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Sustainability in Education 2015

Survey research by the Environmental Association of Universities and Colleges, National Union of Students, University and College Union, Association of Colleges and the College Development Network

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HEADLINE SUMMARY

Headline summary

This report presents the findings of the Sustainability in Education survey conducted in 2015.

A final sample of **548 staff members from universities, colleges and students' unions** was achieved, with 76 respondents identifying as lead staff members on environmental sustainability and social responsibility on a formal or informal basis.

The objective was to understand the resources available and perceptions of performance on delivery on environmental sustainability and social responsibility within Higher Education (HE), Further Higher Education (FHE) and Further Education (FE) institutions.

The survey was promoted amongst students' unions and institutional representatives by the EAUC, NUS, UCU, AoC and College Development Network.

Perceptions and attitudes were collected from two audiences, identified as follows.



Sustainability staff: Respondents who work at university or college, formal or informal remit or responsibility for delivering on environmental sustainability and social responsibility, and either the lead member of staff for environmental sustainability and/or social responsibility or a sustainability representative.



Overall respondents: Sustainability staff (as above) AND respondents who work at university or college, or students' union, with no formal or informal remit or responsibility or are members of a team with formal or informal remit or responsibility for environmental sustainability and/or social responsibility.

The aim is for this survey to become an annual report, tracking perceptions and experiences from staff within Further Education, Further Higher Education and Higher Education institutions across the UK. This summary presents some headline observations in the baseline year.

Headline summary | Key findings from overall respondents



Sustainability staff (Work at university or college, formal or informal remit or responsibility for delivering on environmental sustainability and social responsibility, and either the lead member of staff for environmental sustainability and/or social responsibility or a sustainability representative).

There are significant differences in terms of resourcing (financial and human) for sustainability reported by respondents across FE, FHE and HE, with HE dominating in terms of having dedicated sustainability professionals within their institutions. Two thirds of respondents from FE, working in a formal/lead sustainability role, spend just 10% of their time working on sustainability.

Within HE, and FE, sustainability is classified as an 'Estates' issue, with the head of department assuming the greatest level of responsibility in HE and senior management adopting this role in FE.

Budget available for delivery on environmental sustainability and social responsibility varies widely both within and between the types of institution. There are concerns over reductions in budget for the 2015-16 academic year, with a third of FE sustainability staff respondents and a fifth of HE sustainability staff respondents expecting a decrease in budget.

HE sustainability staff indicate doubts regarding the likelihood of achieving carbon reduction targets at their institutions, with two fifths saying they are unlikely or very unlikely to meet targets.

Action on teaching and learning for sustainability is varied, with a quarter of HE sustainability staff indicating that they do not have any plans, projects or campaigns in this area at their institution.

Senior management support is seen as valuable and influential for enabling action on environmental sustainability and social responsibility, and in most cases, sustainability staff do not believe that appropriate levels of support are being achieved.

Headline summary | Key findings from overall respondents



Overall respondents Sustainability staff AND respondents who work at university or college, or students' union, with no formal or informal remit or responsibility or are members of a team with formal or informal remit or responsibility for environmental sustainability and/or social responsibility)

A quarter of respondents overall report that sustainability is a strategic priority and an issue for all parts of the institution they work at, however HE respondents are more likely than FE and FHE to report that it is a strategic priority. There are also differences according to location with respondents from institutions in England more likely to see sustainability as a reputational issue than those in Scotland.

Respondents have a fairly positive impression of their institution's action on sustainability with two fifths of respondents see their institution as ranking as 7 or above, where 10 is doing all that the institution can. Only 1-2% believe that their institution is achieving 10 out of 10 in terms of their action on sustainability.

Only 16% of overall respondents rate performance on ethical investments as 'good' or 'very good'. This element of sustainability represents the biggest unknown for respondents with 29% reporting that they 'don't know' for this option. Recycling and waste is seen as the most positive area of performance on sustainability issues at institutions with almost a third of respondents overall rating their institution's commitment to recycling and waste as 'very good'.

A lack of financial and staff resources are seen as the biggest barriers to acting for sustainability with support from the highest levels seen as the most important way of overcoming these barriers.

RESEARCH OBJECTIVES AND METHODOLOGY

Objectives and methodology

This report presents the findings of the Sustainability in Education survey conducted in 2015.

A final sample of **548 staff members from universities, colleges and students' unions** was achieved, with 76 respondents identifying as lead staff members on environmental sustainability and social responsibility on a formal or informal basis.

Objective: To understand the resources available and perceptions of performance on delivery on environmental sustainability and social responsibility within HE, FHE and FE institutions.

Prize draw of two tickets to the Green Gown Awards, £100 John Lewis voucher and a £250 donation to charity was offered to encourage completion.

The survey was promoted amongst students' unions and institutional representatives by the EAUC, NUS, UCU, AoC and College Development Network.

Key to data



Sustainability staff

Respondents who work at university or college, formal or informal remit or responsibility for delivering on environmental sustainability and social responsibility, and are either the lead member of staff for environmental sustainability and/or social responsibility or a sustainability representative.

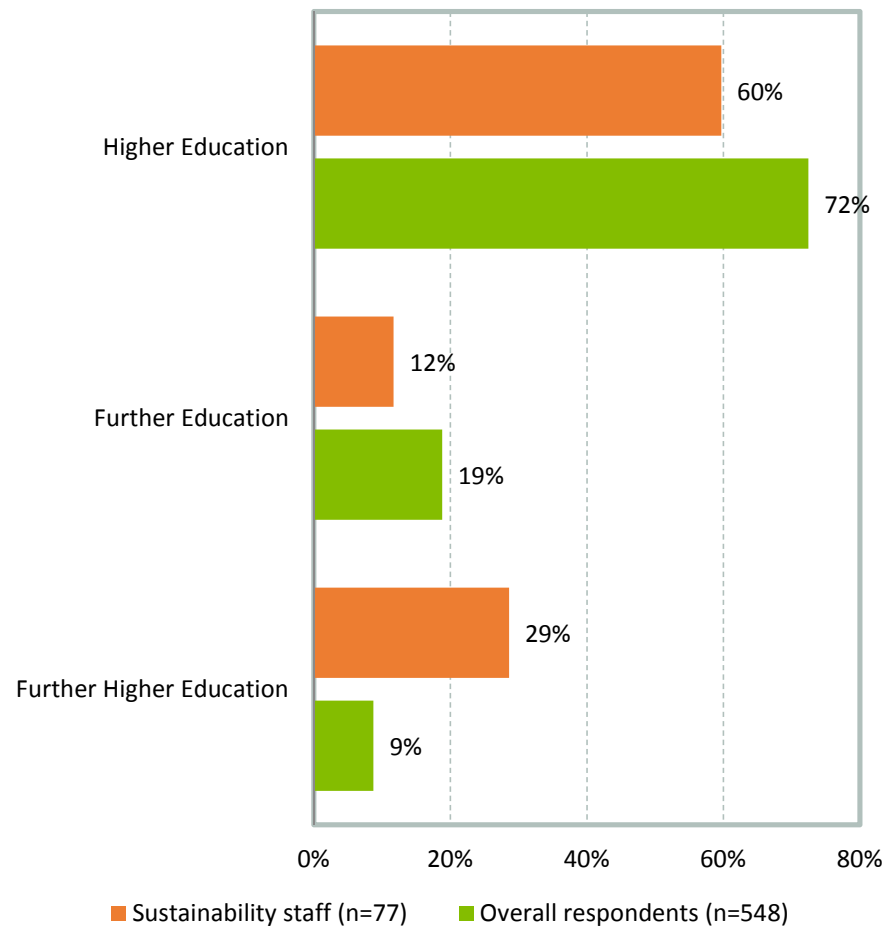


Overall respondents

Sustainability staff (as above) AND respondents who work at university or college, or students' union, who either have no formal or informal remit or are members of a team with formal or informal remit or responsibility for environmental sustainability and/or social responsibility.

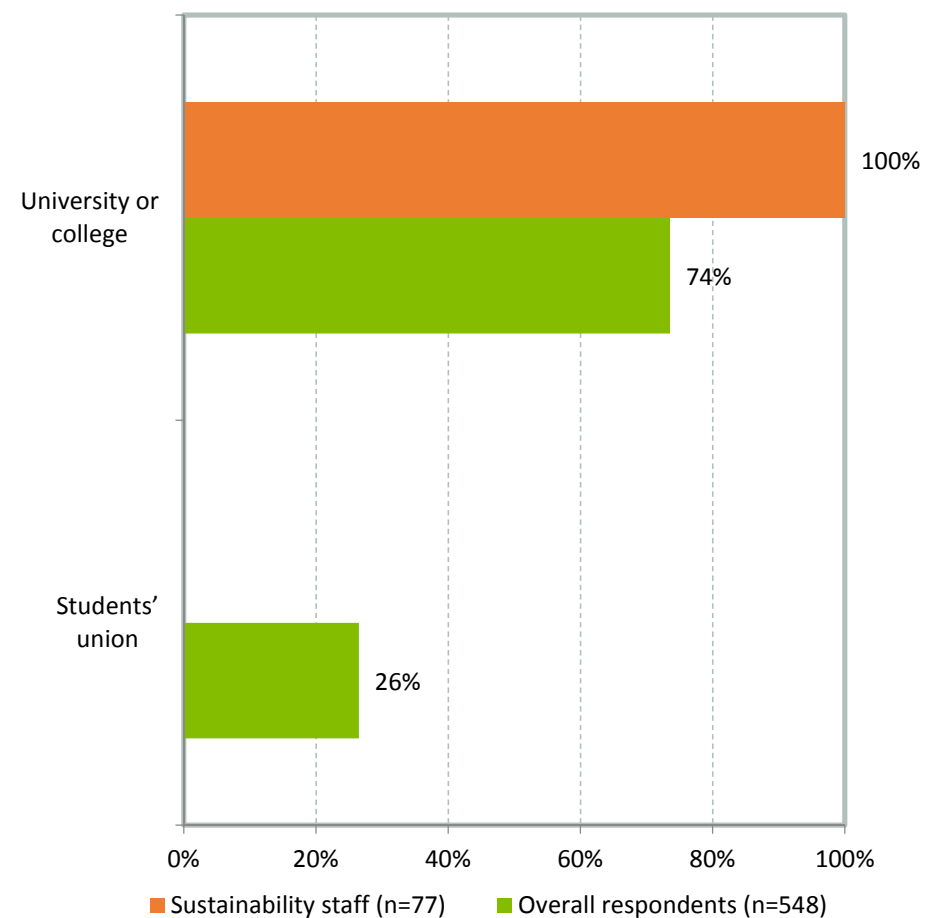
FINDINGS: THE RESPONDENTS

Almost three quarters of respondents overall are based in higher education institutions, and three quarters are based in the university or college.



Balance: No response

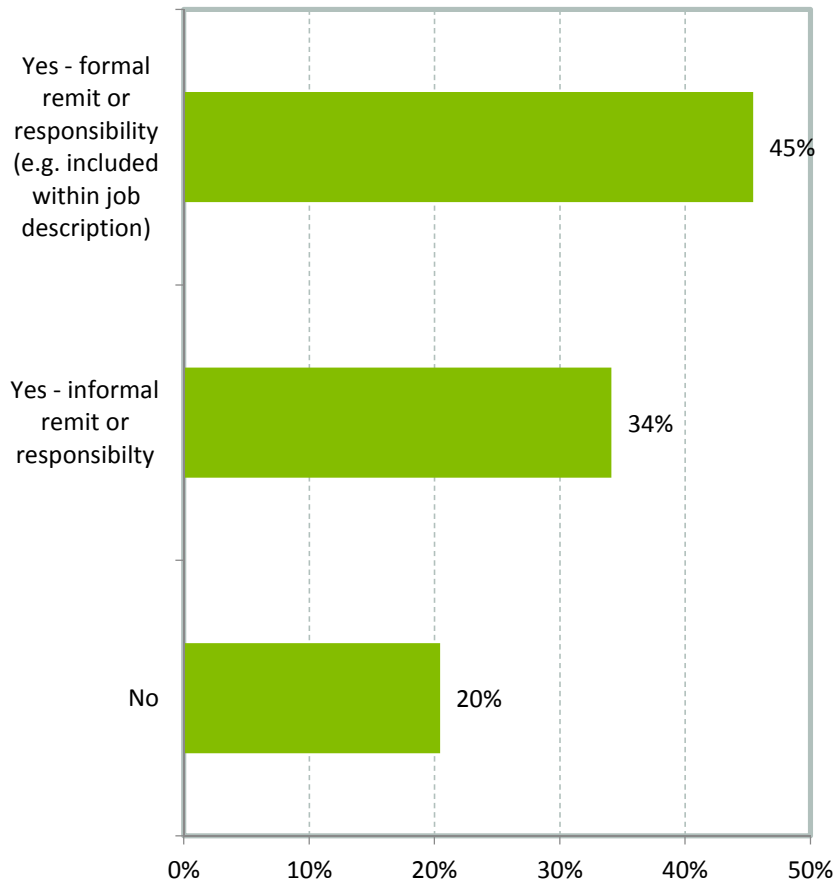
A1. Which of the following types of institution do you currently work at?



Balance: No response

A2. What kind of organisation do you work for?

80% of respondents have some remit, formal or informal, to deliver on sustainability within their institutions



HE (n=133)

- 62% are members of a team of staff delivering on environmental sustainability and/or social responsibility in their institution.
- 35% are the lead member of staff for delivering on environmental sustainability and/or social responsibility in their institution.

FE/FHE (n=128)

- 34% are involved in delivering on sustainability at my institution but have not been identified as the representative by the principal / chief executive.
- 31% are interested in sustainability but not involved in delivery.
- 26% have been identified as the sustainability representative for my institution for this survey by the principal / chief executive.

Base: 548 respondents.

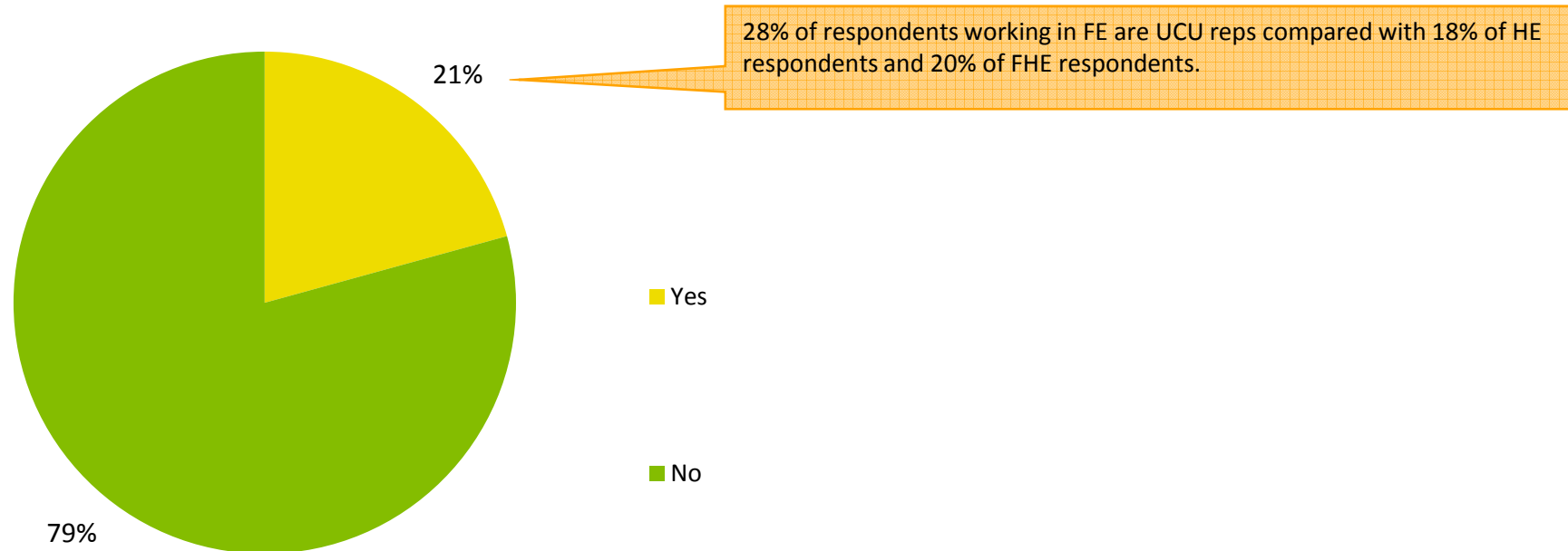


A3. Do you have a remit or responsibility for delivering on environmental sustainability and social responsibility within your institution on a formal or informal basis?

A4/5. Which of these options best describes your role in relation to delivering on environmental sustainability and/or social responsibility?

A fifth of respondents working within institutions (excluding staff from students' unions) are a UCU representative.

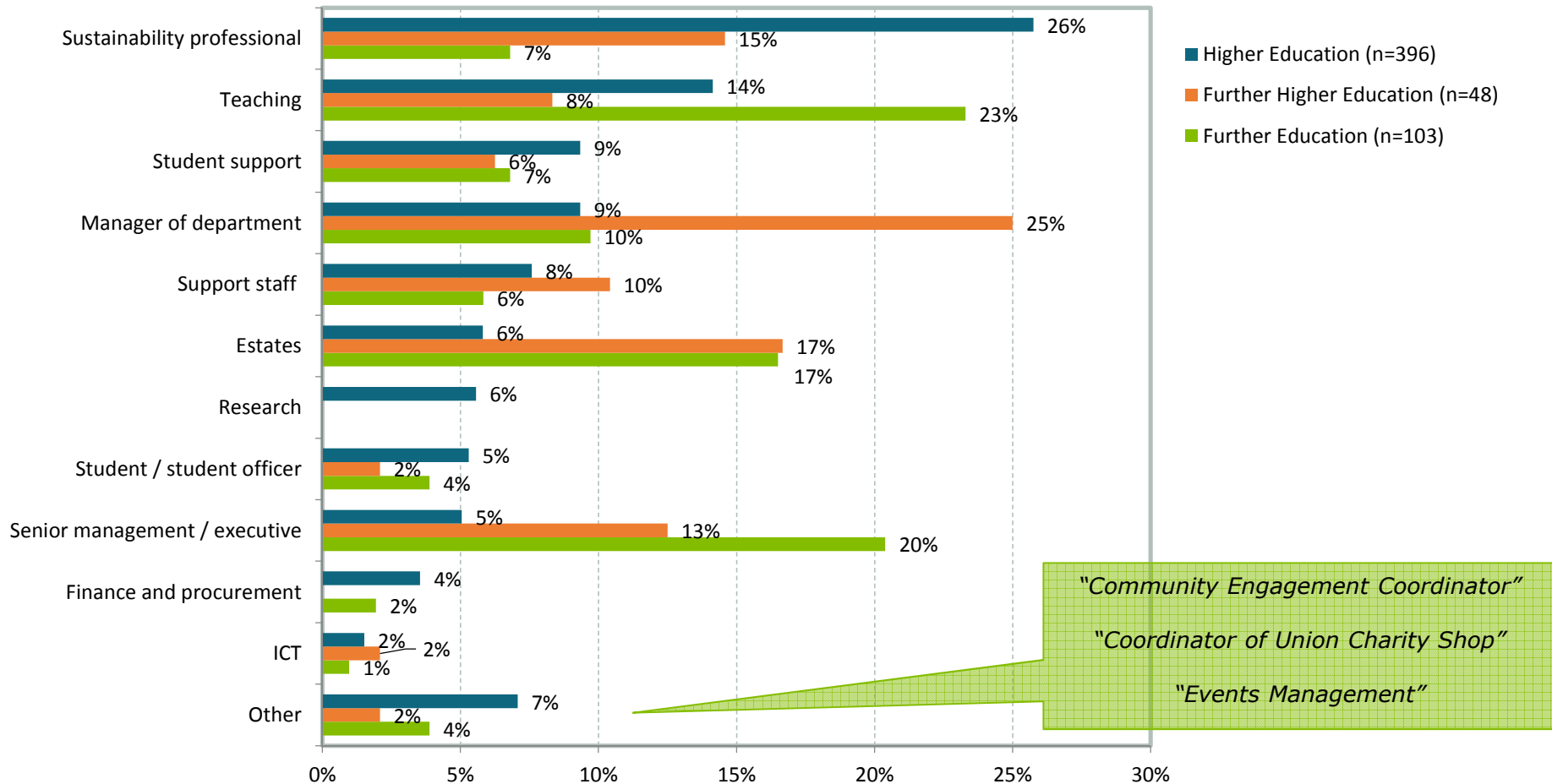
University and college staff only



Base: 357 respondents. Work at university or college.

A6. Are you a University and College Union representative at your institution?

A quarter of HE respondents are sustainability professionals, however respondents from FE are most likely to be teaching staff or senior management. FHE respondents are most likely to be managers of departments.

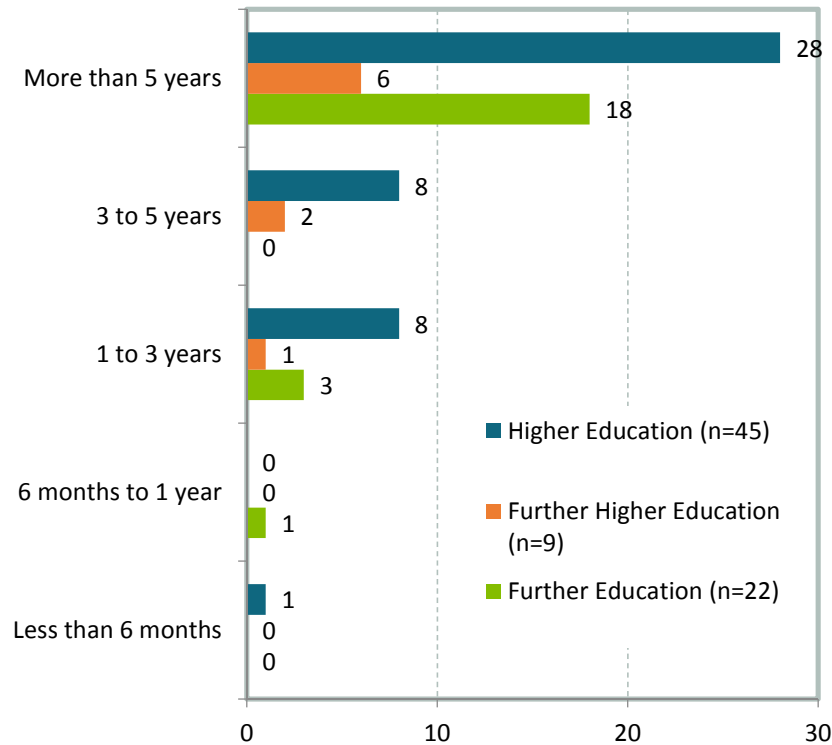


Base: 547 respondents.

A7. Which of the following job types most closely matches your current role?

Most respondents classed as sustainability staff have worked at their current institution for more than 5 years, and have been involved in delivering on sustainability for more than 5 years.

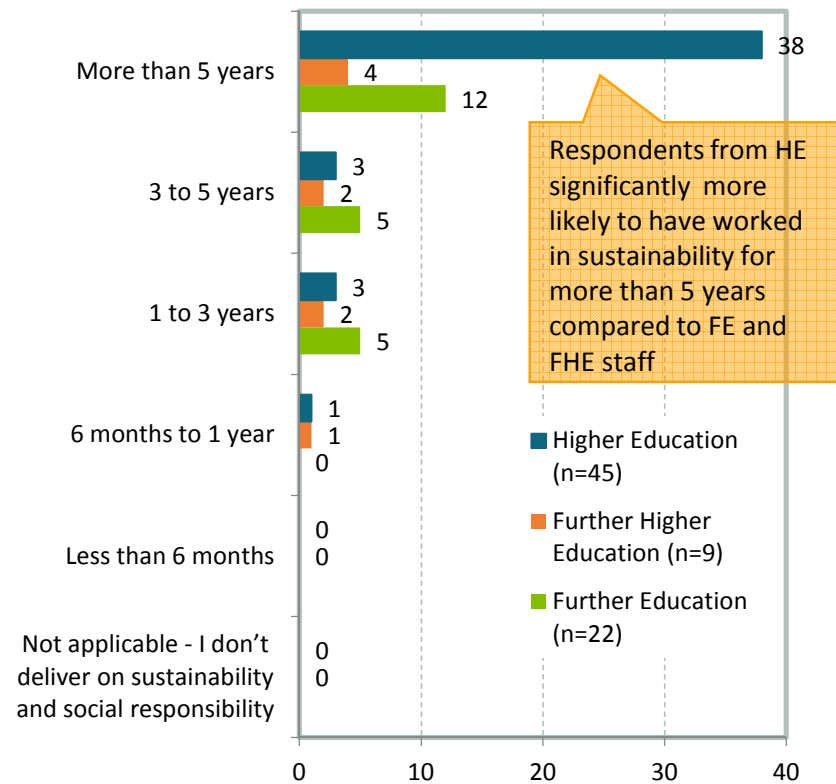
Current institution



A9. How long have you worked for your current institution?

Base: 76 respondents. Work at university or college, formal or informal remit or responsibility for delivering on environmental sustainability and social responsibility, and either the lead member of staff for environmental sustainability and/or social responsibility or a sustainability representative.

Sustainability role

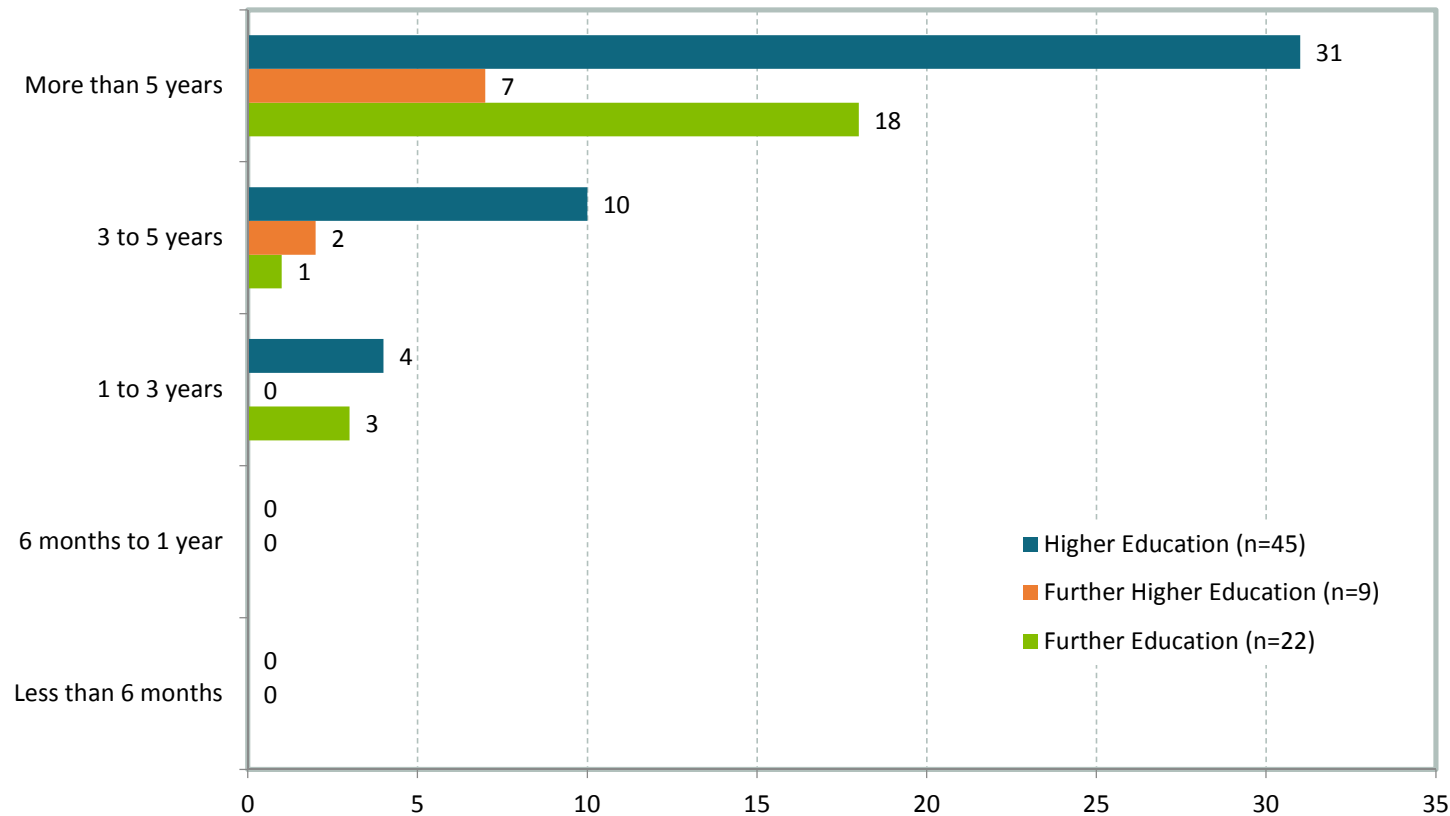


Respondents from HE significantly more likely to have worked in sustainability for more than 5 years compared to FE and FHE staff

A10. How long have you worked in a role directly involved in delivering on environmental sustainability and social responsibility?



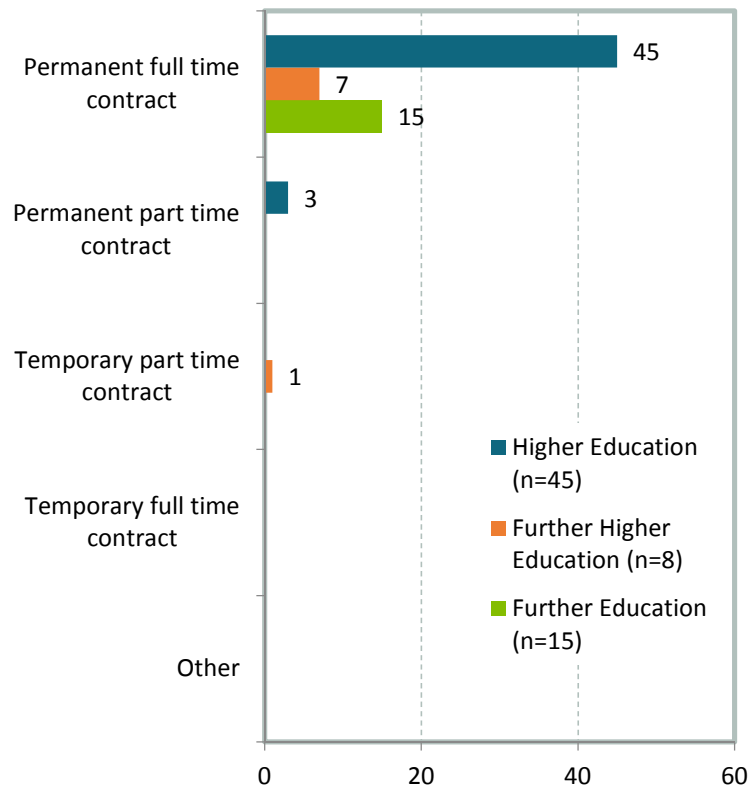
Most respondents who are sustainability staff have worked in the education sector for more than five years, and this is the case across FE, FHE and HE institutions.



Base: 76 respondents. Work at university or college, formal or informal remit or responsibility for delivering on environmental sustainability and social responsibility, and either the lead member of staff for environmental sustainability and/or social responsibility or a sustainability representative.

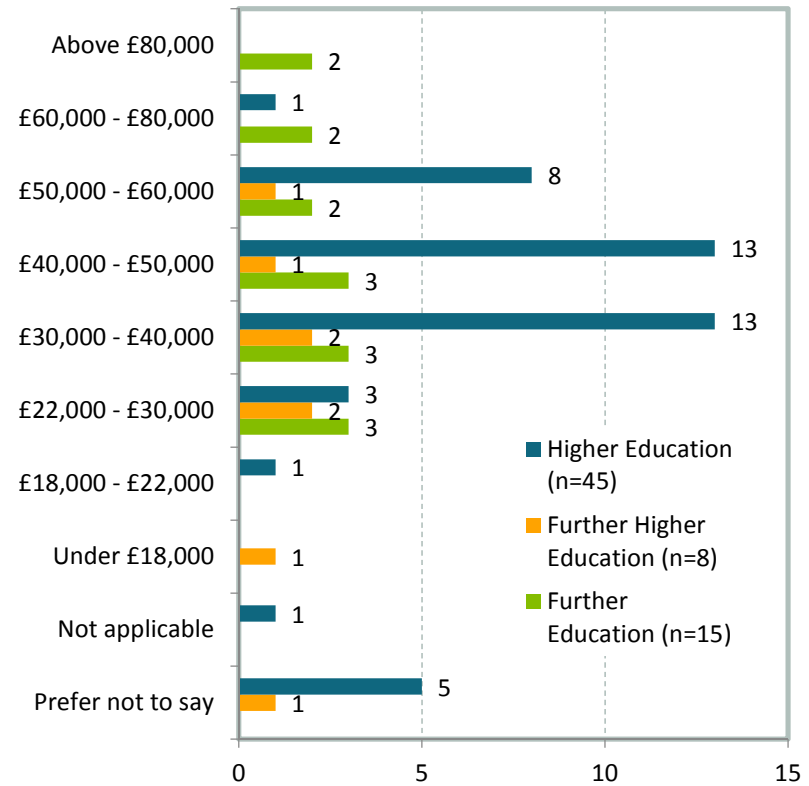
A11. How long have you worked in the education sector?

The majority of sustainability staff respondents in FE, FHE and HE are on permanent full time contracts. HE staff with responsibility for sustainability typically earn between £30-50,000. Within FE, the spread in salary is greater, reflecting the embedding of sustainability within senior management roles.



Base: 68 respondents. Work at university or college, formal remit or responsibility for delivering on environmental sustainability and social responsibility, and either the lead member of staff for environmental sustainability and/or social responsibility or a sustainability representative.

A12. Which of the following options best describes your role?

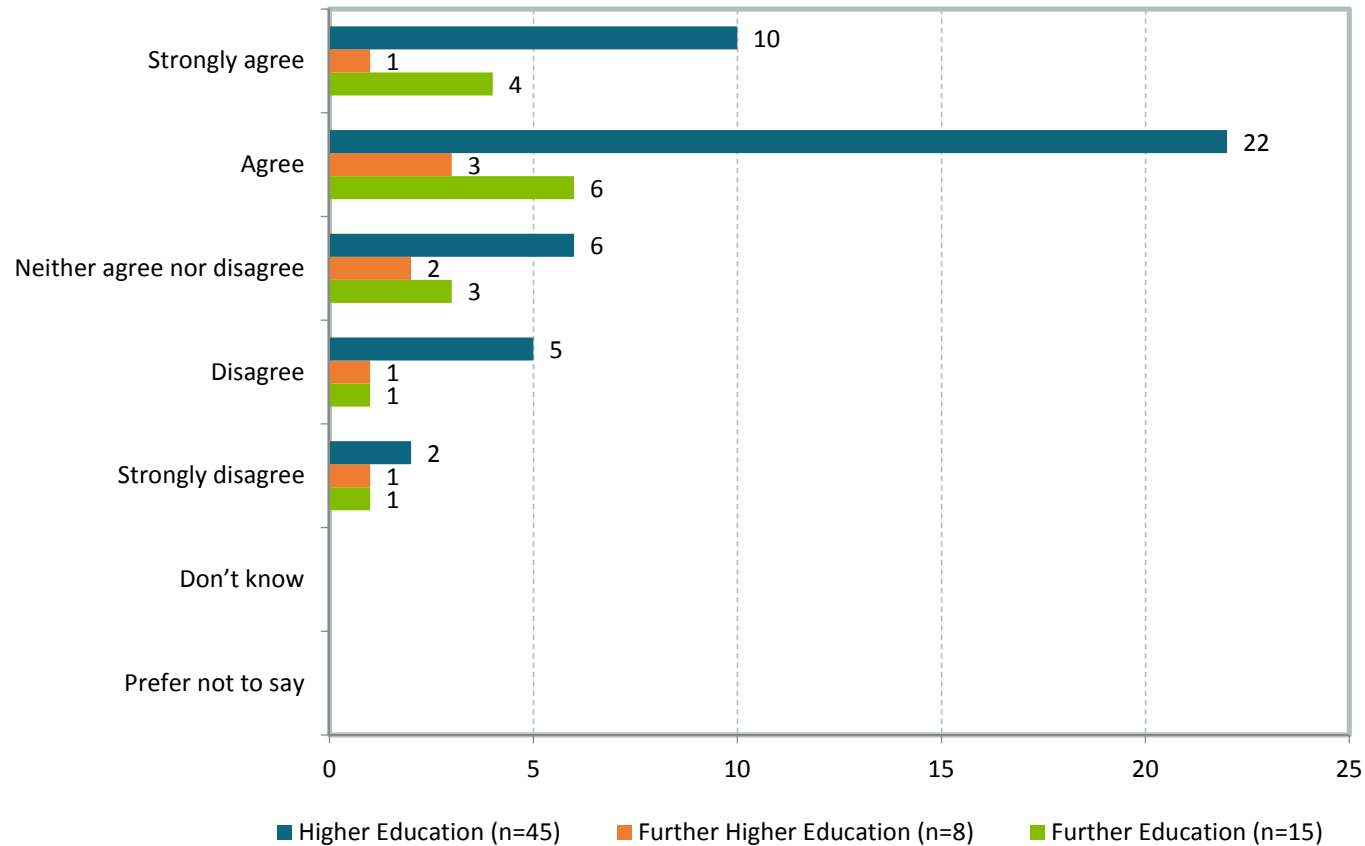


Base: 68 respondents. Work at university or college, formal remit or responsibility for delivering on environmental sustainability and social responsibility, and either the lead member of staff for environmental sustainability and/or social responsibility or a sustainability representative.

A13. We would like to gain a picture of the current pay for the sustainability profession in education. Please indicate your current salary range, per annum.



Overall, two thirds of respondents in a sustainability role report that they are satisfied with their overall job security.

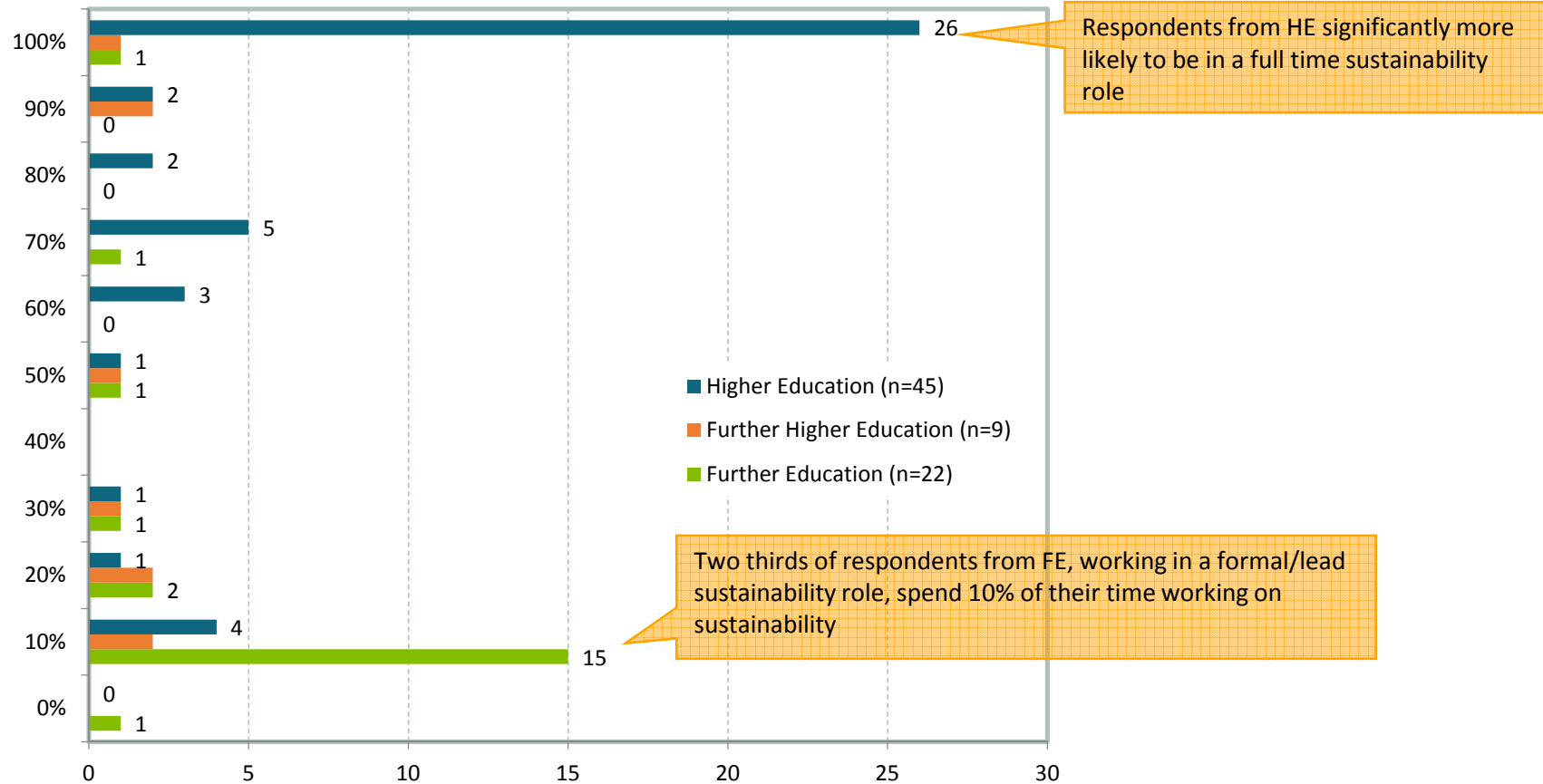


Base: 68 respondents. Work at university or college, formal remit or responsibility for delivering on environmental sustainability and social responsibility, and either the lead member of staff for environmental sustainability and/or social responsibility or a sustainability representative.

A14. To what extent do you agree or disagree with the following statement: I am satisfied with my overall job security.

FINDINGS: RESOURCES FOR SUSTAINABILITY

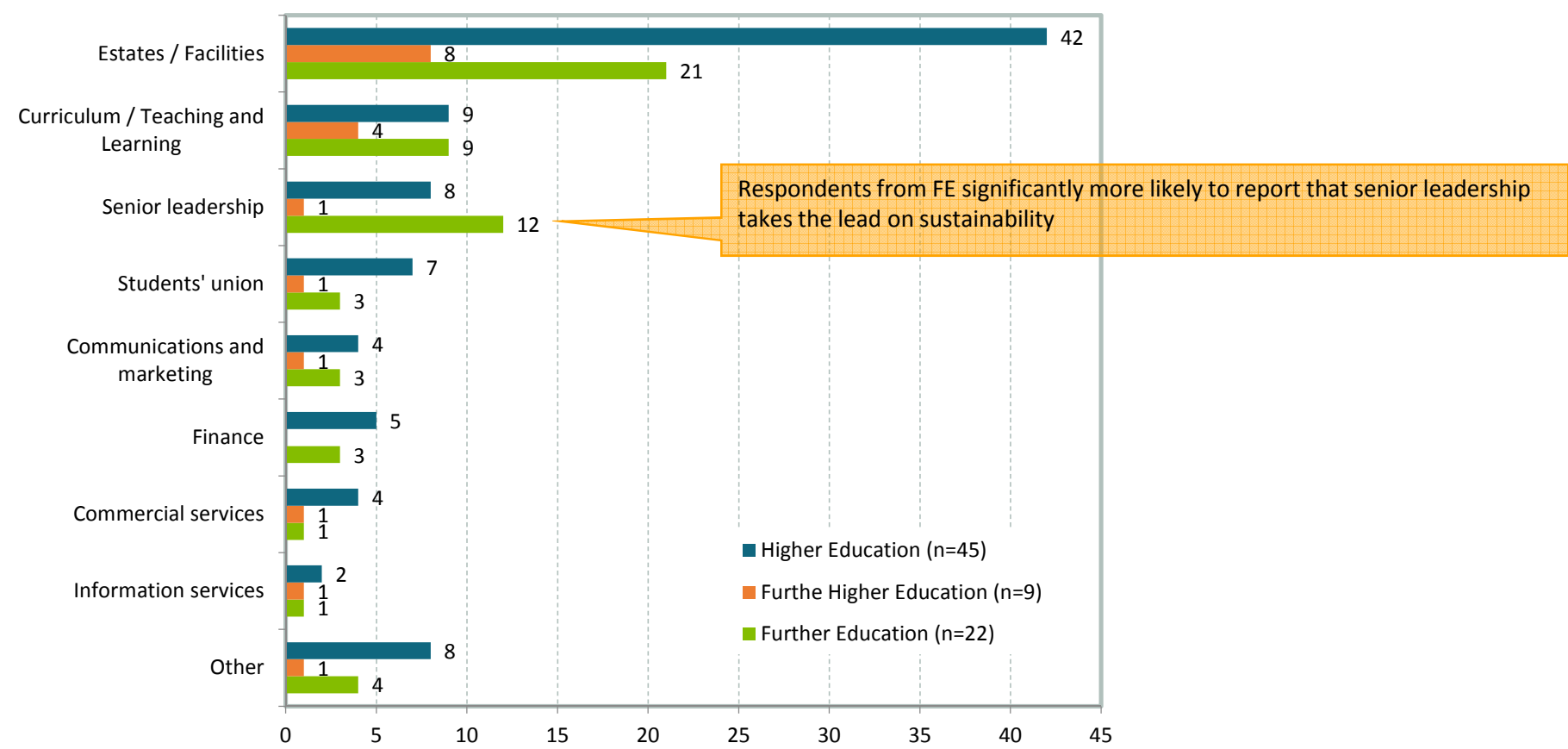
On average, sustainability staff respondents spend just under half of their time working on sustainability. However, responses are fairly polarised with HE dominating full time roles.



Base: 76 respondents. Work at university or college, formal or informal remit or responsibility for delivering on environmental sustainability and social responsibility, and either the lead member of staff for environmental sustainability and/or social responsibility or a sustainability representative.

B1. What proportion of your time is spent working on sustainability?

Estates and facilities teams are most likely to lead on environmental sustainability and social responsibility within institutions in FE, FHE and HE, although FE respondents are more likely to say senior management takes a lead role than HE counterparts.

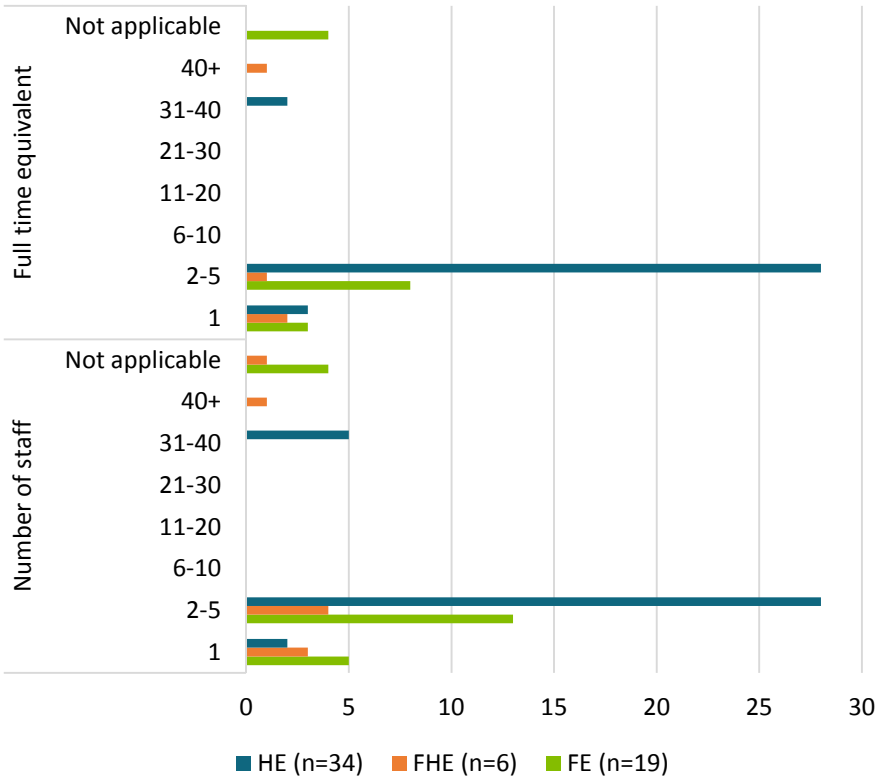


Base: 76 respondents. Work at university or college, formal or informal remit or responsibility for delivering on environmental sustainability and social responsibility, and either the lead member of staff for environmental sustainability and/or social responsibility or a sustainability representative.

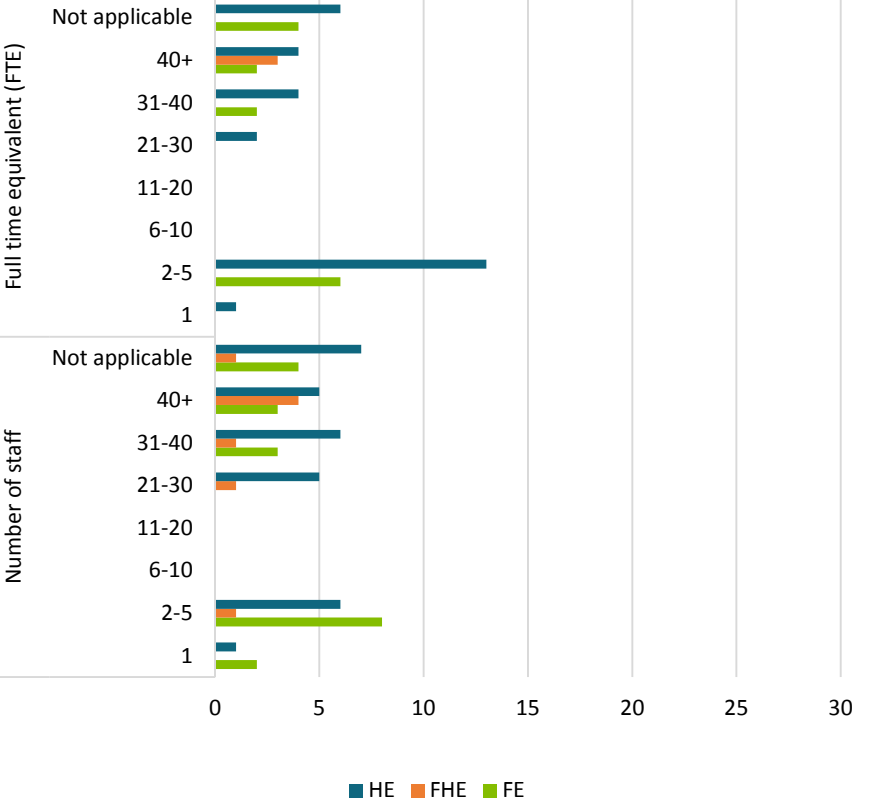
B2. Which parts of the institution lead on environmental sustainability and social responsibility? 21

Most sustainability staff respondents report working in teams of between 2-5 members of staff with a formal remit to deliver on sustainability, though HE respondents are more likely to report working in teams of this size.

Formal remit



Informal remit

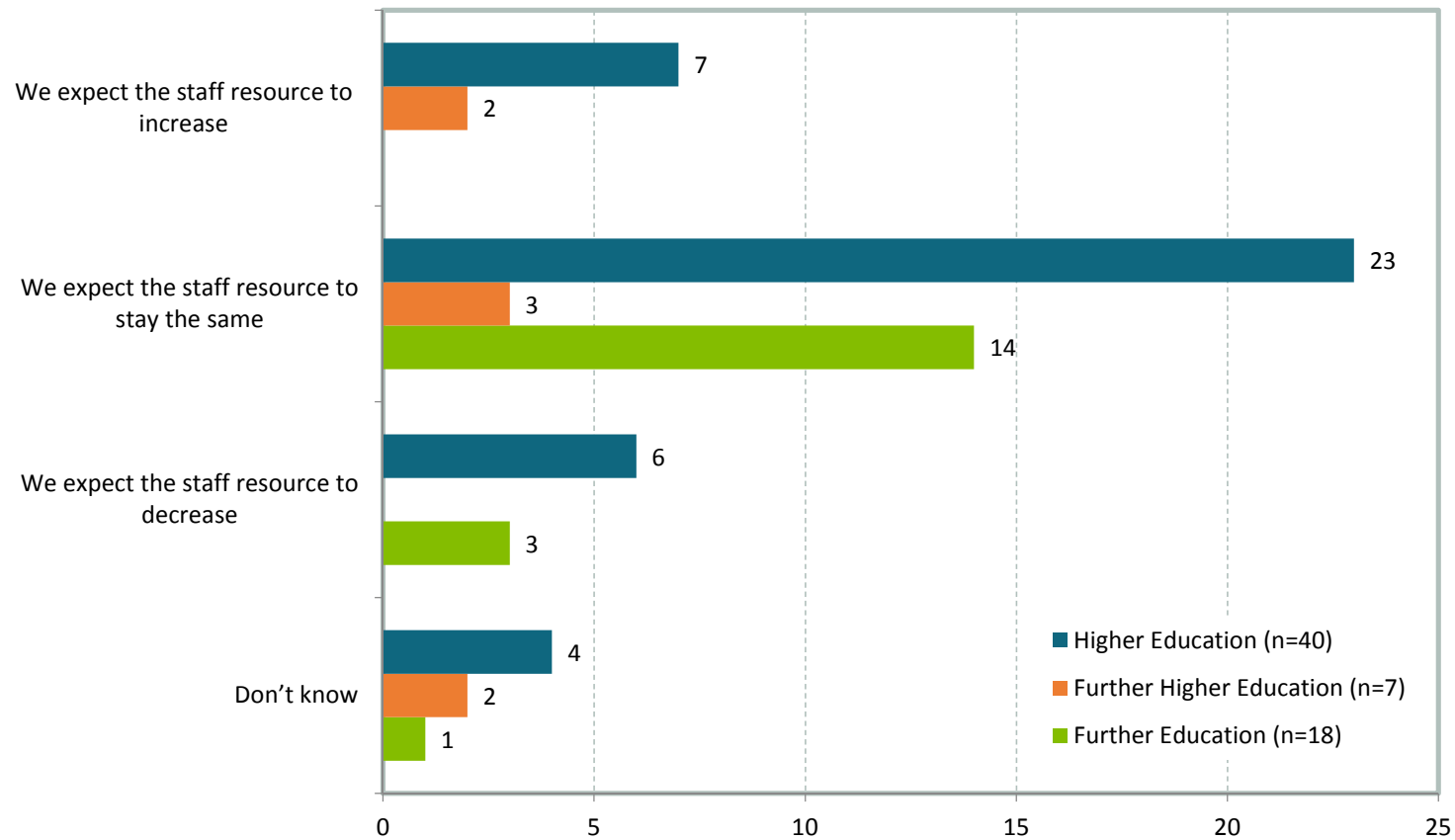


B3. How many members of staff within your institution have a formal remit to deliver on environmental sustainability and social responsibility?

B5. How many members of staff within your institution have an informal remit to deliver on environmental sustainability and social responsibility?

Base: (average in brackets). Work at university or college, formal or informal remit or responsibility for delivering on environmental sustainability and social responsibility, and either the lead member of staff for environmental sustainability and/or social responsibility or a sustainability representative.

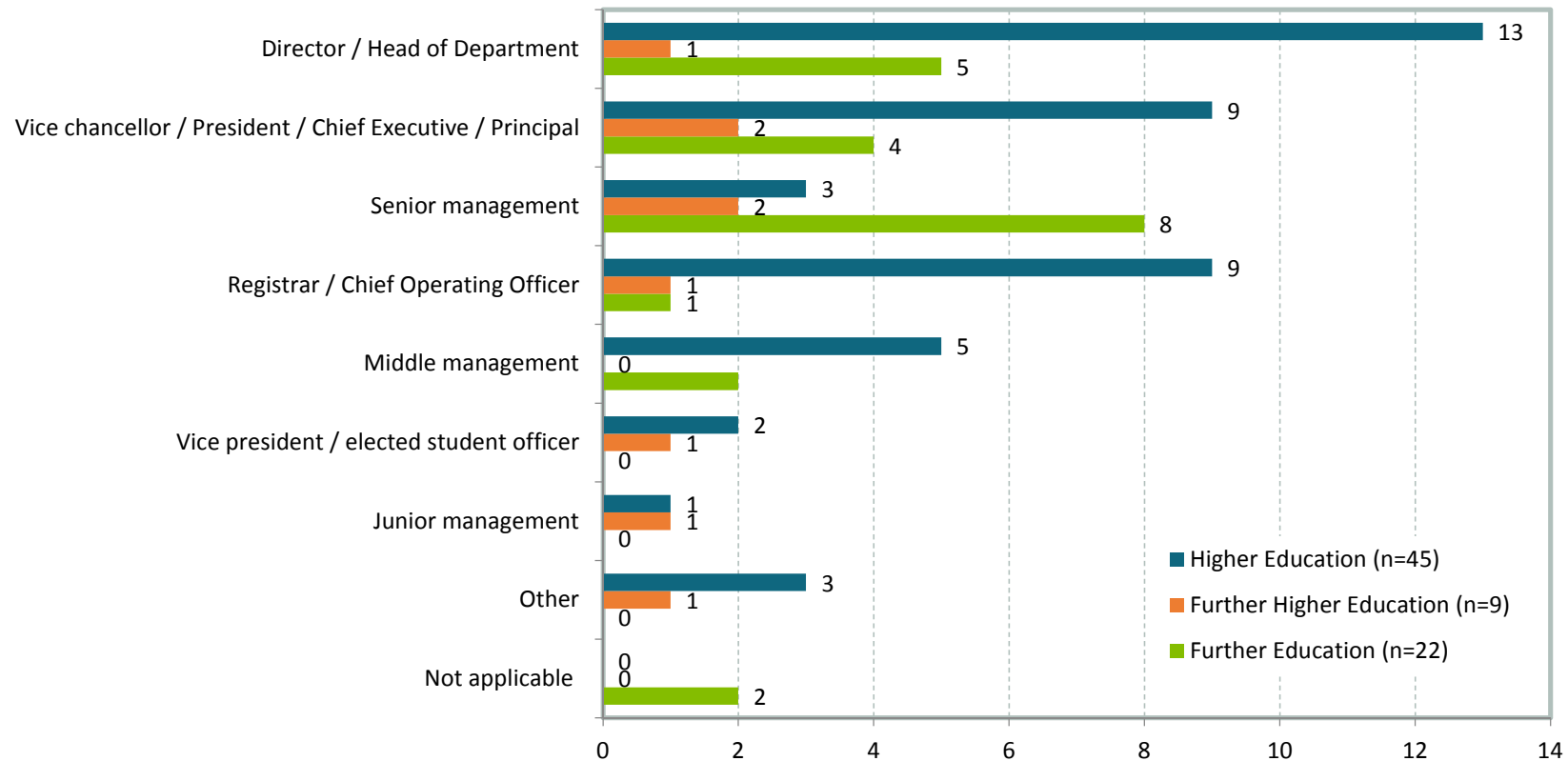
Most sustainability staff respondents, across FE and HE, expect the staff resource with a formal remit to deliver on sustainability to remain the same for the next academic year.



Base: 65 respondents. With 1-40 staff or FTE within institution that have a formal remit to deliver on environmental sustainability and social responsibility.

B4. Do you expect the staff resource with a formal remit to deliver on environmental sustainability and social responsibility to change for the 2015-2016 academic year?

‘Head of department’ is the most senior member of staff with a formal remit to deliver on sustainability within HE institutions. For FE, this responsibility falls to senior management.



Base: 76 respondents. Work at university or college, formal or informal remit or responsibility for delivering on environmental sustainability and social responsibility, and either the lead member of staff for environmental sustainability and/or social responsibility or a sustainability representative.

B6. What level is the most senior member of staff with a formal remit to deliver on environmental sustainability and social responsibility?

FINDINGS: FINANCIAL RESOURCES

Sustainability staff respondents report a broad range in their budgets available for delivering on sustainability during the 2014-15 academic year...

Further Education (n=8)

- £200,000 largest budget*
- £0 smallest budget*
- £21,940 average budget
- £20,000 median budget

Higher Education (n=35)

- £3,200,000 largest budget*
- £200 smallest budget*
- £304,258 average budget
- £220,000 median budget

Further Higher Education (n=2)

- Range £37,000 to £140,000

Base: 35 respondents. Work at university or college, formal or informal remit or responsibility for delivering on environmental sustainability and social responsibility, and either the lead member of staff for environmental sustainability and/or social responsibility or a sustainability representative.

C1. What is the approximate total budget available for delivering on sustainability within your institution for the 2014-2015 academic year?

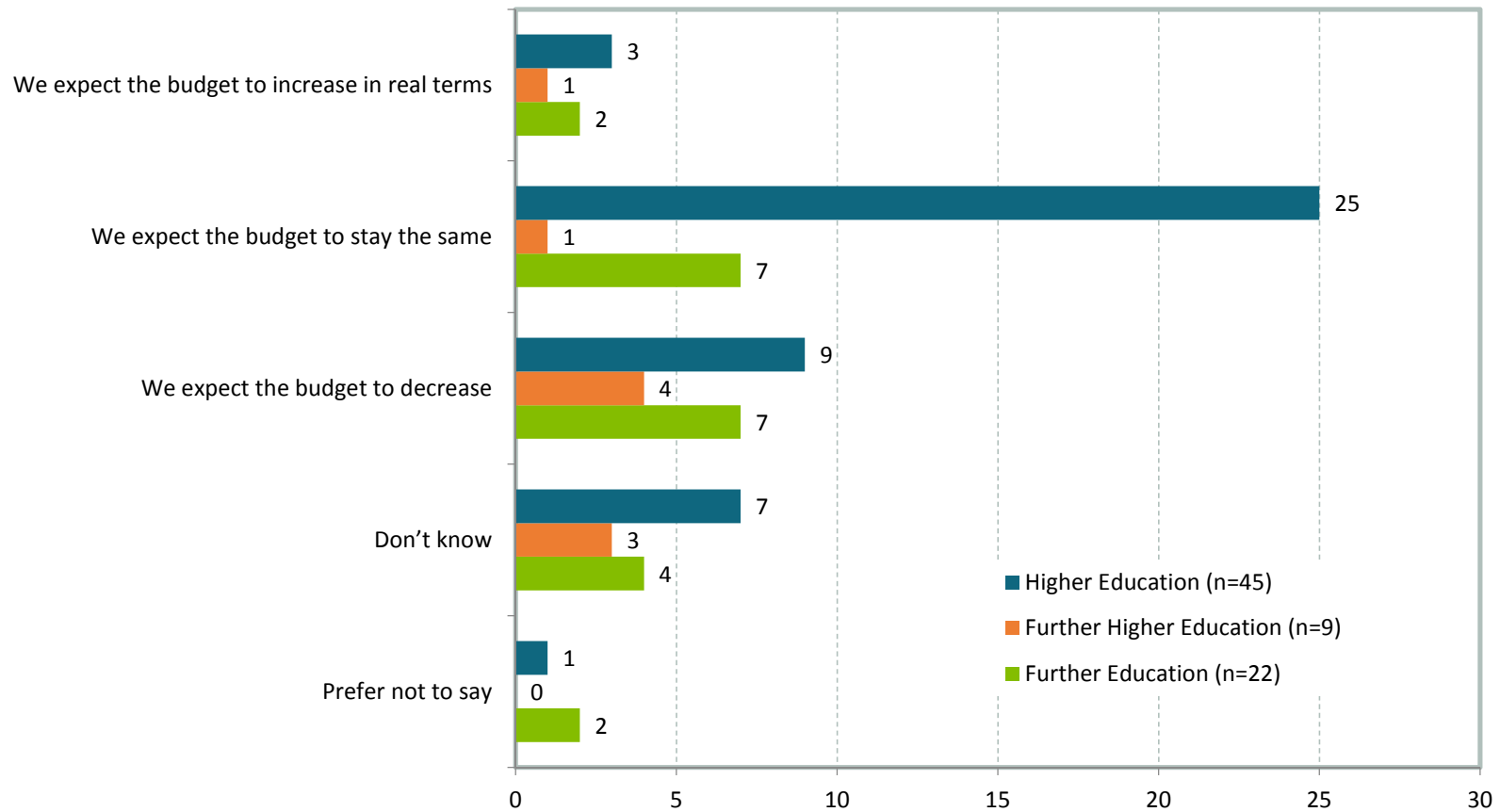
Please include costs for any staff with a formal responsibility for sustainability (i.e. included in job descriptions) within this figure.

Please do not include any external funding you have received, or waste and utility budgets in this figure.

* Outliers at either end of the scale removed for calculations of average and median.



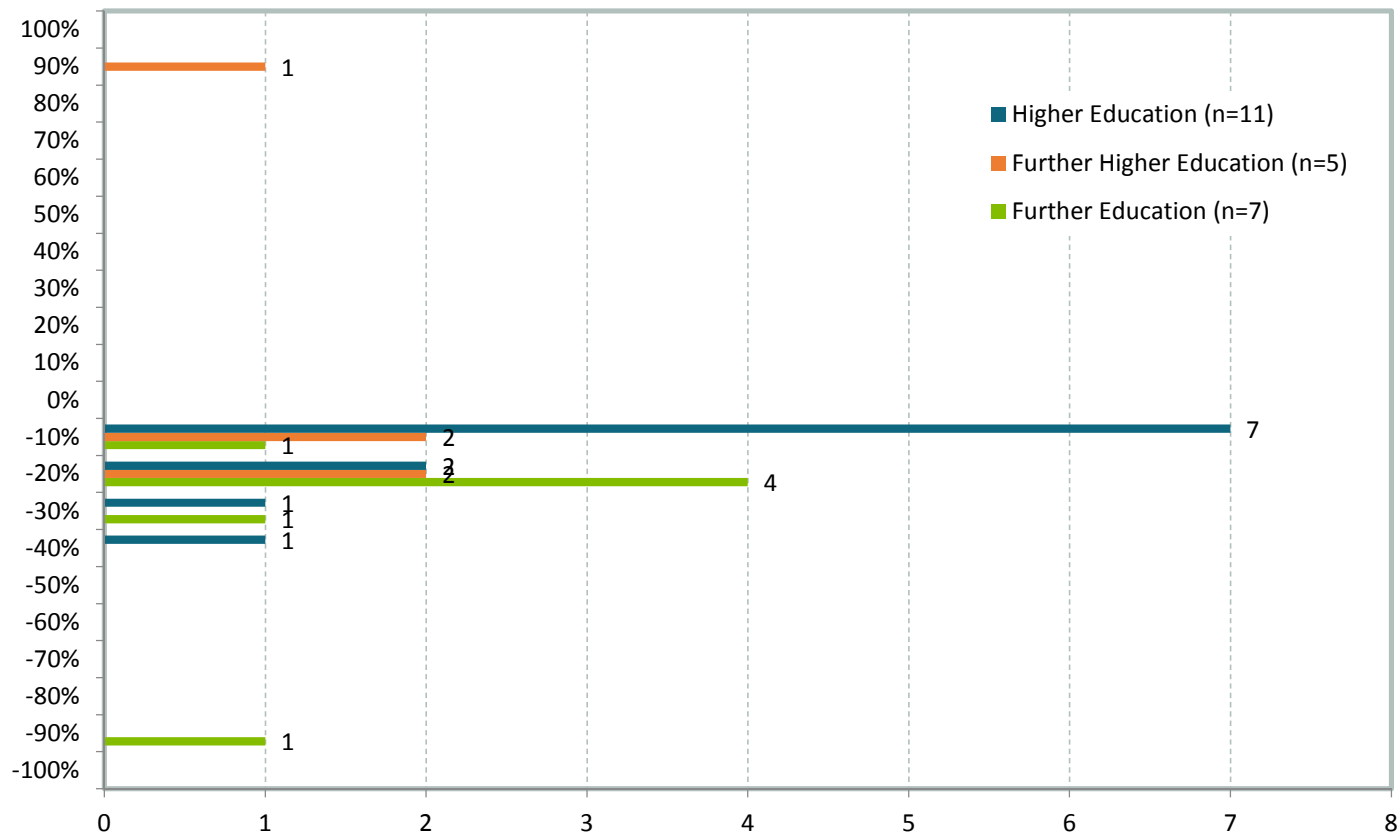
Almost half of HE sustainability staff respondents expect the budget to remain the same in 2015-16 compared to 2014-15. However, almost a third of FE staff and a fifth of HE staff expect their budget to decrease.



Base: 76 respondents. Work at university or college, formal or informal remit or responsibility for delivering on environmental sustainability and social responsibility, and either the lead member of staff for environmental sustainability and/or social responsibility or a sustainability representative.

C3. What are your expectations for the budget available for sustainability for the 2015-16 academic year compared to the 2014-2015 academic year?

For those that expect a change in budget, most expect a 10-20% reduction in budget.



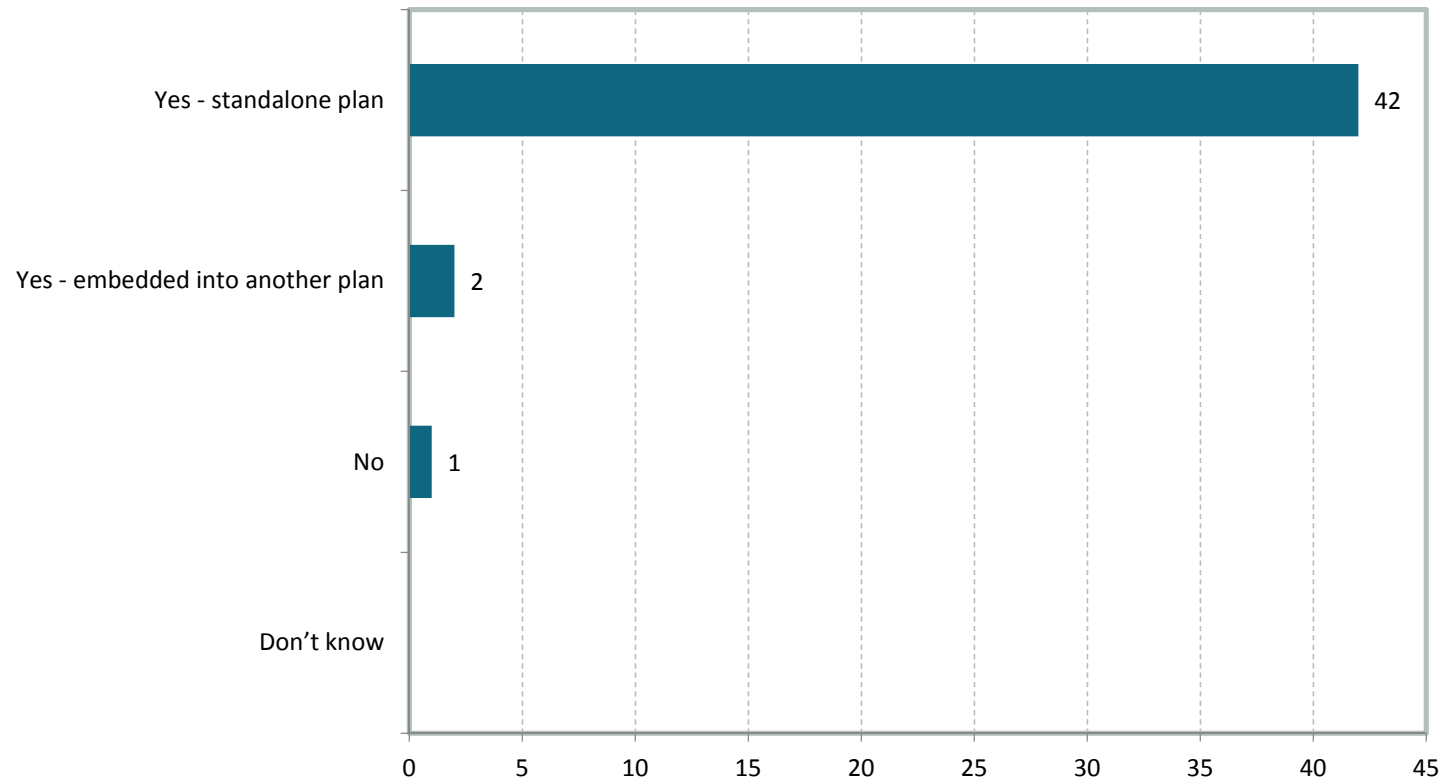
Base: 23 respondents. Work at university or college, formal or informal remit or responsibility for delivering on environmental sustainability and social responsibility, and either the lead member of staff for environmental sustainability and/or social responsibility or a sustainability representative.

C4. You indicated that you expect the budget available to deliver on sustainability to change in 2015-16 compared to 2014-15. Please let us know what percentage increase or decrease you expect to see.

FINDINGS: CARBON

All but one sustainability staff respondents in HE institutions report that their institution has a carbon reduction plan, either as standalone or embedded into another plan.

HE only



Base: 45 respondents. Work at HE university or college, formal or informal remit or responsibility for delivering on environmental sustainability and social responsibility, and the lead member of staff for environmental sustainability and/or social responsibility, not the sustainability representative for institution.

D1. Does your institution have a carbon reduction plan?

Examples of carbon reduction targets from HE institutions

HE only

"43% by 2020 against baseline of 2005/06."

"35% reduction against 2008/09 baseline by July 2016 and 45% by July 2020 (absolute reduction)"

"48% by 2020 compared with 2005/06"

"43% by 2020, 83% by 2050 against 2005 baseline year"

"At least a 33% reduction by 2020 against 2005 baseline"

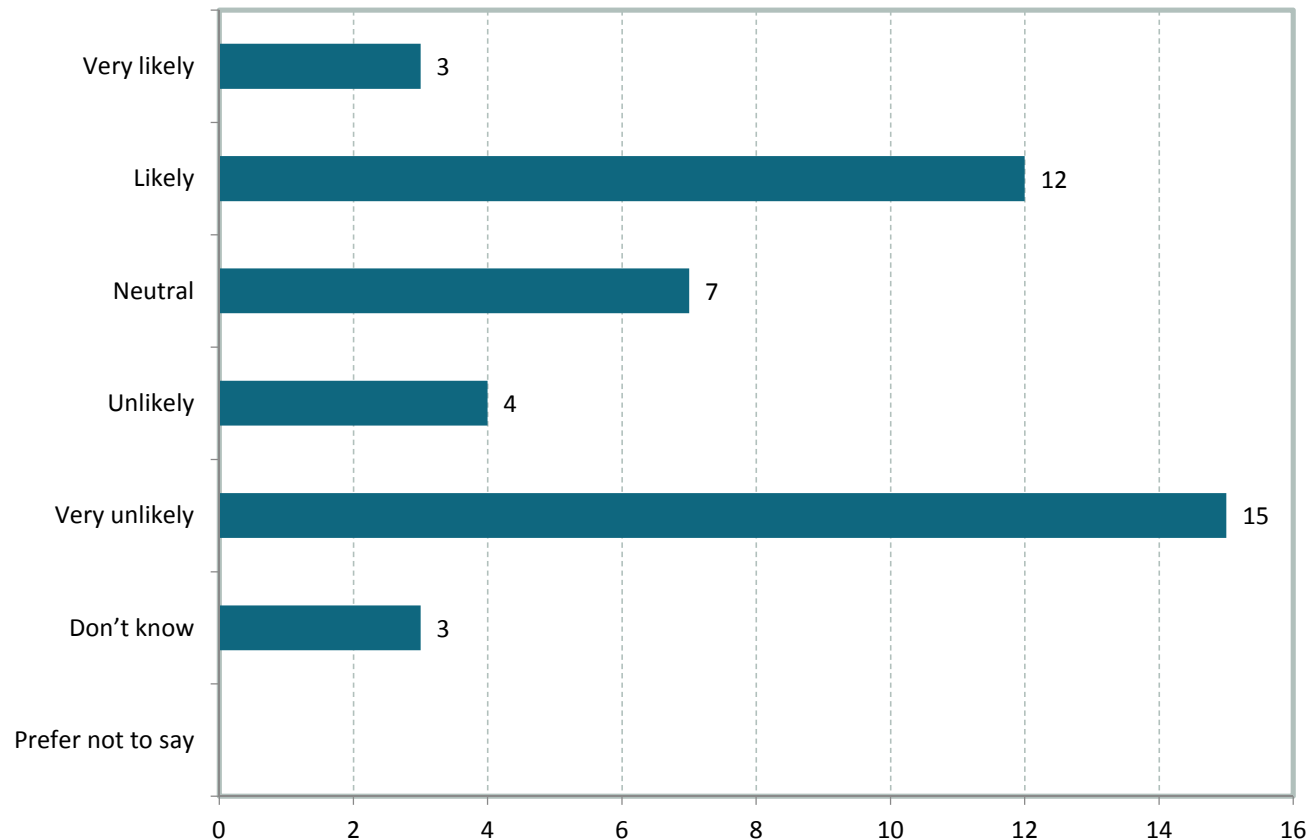
"We emitted 3921 tonnes co2 in our 2008/9 baseline scopes 1 & 2 and 3325 scope 3. 5% per year from 2010-2015 and 3% from 2015-2020"

Base: 13 respondents. Work at HE university or college, formal or informal remit or responsibility for delivering on environmental sustainability and social responsibility, and the lead member of staff for environmental sustainability and/or social responsibility, not the sustainability representative for institution.

D2. What is your carbon reduction target?

Approximately two fifths of sustainability staff respondents in HE institutions say they are very unlikely or unlikely to reach their carbon targets.

HE only

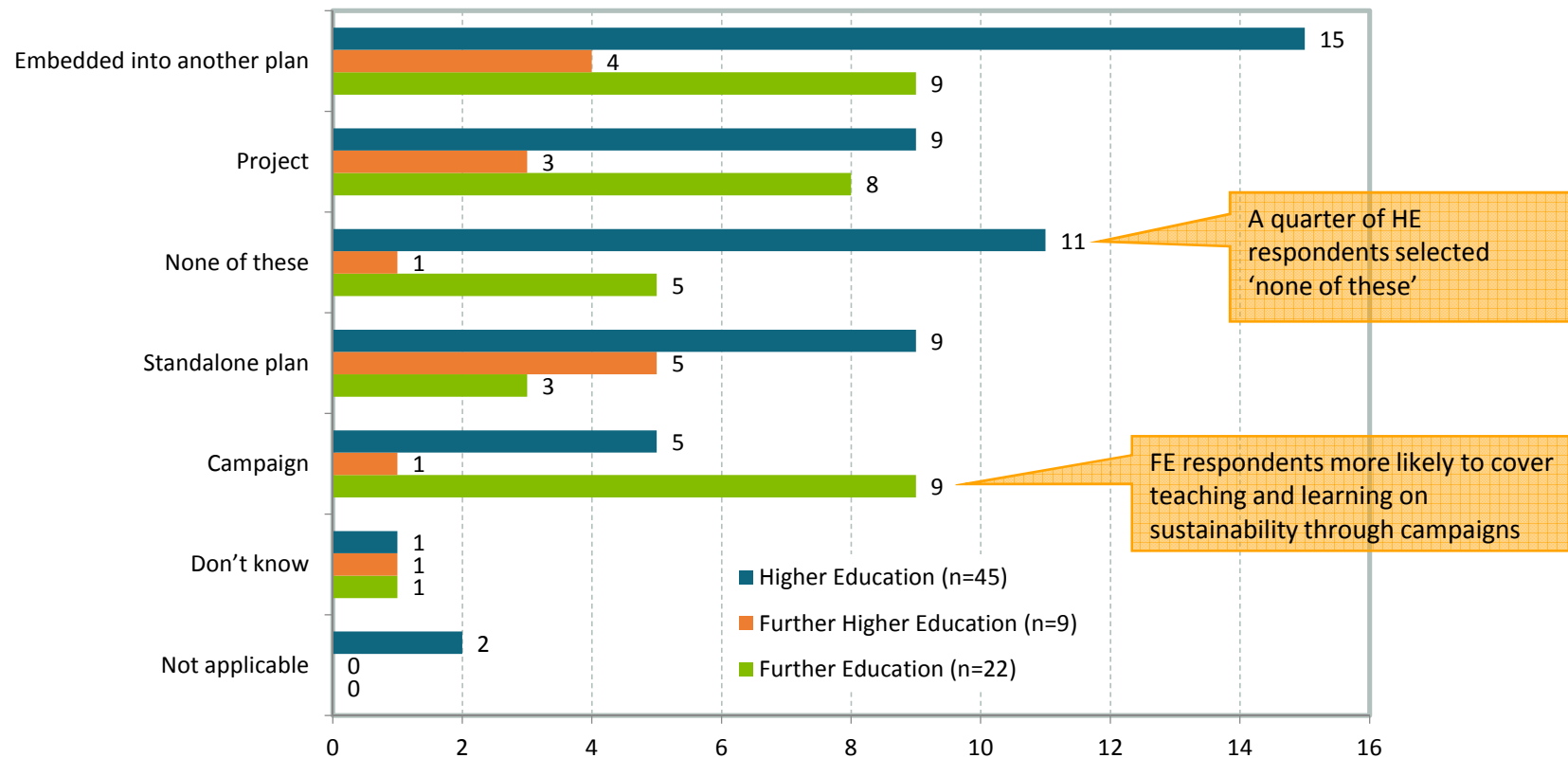


Base: 44 respondents. Work at HE university or college, formal or informal remit or responsibility for delivering on environmental sustainability and social responsibility, and the lead member of staff for environmental sustainability and/or social responsibility, not the sustainability representative for institution.

D3. Thinking about the final target you have currently set, how likely is your institution to reach its carbon target?

FINDINGS: ESD

Plans, campaigns or projects linked to teaching and learning on sustainability are most commonly embedded into other plans operating within the institution.

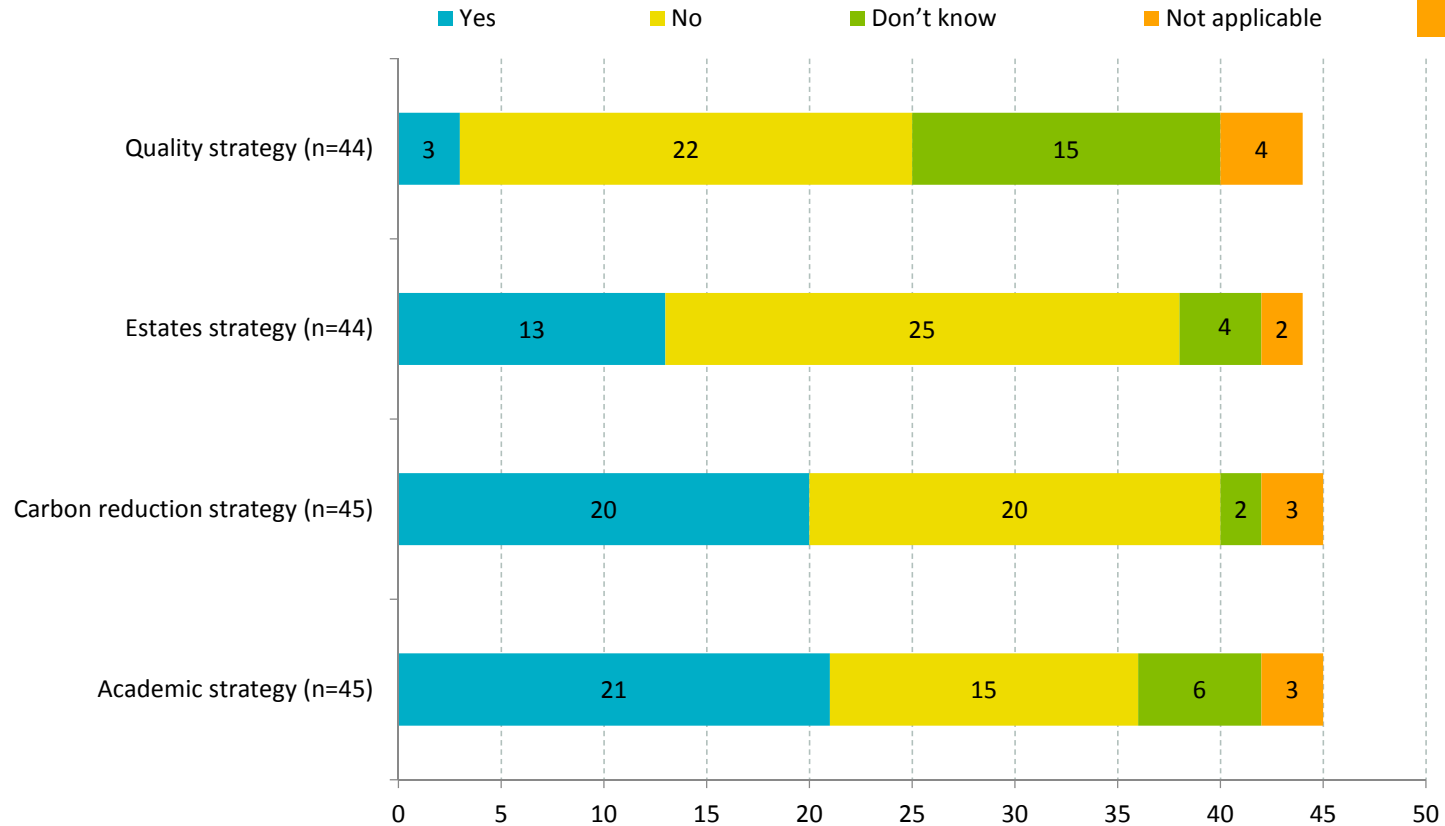


Base: 76 respondents. Work at university or college, formal or informal remit or responsibility for delivering on environmental sustainability and social responsibility, and either the lead member of staff for environmental sustainability and/or social responsibility or a sustainability representative.

E1. Does your institution have a plan, campaign or project that includes teaching and learning on sustainability?

Almost half of HE sustainability staff respondents report ESD to be included in their carbon reduction strategies, with approximately half also reporting that it is included in their institution's academic strategy.

HE only

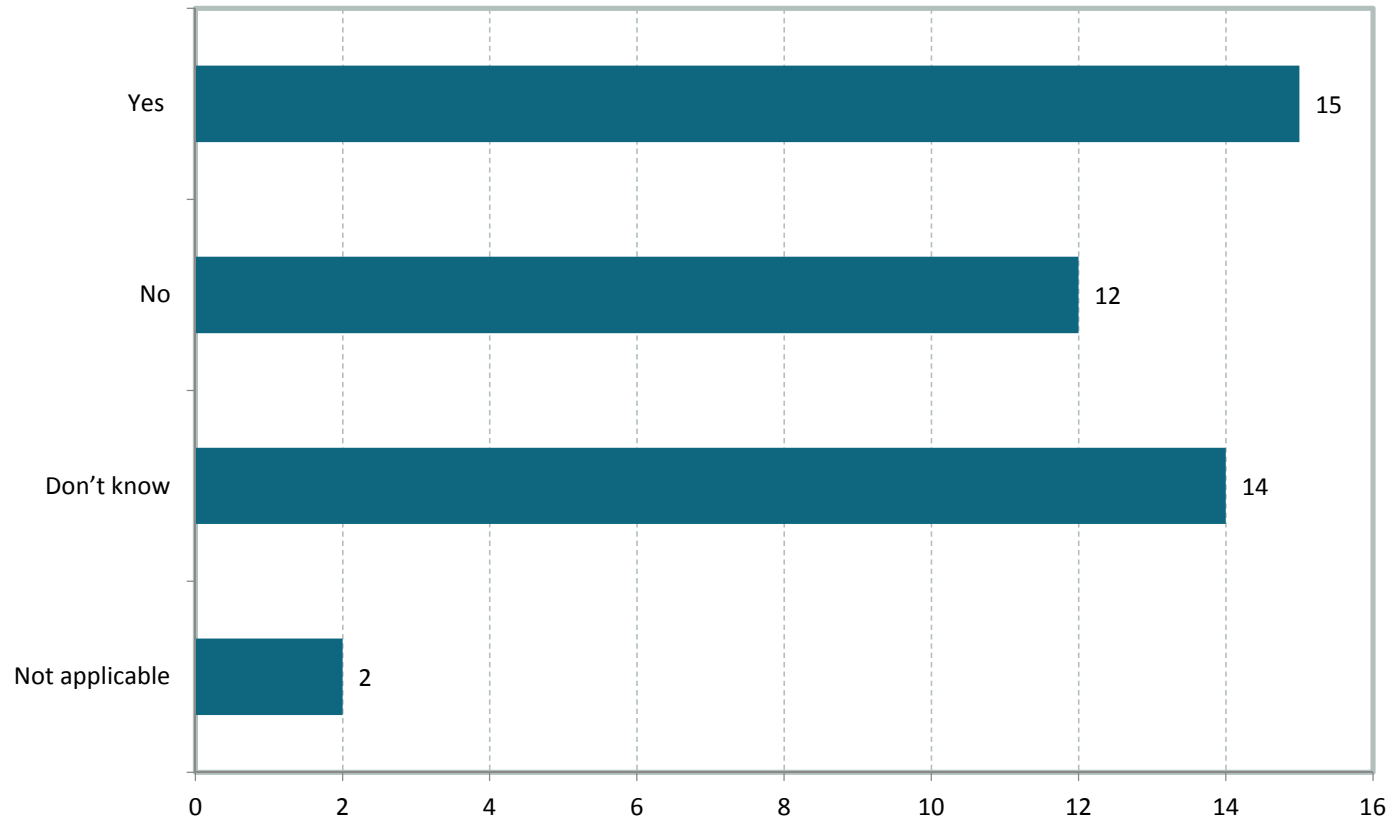


Base: (in brackets). Work at HE university or college, formal or informal remit or responsibility for delivering on environmental sustainability and social responsibility, and the lead member of staff for environmental sustainability and/or social responsibility.

E2. Is teaching and learning on sustainability included in the following strategies at your institution?

Approximately a third of HE sustainability staff respondents report that their institution's graduate attributes include sustainability related attributes.

HE only

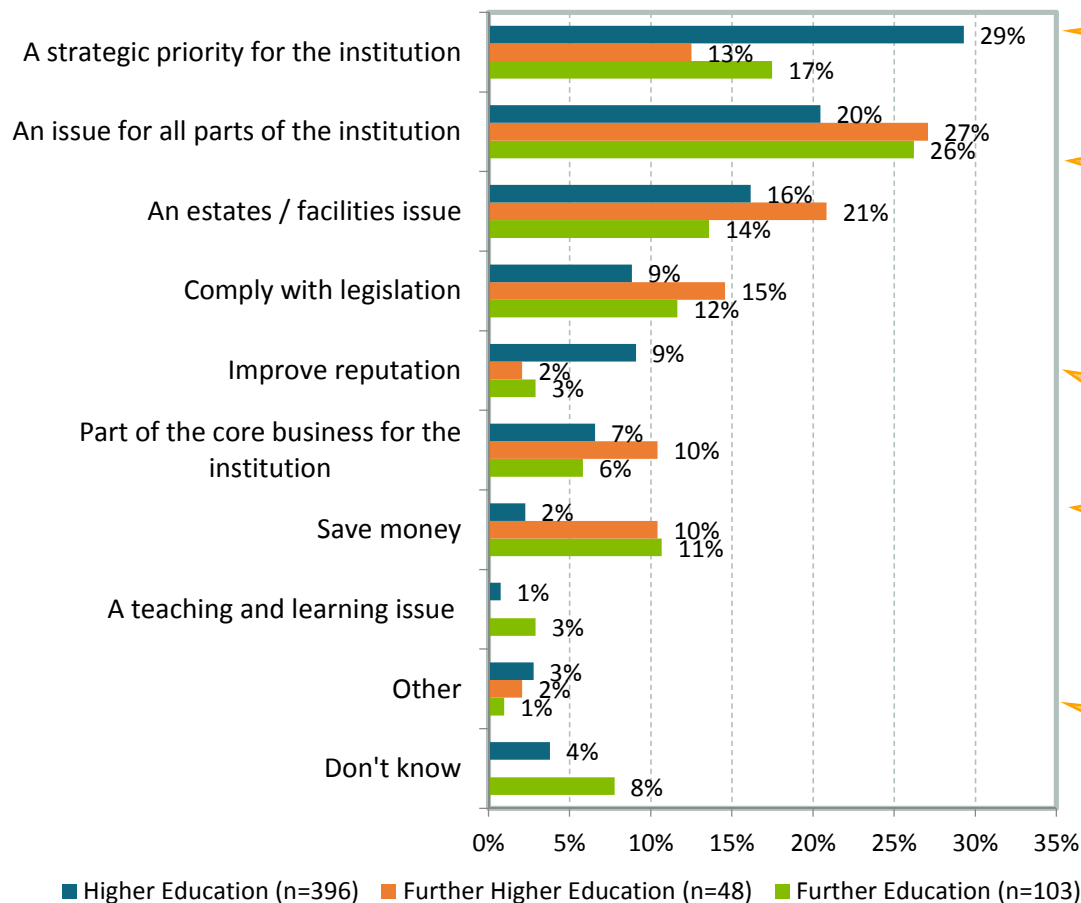


Base: 43 respondents. Work at HE university or college, formal or informal remit or responsibility for delivering on environmental sustainability and social responsibility, and the lead member of staff for environmental sustainability and/or social responsibility.

E3. Are sustainability related attributes included in the graduate attributes, or equivalent, developed by your institution?

FINDINGS: INSTITUTIONAL APPROACH TO SUSTAINABILITY

Approximately a quarter of respondents overall report that sustainability is a strategic priority and an issue for all parts of the institution they work at, however HE respondents are more likely than FE and FHE to report that it is a strategic priority.



Respondents from FE less likely to report that sustainability is approached as a strategic priority

HE Respondents from Russell Group institutions are more likely to report that sustainability is approached as a strategic priority compared to respondents from Million + institutions.

HE respondents from Million + institutions more likely to report that sustainability is approached as an estates issue compared with HE respondents at Russell Group or University Alliance institutions.

Respondents from institutions based in England are significantly more likely to report that sustainability is approached as a reputational issue than respondents from Scottish institutions.

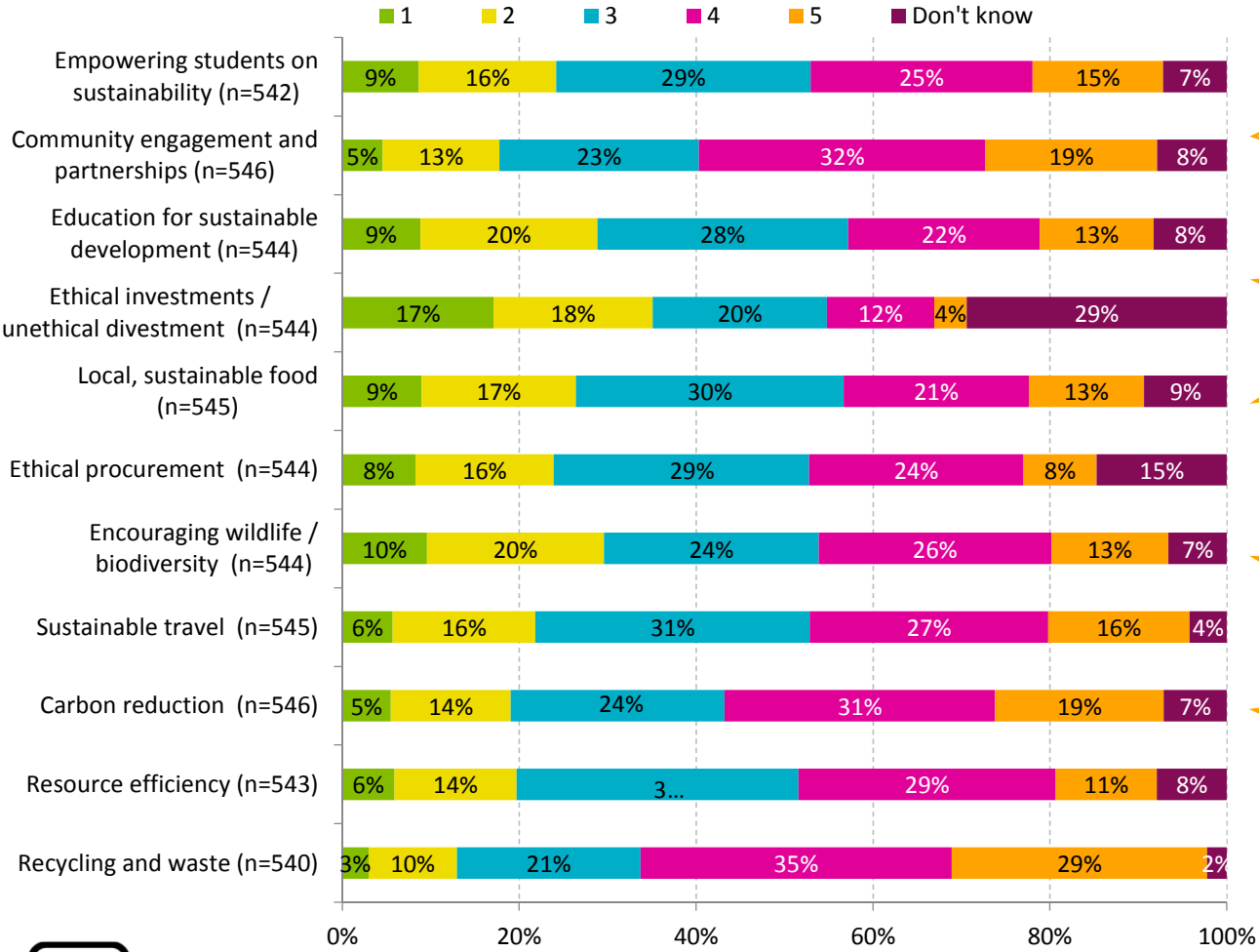
Respondents from FE and FHE more likely to report that sustainability is approached as a money saving issue compared with HE

Base: 547 respondents.

F1. In your opinion, which of the following options best describes your institution's overall approach to environmental sustainability and social responsibility?



Almost a third of respondents rate their institution’s commitment to recycling and waste as ‘very good’ whereas only 16% of respondents rate performance on ethical investments as ‘good’ or ‘very good’. This element of sustainability represents the biggest unknown for respondents with 29% selecting this option.



Respondents the SU are more likely to rate community engagement and partnerships as ‘very good’ compared to university or college staff respondents.

Respondents from Scotland more likely to rate approach to local sustainable food as ‘good’

Respondents from HE more likely to rate approach to ethical procurement as ‘good’

Respondents from the SU less likely rate approach to carbon reduction as ‘good’

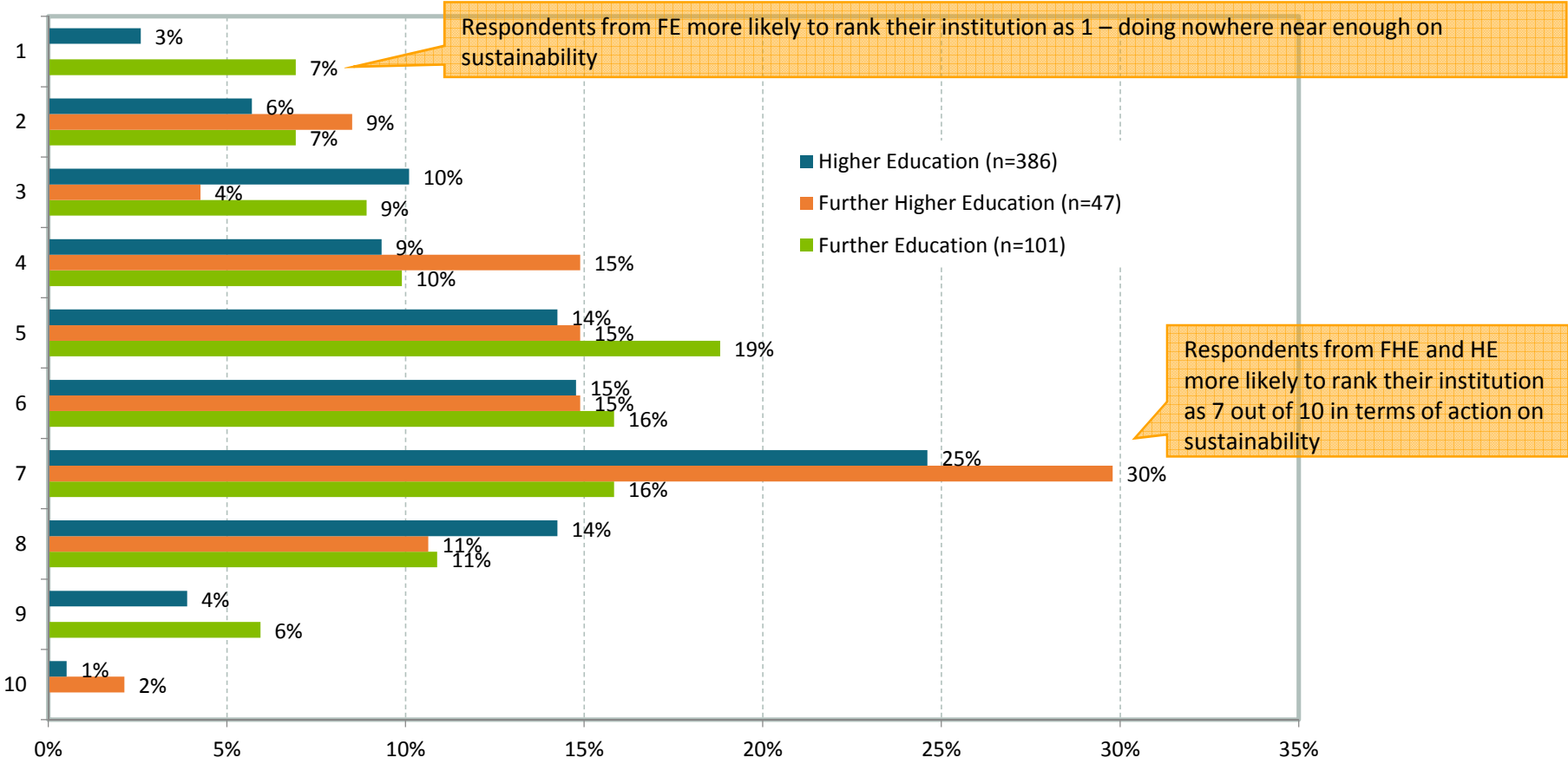
Respondents from FE more rate approach to carbon reduction as ‘poor’



Base: (in brackets)

F2. How would you rate your institution’s commitment to addressing each of the following issues? Please pick one only for each option, where 1 is very poor and 5 is very good

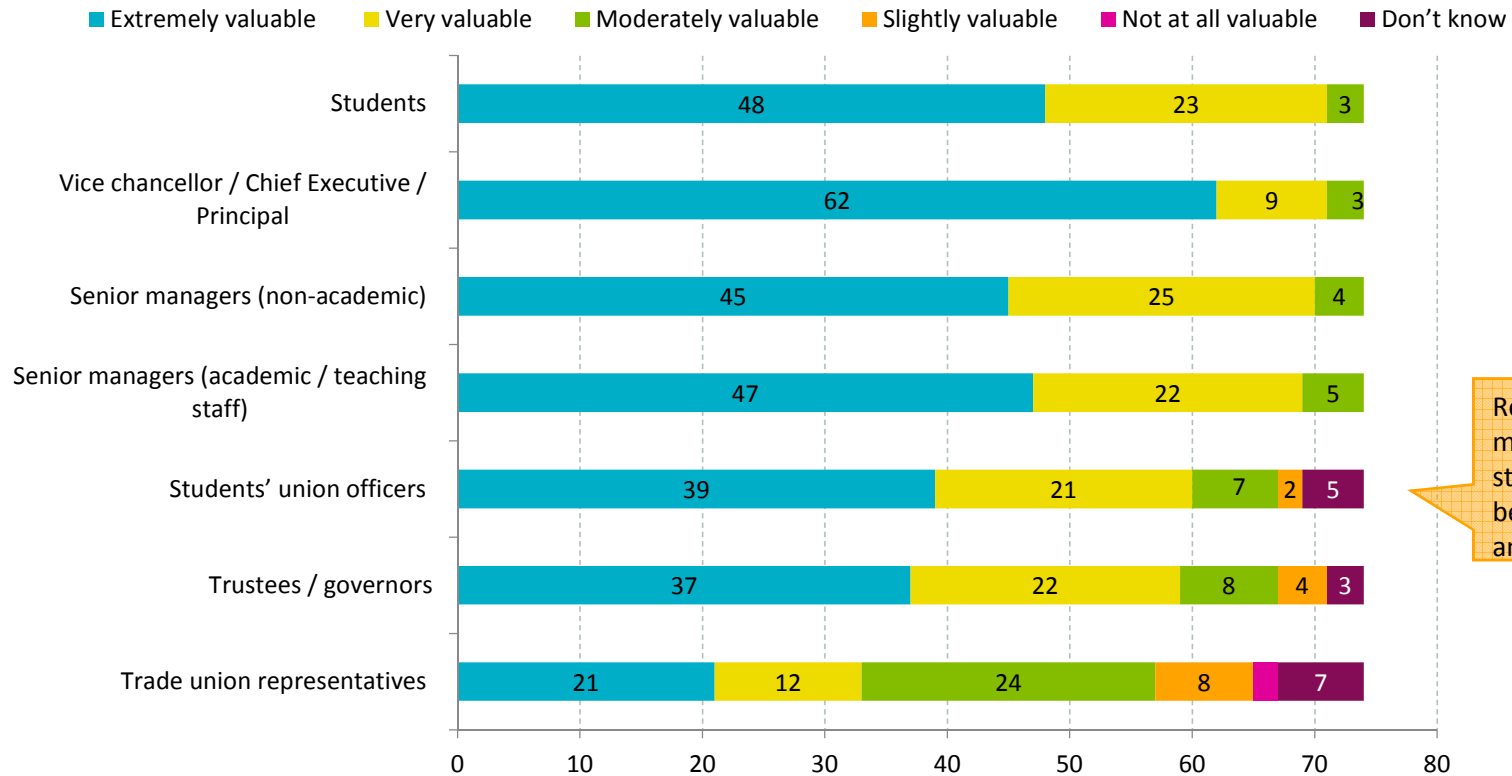
Respondents have a fairly positive impression of their institution's action on sustainability with two fifths of respondents see their institution as ranking as 7 or above, where 10 is doing all that the institution can.



Base: 534 respondents.

F3. Overall, do you think your institution is doing enough to progress environmental and social responsibility? Please click the scale below, where 1 is nowhere near enough, and 10 is doing all that the institution can.

The support of institutional leaders is seen as having the biggest potential to help address environmental sustainability and social responsibility



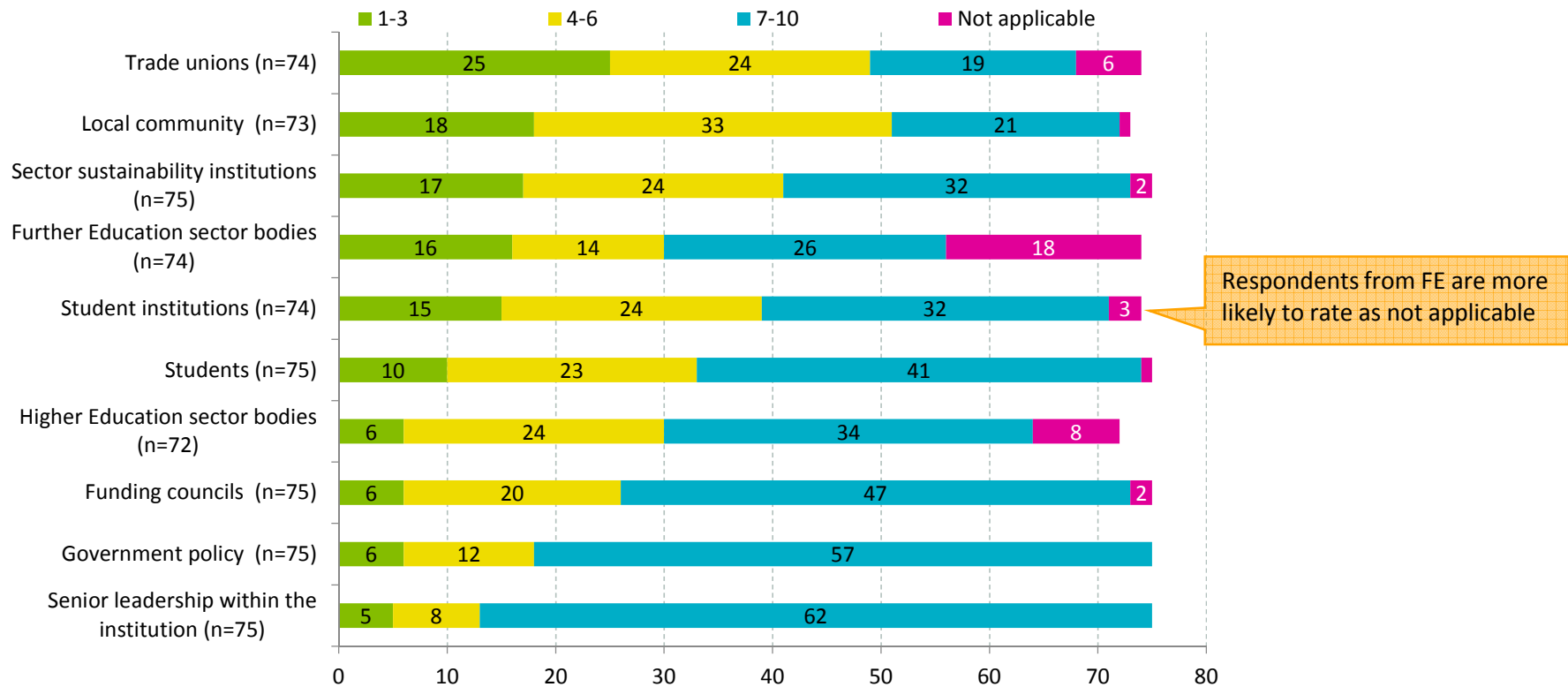
Respondents from HE are more likely report that their student officers support would be valuable compared to FHE and FE



Base: 74 respondents. Work at university or college, formal or informal remit or responsibility for delivering on environmental sustainability and social responsibility, and either the lead member of staff for environmental sustainability and/or social responsibility or a sustainability representative.

F5. How valuable would the support of the following groups within your institution be to addressing environmental sustainability and social responsibility?

Senior leadership in the institution are also seen as having the greatest influence on the importance place on addressing sustainability within the institution.



Base: (in brackets). Work at university or college, formal or informal remit or responsibility for delivering on environmental sustainability and social responsibility, and either the lead member of staff for environmental sustainability and/or social responsibility or a sustainability representative.

F7. What influence do the following institutions and groups have on the importance placed on addressing environmental sustainability and social responsibility within your institution? Please rank the institutions and groups listed in order of influence, where 1 is least influence and 10 is most influence

Securing financial resources is most frequently highlighted as a barrier to delivery on sustainability within institutions. This is followed by a lack of staff resource, a lack of senior management commitment, and a lack of student engagement.

Barrier	Number of responses
Finances / budgets / budget cuts	172
Lack of staff resources	105
Lack of senior management commitment / strategic direction	99
Lack of student engagement	70
Competing priorities	57
Definition of sustainability/communicating/awareness	53
Lack of staff engagement	53
Bureaucracy / decision making in universities / infrastructure	45
Engaging with curriculum / academics	34
Other	17
Lack of sector leadership / wider sector issues	14
Growing institutions	12
No clear owners of agenda / cohesive approach	12
Engagement with community	6



F7. What barriers face your institution in doing more on environmental sustainability and social responsibility?
 [Coded responses from an open-ended question]

Barriers facing the institution when acting on sustainability...

"The only real barrier is MONEY and a lack of allocation to sustainability roles and projects within the institution. The institutions commitment 'on paper' is not matched with the amount of money it provides for the agenda internally. Same old sector story..."

"Terminology. For example environmental sustainability and social responsibility as used in these questions is an estates issue. Sustainability more generally is much more strategic and covers a much wider range of issues like EfS and sustainability research. I do not consider sustainability research or EfS to be part of environmental sustainability & social responsibility!!!"

"The political and social environment external to Universities has lots of challenges for funding, sources of funding, diversification of sources, as the income from taught students becomes highly competitive and is subject to national policies not the HEIs themselves. This means the sector is improving, but for instance, it feels that the English Funding Council is less interested in these issues, even though sustainability practice has improved in operations, academic freedom seems to impinge on ensuring all academic taught or research programmes don't at least justify the quantity and type of resources they use. At the moment Universities make many 'promises' to attract students, including possibly books, tablets, equipment - a lot of this is left unwanted or unused once the course is complete such as it is a growing issue once again to reuse old text books, because students didn't really want them in the first place - they just thought they did, or their parents/guardians thought free books was a really good thing to have."

"Lack of support from sustainability practitioner as my role is part-time and term-time. Much more could be achieved with a full-time sustainability practitioner."

"the direction and ethos of the college is dictated to by the financial provision given to it by the government. When the government is interested in environmentalism so will the college. However, the environment seems to be the least of our problems because according to one of the vice principles "FE is dead"."

Sustainability staff identify addressing sustainability at a senior level and embedding in staff roles, curricula and processes as areas for further action at their institution

What more could your institution be doing on sustainability?	Number of responses
Addressing sustainability at senior level / higher priority	78
Embed with staff / curriculum / processes	75
Improve understanding / communication / profile	70
Securing sufficient staff resource	45
Other specific environmental action	41
More staff / student engagement / involvement	41
Recycling / waste	35
Divestment / investment / ethical procurement	31
Energy	30
Transport	24
Other	24
Securing financial resources	21
Co-operation / working together	20
Sustainability training	14
Not much / already doing	14
Don't know / not applicable / no answer	14



F8. In your opinion, what more could your institution be doing to address environmental sustainability and social responsibility? [Coded responses from an open-ended question]

N.b. not asked to sustainability leads within institutions

Sustainability staff identify addressing sustainability at a senior level and embedding in staff roles, curricula and processes as areas for further action at their institution .

“Move sustainability in education higher up the agenda. They have also unfortunately started using sustainability as a financial term (institutional sustainability) which is undermining the overall environmental sustainability conversation.”

“Create a central resource for Sustainability. Create a management structure for environment and sustainability that ensures representation at all levels from departments through to the Vice-Chancellors Office. Start with the creation of a Pro-VC for Sustainability, backed up by an operational/management team.”

“They don't currently do anything at all, aside from provision of recycling facilities, so absolutely anything would be good! There is no driver towards encouraging sustainable/socially responsible living among students and staff, so investing some money into this would be great. I just don't think they have any!”

“Everything. It needs to be embedded in ALL teaching courses, not just those that involve the outdoors. Things as simple as improving the recycling facilities, & inviting/encouraging staff to be more eco friendly. It is very much a case of starting from scratch.”

Climate change is seen as the most important agenda looking forward into 2016 and beyond.

Agenda	Number of responses
Climate change / CO2 reduction / carbon management	107
Energy	79
Waste management/recycling	74
Staff/ senior management/student engagement	56
Transport	52
Raise awareness / communication / embed	51
Curriculum/ESD/training	45
Other	37
Actions in wider community	33
Procurement / fair trade	32
Ethical investment / divestment	32
Plan / strategy / governance	28
Biodiversity / green spaces	28
Other specific local action	16
Don't know / none / not applicable	14
Employability / volunteering	13
Financial return / efficiencies	10



F9. Looking forward into 2016 and beyond, what are the most important agendas within environmental sustainability and social responsibility to you? [Coded responses from an open-ended question]

Forthcoming sustainability agendas include...

"Climate change - seems to have become a throwaway term. The scale of the problem serves to make it more abstract. Students (and staff) need to be equipped with the knowledge to take action whether that be in terms of reducing carbon footprint or building more resilient structures."

"Climate change climate change climate change!"

"Universities should be seriously considering the implications of the growing divestment campaign, and researching alternative ways of securing pension funds. Changing the culture of institutions so that colleagues across the board felt they could speak out on issues of importance to them (which is currently much more difficult for PSS staff than academic staff) would allow pressing ES and SR issues to be brought to the fore of discussion. Work has begun across the sector on embedding ES and SR within the curriculum- the importance of this must be impressed on students from all disciplines, as well as staff."

"Formalising ESD within the college by the Board of Management agreeing to the aims of the Climate Change Action Plan. This will enable much quicker progress as it should link the curriculum with estates management, carbon reduction and energy and financial efficiencies. If this is achieved all college staff will be provided with sustainability training and within 5 years the aim is that 50% of students will leave college with a recognised sustainability qualification."

"Achieving senior management commitment to resourcing the expansion of all forms of sustainability project at the University; both operational, research and teaching."

