



**Sustainability, Social & Civic Responsibility Committee**

**Thursday 10 March 2022, 2pm**

**Via Microsoft Teams**

**AGENDA**

**1 Minute** **A**  
To approve the minute of the previous meeting on 5 October 2021

**2 Matters Arising**  
To raise any matters arising not covered on the agenda or in post-meeting notes

**STRATEGIC AND SUBSTANTIVE ITEMS**

**3 Climate Strategy Refresh** **B**  
To note and discuss a paper from the Director and Deputy Director of SRS

**4 Climate & Sustainability Survey 2021** **C**  
To note a paper and receive a presentation from the SRS Communication Manager

**ITEMS FOR FORMAL APPROVAL/NOTING**

**5 Forests and Peatlands Sequestration Programme - Structure & Proposed Governance** **D**  
To note a paper from the Director of SRS

**6 Sustainable Travel Policy (STP)** **E**  
To note a briefing paper from the Director of SRS

**7 Future Planning of Committee Cycle & Reporting** **Verbal**  
To receive an update from the Convenor and Senior SRS Programmes Manager

**8 Reflections on COP26** **Verbal**  
To receive a summary of next steps from the Convenor

**9 Talloires Network & Social Impact** **Verbal**  
To receive an update from the Director of the Edinburgh Futures Institute

**10 SRS Department Changes & Recruitment** **Verbal**  
To receive an update from the Director of SRS

**11 Any Other Business** **Verbal**  
To consider any other matters from Group members

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**MINUTE OF A MEETING** of the Sustainability, Social & Civic Responsibility Committee held via Microsoft Teams on Tuesday 5 October 2021.

- Present:** Sandy Tudhope (Convenor), University Lead on Climate Responsibility and Sustainability  
 Lesley McAra (Vice Convenor), Assistant Principal, Community Relations  
 Juan Cruz, ECA Principal  
 Dave Gorman, Director of Social Responsibility and Sustainability  
 Claire Graf, Joint Unions Liaison Committee Representative  
 Theresa Merrick, Director of Communications & Marketing  
 Rachael Robertson, Deputy Director of Finance  
 James Saville, Director of HR  
 Beth Simpson, Students' Association VP Community
- In attendance:** Louise Kidd, HR Partner Reward, for item 4  
 Melissa Highton, Director of Learning Teaching & Web Services, for item 6, and deputising for Gavin McLachlan  
 Rachael Barton, SRS Projects Coordinator, for item 7  
 Chris Litwiniuk, Sustainability Innovation & Engagement Manager, for item 10  
 Kirstin Henry, Widening Participation Manager (Student Lifecycle), deputising for Laura Cattell  
 Matthew Lawson, Senior SRS Programmes Manager, deputising for Michelle Brown
- Apologies:** Michelle Brown, Deputy Director of SRS  
 Laura Cattell, Head of Widening Participation  
 Colm Harmon, Vice Principal (Students)  
 Pete Higgins, Director, Global Environment & Society Academy  
 Gary Jebb, Director of Place  
 Catherine Martin, Vice-Principal Corporate Services  
 Gavin McLachlan, VP and Chief Information Officer  
 Anne Payne, CSE Registrar  
 George Sked, Director of Procurement  
 James Smith, Vice Principal International  
 Rona Smith, Director of Strategic Planning and Insight

**1 Minute**

The minute of 15<sup>th</sup> June 2021 was approved as a correct record.

**2 Matters Arising**

There were no matters arising not covered on the agenda or in post-meeting notes.

**STRATEGIC AND SUBSTANTIVE ITEMS****3 Talloires Network & Social Impact**

The Assistant Principal: Community Relations presented to the Committee on the opportunities the [Talloires Network](#) offers the University. The largest global network of civic universities, it commits to strengthening their civic roles and social responsibilities, offering grants, action research, conferences and networking.

Following SWOT analysis, the University's strengths in this area were: embedding public responsibility in learning and teaching, research, and through public service; fostering partnerships with other universities; and awareness raising, documenting and communicating.

Areas for growth included: embedding civic responsibility in policies and practices; reward and recognition; applying similar standards of excellence and peer review to civic engagement as to research and learning and teaching; and supporting education for active citizenship across all educational sectors.

Other relevant opportunities and networks identified included: the UKRI regional hubs for public engagement; placemaking initiatives linked to the DDI programme; the Civic University network; and partnerships between the Universities of Edinburgh and Glasgow.

A paper to University Executive would follow in due course.

The Committee recognised the value of the University's involvement, and advised focusing on the tractable, strategic, and actionable, limiting the number of high-level priorities, identifying existing activity in this area, and avoiding overcomplication.

Action – LM to share the presentation with the Secretary for circulation.

#### **4 Edinburgh Living Wage City**

**B**

The HR Partner Reward presented this paper on the Edinburgh Living Wage City initiative and work carried out by the City Council and partners towards Living Wage City accreditation.

UoE became an accredited Living Wage employer in 2017, having paid the living wage for a number of years prior. While the Students' Association were not yet accredited, they had a commitment and roadmap in place. The Action Group had agreed to submit the application in late October. The initiative would launch at the UoE Business School on 16 November.

Members felt the initiative was a strong example of UoE tangibly demonstrating its values, as discussed under the previous item on the Talloires Network, and were keen to see how the University could further support the initiative in meeting its targets over the five years of the plan. The Convener clarified that SSCRC did not have any financial resources, but could assist in shaping requests that would then be directed further up the governance hierarchy.

Action – DG to discuss with LK how the incoming Head of Social Impact could add capacity and value, including acting as an additional representative on the Action Group.

#### **5 Vision and New Structure for SRS Department**

**C**

The Director of SRS introduced this paper setting out a vision for the SRS Department, explaining the rationale, and discussing impact on staff and recruitment, particularly the new Head of Social Impact role.

Due to a vacant post at senior level, the opportunity had arisen to review the department structure. This restructure had to be done on a fixed budget, and should result in a small overall saving. It had been agreed, and was now at the advertising stage. The new Head of Social Impact would be asked to take time to consider what to focus on, how best to catalyse new work and add value, and set better measurement criteria in this space.

The ECA Principal highlighted that the University's cultural contribution was not articulated in the document. Following wide-ranging discussion, members agreed that the SRS Department should focus on sustainability impact, in line with its remit, but that there could be a role for the Committee in pulling information together to make the University's contribution to culture in the city more strategically visible.

As SRS was one of the main vehicles helping drive positive change, the Convenor welcomed the Director sharing their thinking with the group.

It was clarified that the four communications posts in the organogram were existing roles. SRS recognised that Communications & Marketing were the University lead in this area.

Action – All members were asked to share the Head of Sustainability and Head of Social Impact vacancies with their networks.

## ITEMS FOR FORMAL APPROVAL/NOTING

### 6 Supporting Sustainable Development Goals through Open Education

D

The Director of Learning Teaching & Web Services presented this review of developments relating to the Open Educational Resources (OER) Policy introduced in 2016, outlining how the University's strategic support for open education contributed to achieving the aims of the SDGs and civic responsibility.

The group noted the scope of free teaching resources produced by University staff and students and made available under an open licence: <https://www.tes.com/teaching-resources/shop/OpenEd>, making UoE the largest producer of this kind of open education material of any of the UK universities. Members recognised the value of this work in terms of equity, access to education, global reach, and student involvement, and felt it should be communicated and celebrated more widely.

It was clarified that the policy actively encouraged staff to make their materials open. This did not conflict with the University's copyright. ISG helped staff to put a creative commons licence on the material, resolve any conflicting copyright issues, and advised on how to share it so the target audience could find it.

Next steps were to get more people involved and generate more content, engage with consumers to establish what content they would find useful, and encourage UoE staff to consume and reuse resources from other cultures.

The Committee welcomed the paper, recognising this work as a key part of the social and civic responsibility of the University. It was agreed that the Director of Learning Teaching & Web Services would return and update the group annually, as a prompt for members to discuss how to better support and integrate this initiative.

### 7 COP Update

E

The Committee noted this update from SRS Projects Coordinator Rachael Barton on activity to date and future plans for the University to make a strong contribution to COP26. Key strands for the COP26 Planning Group included UoE's physical presence at COP, communications, student engagement, alumni engagement, community and public engagement, and external partnerships.

The University had five successful proposals for events in the Green Zone, was awarded 15 observer passes (split across the weeks, allowing 29 delegates to attend), secured funding for [student climate innovation grants](#) of up to £1K each as well as community microgrants up to £15K total, and developed dedicated MOOCs including [Live at COP26](#). UoE would host a number of high profile events including [UK - Africa Partnerships for Climate Action](#), [Realising a Compassionate Planet](#), and [Because the Ocean](#).

The Convenor thanked Rachael Barton for pulling together such a wide range of activity. The Committee also recognised the contribution made by Sarah Ford-Hutchinson and Matthew Lawson in SRS, David Reay and other academic colleagues, Public Engagement Coordinator Fiona Murray, Derek McLeod in Edinburgh Global, and Ed McCracken and Gavin Donoghue in Communications & Marketing.

Action – All members wanting further information to contact Rachael Barton.

Action – All to ensure activity in their area was included on [UoE's COP26 page](#).

Action – ST to share the narrative note being prepared for the Principal and leadership team once complete.

### 8 City of Edinburgh Council Climate Strategy Consultation

F

Members noted this paper from the Director of SRS outlining the University's response to the City Council's Climate Strategy consultation, submitted on 10 September 2021.

UoE had recognised the City stepping up on climate change, putting in place the additional staff resources required, and had advised the City on issues impacting on delivery of its ambitious 2030 target. It was anticipated that new governance structures would be put in place. The University would then be in a position to plan its energy and carbon response in the context of a wider City response.

The Convenor thanked the Director of SRS and his team for co-ordinating the response, which set a good balance between ambition and practicality, and was a further example of the University acting as a good civic partner.

## **9 Modern Slavery Statement 2020/21**

**G**

The Director of SRS set the context for this draft of the University's 2020/21 Modern Slavery Statement, its sixth since the Modern Slavery Act came into force. For any members wishing to complete [Modern Slavery training](#), this was available online via Learn.

SSCRC endorsed the statement for onward approval through University Executive, Audit and Risk Committee, and Court.

Action – DG to note digital services, such as human-finished transcription, as an area requiring further scrutiny, particularly with regard to the Living Wage.

## **10 Implementing the Schools Sustainability Framework**

**H**

The Committee noted this follow-up to the June 2021 paper on the Sustainability Framework for Schools and Colleges. It proposed utilising the general structure of the existing Sustainability Awards to develop the Sustainability Framework. SRS were in discussion with IS on creating a digital platform for the framework.

The Committee welcomed the paper, recognising the value of the Sustainability Awards as a framework for engagement with staff and students, and noting that it was timely to review it and take a more strategic approach to embedding sustainability in University operations. SRS would need to take care when disseminating the framework to emphasise its usefulness, articulate how it integrated with reporting frameworks, and how it aligned with wider University strategy.

Members highlighted the importance of the consultation process and endorsed trialling the framework with volunteer champions in the first year, to see what it looked like in different contexts, and start to uncover issues.

Action – All members wanting information on open education activity in their areas to contact MH.

Action – CL to follow up with JC on the possibility of ECA being an early adopter.

## **11 SRS Programmes Report**

**I**

SSCRC noted this paper outlining highlights from the Department for Social Responsibility and Sustainability Programmes 20/21, including work centring around COP26, work with colleagues in Finance, Procurement and Communications & Marketing on climate conscious travel and the new travel policy, and the unusually large number of community grants awarded this year, partly as a response to COVID. In future the report would focus less on departmental activities and more on to the embedding agenda. Members recognised the impressive list of activities and achievements.

Action – all members noticing gaps or missed opportunities to follow up with the SRS team.

## **12 Any Other Business**

The Convenor thanked outgoing Deputy Director and Head of SRS Programmes Michelle Brown, one of the most inspiring colleagues to work with in general, who added a huge amount of value to this committee by bringing forward exceptional initiatives, responding to comments and taking them forward. Members would really miss her presence, professionalism and collegiality.



**SUSTAINABILITY, SOCIAL & CIVIC RESPONSIBILITY COMMITTEE**

**10 March 2022**

**Climate and sustainability survey 2021**

**Description of paper**

1. The purpose of this paper is to inform the Sustainability, Social and Civic Responsibility (SSCR) Committee on the results of a climate and sustainability survey conducted between August and October 2021 and recommend how the data gathered should be used to improve how we engage students and staff with these topics.
2. The activity detailed in this paper contributes to the following outcomes in Strategy 2030:
  - We will be on track to be a Carbon-Zero University by 2040.
  - Our estate will be fit for purpose, sustainable and accessible.
  - We will see integrated reporting of our whole organisational impact against the United Nations Sustainable Development Goals.

**Action requested/Recommendation**

3. The Committee is asked to note the survey's findings and provide comments or suggestions on the recommendations made.

**Background and context**

4. Previous 'Social Responsibility and Sustainability' surveys were conducted by the Department for Social Responsibility and Sustainability (SRS) in 2016, 2017 and 2019 in partnership with the Market Insight team in Communications and Marketing (CAM).
5. Data from the surveys enabled SRS to track staff and student opinions on a number of topics such as energy and waste saving, sustainability in the curriculum and community engagement opportunities. The data also helped to shape a number of projects and programmes, such as climate action engagement and staff volunteering.
6. For 2021, a decision was made to make the survey shorter and narrower in scope, focusing on just climate action and environmental sustainability rather than the full breadth of social and civic responsibility topics. The staff survey was released in August 2021 as part of a larger staff pulse survey; the student survey was released as a stand-alone survey in October 2021 in the weeks before COP26.
7. The objectives of the climate and sustainability survey 2021 are:
  - Assess student and staff interest in climate change & environmental sustainability
  - Understand awareness and opinions of climate change and environmental sustainability activities at the University
  - Identify which issues and topics students and staff want most progress on
  - Understand student and staff perceptions on how climate change and environmental sustainability are currently integrated in their studies, staff role or their professional development

- Understand differences in views by audience type & college if data allows (e.g. undergraduate vs postgraduate students; Academic vs professional staff; MVM vs CSE)
  - Compare the results with previous surveys where possible (2016, 2017 & 2019)
8. The intended outcome of the survey was that the data gathered will enable SRS to better tailor climate action & sustainability engagement and communications to students and staff in 2022/23. The data may also be of interest to the Curriculum Transformation programme.
9. SRS worked in partnership with CAM's Market Insight team to design, release and analyse the 2021 surveys.
10. Participation levels for 2021 were:
- 6% for students: 2.6k out of 46.5k participated
  - 8% for staff: 1.2k out of 15k participated
- These were lower than previous years:
- 2019: 7% students; 16% staff
  - 2017: 5% students; 17% staff
  - 2016: 6% students, 19% staff
11. The significant reduction in staff responses may be due to the survey being included in a wider staff "Pulse" survey in 2021, rather than as a stand-alone survey. Despite this, the Market Insight Team have confirmed that it is broadly representative due to a good spread of responses from each College and Group.
12. The student responses are also deemed representative per College.

## Discussion

13. In general, the 2021 surveys didn't teach us anything new; but they did tell us the following:
- Staff and student interest in climate & sustainability continues to be high and continues to grow year-on-year;
  - The SRS department current and planned projects and programmes aim to deliver on the key next steps identified;
  - The data will be of use to the Curriculum transformation programme.
14. For STUDENT survey methodology, findings and demographics, see Appendix 1.
15. For STAFF survey methodology, findings and demographics, see Appendix 1.
16. Notable recommendations based on findings:

#	Survey finding	Recommendation	Next steps
1	High interest from staff and students in sustainability & climate activities	Continue to ensure all staff and students have opportunities to learn about and engage with sustainability activities	<ul style="list-style-type: none"> <li>- Curriculum transformation addressing</li> <li>- SRS's new Learning &amp; Teaching Manager role will progress this</li> </ul>

			<p>Also delivered via existing plans:</p> <ul style="list-style-type: none"> <li>- SRS communications plans</li> <li>- CAM support for sharing SRS activities</li> <li>- SRS contributing to school &amp; college comms channels</li> </ul>
2	<p>35% of students feel they do not have enough opportunities to learn about climate &amp; sustainability in their studies</p> <p>+</p> <p>Only 34% of students are aware of activities to embed sustainability into courses</p>	<p>Communicate findings to academic staff via SDG Teach in (SRS) and Curriculum Transformation programme</p> <p>+</p> <p>Increase awareness of how students can become involved with embedding sustainability into courses</p>	<ul style="list-style-type: none"> <li>- Curriculum transformation addressing</li> <li>- SRS's new Learning &amp; Teaching Manager role will progress this</li> </ul> <p>Also delivered via existing projects:</p> <ul style="list-style-type: none"> <li>- SDG Teach In (Feb 2022)</li> <li>- Living Lab projects</li> </ul>
3	<p>Students: sustainable investments are their 2<sup>nd</sup> highest priority</p>	<p>Improve communication of Responsible Investment plan and progress</p>	<p>SRS communications team work with Dave Gorman &amp; Finance to improve comms</p> <p>This work would also be beneficial internally and in communicating our responsible investment work externally</p>
4	<p>61% of students don't recall sustainability &amp; climate featuring in their induction</p>	<p>SRS work with Student Recruitment and Admissions (SRA) + staff responsible for course inductions to give new students a basic overview</p> <p>Inform Curriculum Transformation programme</p>	<p>Sarah FH working with SRA (Jan 2022 onwards)</p> <p>Sarah FH to present to University comms &amp; marketing staff in March 2022</p>
5	<p>High student interest in UoE providing clear advice to students on how to be more sustainable both</p>	<p>SRS continue to provide student training in sustainability skills and leadership</p> <p>Provide data to Curriculum Transformation programme</p>	<p>In progress</p>

	within, and in addition to, their studies		
6	Around half of students weren't aware of the University reputation for climate / sustainability action when choosing to study here	SRS work with Student Recruitment and Admissions (SRA) + college and school marketing staff to give potential applicants an overview of the University's work in their area + opportunities for students	In progress – Sarah FH
7	Staff rated low carbon travel as the 6 <sup>th</sup> most important priority	Increase staff awareness of the importance of reducing travel emissions – our 3 <sup>rd</sup> largest source of carbon emissions	In progress via the Sustainable Travel Policy comms plan + new Travel Management Company booking progress (February 2022)
8	31% of staff would like more opportunities to learn about climate change / sustainability	SRS continue to provide information & training for staff, communicated via various staff networks and department comms	In progress – SRS projects SRS to share this with the Edinburgh Earth Initiative, IAD and Learning for Sustainability Scotland for awareness.
9	56% of staff do not have climate action & sustainability integrated into their objectives	<ul style="list-style-type: none"> <li>• Increase awareness of professional development options provided by SRS</li> <li>• Ask senior staff to encourage managers + staff to embed these into objectives – via SRS Sustainability Framework</li> </ul>	Very early stage plans: <ul style="list-style-type: none"> <li>• New Sustainability Framework</li> <li>• Check with HR that sustainability options will be included in People &amp; Money staff development plans</li> </ul>
10	Some staff interest in UoE providing clear advice on how to be more sustainable both within, and in addition to, their work	SRS continue to provide staff training in sustainability skills and leadership	In progress: SRS offer training and professional development opportunities SRS comms providing staff opportunity info to various department, school and college internal comms teams

### Resource implications

17. This project was delivered using existing resource within SRS and CAM. The recommendations made can be delivered by existing SRS resource in partnership with relevant departments.

### Risk Management

18. This was a low-risk project.

## **Responding to the Climate Emergency & Sustainable Development Goals**

19. Data from this survey will be used by SRS to shape its projects and programmes to increase engagement with students and staff, thus contributing to:

- SDG 4: Quality education
- SDG 11: Sustainable cities and communities
- SDG 13: Climate action

## **Equality & Diversity**

20. Students and staff were not asked to disclose any E&D data when answering questions. Future surveys should aim to engage a larger range of students and staff and may benefit from understanding how interest in sustainability intersects with various protected characteristics in order to engage a more diverse audience with sustainability activities.

## **Next steps/implications**

21. Next steps:

- Receive feedback from SSCR Committee
- Sarah FH to disseminating the findings of the survey to all relevant stakeholders, ensuring recommendations are built into existing plans.
- Communicate findings to students and staff, using this as an opportunity to drive engagement

## **Consultation**

22. This document has been reviewed by:

- Matthew Lawson, Senior SRS Learning, Teaching and Reporting Manager

## **Further information**

23. Author & presenter

Sarah Ford-Hutchinson

Communication Manager

Department for Social Responsibility and Sustainability  
March 2021

## **Freedom of Information**

24. This is an open paper.



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# UOE STUDENT SURVEY – CLIMATE AND SUSTAINABILITY OCTOBER 2021

## FINDINGS

## Sample / Methodology

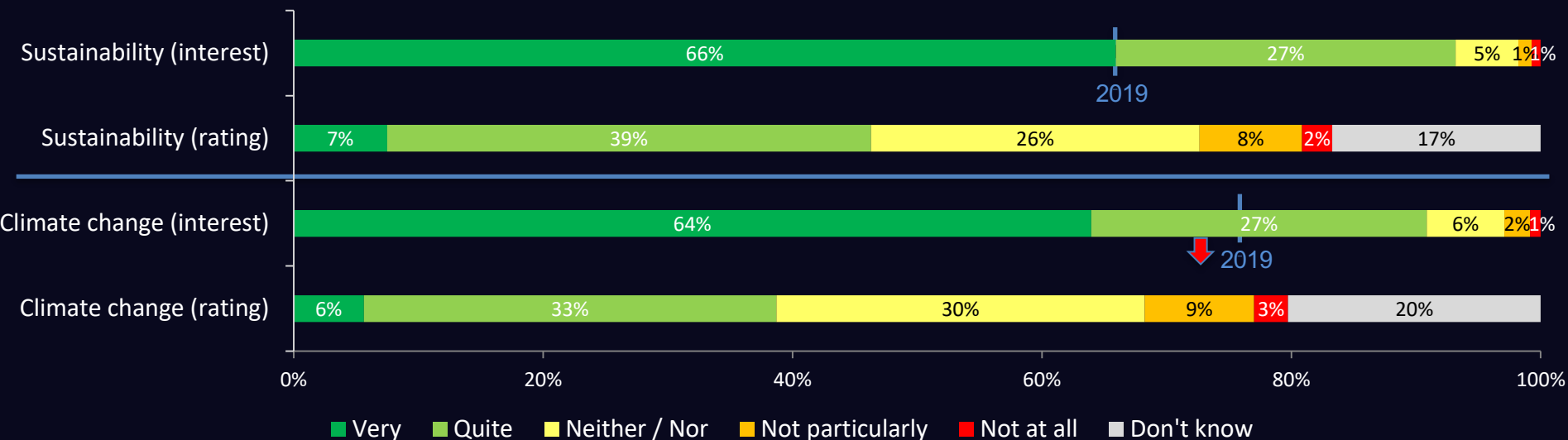
- All students were invited to take part in the survey
- There were 13 questions in total, with an average completion time of 4 minutes
- The survey was administered by the Market Insight team, within Communications and Marketing, using Survey Monkey
- Around 46.5k email addresses were sent the invite, with around 2,670 people completing the survey (a 6% response rate)



## FINDINGS

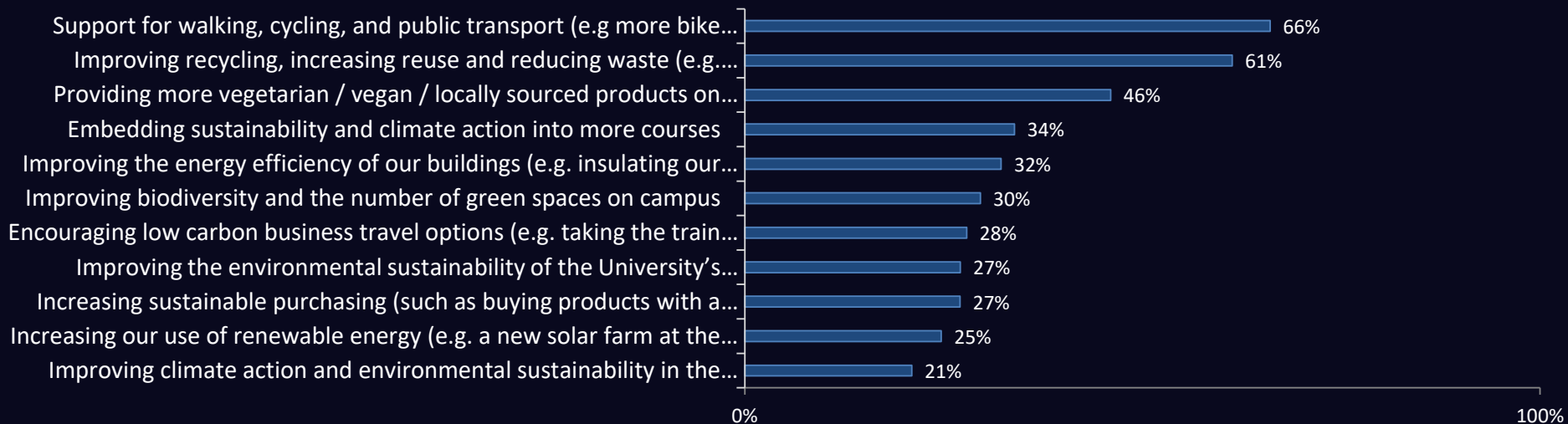


## Interest is high – rating of the university's activity is lower

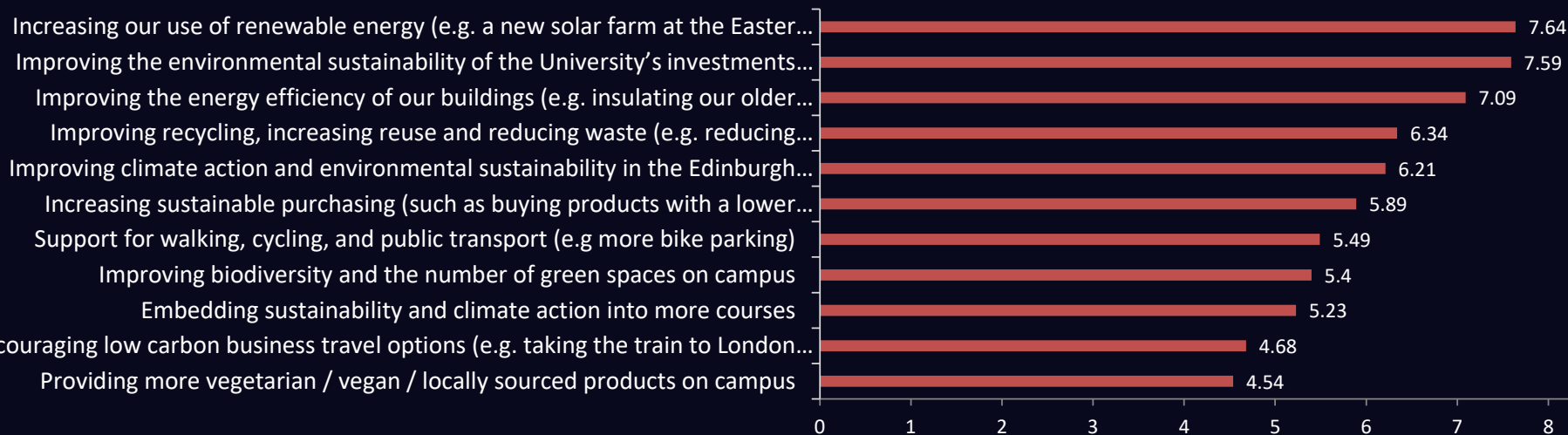


Q1. How interested are you in each of the following: Q4. How would you rate the University's activity in each of the following:

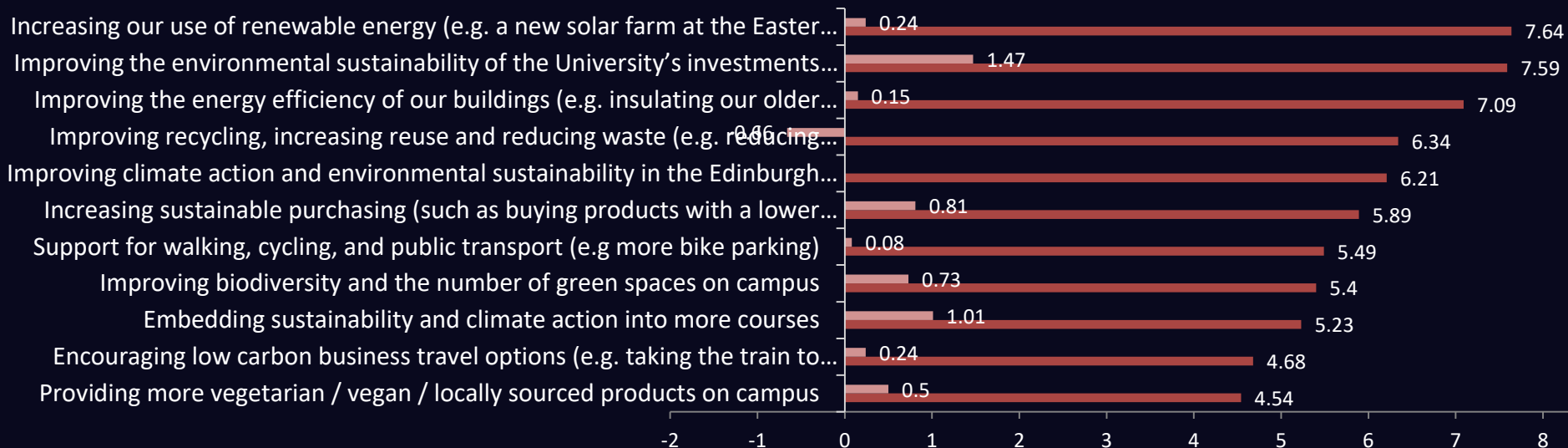
## Alternative transport options has the highest awareness, followed by recycling



Priorities as ordered by average score – renewable energy, sustainability of investments, and, energy efficiency come up top. Business travel and cafes least

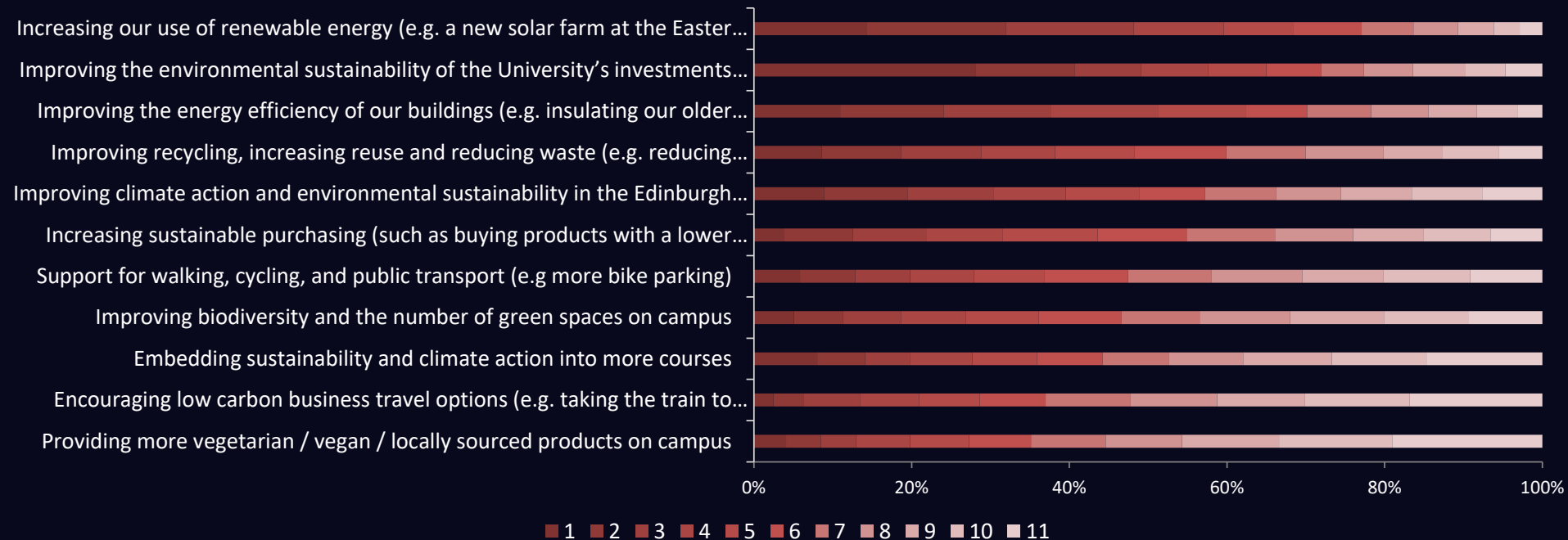


Differences from 2019 – most have gone up – driven by there being 11 rather than 10 codes (therefore scores are out of 11 rather than 10)

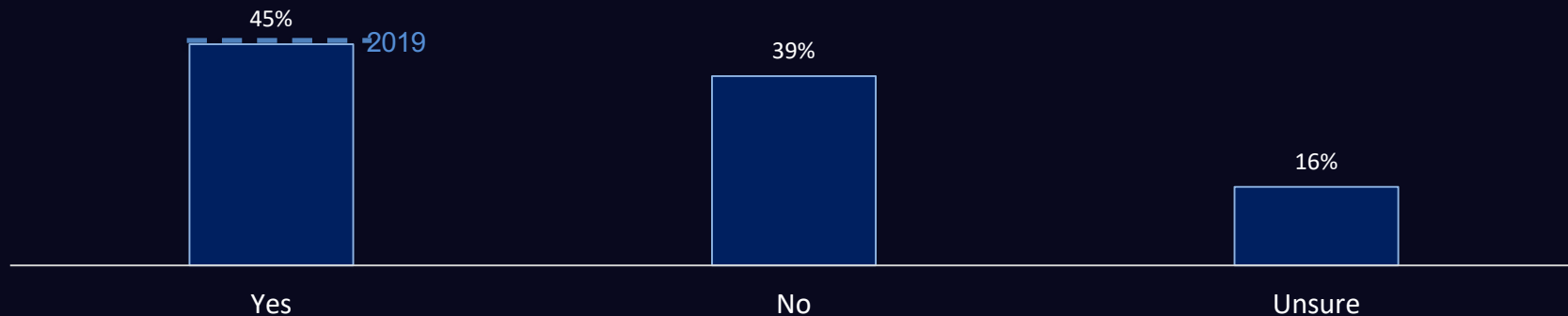




## More detail on priorities – the darker the colour the higher the priority



## Around half have climate change or sustainability issues featured in their study

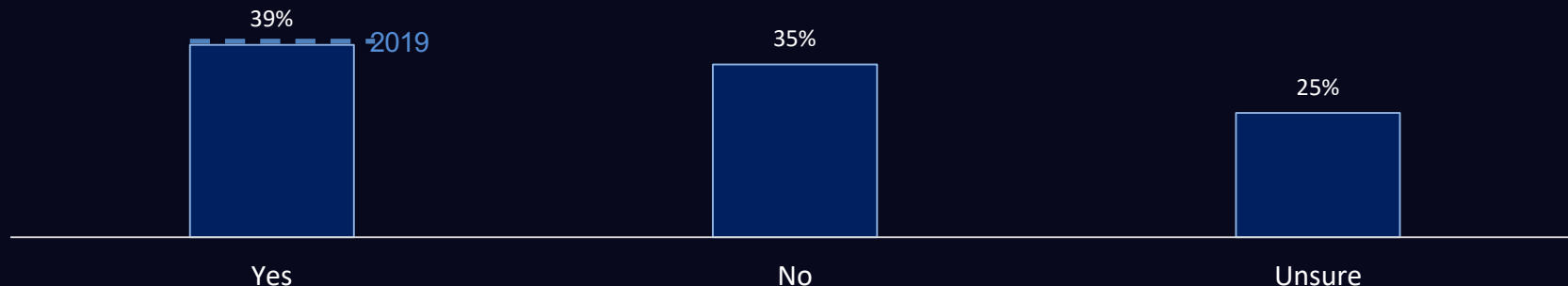


Q5. Do issues relating to climate change and sustainability feature in your programme of study?

N.B in 2019 there was no 'unsure' option and asked about social responsibility and sustainability



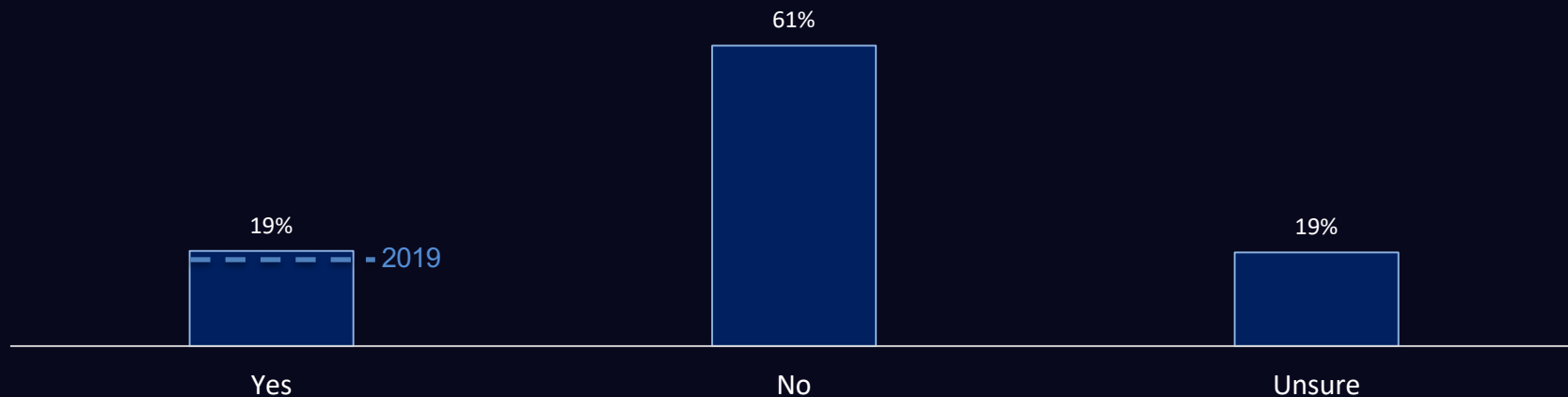
Two-fifths say they have enough opportunity to learn about climate / sustainability.  
Around a third would like more opportunity.



Q6. Do you have enough opportunities to learn about climate change and sustainability in your programme of study?

N.B in 2019 there was no 'unsure' option and asked about social responsibility and sustainability

## Most don't recall climate change/sustainability being part of induction



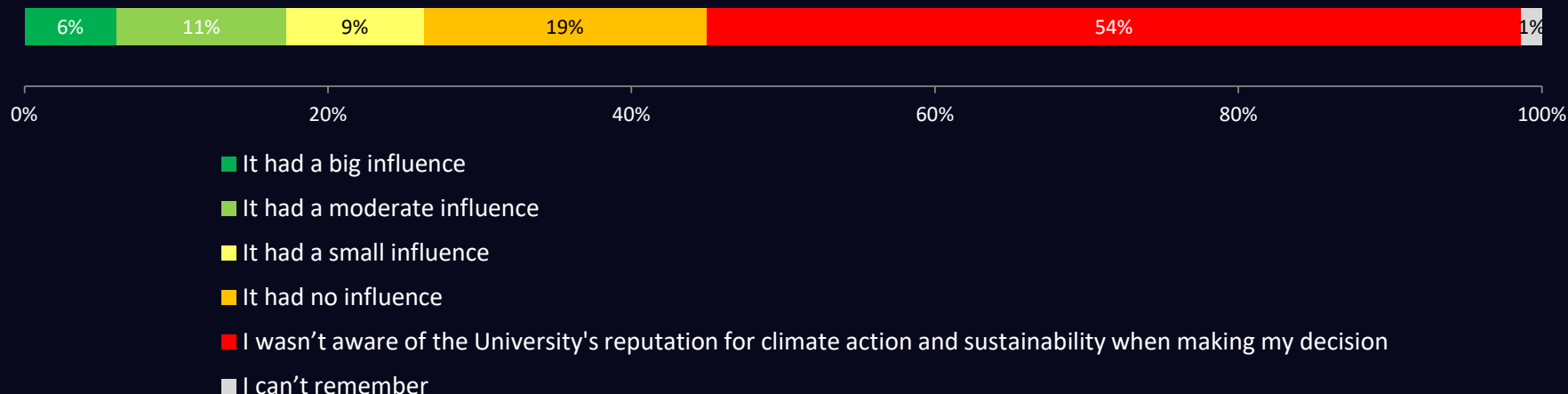
Q7. Was tackling climate change and working in a more sustainable way part of your induction into the University?

N.B in 2019 asked about social responsibility and sustainability

## Of most interest is clear advice about actions outside of studies



## Around half weren't aware of the University's reputation for climate action/ sustainability





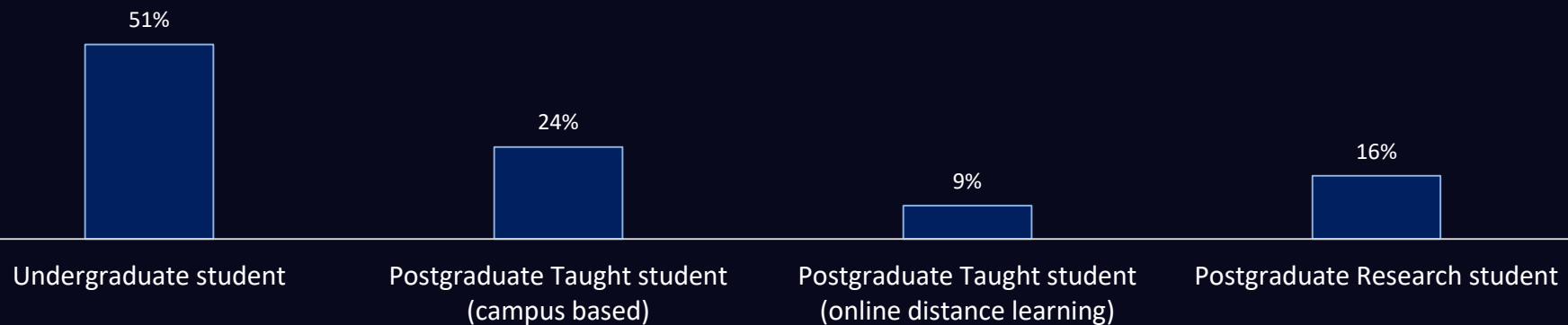
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# DEMOGS

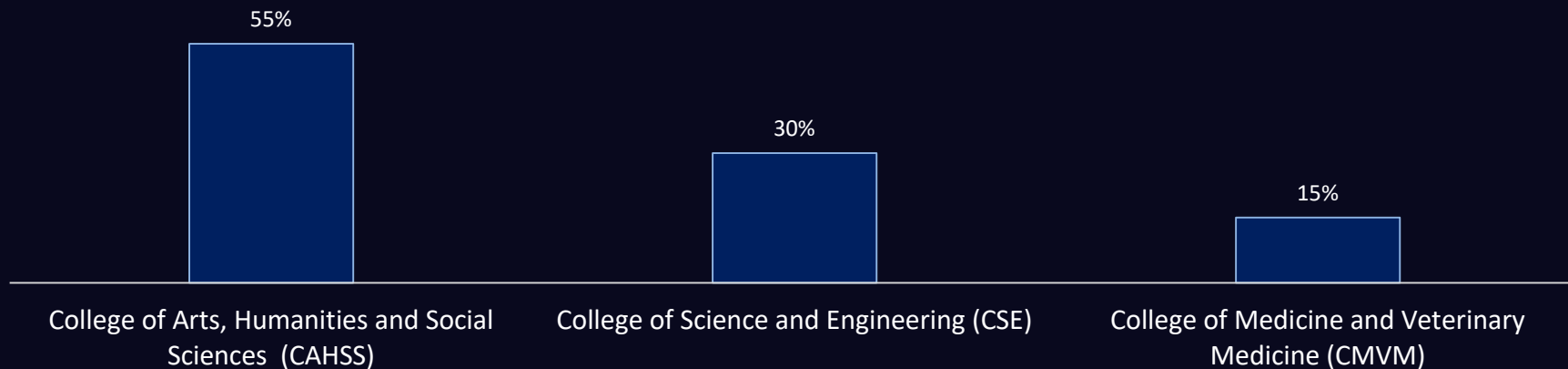


## Range of students taking part





## Participation from across the Colleges





## Participation from across the Schools





## Participation from a range of student types



## Some differences by College

- CSE slightly more aware of some activities
- Climate change/sustainability features most in CSE programmes
- CAHSS/CMVM more likely to say they don't have enough opportunities to learn about climate change/sustainability
- CSE most interested in having climate change/sustainability integrated into studies

## Some differences by Citizen Location

- Those outside UK/EU least likely to be very interested in climate change/sustainability
- But, a bit more aware of some of the activities
- UK citizens least happy with University's activities in climate change/sustainability
- Those outside UK/EU more likely to say climate/change/sustainability is part of their programme and was part of their induction
- And the reputation of the university in climate action and sustainability had more of an influence on them



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# UOE STAFF PULSE AUGUST 2021

## TOP-LINES SUSTAINABILITY



## Background

Communications and Marketing have a list of priority areas, governed by the CAM Editorial Board.

A survey was designed to help evaluate activity that had already been undertaken as well as inform future work in these areas.

The priority areas at August 2021 were (in no particular order):

1. Strategy 2030 / University Values
2. Sustainability
3. Innovation
4. Europe
5. Equality and Diversity



## Sample / Methodology

- All staff with an email address were invited to take part in the survey
- There were 46 questions in total, with an average completion time of 12 minutes
- The survey was administered by the Market Insight team, within Communications and Marketing, using Survey Monkey
- Around 15k email addresses were sent the invite, with around 1,200 people completing the survey (an 8% response rate)



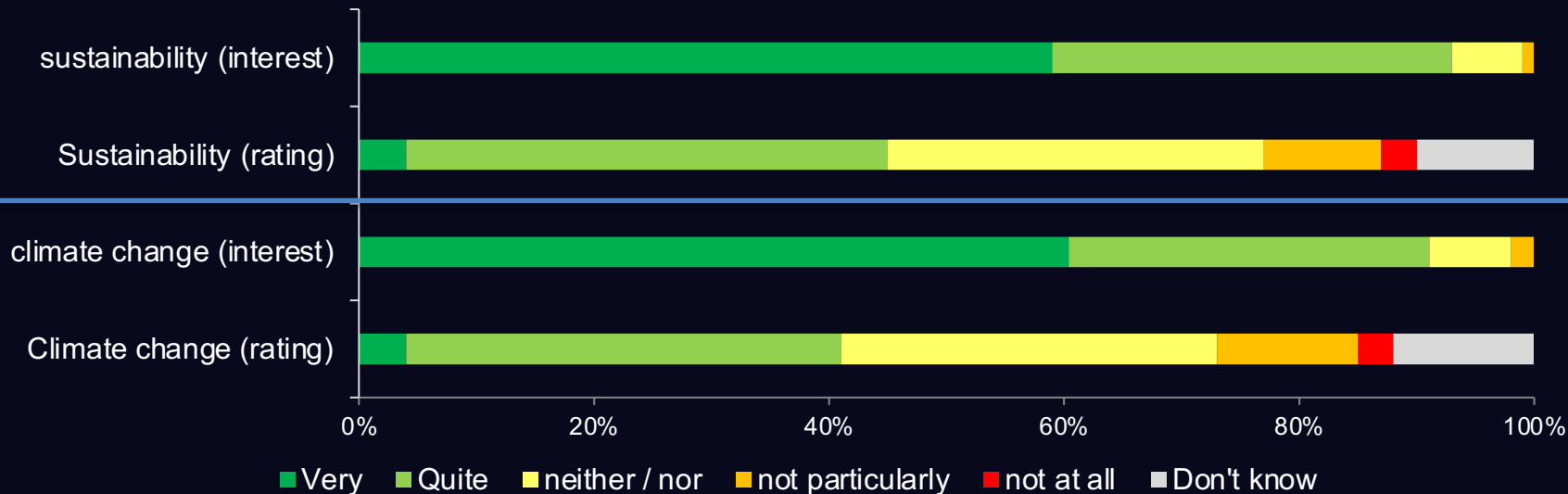
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# SUSTAINABILITY

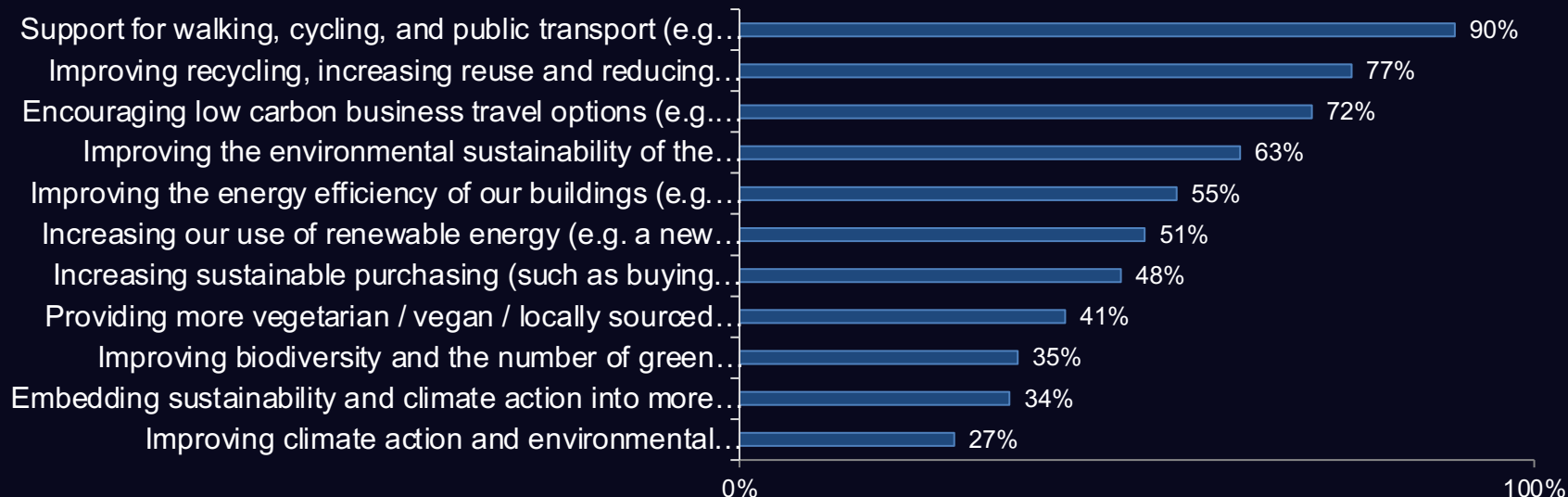


## Interest and rating of sustainability and climate change are very similar – do staff see them as inextricably linked?



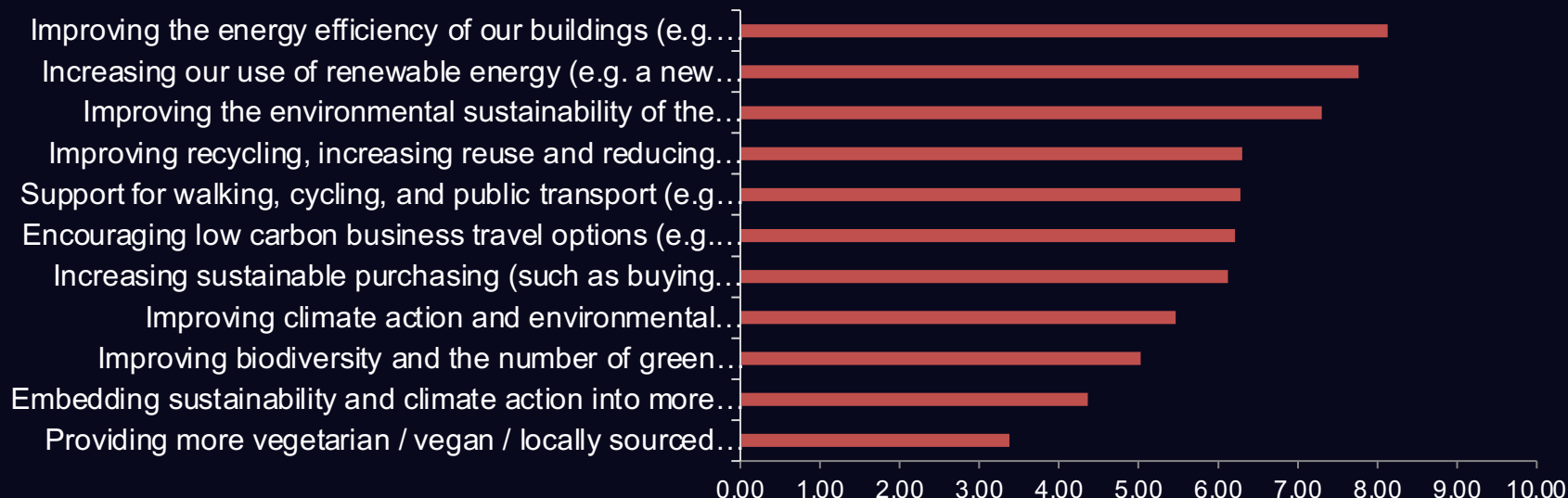


## Alternative transport options has the highest awareness, followed by recycling



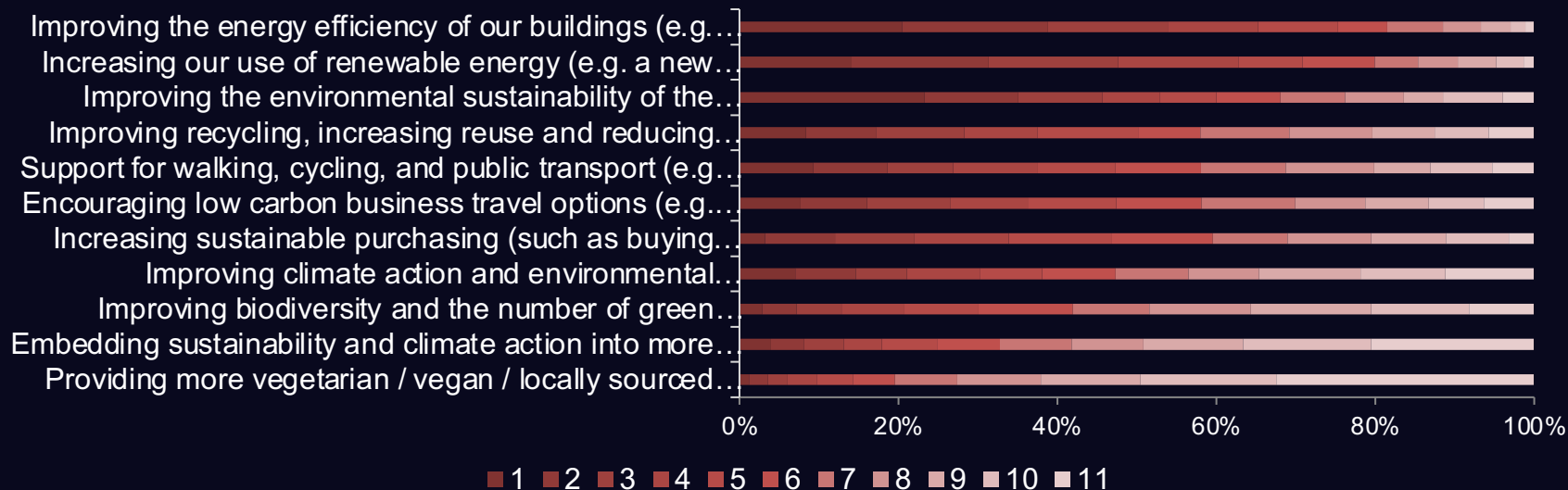


Priorities as ordered by average score – energy efficiency, renewable energy and investments come up top. Embedding into curriculum and cafes least



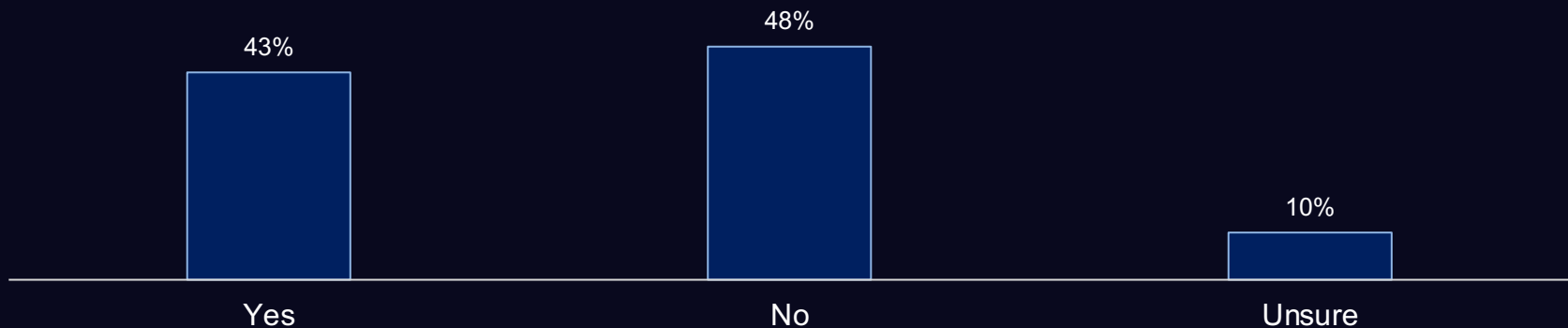


## More detail on priorities – the darker the colour the higher the priority





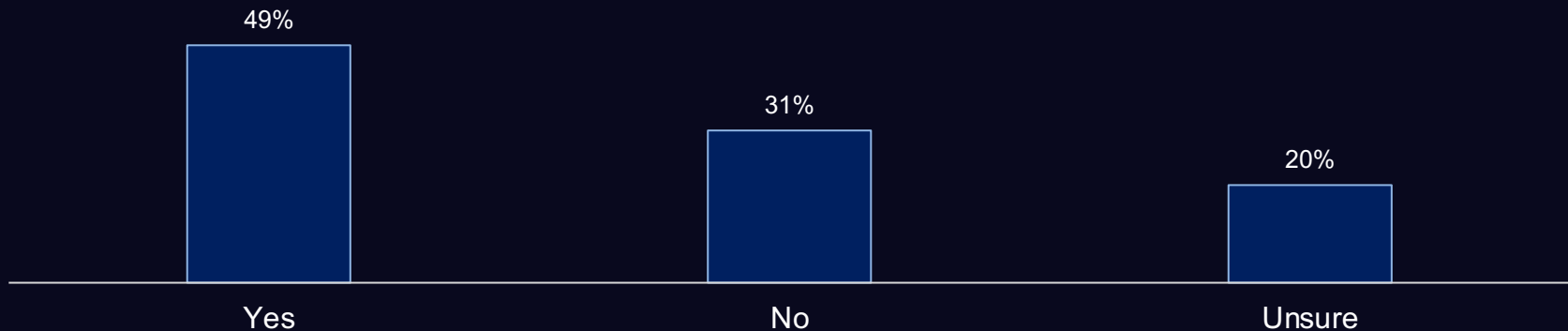
## Around half have climate or sustainability issues featured in their work



Q Do issues relating to climate change and sustainability feature in your work?



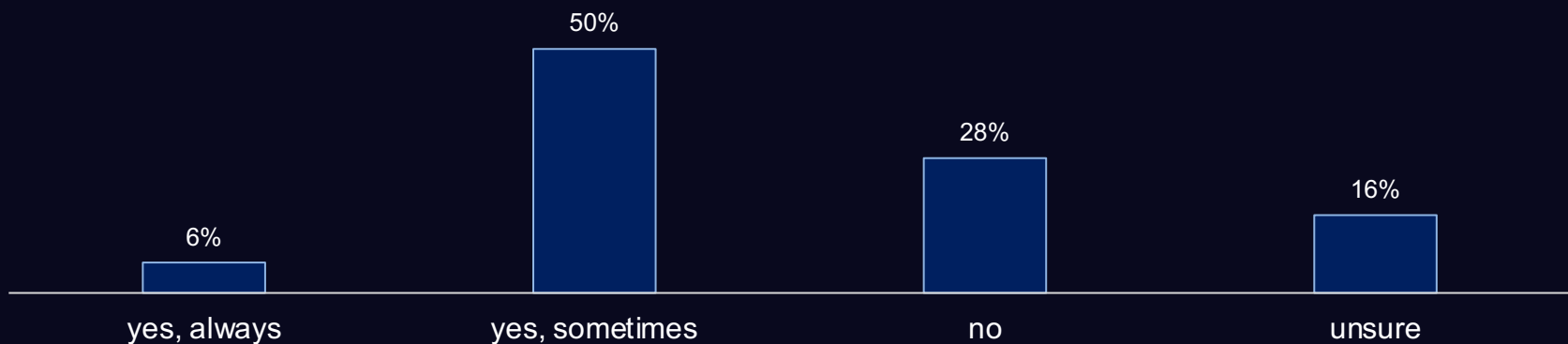
Half say they have enough opportunity to learn about climate / sustainability.  
30% would like more opportunity.



Q Do you have enough opportunities to learn about climate change and sustainability in your work?



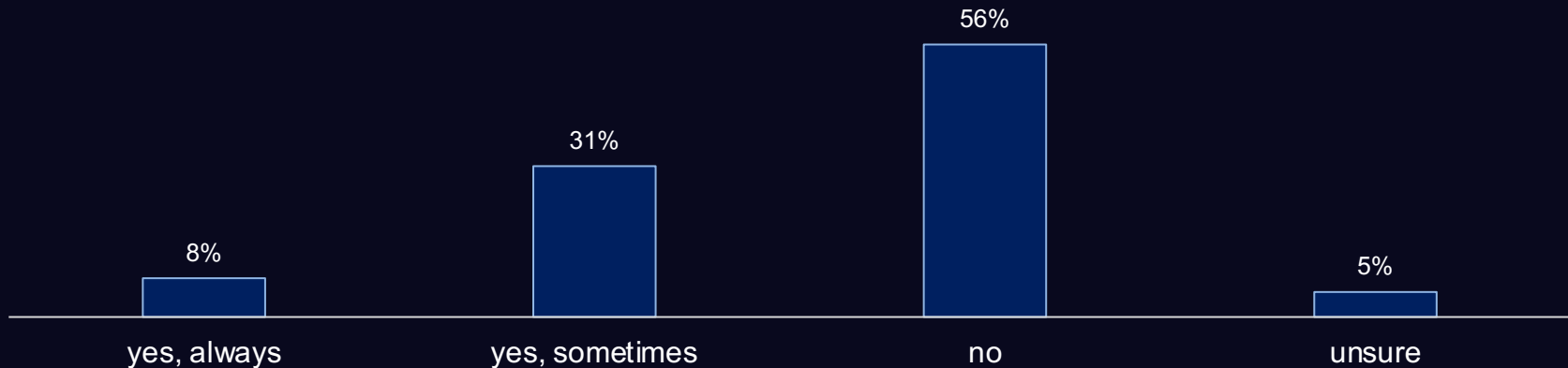
Over half take climate / sustainability into account when making decisions. A quarter don't.



Q When your School, Department or Unit makes decisions, do you feel climate action and sustainability is taken into consideration (where relevant)?



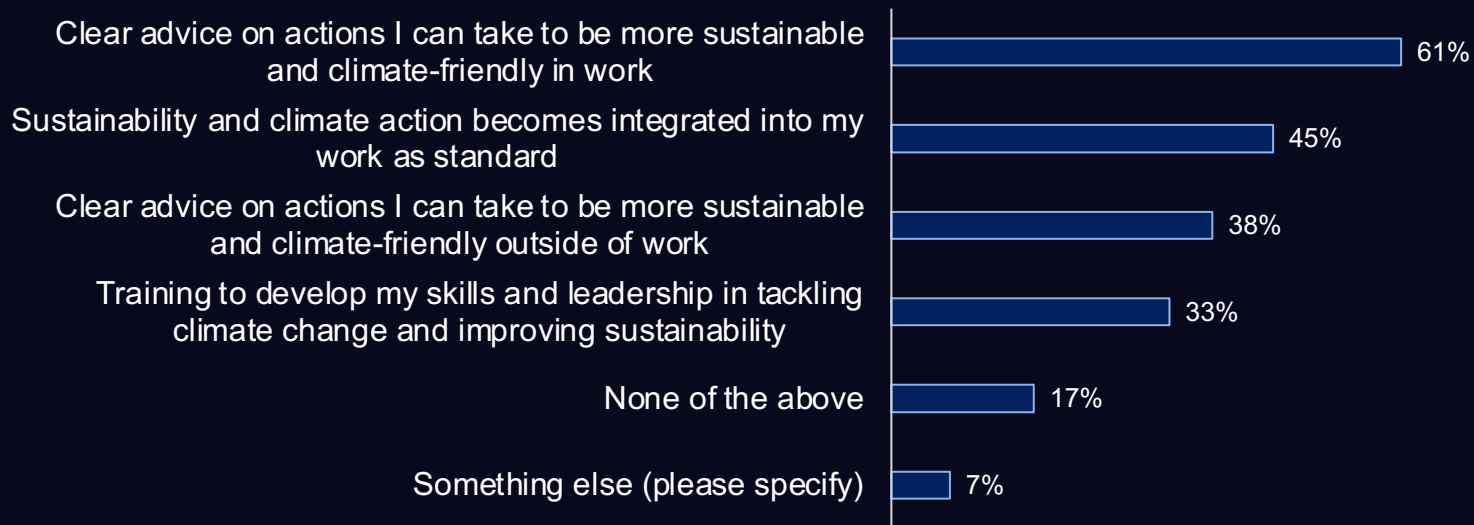
## 40% have climate / sustainability built into their own objectives



Q Are issues related to climate action and sustainability integrated into your own objectives and professional development?



## Most people would like clear advice in work. Half would like it integrated.



Q. Which of the following would be of interest to you? Please select all that apply.



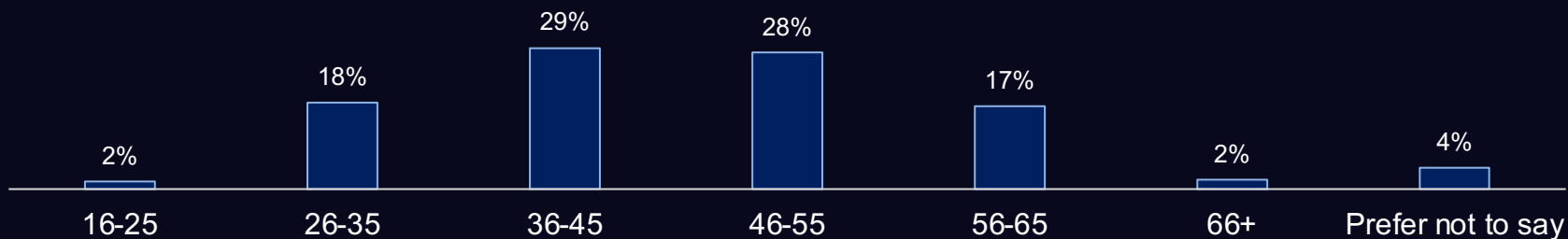
THE UNIVERSITY *of* EDINBURGH

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# DEMOGS

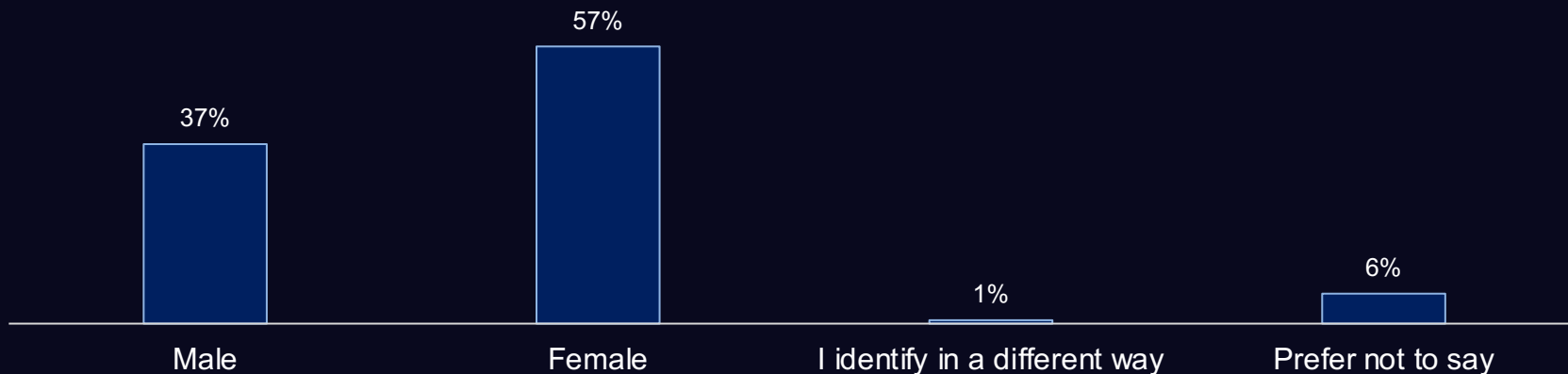


## Good spread of ages



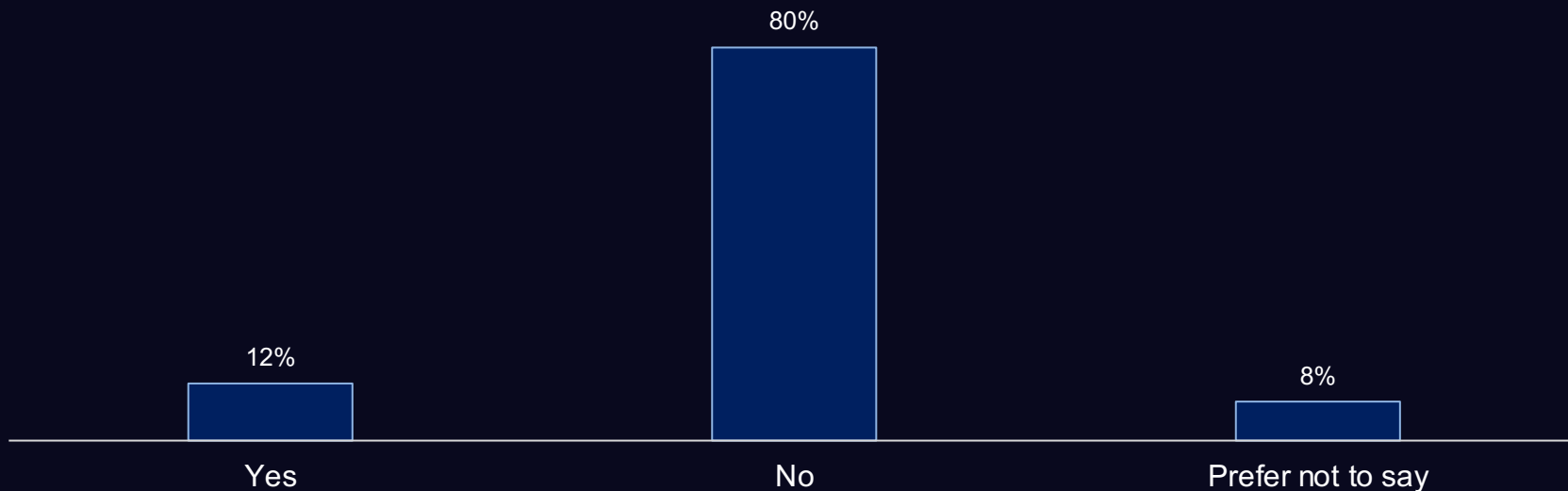


## Slight under representation in males, and over representation in females



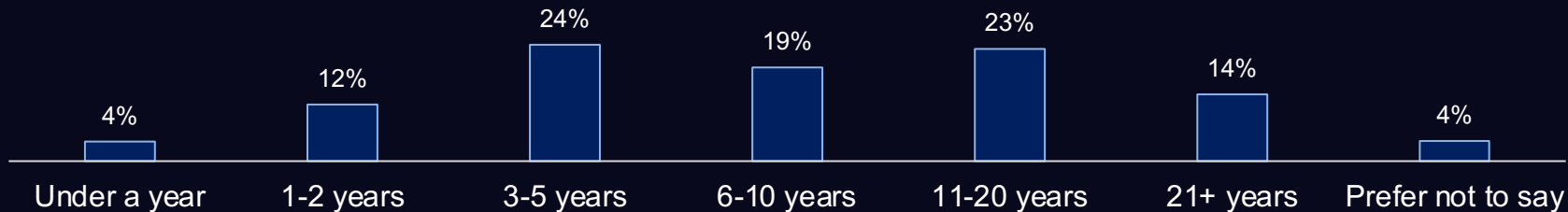


## 12% of respondents self classify as having disability





## Good spread of length of employment



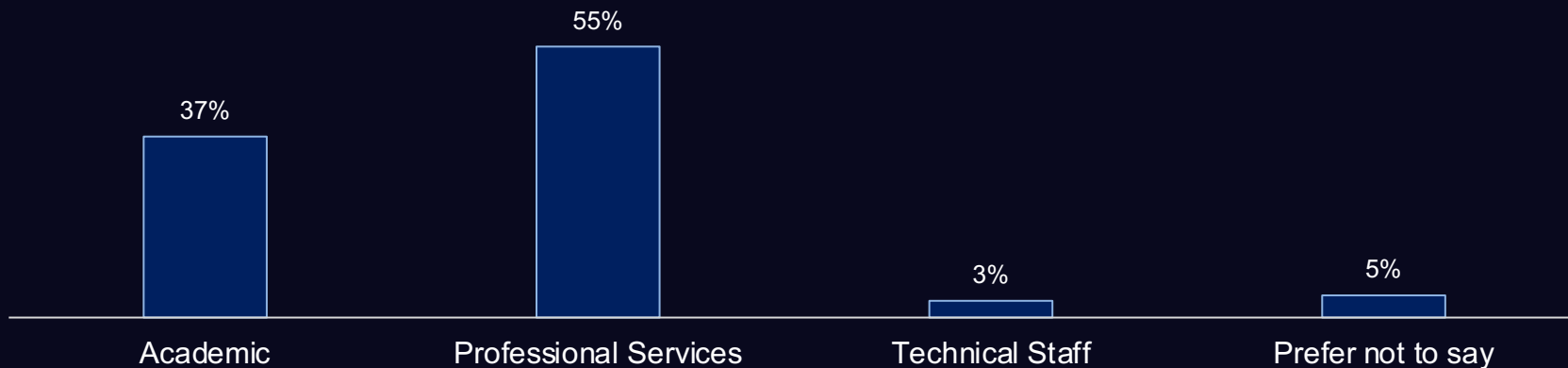


20-30% from each of the colleges. Around 10% from each professional service



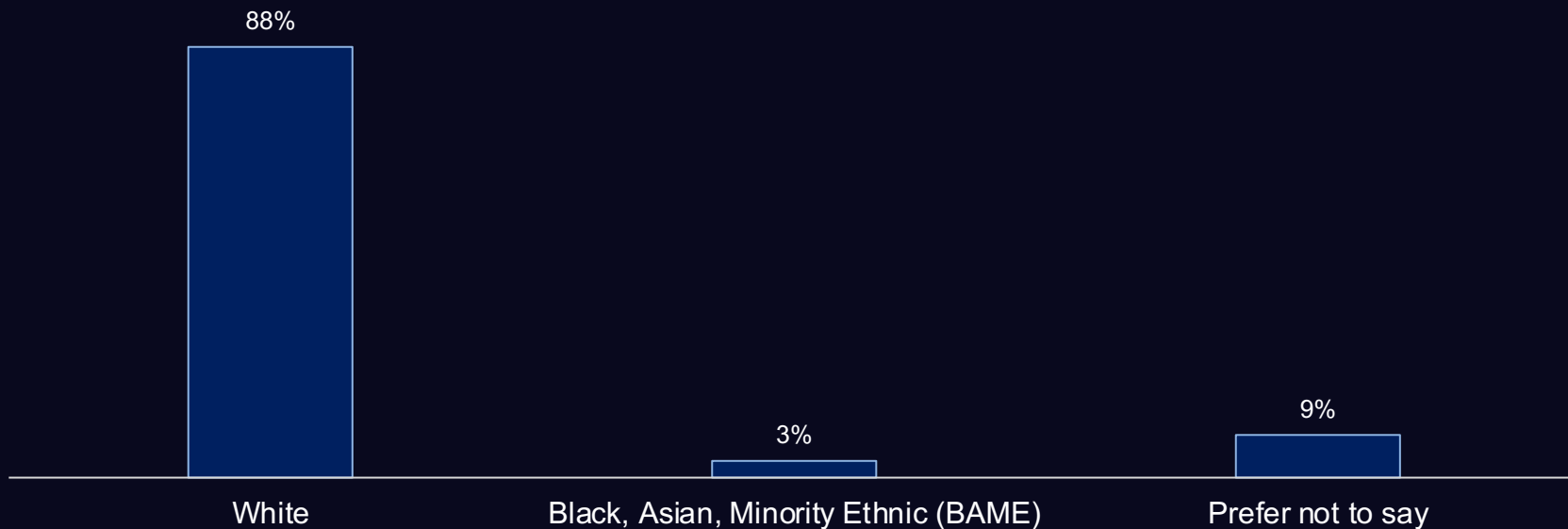


## Decent spread of roles





## Limited ability to do sub analysis by ethnic group





## Some ability to do sub analysis by UK/EU

