Inaugural Report on MU Teaching & Learning's Engagement with Sustainability and the SDGs

Prepared by:
Faculty of Social Sciences Teaching & Learning Committee
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Faculty of Social Sciences
Faculty of Science and Engineering
Faculty of Arts, Celtic Studies and Philosophy

Inaugural Report on MU Teaching & Learning's Engagement with Sustainability and the SDGs

This inaugural report on Maynooth University (MU) teaching & learning's engagement with sustainability and the Sustainable Development Goals (SDGs) is prepared by the three MU Teaching and Learning Committees of the Faculty of Social Sciences, the Faculty of Science and Engineering, and the Faculty of Arts, Celtic Studies and Philosophy, arising from an online questionnaire issued in May 2021.

The three MU Teaching and Learning Committees and the Faculties sincerely thank the Heads of Departments, Centres, Schools, and Institutes, Teaching and Learning Committee Departmental representatives, and individual staff who gave up their time to complete this questionnaire and, in some cases, to submit significant extra content. All content is archived pending further analysis following the feedback from the University Teaching and Learning Committee and the University Faculties.

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Contents

Links to online documents (e.g. the Sustainable Development Goals National Implementation Plan are signalled throughout this document by underlined text.

Introduction

The Sustainable Development Goals (SDGs), also known as the Global Goals, were adopted by 193 Member States of the United Nations in September 2015. They are a blueprint to achieve a better and more sustainable future for all. The goals are ambitious (ending poverty worldwide), and comprehensive (including people, planet, prosperity, peace, and partnership). The more people who know about and support the goals, the more likely countries are to achieve them. In spite of the best efforts of the UN and of UN Member States, the majority of people around the world remain unaware that the SDGs exist. Without adequate awareness and support, we will collectively fail to achieve these goals.

Figure 1 Image of Sustainable Development Goal Icons.

In September 2015, UN Member States adopted the 2030 Agenda for Sustainable Development "Transforming our World". The 2030 Agenda is a plan of action for people, planet and prosperity and applies to both developed and developing countries. The focus of the 2030 Agenda is the 17 Sustainable Development Goals (SDGs), and their respective 169 sub-targets ambitions for:

- An end to poverty
- Sustainable economic development
- Protection of the environment
- Access to health and education services
- Gender equality
- Peaceful societies
- Decent work

The 2030 Agenda encourages countries to integrate the Sustainable Development Goals (SDGs) into planning and policy, on both a national and international level. The first Sustainable Development Goals National Implementation Plan was published in 2018. The second Plan, which will include a progress report on the first Plan, is due to be published in 2021.

A Senior Officials' Group (SOG) on the SDGs, is chaired by the Department of the Taoiseach, with support from DECC (Department of the Environment, Climate and Communications). The SOG is assisted by the SDG Interdepartmental Working Group (IDWG), chaired by DECC. They are responsible for developing national policy in relation to SDGs, supporting policy coherency across the Goals, preparing Ireland's periodic SDG reports, and organising arrangements of stakeholder engagement[1].

One year after the establishment of the SDGs, results from GlobeScan's[2] Radar research show that awareness of the newly established Global Goals is significantly higher than the level of awareness of the Millennium Development Goals (MDGs) at their midpoint. Nearly three out of ten people (28%) across 13 countries surveyed in 2007 and 2016 say they have some or a lot of awareness of the new goals, whereas in 2007 on average two out of ten people (20%) claimed familiarity with the MDGs. Ireland is deemed to have an awareness of 12% whereas the Nordic countries have an awareness of 34%.
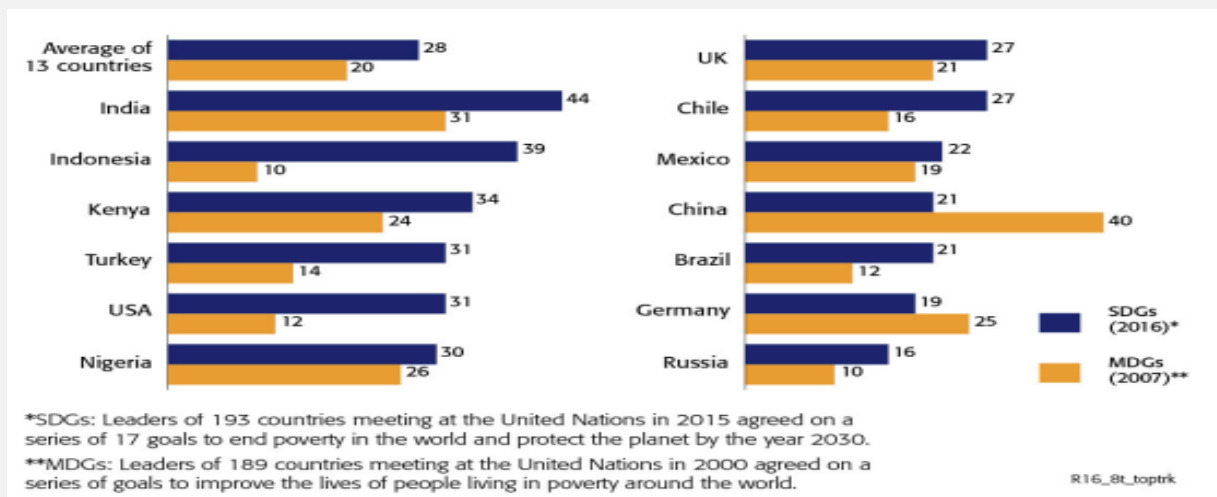

Figure 2. Awareness of the SDGs and MDGs globally (Source https://globescan.com/wp-content/uploads/2017/07/Radar_eBrief_SDGvsMDG.pdf).

There is an increasing demand for teaching at university level to take into account issues regarding sustainable development. This was shown by a Maynooth Student Union (MSU) social media survey in semester one of the 2019/2020 academic year. The MSU reported to MU Faculty meetings in spring 2020 and noted that MU students queried why a greater number of course modules in MU did not refer to or reference the SDGs. Maynooth University was ranked in the top 200 universities worldwide in the Times Higher Education (THE) Impact rankings in 2020 and in the top #201-300 in 2021.

In response to the growing demand for action on the SDGs, and following discussions with the University Teaching and Learning Committee, the Faculty Deans, the Dean of Teaching and Learning, and the MU Green Campus committee, the three Faculty Teaching and

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[1] https://www.gov.ie/en/policy-information/ff4201-17-sustainable-development-goals/
[2] GlobeScan is a strategy consultancy specializing in stakeholder intelligence and engagement in the areas of reputation, sustainability and purpose. We help global companies, multilateral organizations and international NGOs build stronger, more trusting relationships with their stakeholders to deliver long-term success.

Learning Committees worked together to conduct a questionnaire with each MU Department, School, and Institute to; determine the SDGs that were most important to individual Departments, Centres, Schools, and Institutes; highlight teaching and research work related to the SDGs happening in University Departments; map MU's local and global partnerships in teaching and learning that are progressing the achievement of the SDGs; and investigate how MU Departments, Centres, Schools, and Institutes could be helped to more successfully integrate the SDGs in their teaching and aspects of research that relate to teaching and learning.

An online questionnaire, "Cross-Faculty Teaching & Learning Committee Sustainability Questionnaire Addressing SDGs" (See Appendix 1) was prepared and piloted among the three Faculty Teaching and Learning Committees, the Faculty Deans, and the University Teaching and Learning Committee. The questionnaire was published online and distributed, with the support of the Faculties, on May 12, 2021.

The questionnaire intended to find out how teaching and learning in Maynooth University is currently addressing, or planning to address, sustainable development and the Sustainable Development Goals (SDGs).

NOTE: This report summarizes the data provided through the questionnaire. The report is purely a presentation of findings and does not seek to interrogate, theorize, or draw Teaching and Learning conclusions for the reader.

The MU Department SDG Questionnaire report

The United Nations have identified 17 Sustainable Development Goals (SDGs) See https://sdgs.un.org/. The SDGs are:

(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) Reducing Inequality, (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 survey was distributed to the listing of Departments, Centres, Schools, Institutes, and Research Institutes as presented in https://www.maynoothuniversity.ie/departments.

Maynooth University Faculty of Arts, Celtic Studies & Philosophy	Maynooth University Faculty of Social Sciences	Maynooth University Faculty of Science & Engineering
Ancient Classics	Adult and Community Education	Biology
English	Anthropology	Chemistry
History	Applied Social Studies	Computer Science
Media Studies	Design Innovation	Electronic Engineering
Music	Economics	Experimental Physics
Philosophy	Education	Mathematics and Statistics
School of Celtic Studies	Froebel Department of Primary and Early Childhood Education	Maynooth International Engineering College
• School of Celtic Studies	Geography	Psychology
• Early Irish (Sean-Ghaeilge)	International Development	Theoretical Physics
• Lárionad na Gaeilge	Law	
• Nua-Ghaeilge (Modern Irish)	School of Business	
• Irish Cultural Heritage	Sociology	
School of Modern Languages, Literatures and Cultures		
• School of Modern Languages		
• Chinese		
• French Studies		
• German Studies		
• Spanish & Latin American Studies		

Research

Research Institutes and Centres

University Centres

Centre for Teaching and Learning   EDEN Centre for Entrepreneurship, Design and Innovation

Figure 3 Screenshot of Maynooth University webpage displaying Departments, Centres, Schools, Institutes and Research Institutes.
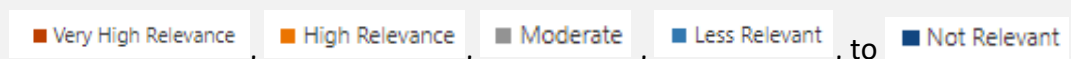
Response Rate

The survey was distributed to all the registered Departments within the three faculties and the Research Institutes and Teaching and Learning Institutes and Centres in Maynooth University between the 10th and 14th of May 2021. Within a month, 36% of the possible respondents had replied. The questionnaire steering group decided to postpone closing the questionnaire until the start of the autumn semester 2021/2022 because of the difficult communication and administrative challenges due to the Covid pandemic. At the start of the new semester a reminder was issued at Faculty meetings and the response rate increased to 64%, with good representation across the departments and faculties.
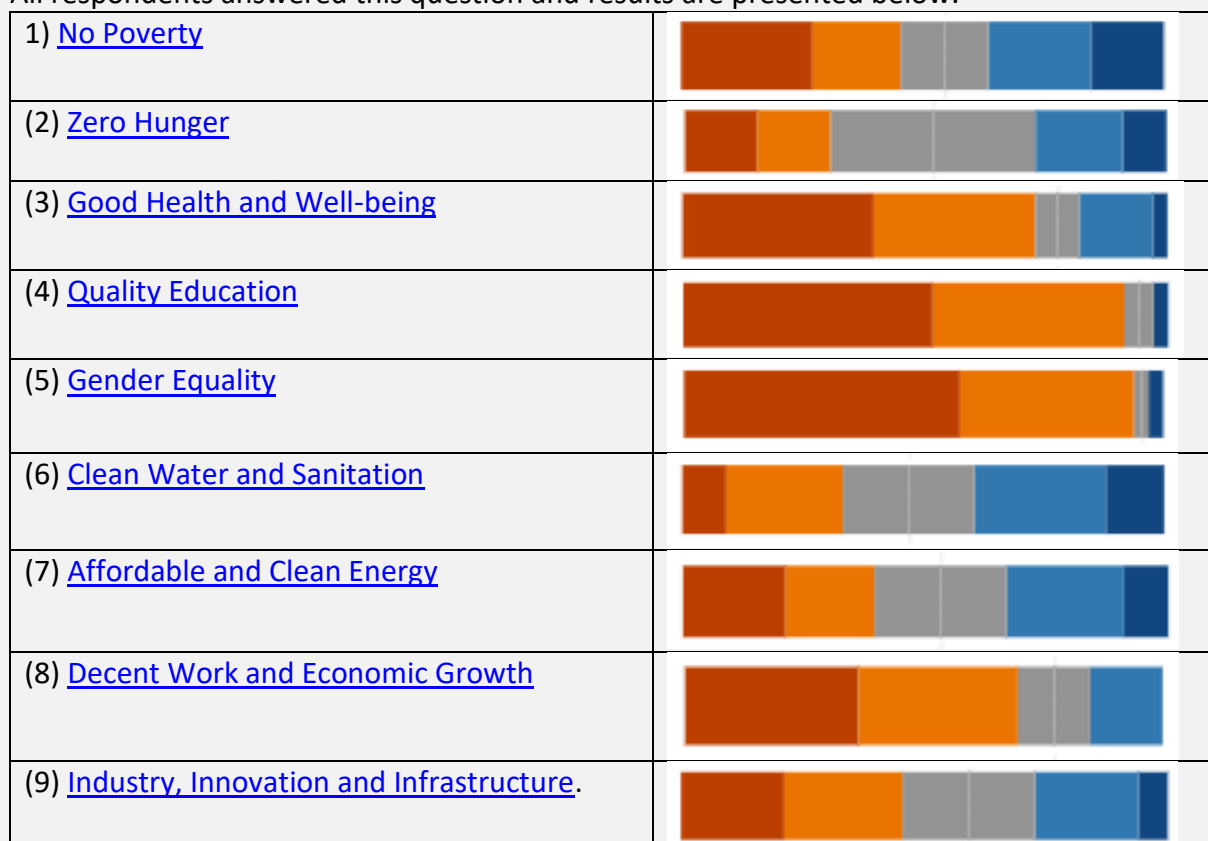
Initial Findings

In response to the question "How was this response generated?", 51% of responses came from the Head of Department/Centre/School/Institute, 34% from staff feedback, 3% from a subgroup within the Department/Centre/School/Institute, and 11% from other ways including individuals and departmental Teaching and Learning Committee representatives.

In response to the question "In your Department/Centre/School/Institute, which of the following 17 SDGs are most relevant to teaching and learning?" respondents could select five options as follows:

■ Very High Relevance , ■ High Relevance , ■ Moderate , ■ Less Relevant , to ■ Not Relevant .

All respondents answered this question and results are presented below.

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.	

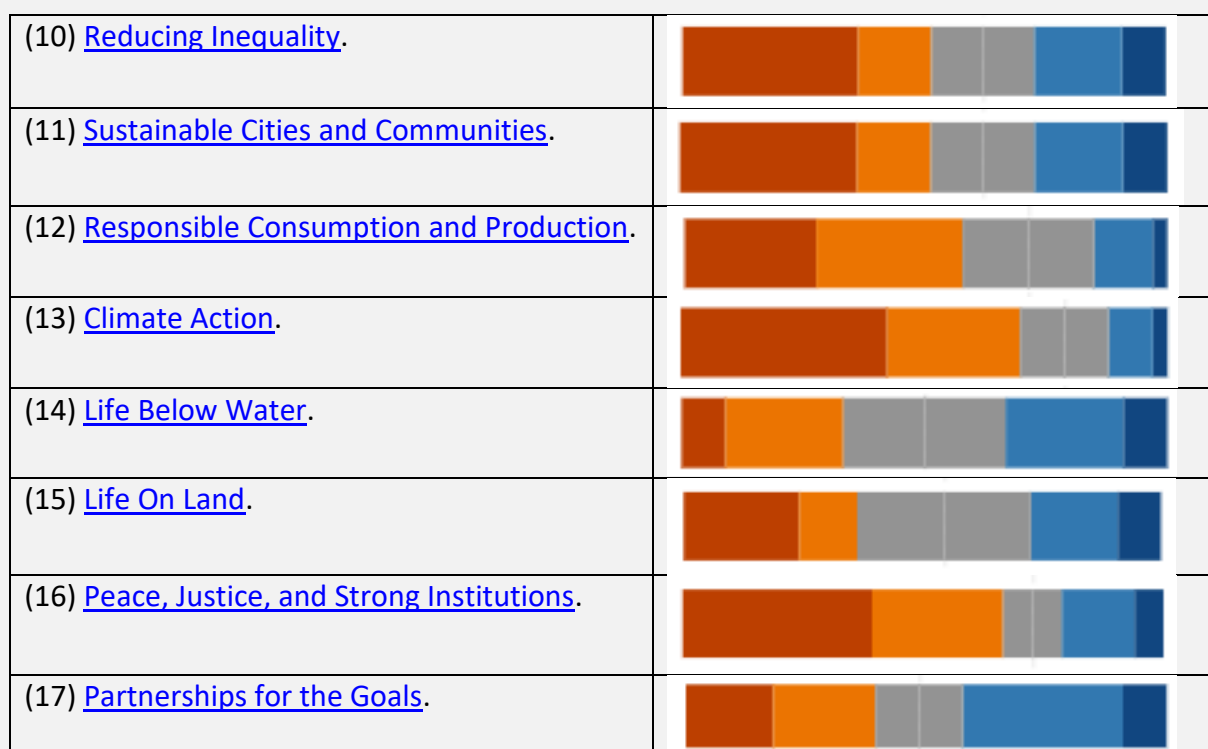| (10) Reducing Inequality. | |
(11) Sustainable Cities and Communities.	
(12) Responsible Consumption and Production.	
(13) Climate Action.	
(14) Life Below Water.	
(15) Life On Land.	
(16) Peace, Justice, and Strong Institutions.	
(17) Partnerships for the Goals.	

Figure 4 Responses to the question "In your Department/Centre/School/Institute, which of the following 17 SDGs are most relevant to teaching and learning?"

The outcome of the selections made by the various Departments, Centres, Schools, and Institutes is presented in ranked order below by percentage of respondents. Further analysis disaggregated by unit would be informative but is outside of the scope of this report at this time.

Table 1 Ranking of SDGs by relevance of goals to Departments.

SDG	Very high relevance	High relevance	Departmental Rating
(5) Gender Equality	58%	36%	94%
(4) Quality Education	50%	41%	91%
(3) Good Health and Well-being	39%	33%	73%
(8) Decent Work and Economic Growth	36%	33%	70%
(13) Climate Action.	42%	27%	70%
(16) Peace, Justice, and Strong Institutions.	39%	27%	67%
(12) Responsible Consumption and Production.	27%	30%	58%
(10) Reducing Inequality.	36%	15%	52%
(11) Sustainable Cities and Communities.	33%	15%	48%
1) No Poverty	27%	18%	45%
(9) Industry, Innovation and Infrastructure.	21%	24%	45%
(7) Affordable and Clean Energy	21%	18%	39%
(17) Partnerships for the Goals.	18%	21%	39%
(15) Life On Land.	10%	27%	37%
(6) Clean Water and Sanitation	24%	12%	36%

	9%	24%	33%
(14) Life Below Water.			
(2) Zero Hunger	15%	15%	30%

SDG5 (Gender Equality) was ranked as having the highest relevance to the responding Departments, Centres, Schools, and Institutes followed by SDG4 (Quality Education) and SDG3 (Good Health and Wellbeing).

In response to the question "What is the level of interest in your Department/Centre/ School/Institute to engage with teaching and research on sustainable development/SDGs in the future?", 36% of responding units said it is a priority interest, 39% said it was a high interest and 24% said that their level of interest was neutral. **Overall, 75% of Departments, Centres, Schools, and Institutes indicated a priority or high level of interest in engaging with teaching and research on the SDGs in the future.**

Respondents were asked to rank "Which SDGs would you feel would be most relevant for your Department/School/Institute for FUTURE curriculum design, course development, and/or pedagogy?". A number of SDGs were selected by Departments, Centres, Schools, and Institutes, with SDG1 (No poverty), SDG 3 (Good Health and Wellbeing) and SDG 4 (Quality Education) topping the priority list.

Table 2 SDGs ranked by "Which SDGs would you feel would be most relevant for your Department/School/Institute for FUTURE curriculum design, course development, and/or pedagogy?".

SDG	Very high relevance
1) No Poverty	30%
(3) Good Health and Well-being	21%
(4) Quality Education	18%
(2) Zero Hunger	9%
(5) Gender Equality	9%
(7) Affordable and Clean Energy	6%
(13) Climate Action.	3%
(16) Peace, Justice, and Strong Institutions.	3%

In response to the question "List any programmes/modules/activities that your Department/ Centre/School/Institute CURRENTLY HAVE that are relevant to education on sustainability and the SDGs?", only 12.4% respondents replied "None", "None that I know of" or "Very little". **Eighty eight percent of respondents named research and teaching programmes relevant to the SDGs**.

Respondents were asked to "List any programmes/modules/activities that your Department/Centre/School/Institute is DEVELOPING to engage with relevant SDGs?" (Question 7). Thirty percent (30%) of respondent departments replied "None", or "None that they are aware of" in answer to this question. However, **70% of respondents provided details of programmes in development in their units that were relevant to the SDGs.**

Respondents were asked to "List any opportunities or activities in your Department/Centre/School/Institute for undergraduate and/or graduate students to engage in research on sustainability issues/SDGs?". Nine percent (9%) of respondents replied "None" and 9% gave general responses such as "Thesis supervision". However, **82% of respondents gave detailed and significant information of opportunities and activities being provided by their Department/Centre/School/Institute for students to engage with the SDGs.**

The detailed reporting of these activities is beyond the scope of this report at this time.

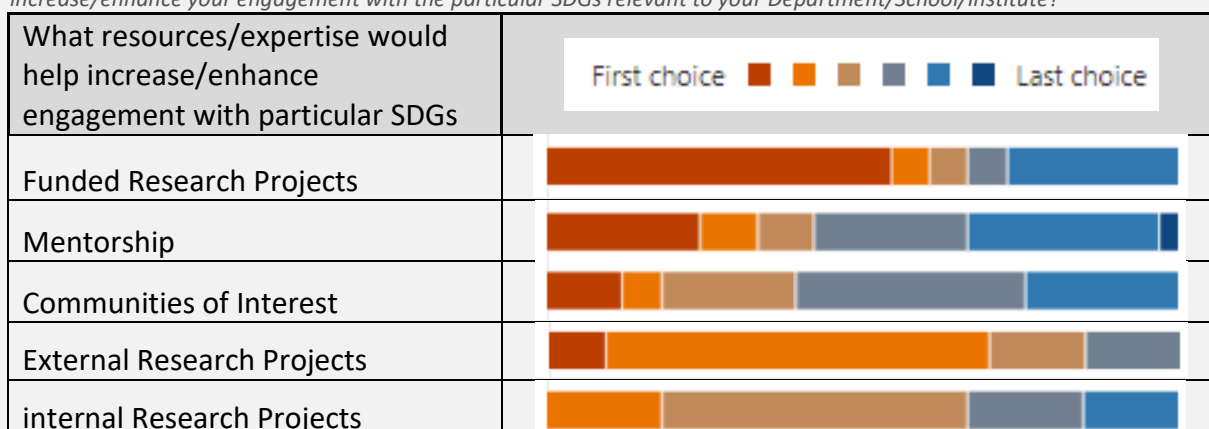Responses to questions 7 and 8 deserve further analysis that is beyond the scope of this report.

Respondents were asked if their "Department/Centre/School/Institute engages with external partners (e.g., Government Departments, International Agencies, NGOs or other collaborations) on data gathering or conferences, etc., related to SDGs?". **Sixty one percent (61%) of respondents replied that they engaged with external partners, 21% said they did not engage with external partners, and 18% respondents did not know.**

Respondents were asked to "please list principal external partners?" and 64 partner organisations were named.

Respondents were asked should the university "… put in place a systematic process(s) to continuously measure important SDG programme related data for the purpose of advancing desired impact?". The majority of respondents replied "Yes" (52%), while 39% had "No opinion", and only 9% responded "No".

Respondents were asked "what resources/expertise from outside your Department/Centre/School/Institute would help you increase/enhance your engagement with the particular SDGs relevant to your Department/School/Institute?" and the responses comprised the following suggestions:

Table 3 "What resources/expertise from outside of your Department/Centre/School/Institute would help you increase/enhance your engagement with the particular SDGs relevant to your Department/School/Institute?"

What resources/expertise would help increase/enhance engagement with particular SDGs	First choice ▮ ▮ ▮ ▮ ▮ Last choice
Funded Research Projects	
Mentorship	
Communities of Interest	
External Research Projects	
internal Research Projects	

Each responding department offered names and contacts for further exploration of how their Department, Centre, School, or Institute could strengthen its teaching and research

engagement with the SDGs. This shows a high level of interest and commitment to university teaching and research to advance the SDGs.

Conclusion

This inaugural report on MU's teaching & learning's engagement with sustainability and the SDGs survey demonstrates:
- Significant current engagement by the majority of MU Departments, Centres, Schools, and Institutes in teaching and learning aligned with the SDGs, as well as substantial development of programmes/modules/activities with relevance to the SDGs.
- 82% of MU Departments, Centres, Schools, and Institutes provide opportunities and activities for students to engage with the SDGs.
- 61% of MU Departments, Centres, Schools, and Institutes engage with external partners on the SDGs.
- An openness and intent to further deepen engagement with Departments, Centres, Schools, and Institutes. All MU Departments provided contact persons to engage in planning and discussion for progress particularly within the context of a university strategy.
- Strong interest in external resources and mentorship to progress a deeper engagement with the SDGs.

Further analysis of the responses received to the Maynooth University questionnaire on Departments' engagement with sustainability and the Sustainable Development Goals (SDGs) should form part of the work of a university-wide approach to the SDGs and underpin the development of a MU SDG strategy for the future.

<ins>END</ins>

Cross-Faculty Teaching & Learning Committee Sustainability Questionnaire Addressing SDGs

There is an increasing demand from our students for university teaching that addresses sustainable development issues. This demand mirrors the growing concern in broader society and among other HEIs. Your Faculty Teaching and Learning Committee would appreciate it if you would complete this questionnaire, intended to find out how teaching and learning in Maynooth University is currently addressing, or planning to address, the Sustainable Development Goals (SDGs).

A report from the findings of this questionnaire will be written over summer 2021 and will be presented in late September 2021 to the Faculties, the University Teaching and Learning Committee, and the Faculty Teaching and Learning Committees in order to inform curriculum design, strategic planning, programme proposals, and pedagogy.

The United Nations have identified 17 Sustainable Development Goals (SDGs). More information about each SDG is available at https://sdgs.un.org/ (https://sdgs.un.org/). The SDGs are: 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) Reducing Inequality,
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 questionnaire has 15 or 16 questions depending on answers given (One branching question).
Complete and submit on or before June 18th, 2021.
* = Required

1. Select MU Faculty *
   ○ Maynooth University Faculty of Arts, Celtic Studies & Philosophy

   ○ Maynooth University Faculty of Social Sciences

   ○ Maynooth University Faculty of Science & Engineering

   ○ None

   ○ [   ]

      Other

2. Responding Department/School/Institute name? *
   [   ]

3. How was this response generated? *
   ☐ Via Staff Feedback

   ☐ Via Staff Subgroup Feedback

   ☐ Via Course Director Feedback

   ☐ From Head of Department

   ☐ [Other]

4. In your Department/School/Institute, which of the 17 SDGs following are most relevant to teaching? (Scale range "Very High Relevance" to "Not Relevant" in five increments) *

	Very High Relevance	High Relevance	Moderate	Less Relevant	Not Relevant
SDG 1: End poverty in all its forms everywhere.	○	○	○	○	○
SDG 2: End hunger, achieve food security and improved nutrition and promote sustainable agriculture.	○	○	○	○	○
SDG 3: Ensure healthy lives and promote well-being for all at all ages.	○	○	○	○	○
SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.	○	○	○	○	○
SDG 5: Achieve gender equality and empower all women and girls.	○	○	○	○	○
SDG 6: Ensure availability and sustainable management of water and sanitation for all.	○	○	○	○	○
SDG 7: Ensure access to affordable, reliable, sustainable and modern energy for all.	○	○	○	○	○
SDG 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.	○	○	○	○	○

	Very High Relevance	High Relevance	Moderate	Less Relevant	Not Relevant
SDG 9: Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation.	○	○	○	○	○
SDG 10: Reduce inequality within and among countries.	○	○	○	○	○
SDG 11: Make cities and human settlements inclusive, safe, resilient and sustainable.	○	○	○	○	○
SDG 12: Ensure sustainable consumption and production patterns.	○	○	○	○	○
SDG 13: Take urgent action to combat climate change and its impacts.	○	○	○	○	○
SDG 14: Conserve and sustainably use the oceans, seas and marine resources for sustainable development.	○	○	○	○	○
SDG 15: Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss.	○	○	○	○	○

SDG 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

○ ○ ○ ○ ○

SDG 17: Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development.

○ ○ ○ ○ ○

5. The Faculty Teaching and Learning Committees are completing this information collection exercise cross-Faculty and in conjunction with the office of the Vice-President for Equality & Diversity, and the office of the Dean of Teaching and Learning. Please provide an email address of the person in your Department/School/Institute with whom one of these offices can follow up, if needed? *

6. List any programmes/modules/activities that your Department/School/Institute
   CURRENTLY HAVE that are relevant to education on sustainability and the SDGs? *

   List as 1) Department/School/Institute programmes/modules/activities, and, 2) expected outputs or outcomes of that programme/module/activity.

   If your Department/School/Institute has a document that addresses this question email to xxxxxxxxx (Insert Subject "FSS SDG Q're 2021 Q6") - Note "Sent by email" or None in the text box below.

7. List any programmes/modules/activities that your Department/School/Institute is DEVELOPING to engage with relevant SDGs? *

List as 1) Department/School/Institute programmes/modules/activities, and, 2) expected outputs or outcomes of that programme/module/activity.

If your Department/School/Institute has a document that addresses this question email to ~~xxxxxxxxx~~ (Insert Subject "FSS SDG Q're 2021 Q7") - Note "Sent by email" or None in the text box below.

8.List any opportunities or activities in your Department/School/Institute for undergraduate and/or graduate students to engage in research on sustainability issues, or none? *

If your Department/School/Institute has a document that addresses this question email to ~~xxxxxxxxx~~ (Insert Subject "FSS SDG Q're 2021 Q8") - Note "Sent by email" or None in the text box below.

8. What is the level of interest in your Department/School/Institute to engage with teaching and research on sustainable development/SDGs in the future? *

	Priority Interest	High Level of Interest	Neutral Level of Interest	Not a Priority Now	No interest
Level of Interest to engage with teaching and research on the SDGs in the future ?	○	○	○	○	○

9. Does your Department/School/Institute engage with external partners (e.g. Government Departments, International Agencies, NGOs or other collaborations) on data gathering or conferences, etc., related to SDGs? *

○ Yes

○ No

○ Do not know

10. If Yes, please list principal external partners?

[ ]

11. Which SDGs would you feel would be most relevant for your Department/School/Institute for FUTURE curriculum design, course development, and/or pedagogy? *

☐ SDG 1: End poverty in all its forms everywhere.

☐ SDG 2: End hunger, achieve food security and improved nutrition and promote sustainable agriculture.

☐ SDG 3: Ensure healthy lives and promote well-being for all at all ages.

☐ SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

☐ SDG 5: Achieve gender equality and empower all women and girls.

☐ SDG 6: Ensure availability and sustainable management of water and sanitation for all.

☐ SDG 7: Ensure access to affordable, reliable, sustainable and modern energy for all.

☐ SDG 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

☐ SDG 9: Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation.

☐ SDG 10: Reduce inequality within and among countries.

☐ SDG 11: Make cities and human settlements inclusive, safe, resilient and sustainable.

☐ SDG 12: Ensure sustainable consumption and production patterns.

☐ SDG 13: Take urgent action to combat climate change and its impacts.

☐ SDG 14: Conserve and sustainably use the oceans, seas and marine resources for sustainable development.

☐ SDG 15: Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss.

☐ SDG 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

☐ SDG 17: Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development.

13. Do you think the University should put in place a systematic process(es) to continuously measure important SDG programme related data for the purpose advancing desired impact? *

   ○ Yes

   ○ No

   ○ No Opinion

14. What resources/expertise from outside your Department/School/Institute would help you increase/enhance your engagement with the particular SDGs relevant to your Department/School/Institute? *

   Rank which resource would be most helpful - or None - using the arrows. If you have suggestions not covered in this question, add your suggestion in the following question or email to ~~xxxxxxxxx~~ (Insert Subject "FSS SDG Q're 2021 Q14")

   o Mentorship
   o External Research Projects
   o Internal Student Research Projects
   o Community of Interest
   o Funded Research Projects
   o None

15. Any other comment or suggestion you wish to add?

16. Name of person Completing this Questionnaire? *

   END - THANK YOU

Contact us

For the purpose of follow up:
Equality Officer, equality@mu.ie
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Ireland, W23 X021
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