

Summary of Data from the Staff Sustainability Survey

This brief report provides a short summary of the results of a questionnaire on attitudes towards sustainability distributed in October 2013 to all staff. A total of 582 staff members completed the survey out of 2069 academic, non-academic and operational staff, representing 28.1% of all Keele University staff. A total of 287 non-academic staff (24.8% of non-academic staff) and 295 academic staff (32.3% of all academic staff) completed the survey. The number of responses from the three academic Faculties was similar (Figure 1).

The survey shows that there is clear interest in 'sustainability' from Keele staff responding to the survey, both in academic and non-academic roles (Fig. 2).

Although the majority of staff do not believe they have an 'academic background related to sustainability', (Fig. 3) or feel confident in being able to define sustainability (Fig. 4), they are still able to see possibilities within their own job roles to be 'more sustainable' (Fig. 5).

Fig.1 Response break-down between Faculties for 'academic respondents'

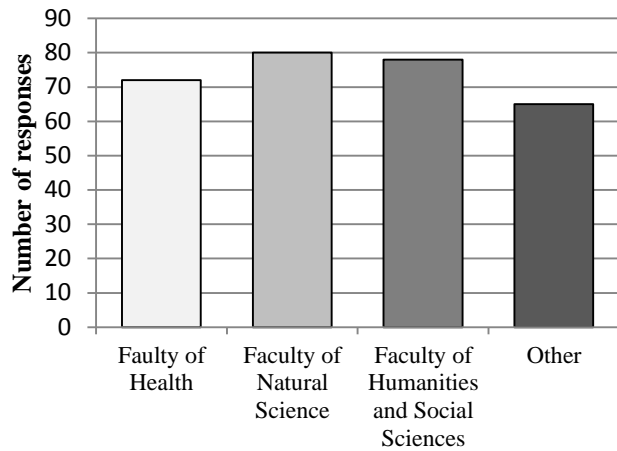


Fig. 2 Please indicate if you are interested in sustainability (all staff)

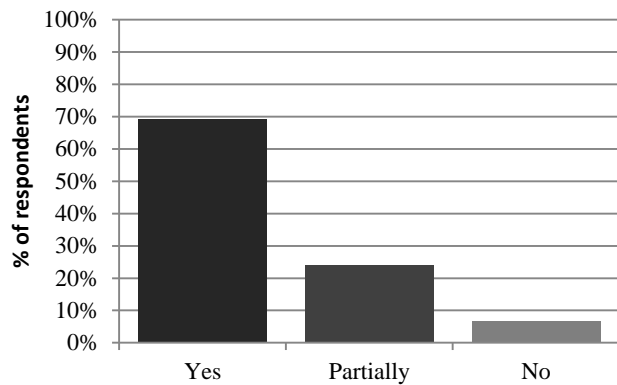


Fig. 3 Do you have an academic background related to sustainability?

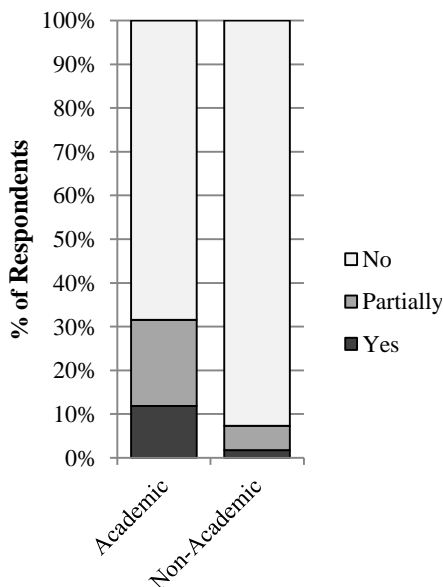


Fig. 4 Please indicate if you feel confident explaining sustainable development as a concept (all staff)

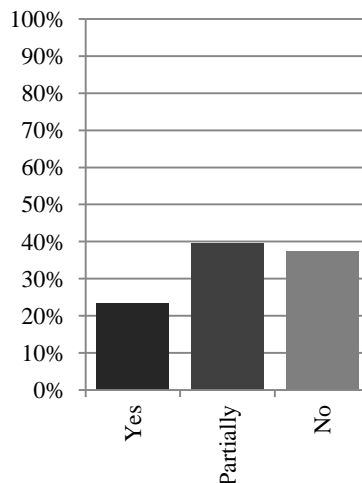
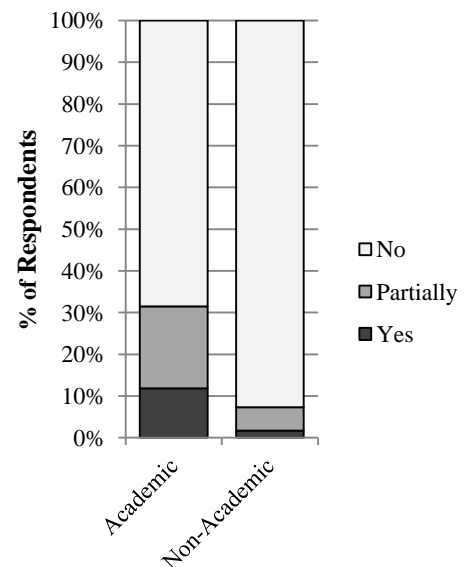


Fig. 5 Do you have an academic background related to sustainability?



There is a slight difference in reported staff behaviours at work, compare to behaviours at home. This shows that staff who do make sustainable choices in the home, may also do this at Keele if this was made easier (Figs. 6-8).

Fig. 6 To what extent do you take into account ethical/ environmental values within the goods and services you buy

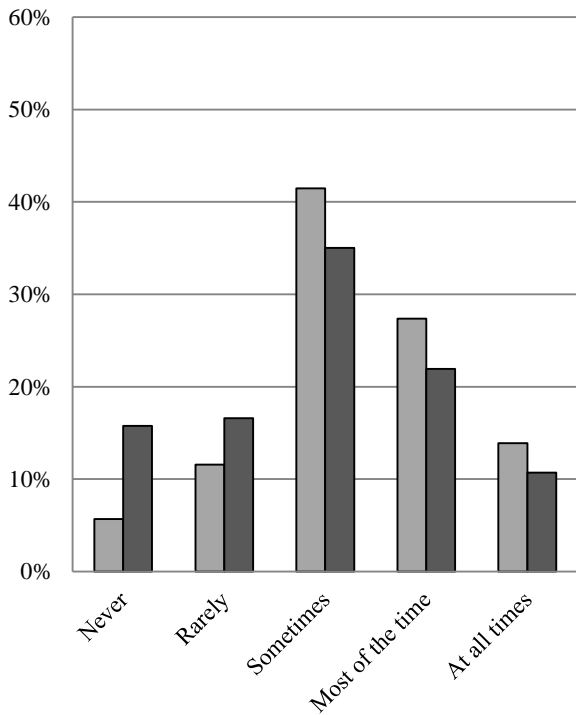


Fig. 7 To what extent do you actively minimise your amount of waste

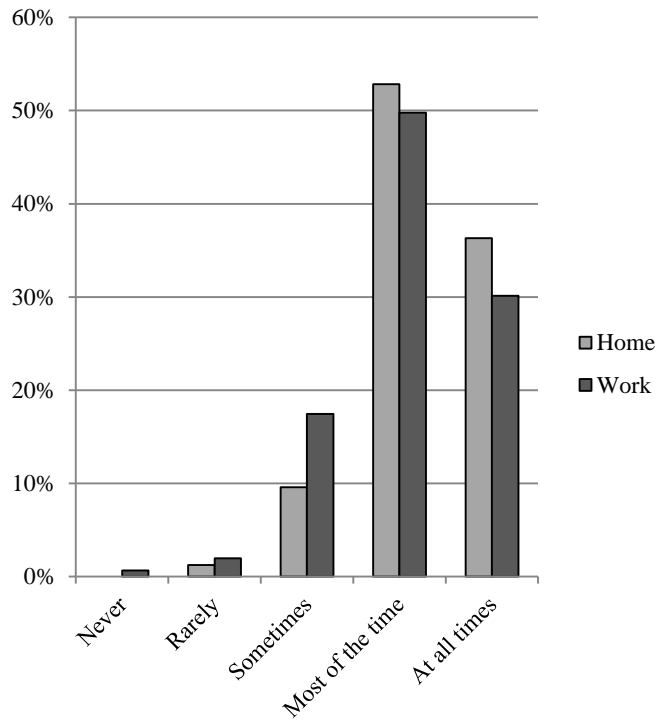
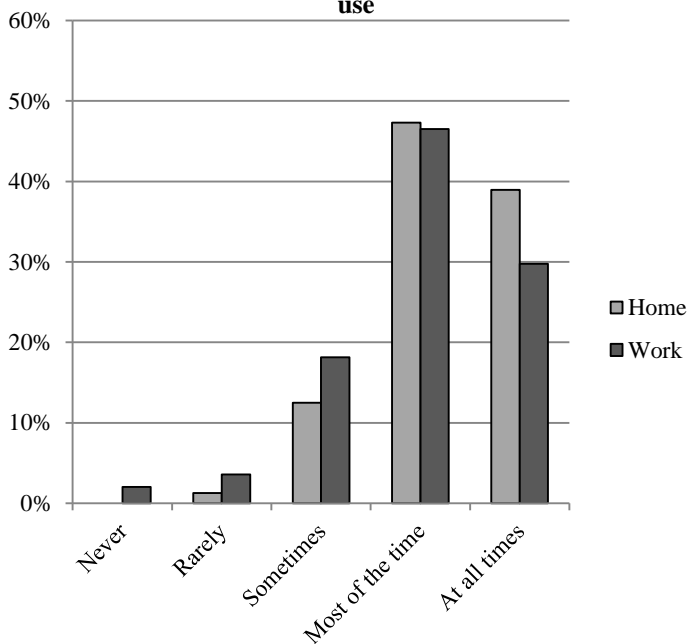


Fig. 8 To what extent do you seek to minimise the amount of energy (electricity, gas, coal, oil) you use



78% of academic staff responding to the survey believed 'we should be developing the sustainability literacy of our graduates' (Fig. 9), with 66% of academic staff believing that their subject is 'relevant' or 'highly relevant' in moving society towards a more sustainable future (Fig. 10). 63% of academic staff state that developing the sustainability literacy of students to them personally is either 'important' or 'very important' (Fig. 11)

Fig. 9 Do you believe that we should be developing the sustainability literacy of our graduates?

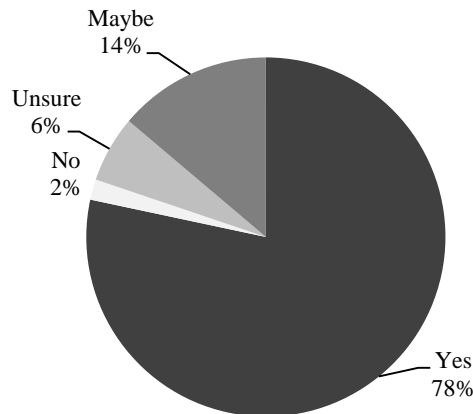


Fig. 10 How relevant do you see your subject area in helping society move towards a more sustainable future

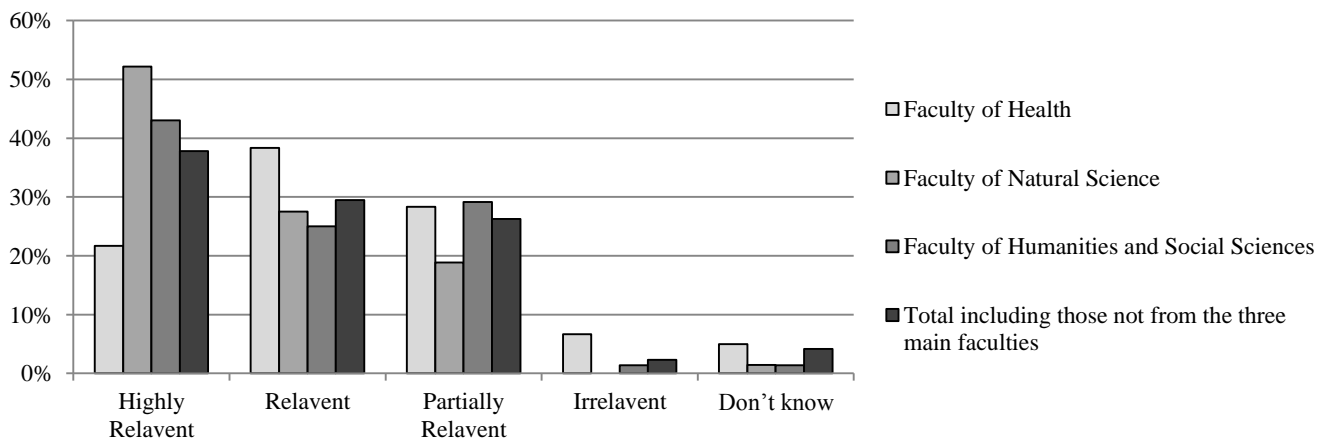
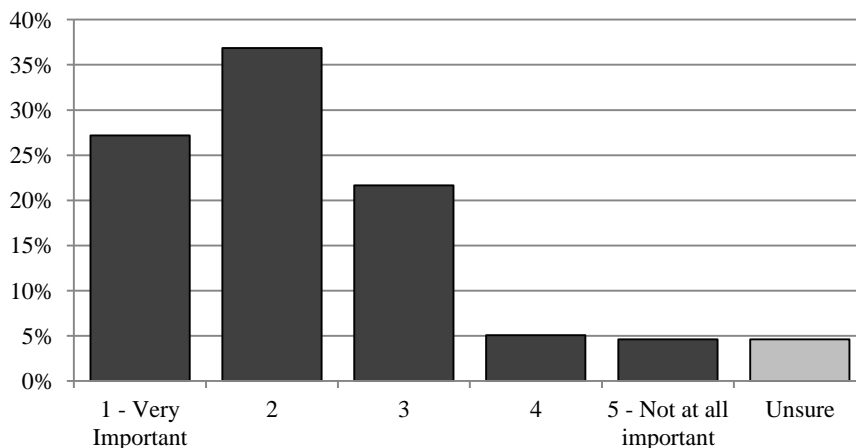
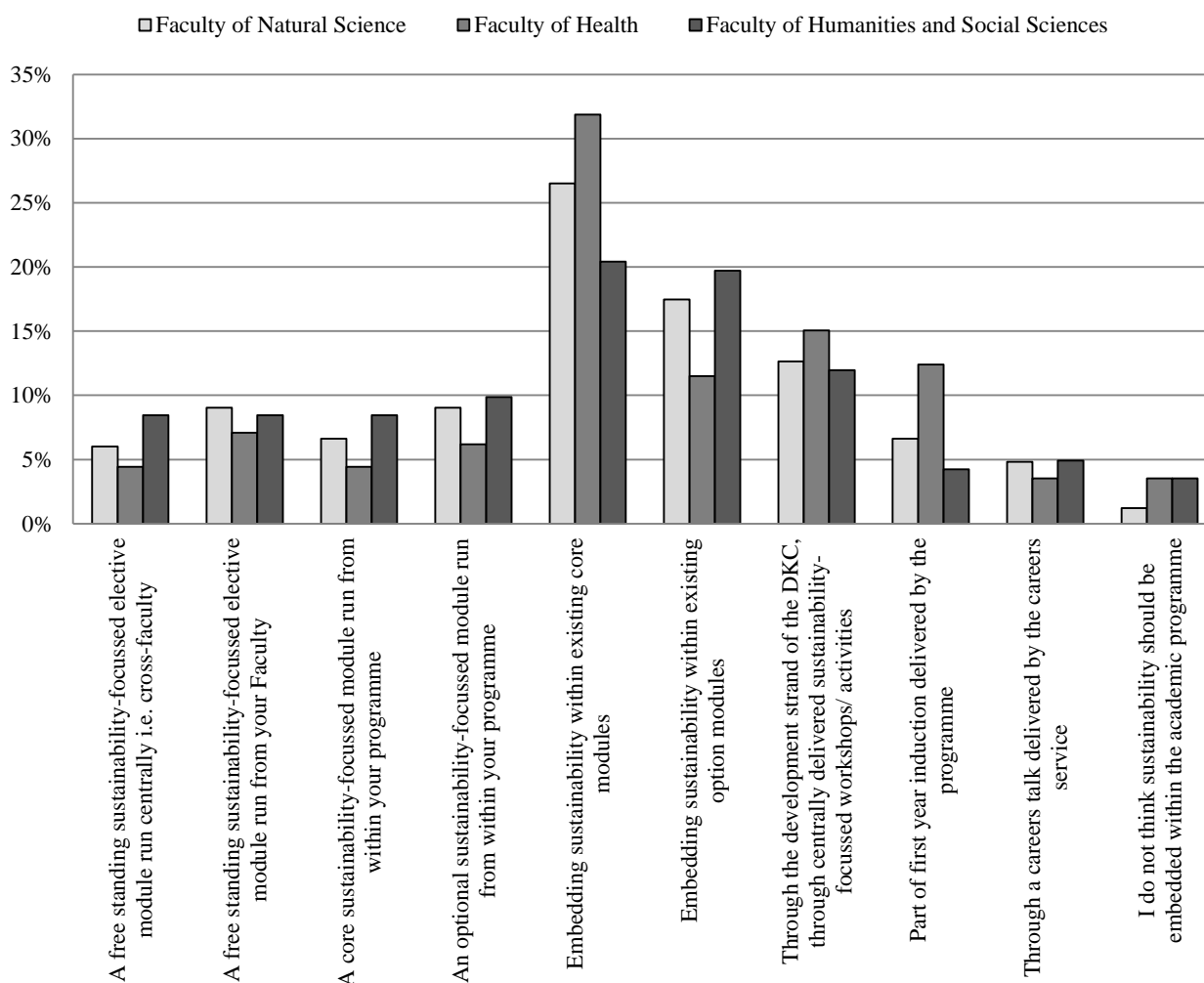


Fig.11 How important is developing the 'sustainability literacy' of students to you?



When asked about the most appropriate way to embed sustainability in the curriculum (Fig. 12), embedding sustainability within **existing core modules** was the most popular choice for delivery in all three Faculties, with embedding sustainability within existing **option** modules as the second most chosen option for the Natural Science and Humanities and Social Sciences Faculties, with the Faculty of Health choosing ‘through centrally delivered sustainability workshop/ activities’ as the second most popular option. This potentially reflects the style of programme, and the lack of ‘option modules’ within the Faculty of Health.

Fig. 12 What method of delivery of sustainability education would most work for the programmes you teach on?



Summary

With a low number of respondents being confident to define ‘sustainable development’ as a concept (Fig. 13), and a perceived (or real) lack of importance placed on sustainability literacy at School level (Fig. 14) there seems to be gaps affecting the delivery of the Education for Sustainability agenda, firstly in staff confidence to deliver to this area, and secondly in the perceived importance given to this area at a School level. This highlights the need for further staff development and communication around the sustainability agenda, to ensure that staff feel confident in sustainability concepts, with the aim for greater numbers of staff developing sustainability related material in their existing core and option modules. It also highlights greater synergy needed between strategy and policy and the activities carried out ‘on the ground’.

A further analysis looking at the data in more detail and considering questions relating to research will be published shortly.