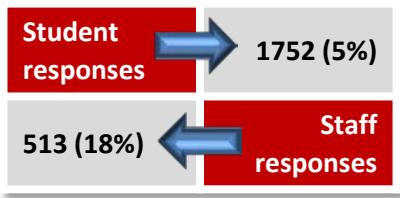


SUSTAINABILITY SURVEY: WHAT DO YOU THINK?



Conducted in April 2016, the inaugural University of Tasmania Sustainability Survey aimed to get a better understanding of attitudes toward sustainability and the factors both helping and hindering staff and students to achieve sustainability outcomes. As an identified core survey, it will be conducted biennially to gauge the effectiveness of sustainability initiatives over time.

Results in brief

Areas of strength

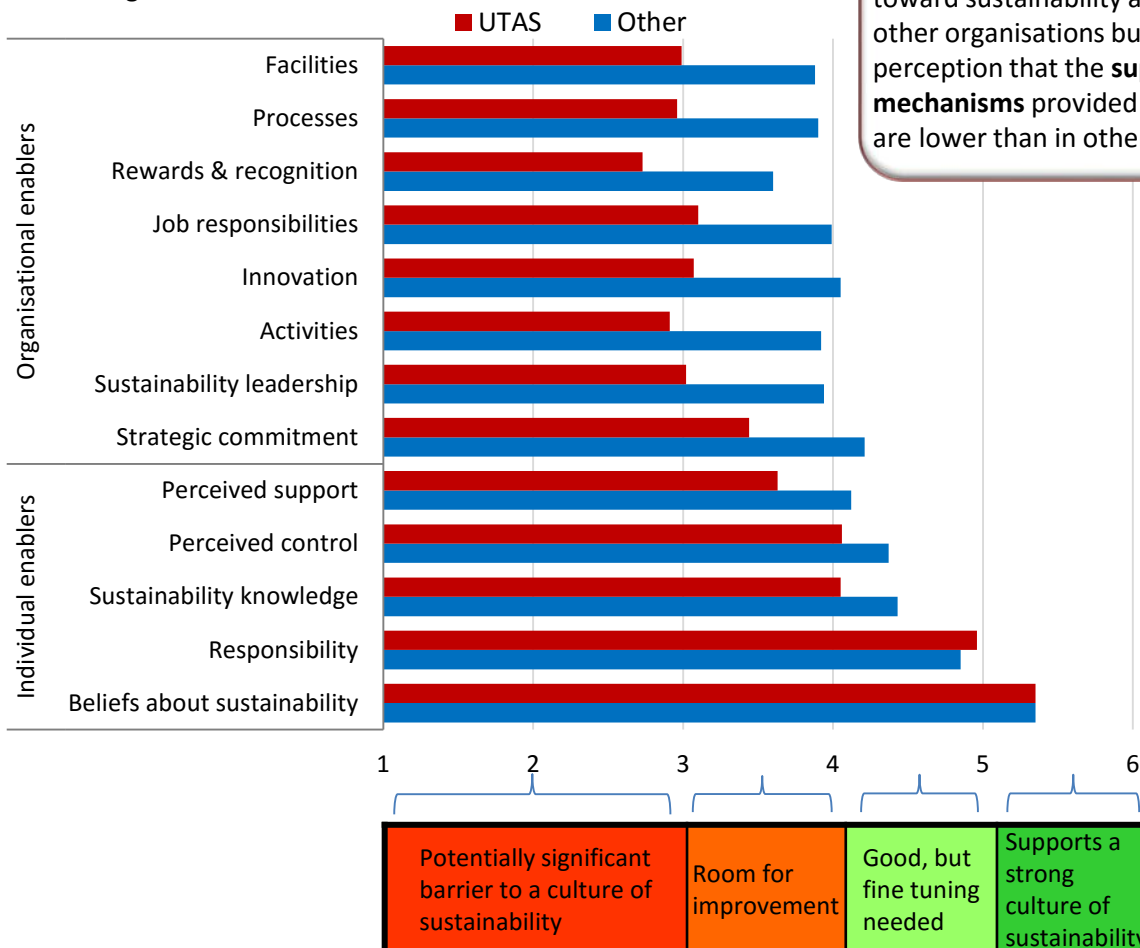
- Support for strong action on sustainability
- High frequency of sustainable behaviours
- Strong belief that individuals can and have the responsibility to make a difference

Areas for development

- Stronger communication and engagement
- More sustainable policies and processes
- Improved infrastructure
- Sustainability embedded in the curriculum

It's all relative!

The staff survey was conducted using the Sustainability Culture Indicator (SCI)[®] tool, thus allowing a comparison to other organisations:



Individual commitment and attitudes toward sustainability are on a par with other organisations but there is a perception that the **support mechanisms** provided by the University are lower than in other organisations.

Simple Actions Towards
Sustainability

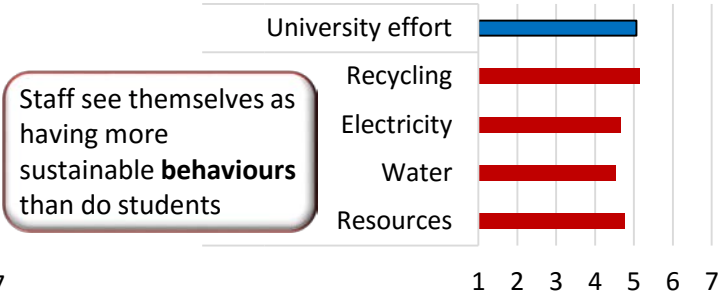
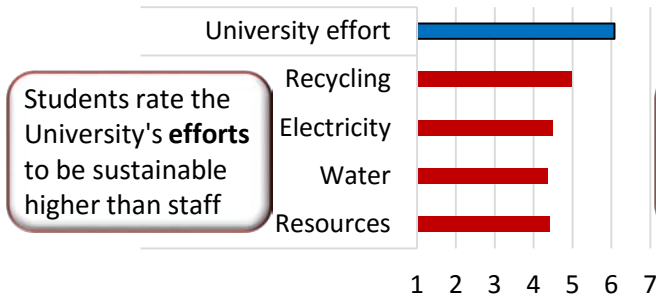
For updates, including Sustainability Committee members, news and events:

www.utas.edu.au/sustainability

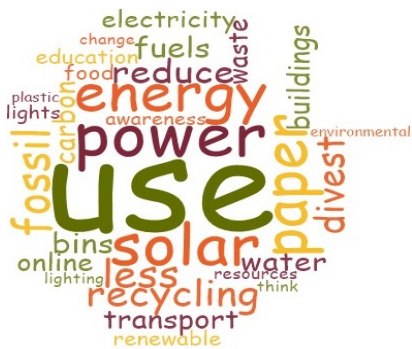
Students

versus

Staff

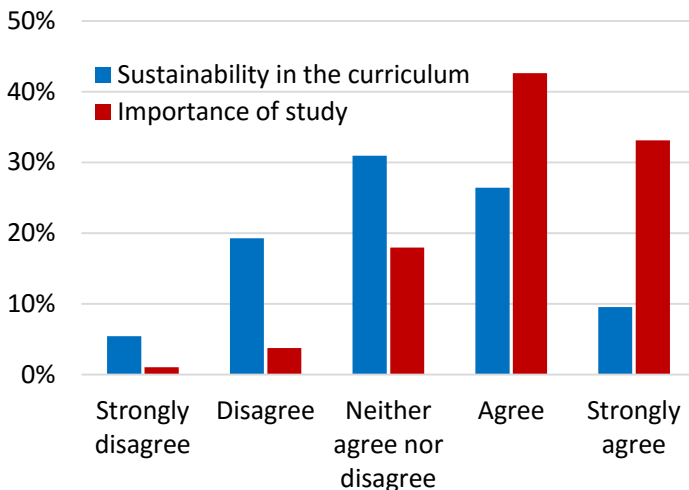


What can be improved?



Common **themes** for improvement include:

- Onsite renewable energy
- Education, awareness
- Strategic commitment (including divestment)
- Infrastructure
- Resources purchase, use and disposal



Most students believe that sustainability is not a prominent topic covered in the **curriculum** at present, but that it should be. The University has listened and sustainability takes a central role in the proposed new curriculum model design.

83% of students

I think it is important for the University to be carbon neutral

91% of staff