there were many strong outputs from across departments and research centres, such as the Flood Hazard Research Centre addressing flood risks and protection for coastal communities through partnerships and policy guides.

SDG 1: 2.8%
SDG 2: 5%
SDG 3: 22%
SDG 4: 4.6%
SDG 5: 4.6%
SDG 6: 0.9%
SDG 7: 1.8%
SDG 8: 1.4%
SDG 9: 15.6%
SDG 10: 6%
SDG 11: 9.6%
SDG 12: 4.6%
SDG 13: 9.2%
SDG 14: 3.7%
SDG 15: 2.3%
SDG 16: 3.2%
SDG 17: 5.5%

FUNDED PROJECTS

This year, 119 of the 219 active funded projects were related to one or more of the SDGs. The breakdown of the funded projects data shows that we are making the strongest impact on SDG 3 and SDG 16 through funded research, which is consistent with the research repository outputs data. SDG 4 also emerged as an area of high engagement. This reflects the strength of our work to progress education approaches, especially in the wake of the pandemic, and access to education at all levels for disadvantaged and discriminated groups. It also highlights SDG 4 as a key area for delivering impact through our funded research.

SDG 1: 1.5%
SDG 2: 1.5%
SDG 3: 19.9%
SDG 4: 16.3%
SDG 5: 5.1%
SDG 6: 0.5%
SDG 7: 0.5%
SDG 8: 8.7%
SDG 9: 3.6%
SDG 10: 7.7%
SDG 11: 5.1%
SDG 12: 1%
SDG 13: 6.1%
SDG 15: 2.6%
SDG 16: 12.2%
SDG 17: 7.7%

SECTION 2

LEARNING AND TEACHING:

EMBEDDING THE SDGS IN THE CURRICULUM

SDG issues will be included in all courses in at least one core module – a curriculum review to implement this is under way. Through this, graduates will acquire both sustainable development skills and a global outlook. The Goals are integrated into our 2031 strategy, as we educate for a sustainable and fair future for all, and prepare our students for the increasingly interlinked and global challenges of this decade and beyond.

The SDGs are already referenced in some courses but this has not been systematic throughout the University, and we are working to embed education for sustainable development in all taught courses. This work will be maintained through our 2031 strategy, which aims to deliver learning that empowers students to thrive and achieve while contributing positively to meeting the goals.

The graduate competencies, which inform the skills and qualities we aim to develop through learning and teaching at Middlesex, are also under review to include the principles of education for sustainable development.

Our learning and teaching information was provided by Faculty Deputy Deans and Heads of Departments. The examples below do not cover every aspect of SDG engagement from all departments, rather provide an overview of how different subjects are engaging at undergraduate and postgraduate levels.

FACULTY OF

SCIENCE AND TECHNOLOGY

Our Science and Technology courses require and inspire students to engage with the socio-economic health and environmental contexts of their subjects and research projects, and we are working to formally embed the SDGs in all courses.

NATURAL SCIENCES

— BSc Biology core modules cover biodiversity, ecology and sustainable biotechnology (SDG 12 Responsible Consumption and Production, SDG 14 Life Below Water, and SDG 15 Life on Land). In 2021, students attended a field trip in the Outer Hebrides where they carried out marine biodiversity surveys, water quality monitoring, and studied how birds behaved in the environment

— BSc Public Health students examine how physical, chemical, biological, social and psychological stressors impact on human health and the environment

— Students on the BSc Environmental Health apprenticeship degree gain real world experience in upholding healthy environments and protecting public health. Core modules cover the real-world impacts of pollution, health stressors, occupational safety and housing conditions as well as possible interventions

— All healthcare science and biomedical science courses engage with SDG 3 Good Health and Well-being at a minimum

— The MSc Biodiversity, Evolution and Conservation in Action course engages students in projects where they can make a real impact while learning about biodiversity, evolution and conservation. They spend one month in Mauritius undertaking training at and participating in a research project by Ebony Forest, Durrell Wildlife Conservation Trust and the Mauritian Wildlife Foundation

— MSc Sustainability and Environmental Management directly references the SDGs throughout its content. It focusses on 'learning by doing' methods which bridge the gap between theory and practice. In 2021/22, for example, students began an air quality monitoring project on the Hendon campus, where they set up monitors at various stations including close to the main road to assess the differences. They have presented their findings so far, and the project will continue with future cohorts as they work with the local council to support air quality data monitoring and improvement measures.

Nearly one in five of privately rented homes in London fail the Government's Decent Homes Standard. In October 2021, a new course at Middlesex run in partnership with Greater London Authority began training private rented sector enforcement officers to tackle rogue landlords and support the city's 2.4 million private tenants. The Advanced Private Sector Housing Interventions course trains graduates to ensure rental properties are in a decent condition across the capital as part of the Mayor of London's 'Better Renting Programme', which addresses SDG 1 No Poverty, SDG 3 Good Health and Well-being, and SDG 11 Sustainable Cities and Communities.

DESIGN ENGINEERING AND MATHEMATICS

— In the Statistical Thinking and Processes module of the MSc Applied Statistics course, students are asked to identify a topic on sustainable consumption and environmental welfare, and formulate a practical problem to review and solve through literature review and discussion of ethical considerations

— The MSc Engineering Management course's final project covers global issues. In 2021/22, the project's brief 'solar electric car charging station in a city of your choice' required students to give a report: a full quantitative analysis; recommendations; forecasting environmental issues and costs; installation and maintenance; risks; and return on investment

— The MSc Building Information Modelling (BIM) Management and Integrated Digital Delivery is aimed at executive level students, and the course content has recently been updated. Two of the three 60 credit modules now have specific tasks based on the UN SDGs:

1. Operational BIM: For project 1, students are asked to consider sustainability issues and the SDGs from multi-disciplinary perspectives to write a mock tender submission for a built asset. For project 2, students write a request for proposal from a client's point of view asking for an integrated digital delivery strategy for overhauling an organisation's processes, and implementation of the UN SDGs

2. Strategic BIM: Students write assessed e-journals related to achieving sustainability and the UN SDGs through use of construction and industry 4.0 technologies.

— The new MSc Building Information Modelling and Construction Technologies was validated in 2021/22, with eight new modules which are aligned with at least eight of the SDGs. Two modules cover all of the SDGs

— BSc Architectural Technology has embedded the UN SDGs throughout its course content, looking at environmental, social and economic factors through teaching and project briefs. The SDGs were mapped to learning outcomes at programme and module level in the recent revalidation in 2022

— The **MDX Living Pavilion** project is ongoing and was designed by Architectural Technology students with sustainability at its core. Each year, student cohorts from various subjects such as media and architecture continue to evolve the project informed by sustainability principles for upkeep, practice and new uses

— Engineering in Context is a second-year module, shared by two engineering undergraduate courses, which looks at environmental issues such as waste and recycling, and how behaviour change can impact these factors. Part of the module also covers monitoring energy use in the UK; using data from Digest of UK Energy Statistics reports, students review changes in response to governmental policies and other factors. The module also covers material selection, considering the embodied carbon and end of life impact of various material choices.

FACULTY OF

BUSINESS AND LAW

Sustainable development currently informs many business and law courses. All programmes that are proposed for validation or review are expected to have reference to sustainable development and specific SDGs.

TOURISM AND HOSPITALITY

— In their first year, undergraduate Tourism and Society students spend five weeks considering ethical and sustainability issues in tourism, and their first summative assessment is on this topic. In third year, the Tourism Policy module covers how the SDGs can inform tourism-led development. The module also examines the consequences and policy responses to climate change and considers the sustainability of mega-events such as the Olympics

— Tourism subjects are currently working to embed the Goals in core undergraduate teaching. They will include two sustainability core modules, on concepts and implementation/consumer behaviour in year 2 and one on community and wellbeing in year 1

— Events Management students examine the environmental, socio-cultural, political and economic impacts of events as well as their legacies.

LAW AND POLITICS

— BA International Politics and Law course core content covers the politics of sustainability and development in which the SDGs are explored, while Law undergraduates have the option to study a Human Rights Law module

which is particularly relevant to SDG 16 Peace Justice and Strong Institutions

— Students studying LLM/PG Dip/PG Cert Human Rights Law and MA Global Governance and Sustainable Development will deepen their understanding of the SDGs through modules such as Sustainable Development and Human Rights; Minority Rights and Indigenous Peoples in International Law; Global Governance for Sustainable Development; Urban Social Justice; and Environmental Crime and Green Criminology.

BUSINESS AND ECONOMICS

— Undergraduate Microeconomics core modules cover natural resource overuse and scarcity, externalities (pollution, environment etc.), market failure and government regulation. Macroeconomics core modules cover issues such as sustainable economic growth and green stimulus policy. In econometrics, students carry out regression analysis to understand the relationship between emissions per capita and GDP per capita

— Undergraduate Business Management students have the option to study the Sustainable Business module in year 3, which focusses on competences needed to develop sustainable business.

Photo credit: David Holbrook Photography

FACULTY OF

HEALTH, SOCIAL CARE AND EDUCATION

Values of intersectional equality, diversity and inclusion are core to the Faculty's student learning experience. We strive for our education to unlock and inspire more equitable health and education outcomes for everyone.

EDUCATION

— The Education curriculum addresses inequality, discrimination and inclusion in several modules including Education in the Social World, and Childrens Rights and Special Educational Needs

— In the undergraduate Education Studies programme, the comparative education modules address issues related to gender and access from around the world in an increasingly globalised education sector

— The MA programme in Childhood and Education in Diverse Societies advances SDG 16 Peace, Justice and Strong institutions in education as students look at influencing cultural change through community leadership

— The Initial Teacher Training programme works with local schools to create effective learning environments for the trainee teacher.

HEALTH AND SOCIAL CARE

— Many of the health programmes work in partnership with local NHS trusts to provide placements where students can learn in practice. Nursing subjects also address issues of health inequality and discrimination in healthcare access through the compulsory Expansive Learning Module

— The Social Work Law Module includes specific teaching on co-production as well as addressing poverty, inequalities in access to services and quality of life. The first year Social Work module Community Project and Practice involves placements dealing with issues of inequality and disadvantaged communities.

MIDDLESEX EXPANSIVE LEARNING MODULE EMPOWERS NURSES TO TACKLE HEALTH INEQUALITIES

Our innovative Expansive Learning nursing module inspires and equips students to actively tackle inequalities in health care by understanding how socio-economic factors affect health and well-being outcomes. Nursing students examine the health impacts of issues such as equality, racism, poverty and poor housing and the module emphasises the potential broader public health advocacy role of nurses. The module was highlighted as one of 12 case studies in the Royal College of Nursing report *Leaving No-One Behind: the Role of the Nursing Profession In Achieving the United Nations Sustainable Development Goals in the UK.*

FACULTY OF
ARTS AND
CREATIVE INDUSTRIES

The Faculty of Arts and Creative Industries is working to embed sustainability and the SDGs within courses while maintaining creative freedom for students to develop their personal style.

In 2021/22, a number of innovative and socially engaged projects required students to think about the SDGs, the 2031 Strategy Themes and community interests. These projects tended to be interdisciplinary collaborations with other departments and Faculties at Middlesex, as well as collaborations with universities in the UK and abroad, and community organisations, highlighting the role of creative subjects in progressing SDG 17 Partnerships for the Goals.

VISUAL ARTS AND DESIGN

— The Humans of Interiors/Diversity by Design project was a collaborative research project and a series of workshops conducted over the last few years by the University of Lincoln and Middlesex University London. The project aimed to promote discussion across education and industry on the social sustainability of spatial design, specifically the impact of visualisation for diversity and accessibility in future spaces. Engaging with SDG 10 Reduced Inequalities, SDG 11 Sustainable Cities and Communities, and SDG 17 Partnerships for

the Goals, the research activities highlighted equality, diversity and inclusion as an integral part of the design process. The principles clearly inspired the work produced within the programmes of Interior Design and Interior Architecture while also enhancing a sense of belonging and community in the University

— The overarching theme of 2021/2022 in BA Interior Architecture for years 1 and 2 was waste. In the context of climate change and sustainability, the Waste Age project challenged students to design spaces and systems that addressed waste as a product of excess consumption, to speculate on how we might redeploy the mountains of waste that are emblematic of this excess. Students engaged deeply with the Goals and devised concepts for repurposing disused sites in Camden. From community kitchens, public hygiene and water access spaces through to clothing recycling hubs, students connected the waste problems in London to wider societal issues that could beaddressed through community partnerships and socially engaged architecture.
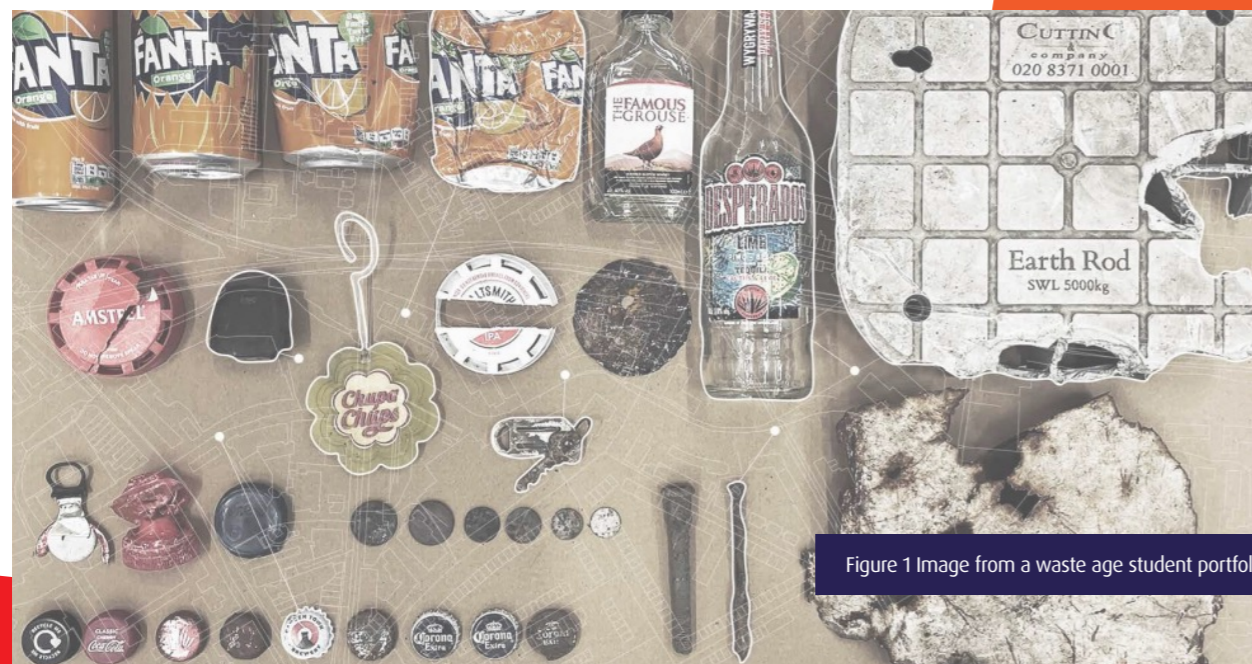

Figure 1 Image from a waste age student portfolio

Figure 2 Seasons and Cattle, Edgelands, by Jane Scobie

Figure 3 Seed Bank Totem, Edgelands, by Jane Scobie

MEDIA AND PERFORMING ARTS

In partnership with Barnet Mencap, restorative justice provider Why me?, and Fixation Academy, as well as learning from focus groups with participants with autism and/or learning disabilities, BA Film students produced and delivered four short educational, campaign films which make the processes of restorative justice more accessible to individuals with learning disabilities and/ or autism. These films are being used by our partners as a tool for facilitating conversations with clients and referrals, ultimately contributing to tackling the rise in disability-related hate crime. The project won a Learning on Screen Award and feedback showed that all students agreed that this was a unique learning experience, particularly for improving their understanding of learning disabilities and autism and for the opportunity to work with neurodivergent actors. Some students expressed feeling well equipped to continue working with actors with disabilities, as now they have a sense of being able to guide them in preparing for a role.

EDGELANDS BY JANE SCOBIE, BA FINE ART

Edgelands was a landscape installation project by Middlesex BA Fine Art graduate Jane Scobie shown at Wild Ken Hill re-wilding and regenerative farm in West Norfolk in March 2022, and later at the Middlesex University graduate show in June 2022. The project explored past and present uses of the land, from being farmed for centuries using increasingly intensive machinery, to now being returned to wild flowers and native species such as turtle doves. Jane created textiles and sculptures using natural matter from the area, placing them along a path so visitors could learn about changes in the landscape through objects as they explored it, so that they become aware of the active relationship between the landscape, its unique materials and inhabitants and the human 'maker'. Edgelands demonstrated how art can facilitate more meaningful interactions between people and the ecosystems we inhabit, contributing to the aims of SDG 11 Sustainable Cities and Communities and SDG 15 Life on Land.

Figure 4 Cast and crew photo of one of the restorative justice short films

SECTION 3

OUTREACH AND ENGAGEMENT

At Middlesex, we are committed to putting knowledge into action to develop fairer, healthier, more prosperous and sustainable societies. Here we outline some of our work to drive positive change in our local community in Hendon and London, as well as globally, through our research and collaborations.

MINI COP HELD ON CAMPUS TO CELEBRATE COP 26

11 SUSTAINABLE CITIES AND COMMUNITIES   **13 CLIMATE ACTION**   **17 PARTNERSHIPS FOR THE GOALS**

Every year, the COP provides an opportunity for political and industry leaders to come together, share perspectives and make meaningful progress to tackle the climate crisis. Ahead of the COP26 held in Glasgow in October 2021, Middlesex held a Mini COP event for students, staff and pupils from the local Friern Barnet School to attend

talks and performances centred around the climate crisis. Students heard from MDX alumna and Extinction Rebellion co-founder Clare Farrell on how universities are instrumental to climate action and knowledge sharing. Clare discussed the necessity of activism, highlighting a lack of accountability over issues such as the breaching of air pollution targets, and encouraging young people "to be as annoying and uncompromising as possible" on the issue of climate in their lives and careers. Students were engaged in debate and had many questions for the speakers, including those from the local school who had a unique opportunity to hear from people at the forefront of UK climate action in a university setting.

NHS CAREERS FAIR

3 GOOD HEALTH AND WELL-BEING   **8 DECENT WORK AND ECONOMIC GROWTH**

In March 2022, Middlesex hosted the NHS Health and Social Care Careers Fair in partnership with the North Central London Training Hub. The events were open to anyone over the age of 15 and were held in person and

online to reach as many people as possible. The Fair focused on informing and inspiring students by providing an opportunity to have face-to-face conversations with healthcare professionals. Nearly 100 healthcare professionals contributed to celebrating the variety of rewarding healthcare careers such as nursing, psychology, pharmacy and neuroscience. This annual collaboration with the local primary care workforce in north central London provides education and development opportunities and contributes to SDG 3 Good Health and Well-being by helping to inspire the next generation of UK healthcare workers.

View highlights and interviews from the NHS Health and Social Care Careers Fair

NEW DIRECTORS APPOINTED TO LEAD ON OUR INTEGRATING THEMES

EQUITY AND IMPROVEMENTS IN HEALTH AND WELLBEING   **SUSTAINABILITY OR COMMUNITIES AND THE ENVIRONMENT**   **INCLUSIVE SOCIO-ECONOMIC DEVELOPMENT AND ENRICHING LIVES THROUGH CULTURE**

In 2022, three Theme Directors were appointed to drive activity on the integrating Themes outlined in our 2031 Strategy. The Themes are organising principles which underpin our Strategy and journey to further connect our expertise with global challenges through interdisciplinary research, learning and collaboration.

Read our 2031 strategy

PROFESSOR KURT BARLING'S PROFILE

DR JOHAN SIEBERS' PROFILE

DR LISA MARZANO'S PROFILE

The Theme Directors will be developing collaborative opportunities with our overseas campuses in Dubai and Mauritius and with the Communications and External Engagement team. They will also identify funding opportunities to engage with external partners on impactful work which contributes to the Themes.

Read more about how we advanced our mission across our three Strategy themes on pp.10-13 of our 2021/22 Financial Statements

AWARD—WINNING OUTREACH PROGRAMMES

[SDG icons: 4 Quality Education, 10 Reduced Inequalities, 17 Partnerships for the Goals]

Middlesex won the Outreach and Widening Participation award at the 2022 WhatUni Student Choice Awards for its Digital Campus learning programme. This was designed to engage with underrepresented school pupils aged 11-14, at a time when the global pandemic had moved learning online leaving a significant portion of pupils with insufficient resources to access and make the most of online learning. Working closely with local schools and organisations to reach students who would benefit the most, such as those in care or receiving free school meals, we delivered Digital Campus sessions which increased digital literacy and enriched curriculum

engagement among school students. Sessions included play-based learning sessions based around video games and film-making, which were designed in partnership with Digital Schoolhouse.

The Springboard to Success Project is part of our mission to widen access to higher education . Developing since 2017/18, it offers welcome support for our diverse student body, such as first-generation students or those returning to education after many years. The workshops cover university life, financial and academic support and student well-being. In 2021 we were able to offer the package as a hybrid online and in-person series of events. In 2021 the programme was shortlisted for a Pearson HE Innovate Award in the Most Innovative Approach to Supporting Students category. We were delighted to be recognised alongside other excellent UK HE initiatives for our work to ensure the transition to university is accessible and supported for underrepresented people.

TRAINING TO BOOST LOCAL MICRO—BUSINESS' GROWTH

[SDG icons: 8 Decent Work and Economic Growth, 11 Sustainable Cities and Communities, 17 Partnerships for the Goals]

Middlesex partnered with Barnet Council to provide a programme of short training courses to support the growth and development of local micro-businesses (typically employing fewer than ten people), particularly as they may be struggling in the post-Covid economy.

Our Centre For Enterprise and Economic Development researchers surveyed over 500 local businesses to understand their needs in terms of technology, recruitment and growth. Ten short courses were co-designed based on their findings, and delivered to provide businesses with the tools, knowledge and confidence to expand. Dr Chris Moon, a fellow of Enterprise Educators UK, delivered workshops on Sustainable Entrepreneurship as part of the programme. Over 50 local businesses took part, 20 of which are set to take on a Middlesex student/graduate intern to help them implement the strategies learned.

3—STAR FAIRTRADE UNIVERSITY RATING

[SDG icons: 8 Decent Work and Economic Growth, 12 Responsible Consumption and Production]

After gaining Fairtrade status in 2017, Middlesex was awarded the three-star Fairtrade University and College Award in 2020. We are one of two universities in the UK to be recognised with the highest three-star award, and we continue to build on our Fairtrade mission. Fairtrade Fortnight took place in February 2022 with a series of online and in person events, one of which featured a Q&A session with Bismark Kpabitey, a cocoa farmer and Fairtrade activist from Ghana.

ENACTUS SOCIETY

[SDG icons: 3 Good Health and Well-being, 8 Decent Work and Economic Growth, 17 Partnerships for the Goals]

Middlesex students in the Enactus society won the Overcoming Adversity prize in Enactus Social Action and Innovation 2021 competition, in recognition of their community enterprise projects that focused on sustainable development and the SDGs. A team of five Middlesex students presented their projects, each of which was linked to one or more SDGs, to a panel of judges.

The winning projects included conservation and climate change awareness project **STEM to STEM in collaboration with a local primary school, which was featured in our 2021/22 SDG report,** as well as The LADS project. The LADS project is an initiative launched by Product Design student Andres Yousif-Romero. Andres built a social media following, and partnered with Amnesty UK and MDX's Amnesty Society to raise awareness of his campaign to destigmatise men talking about mental health. Along with his brother, Andres walked over 73km from Croydon to Brighton in a single day to raise money for the project. The LADS project continues to grow and support mental health awareness through a social media platform and community.

Read our 2021/22 report here

STUDENT DRUG USE PROJECT

[SDG icons: 3 Good Health and Well-being, 16 Peace, Justice and Strong Institutions, 17 Partnerships for the Goals]

Middlesex Vice-Chancellor Professor Nic Beech has been appointed as Chair of a new Universities UK drug use task force, which sets out to understand how universities can reduce harm resulting from student drug consumption. This research will bring together government

departments, health and education sector agencies, the NUS, accommodation providers, public health organisations, charities and the police, with research and student advisory panels. Responding to a spike of preventable drug use deaths in 2020 and the rise in student mental health issues, this evidence-led approach focusses on practical measures universities can put in place to reduce students' risks of overdose, addiction and other harmful consequences such as mental health problems, while tackling supply. The task force will also look at ways to ensure diversity, harmful profiling and vulnerable circumstances are considered in drug-related disciplinaries.

SECTION 4

OPERATIONS AND FACILITIES

Students and staff began returning to campus in higher numbers following the lifting of COVID-19 restrictions in 2021/22, and we continued our work to align operational activities with our commitment to the SDG Accord.

This year we implemented measures to incentivise sustainable behaviours and improve resource efficiency: the environment team worked closely with MDX sports hub to promote active home to work/study travel, as we strive to promote healthy and low carbon commuting for all, and while our catering provider Chartwells successfully launched the Too Good to Go app on campus to reduce food waste.

REDUCING EMISSIONS AND INCREASING EFFICIENCY IN OUR BUILDINGS

We are continuing to work on meeting our targets set out in the Carbon Reduction Plan and on aligning our operations with SDG 7 and SDG 13. In light of the energy market disruption in the UK, we are focusing on efficiency measures and technology upgrades to cut down on unnecessary heating/cooling and electricity use. We are working to upgrade controls to ensure that heating ventilation and air conditioning operate only when rooms are occupied, and we have upgraded lighting controls.

This year, overall emissions were lower than in 2020/21 and have remained below pre-pandemic levels. Our full scope 1 and 2 carbon emissions breakdown from 2021/22 **can be found in our 2021/22 Financial Statements (page 13).** The University has solar panels and a combined heat and power system generating low-carbon energy for campus buildings. Our power production in 2021/22 is shown below.

Our efforts to increase the proportion of renewable energy sources used to heat and power campus buildings are ongoing. Recent volatility in the energy market has somewhat delayed progress as the costs of energy contracts surged in the UK, and the cost of Renewable Energy Guarantee of Origin contracts in particular increased drastically. However, achieving our carbon reduction targets is an institutional priority and the University remains in dialogue with its energy broker and wider stakeholders to procure a suitable medium-term power purchase agreement for electricity from renewable sources.

77,064KWH of energy from 385 solar panels on campus roofs, a **5.4%** increase on 2020/21

294,186 KWH of heat from combined heat and power

Read our 2021/22 Financial Statements

EMBEDDING THE SDGS IN PROCUREMENT

A 2021/22 aim was to embed the SDGs in procurement. We reviewed the procurement policy and tender questions, considering how we could align these with the aims of the SDGs through focussed questions. We have updated the process to require clear policies in the following areas from prospective contractors:

— Carbon emissions reporting and reductions targets
— Environmental sustainability of business operations and supply chain
— Proactive inclusive and non-discriminatory policies.

PROMOTING ACTIVE AND SUSTAINABLE TRANSPORT

— The free MDXMoves app was launched in October 2021, offering rewards for staff and students based on their recorded steps and workouts. Points earned can be used to claim a wide range of prizes, from coffees on campus to reusable water bottles, as well as experiences such as free classes and clinic treatments at the Fitness Pod
— The MDX Freewheelers bike scheme was relaunched in 2022 in collaboration with MDX Sports and Recreation Hub to encourage active travel. Students can rent a bike for free to travel to, from and around campus
— Through hybrid working, emissions from transport to work are reducing as employees do not need to commute every day. We are working to increase low-carbon travel to campus for staff and students, and have invested in obtaining more accurate travel data in order to update our transport plan and increase focus on encouraging low-carbon travel.

INCREASING BIODIVERSITY ON CAMPUS

— Twelve mature native trees were planted on campus in total this year, in line with our policy to plant two new native trees for every two we need to remove. Four Hornbeam trees replaced the previous two College Lawn trees which had to be removed due to disease, and eight small-leaved lime trees were added to the Paddock; these native species offer high carbon storage and attract local wildlife
— The long-standing Lime tree on College Lawn had to be removed due to disease. Approximately 10 feet of the old lime tree trunk has been left to regrow outer shoots and form a new, much smaller canopy to be managed every few years. This now hollow stump is a haven for wildlife, providing shelter and food for birds, insects and fungi, allowing native wildlife and the ecosystem to flourish
— Other measures to increase biodiversity potential on campus included native wildflower planting on campus grounds, with daffodils in the Grove Park and additional native wildflowers on the Paddock, as well as installing new bat and bird boxes on the Grove Park trees
— We handed out over one hundred small flower and herb grow-at-home kits to students and staff at SDG engagement events this year to raise awareness for SDG 15
— The London Wildlife Trust will work with us to update our Biodiversity Plan in the next academic year. From this, we will identify opportunities to further increase biodiversity on campus.

SUSTAINABLE FOOD AND REDUCED WASTE

3 GOOD HEALTH AND WELL-BEING

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

Between April and August 2022, **282** meals have been saved through Too Good to Go. This is a **60% UPTAKE** of available meals since launching the app on campus, and we look forward to saving many more meals as usership grows.

— In April 2022, MDX and Chartwells launched Too Good to Go at campus food outlets to reduce food waste while helping students save on food costs. Unsold fresh food is divided into 'magic bags' which are then sold at a fraction of the price, and students can be notified via the Too Good to Go app when these are available.

— Since increasing the number of vegan and healthy meals available on campus while reducing meat options, we have implemented a number of nudge techniques to encourage students to make healthier, more sustainable choices. Improving data collection will allow us to measure how the nudge techniques affect food sales.

PARTNERSHIPS FOR THE GOALS: AIR QUALITY MONITORING AND TREE PLANTING IN HENDON

3 GOOD HEALTH AND WELL-BEING

11 SUSTAINABLE CITIES AND COMMUNITIES

17 PARTNERSHIPS FOR THE GOALS

Dr Christophe Viavattene, course leader of MA Sustainability and Environmental Management, began the air quality monitoring initiative in 2022. AQmesh sensor systems were installed in March in various spots on our Hendon campus, with students learning how to take readings and present their findings. The project is still in its early stages and so far activities have included early data collection by students, with one student using the air quality data for their research dissertation. Plans for the project, which students will help to develop, include: creating a data analysis platform where air pollution measurements are integrated with other factors; surveying and interviewing students on their perception of air pollution and its health impact; drawing up strategies to reduce local exposure; and writing strategies for communicating with students and local residents about air quality.

Dr Viavattene's students have also been involved in the Barnet branch of Tiny Forest, a European tree-planting initiative led by Earthwatch. Students have been involved in planting over 600 trees in a densely planted, tennis-court size plot, as well as a subsequent data monitoring campaign to understand the health of the trees. Work in partnership with Barnet Tiny Forest is ongoing.


FAIRTRADE UNIVERSITY AWARD

Tree planting with the community for Barnet Tiny Forest

SECTION 5

EQUALITY, DIVERSITY AND INCLUSION

The Sustainable Development Goals envision a more equitable and inclusive world in which all people have the opportunity to be educated and look forward to a prosperous future. Equality, Diversity and Inclusion are at the heart of everything we do at Middlesex. We have continued to further embed these values across our community in 2021/22.

| 5 GENDER EQUALITY | 8 DECENT WORK AND ECONOMIC GROWTH | 10 REDUCED INEQUALITIES |
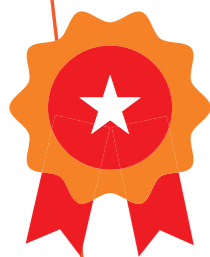
AWARDS IN 2021/22

— We achieved a Bronze Award in the Stonewall Workplace Equality Index in 2022 for our commitment to the inclusion of LGBTQ+ people in the workplace, placing 15th out of the 50 higher education institutions ranked Goals in the UK'

— Middlesex gained the highest status, Disability Confident Leader (level 3), in the government's Disability Confident Scheme. The Scheme recognises organisations which play a leading role in changing attitudes for the better, changing behaviour and cultures in their own businesses, networks and communities, and reaping the benefits of inclusive recruitment practices.

In the coming years, we are focussing on embedding diversity in the curriculum and deepening our culture of inclusion and representation at all levels. We are doing so through a broad and holistic approach to decolonising the curriculum, which is underway, with working groups of both staff and students, and through mentoring initiatives.

The University will continue work to ensure Black and minority ethnic staff are represented in senior positions across our departments. We are now working to achieve the Race Equality Charter Mark, awarded by Advance HE, having formed the Race Equality Steering Group to support our Strategy and activity towards these goals.

If you see something like that happening right in front of you, what...what do you do?

Figure 1 Still from the Report.It.To.Stop.It campaign video on Youtube

REPORT IT TO STOP IT

We have introduced an online reporting system, Report. It.To.Stop.It, to tackle any misconduct in the form of discrimination, bullying, harassment, intimidation or violence. This provides clear reporting guidelines and gives the option to report anonymously. We produced a series of **campaign videos** as part of the Changing the Culture Initiative to encourage people to speak up in the face of hate crime incidents and discrimination.

View the campaign videos

HIV/AIDS: GUIDANCE AND CONVERSATIONS

With support from our disability and LGBTQ+ networks, we have developed HIV and AIDS guidance to foster an environment of understanding and open, respectful and honest dialogue that ensures staff are comfortable in having conversations about HIV and AIDS. Information is available to all managers so that they can support staff at work. Additionally, we ran the Positive Allies series of online webinars. Staff were encouraged to attend to understand more about HIV and AIDS, and what living with these conditions means in modern society.

REVERSE MENTORING

As part of our mission to deepen culture change, this year human resources services implemented a Reverse Mentoring Scheme to raise awareness of the experiences of underrepresented students and find approaches and policy changes that actively support equality and diversity. The Scheme offers opportunities for senior leaders (as mentee) to be partnered with a student (as mentor), so that colleagues can better understand the lived experiences of students from various perspectives, including through the lens of disability, race and gender.

BAME MENTORING ACROSS LONDON

The Global Majority Mentoring Programme was launched as a partnership between London Higher and London

Metropolitan University, with Middlesex as one of the 16 participating London higher education institutions. The Programme aims to improve opportunities and career prospects for staff from underrepresented backgrounds by connecting them with a senior staff mentor within this wider London network. Participating colleagues will have one-on-one sessions with their mentor or mentee, as well as opportunities to attend networking events and workshops.

MIDDLESEX STUDENTS' UNION ACTIVITY IN 2021/22

In 2021/22 the Students' Union (MDXSU) were involved in creating the Student Trans Policy for supporting trans students, in line with SDG 10 and SDG 5.

MDXSU marked Black History Month 2021 with a celebration of Black culture and achievement. It ran a number of online events with guest speakers as well as a social media campaign amplifying Black ambition and excellence. MDXSU also curated a film playlist featuring prominent Black directors such as Spike Lee (BlacKkKlansman), and films about key Black activist figures such as Martin Luther King and Nelson Mandela. Students can watch the films for free through UniHub.

The Students' Union is running a Decolonising the Curriculum campaign and has been collecting data through a survey to assess the perceived diversity and inclusivity of current curricula across departments. Working with the University, it will use feedback to understand where courses can be more BAME, LGBTQ+ and disability inclusive, and ultimately ensure that our students are exposed to a curriculum that celebrates inclusivity and history through a diverse lens.

Read our Student Trans Policy

WHAT'S NEXT?

OUR AIMS FOR 2022/23

We are proud of the progress achieved in 2021/22 as part of our commitment to the SDG Accord. We look forward to furthering our work to embed and champion the mission of the SDGs. Through our education, research, leadership, operations, and engagement activities, we continue to strive for a sustainable future for all.

Embedding the SDGs and the three integrating themes across different areas of the University is a process of exploration and establishing relevant connections. With every year we aim to gain experience and deepen our understanding of how Middlesex can create meaningful impact around the Goals. In 2022/23, we will be working to make progress in the following areas.

INCREASE RECOGNITION AND UNDERSTANDING OF THE SDGS AMONG STAFF AND STUDENTS

We will work to achieve widespread recognition of the Sustainable Development Goals among our staff and students through communication as well as educational events and engagement. In line with the integrating themes, we will communicate initiatives and opportunities, and will celebrate impactful work taking place at Middlesex to energise action and thought around the SDGs.

EMBED SDGS IN THE CORE LEARNING EXPERIENCE OF STUDENTS

We have begun our journey to embed the SDGs across curricula so that all students at Middlesex gain an understanding of the SDGs in the context of their area of study. Through reviewing the Learning Framework alongside our international campuses, we will embed the SDGs in core learning and aim for students to develop critical thinking skills around these global challenges and to connect their learning to the Goals.

INCREASE ENGAGEMENT WITH THE SDGS THROUGH RESEARCH AND INTERDISCIPLINARY COLLABORATIONS

We will continue to monitor how research outputs interact with the Goals through the recently introduced research repository tagging system. We will continue to deliver

pioneering research that delivers real-world impact to advance the mission of our integrating themes and the aims of the SDGs. We will foster interdisciplinary research through our evolving communities of practice, such as the new cross-faculty Middlesex Centre for Ageing Research, the Middlesex Asylum and Refugees Network, and the Sustainable Development Research Cluster.

EMBED THE SDGS IN OPERATIONAL AND BUSINESS PROCESSES

In 2021/22, we assessed how the SDGs could be embedded in our procurement processes to ensure our suppliers align with our committment to climate action, decent work and living wages, and taking action to reduce inequalities. We increased initiatives to encourage sustainable behaviour of staff and students on campus. Going forward, we will measure the impact of these initiatives, and further align our business and operational processes with the relevant SDGs aims.

FURTHER OUR SDG IMPACT THROUGH LOCAL AND GLOBAL ENGAGEMENT AND COLLABORATION WITH PARTNERS

We will establish further opportunities to work with our local council, the London Borough of Barnet, on sustainable development initiatives in our community. We will strengthen connections with our overseas campuses in Dubai and Mauritius, increasing opportunities for students to respond to the global challenges outlined by the SDGs. We will drive our key Themes through interdisciplinary collaboration, knowledge sharing and partnerships to put knowledge into action.

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