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# Executive summary

In March 2022, the University of Tasmania conducted the fourth biennial Sustainability Survey with staff and students. This report discusses the students' survey responses.

In 2022, students rated the University's sustainability activity, transparency and communications highly compared to previous years. Student views on sustainability are generally positive, recognising that the University has a clearly defined commitment to, and action in, sustainability. The survey indicates that most students agreed that the University has influenced them to engage in more sustainable behaviour and respondents rated UTAS's effort towards sustainability 7.2 out of 10. This is a steady improvement from previous years. In addition, most respondents believe the University should maintain its commitment to climate action.

Responses to questions relating to student behaviors revealed that students want to act sustainably in a variety of ways, but time, convenience and accessibility were barriers to making such a change. This is useful information to consider when implementing new sustainability initiatives at the University and reviewing current sustainability processes to ensure that they are as convenient and accessible as possible. Students also indicated that they have difficulty consistently choosing a low carbon footprint transport option.

Questions relating to students' sustainability experience at the University showed positive results, with more students wanting to be more engaged with sustainability overall than in previous years. Students, however, have shown they do not feel supported by their peers to engage in sustainable practices.

Similarly, positive results were seen in teaching and learning, with the majority of students believing that sustainability is important to their learning and supporting further integration into teaching.

Regarding sustainability in teaching and learning, it was clear that many students believe that it is important to include sustainability in the university curriculum and attest to the effort their lecturers and tutors have made in doing so, a trend which is growing each year. Most respondents viewed the University as being innovative in the way it teaches sustainability. However, almost one in five students 'don't know' if their lecturers and tutors engage in sustainable practices.

Food-security related questions revealed that the prevalence of food insecurity among students responding to the survey is 42% (with 17% of students having very low food security). The University recognises the need for a plan to transition to more equitable and sustainable food systems across our campuses and is working on actions to address this issue. In relation to this, survey respondents supported the idea of UTAS implementing an edible garden approach as well as incorporating Aboriginal food practices and 'bush tucker' into campus gardens.

Results in the student worldviews section (which builds on the 'new ecological paradigm' questions asked in past surveys) showed that most students favoured more ecological ideas. An overwhelming majority of respondents believed that the balance of nature can be easily upset, the earth has limited resources and there are limits to growth, even for developed nations.

# 1 Introduction

The 2022 University of Tasmania (UTAS) Student Sustainability Survey was conducted in tandem with the Staff Sustainability Survey, which was based on the Sustainability Culture Indicator (developed by Awake P.L.). The staff survey is available as a separate report. Data for both surveys were collected by Mr Corey Peterson, Chief Sustainability Officer, in March 2022 on behalf of the University Sustainability Committee. Participation was anonymous and voluntary, with consent implied by completing the online survey. Approval for this survey has been granted by the Tasmanian Social Sciences Human Research Ethics Committee (Ref.H0015525).

This Report was prepared in part by Sustainability Integration Program for Students (SIPS) Intern, Mr Benjamin Willis. The section 'Perceptions of food practices on campus', designed to support the Sustainability Committee's Sustainable Food Systems Working Group's efforts, was developed by academic staff Ms Sandra Murray (School of Health Science) and Dr Katherine Kent (Centre for Rural Health). The 'Open-ended Responses' section was compiled by Mr Ian Ayre, Sustainability Projects Officer. The intention of this Report is not to provide a comprehensive study of all aspects of the Survey, but to highlight important trends over time, as well as to interpret points in the Survey that stand out. Responses to most Survey questions have been included in this Report and the most relevant are represented in graphical form.

All University of Tasmania students were invited to participate in the 2022 UTAS Student Sustainability Survey. This was the fourth iteration of the biennial Survey, and as has been the case since 2016, it was designed to prompt responses that deliver to the University a better understanding of students' views on sustainability both in their university careers and personal lives. The goal of the Survey is to bring awareness to the University of the changing values and behaviours of UTAS students in a timely way. This information can then be used to advise future sustainability strategies as well as indicate the effectiveness of current programs associated with sustainability at the University.

## 2 Methodology

The survey was open from 7-20 March 2022, with 1,601 students taking part. Since 2018, the number of Survey responses received has declined slightly, which could be due to a reduction in student engagement with the campus in general since the onset of COVID-19. The respondents to the Survey make up about 5.1% of enrolled students in 2022 (95% confidence level, margin of error +/-2.4%).

To promote the Survey, a link was emailed to all students, published on the student News portal and on display screens on campuses. A staff news article promoted the Survey for staff and asked them to promote the opportunity with their students. The Survey was also advertised in newsletters and through the University and the Tasmanian University Student Association (TUSA) social media platforms. To incentivise survey participation, students were given the option enter the draw to win one of six \$50 gift cards.

Qualtrics is the software platform used to run the survey and along with Microsoft Excel was used to conduct data analysis. This report is a summation of the quantitative data collected by the survey and a thematic analysis of responses to qualitative data (i.e., text-based questions). Where possible, responses have been compared to identical questions asked in 2020, 2018, and 2016.

This Report has been compiled in a way to effectively show a subset of the data collected by the Survey. The data can be parsed further by demographic variables. For more information on correlating survey data with specific Colleges, geographical location or other variables, please contact the Chief Sustainability Officer, Mr Corey Peterson.

### 3 Demographic information

The highest percentage of respondents was in the 18 – 24 years old category (Figure 3.1), which has consistently been the case for sustainability surveys since 2016. In 2022, Slight increases in the percentage of students aged between 25 and 44 years engaging with the Survey was offset by a slight, corresponding decrease in respondents aged between 45 and 64.

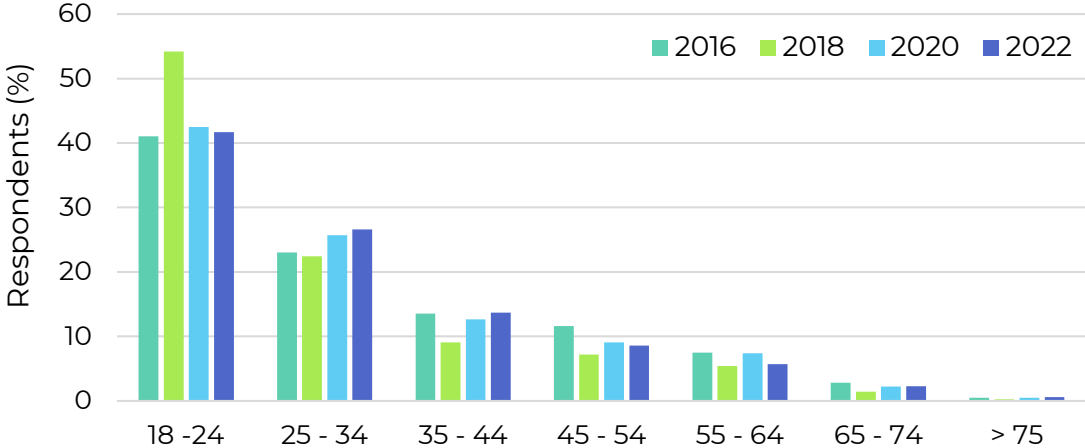


Figure 3.1 Percentage of respondents by age range

In previous years, the response options to the question of gender identity (Figure 3.2) were limited to ‘Female’, ‘Male’ and ‘Other’. In 2022, the options to this question were expanded to be more inclusive, with students able to identify as ‘Female’, ‘Male’, ‘Non-Binary’, ‘Use a different term’, and ‘Prefer not to say’.

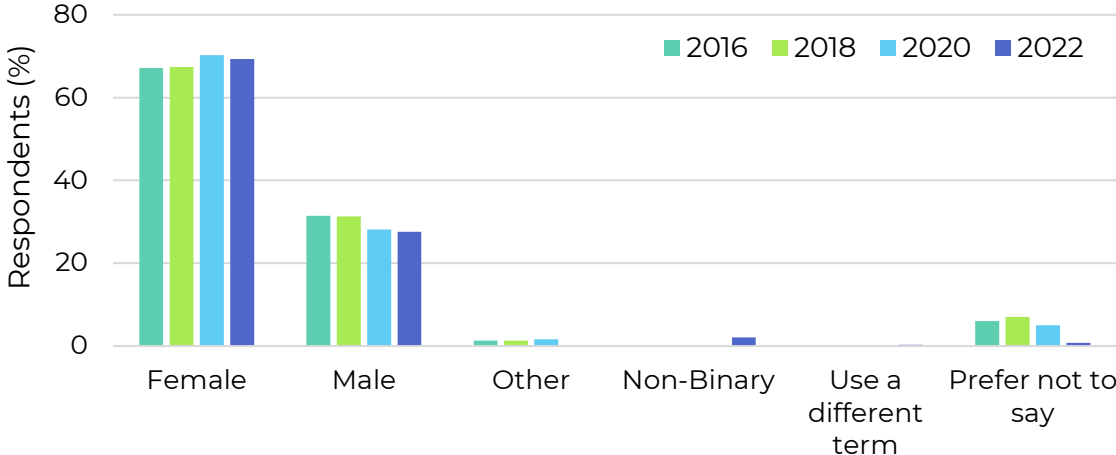


Figure 3.2 Percentage of respondents by gender

There has been a significant rise in respondents who are in their 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year of study at UTAS, with a fall in the percentage of respondents from “5 or more years” from 29.2% in 2020 to only 9.5% in 2022 (Figure 3.3). Since 2020, the Survey saw an increase in the participation of distance students from 26.9% to 37.0% in 2022 (Figure 3.4) and a drop in international students from 20.0% in 2020 to 15.6% in 2022 (Figure 3.5), which again reflects COVID-19 impacts on the student cohort including significant reductions in international student and increased online student cohorts. Degree level breakdown includes 40% of respondents undertaking a bachelor and 25% a post-graduate degree (Figure 3.6).

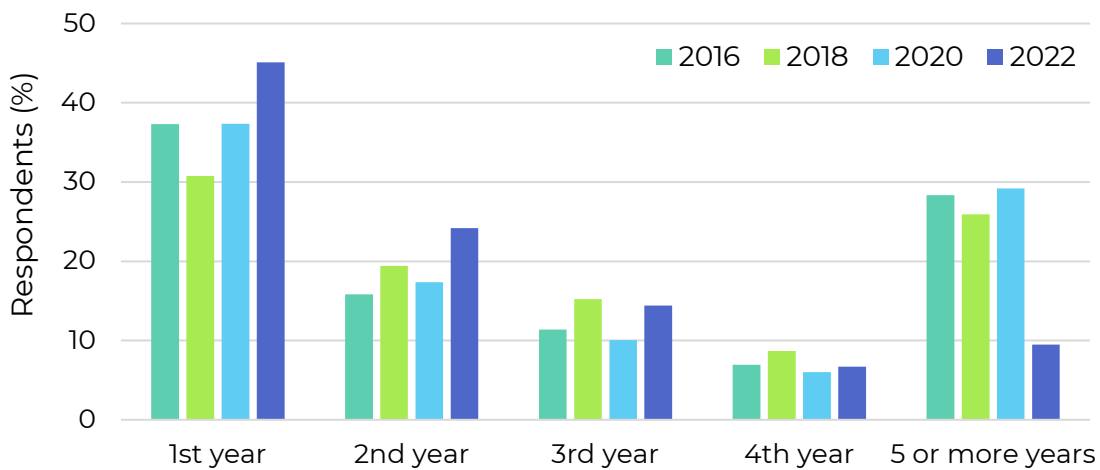


Figure 3.3. Percentage of respondents by year of study at UTAS

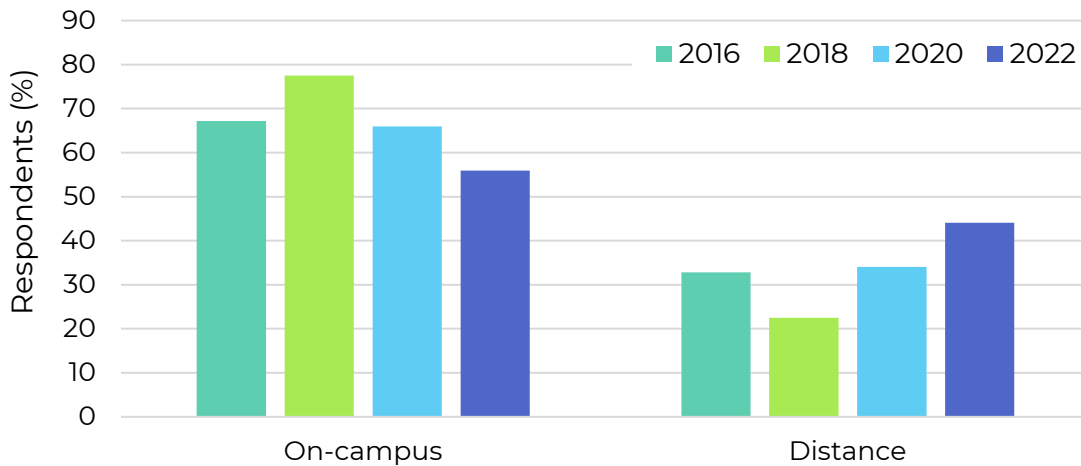


Figure 3.4 Percentage of respondents by primary mode of study



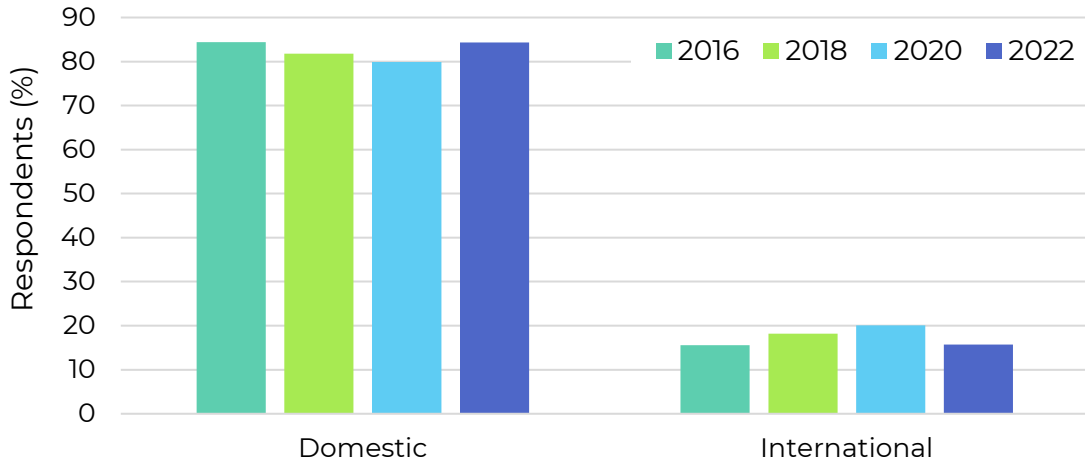


Figure 3.5 Percentage of respondents by enrolment type

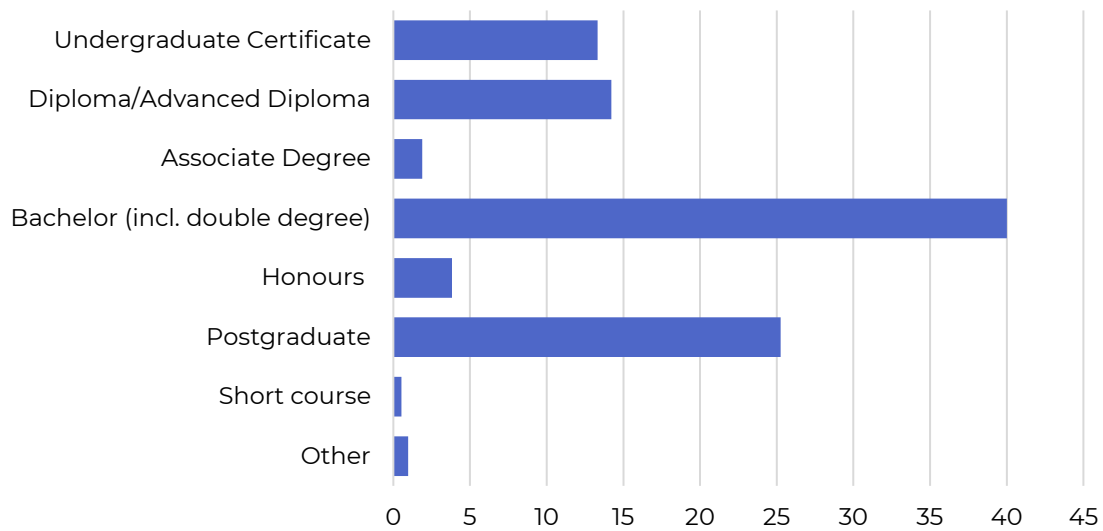


Figure 3.6 Percentage of respondents by degree level

This year saw a drop in percentage respondents from College of Arts, Law and Education, as well as University College, but a rise across all other Colleges, with the highest percentage of respondents associated with College of Science and Engineering at 28.7%, an increase from 24.9% in 2020 (Figure 3.7). It is important to note that these response rates by Colleges have not been normalised in regard to changing College enrolment numbers.

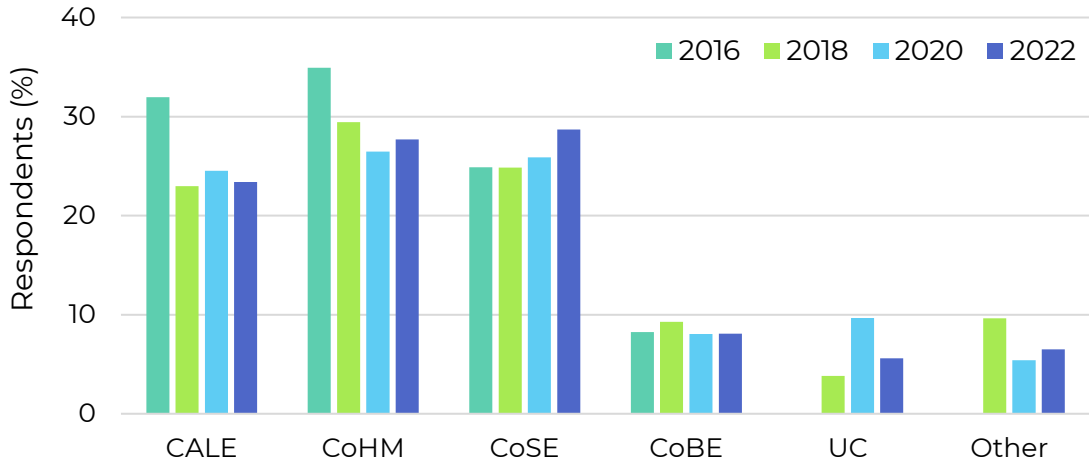


Figure 3.7 Percentage of respondents by College affiliation. CALE = College of Arts, Law and Education; CoHM = College of Health and Medicine; CoSE = College of Sciences and Engineering; CoBE = College of Business and Economics; UC = University College

# 4 Results

## 4.1 Views on sustainability

This section focuses on results from questions targeting students' opinions on the effects of the University's approach to, and support for, sustainability. The University's commitment to sustainability rated highly in 2022: "The University has a clearly defined commitment to sustainability" (Figure 4.1) and "The University's commitment to sustainability has been clearly communicated" (Figure 4.2) showed a higher number of 'agree' and 'agree strongly' responses than previous years.

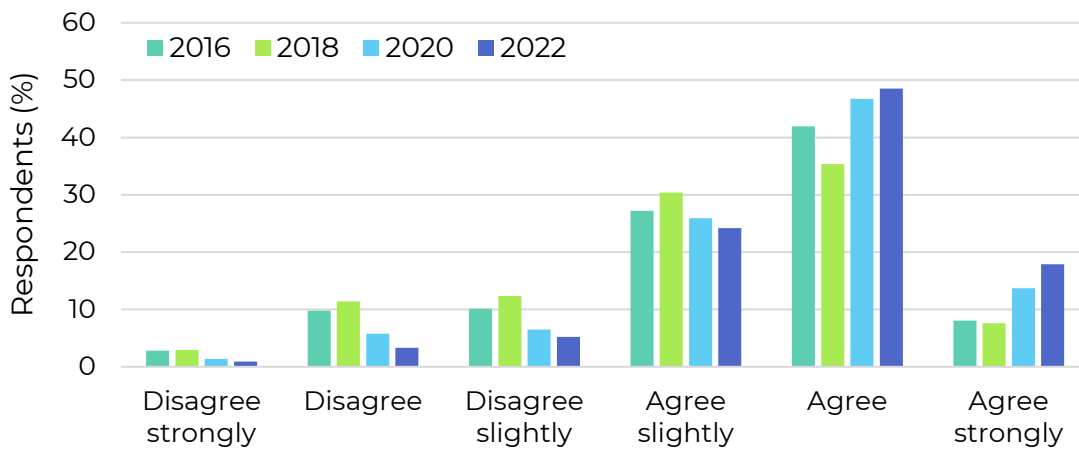


Figure 4.1 Respondents' level of agreement with the phrase "The University has a clearly defined commitment to sustainability"

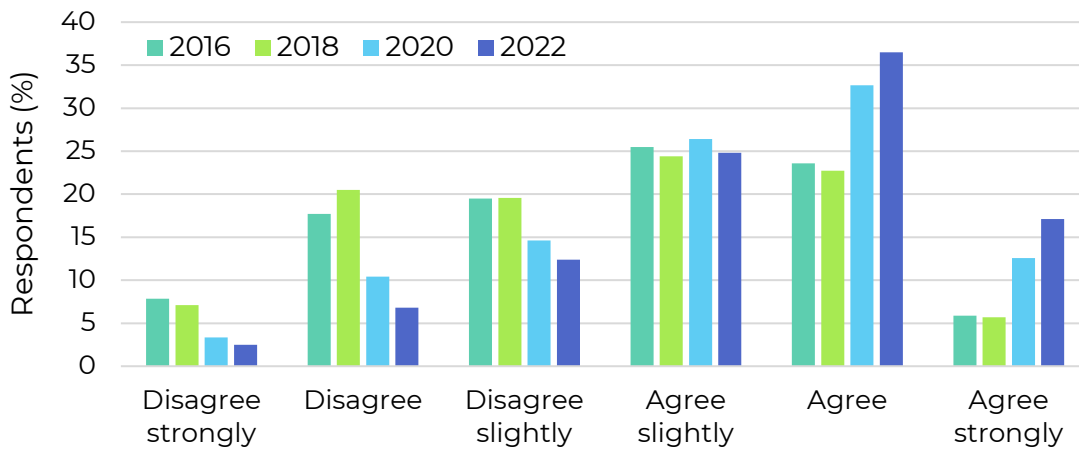


Figure 4.2 Respondents' level of agreement with the phrase: "The University's commitment to sustainability has been clearly communicated"

For other questions in this section, although the responses were positive more respondents selected 'agree' and fewer respondents selected 'strongly agree' in 2022 compared to previous years. It is important to note that for these questions the scale used in 2022 was different to previous years; therefore, only the percentage of answers for common categories (strongly agree, agree, disagree and strongly disagree) are displayed. The questions displaying this trend included:

- I clearly understand sustainability issues relevant to our University (Figure 4.3)
- I feel like I am well informed and educated about sustainability issues in general (Figure 4.4)
- The facilities in the University are well-equipped to support sustainable behaviours (Figure 4.5)
- I would like to see the University implement more sustainability initiatives in its infrastructure and in processes (Figure 4.6)

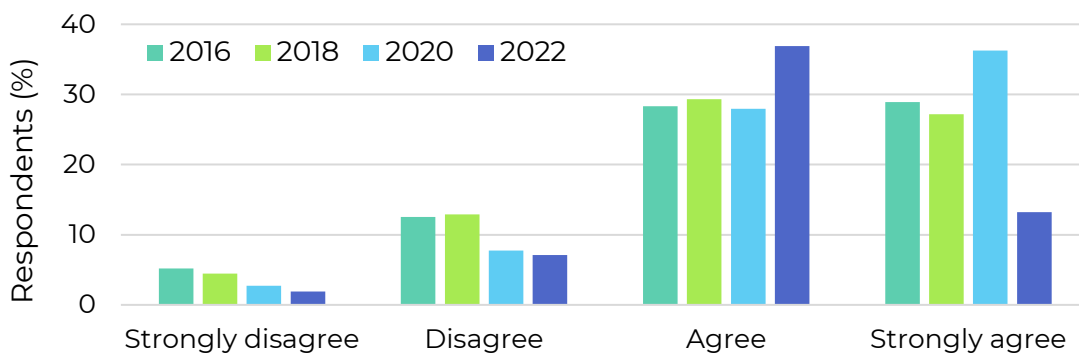


Figure 4.3 Respondents' level of agreement with the phrase: "I clearly understand sustainability issues relevant to our University"

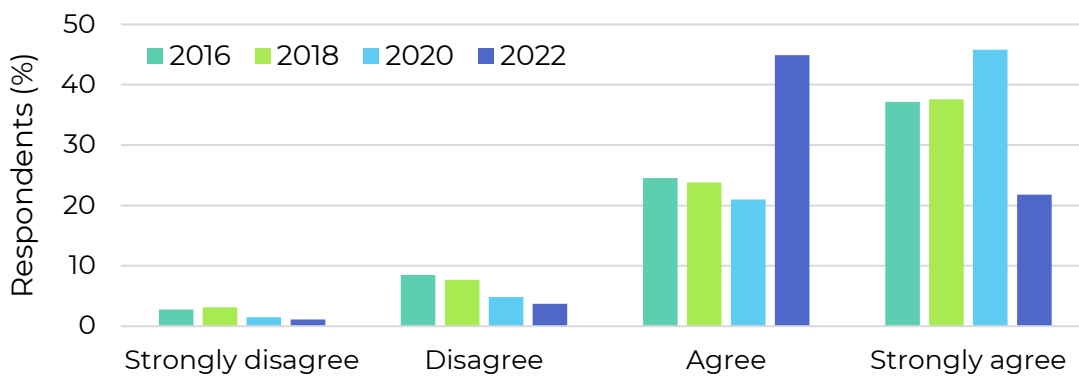


Figure 4.4 Respondents' level of agreement with the phrase: "I feel like I am well informed and educated about sustainability issues in general"

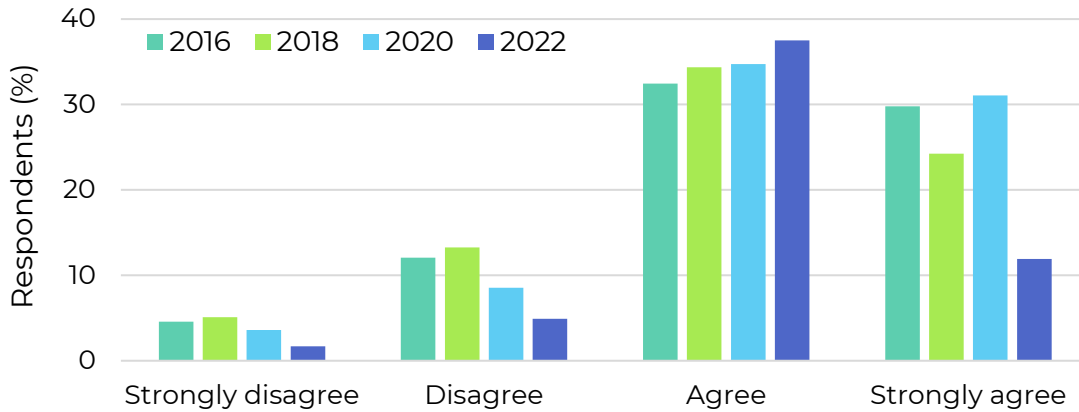


Figure 4.5 Respondents' level of agreement with the phrase: "The facilities in the University are well-equipped to support sustainable behaviours"

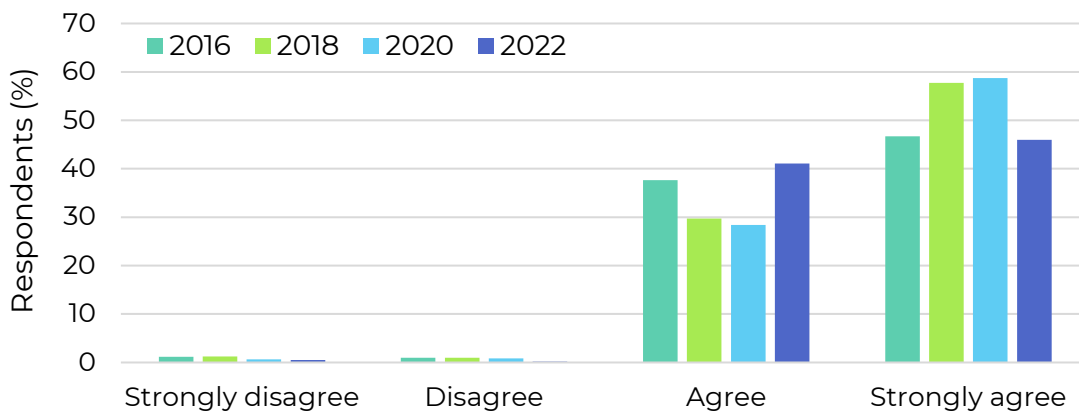


Figure 4.6 Respondents' level of agreement with the phrase: "I would like to see the University implement more sustainability initiatives on its infrastructure and in processes"

The reasons for the shift from strongly agree to agree are not clear. For example, the change could be the result of an increase in students' awareness of the complexity of sustainability.

Figure 4.7 shows that 71% of respondents rated UTAS's effort towards sustainability at 7/10 or above. The weighted average of responses was 7.2, showing a steady improvement from 6.7 out of 10 in 2020, 5.9 in 2018, and 6.1 in 2016.

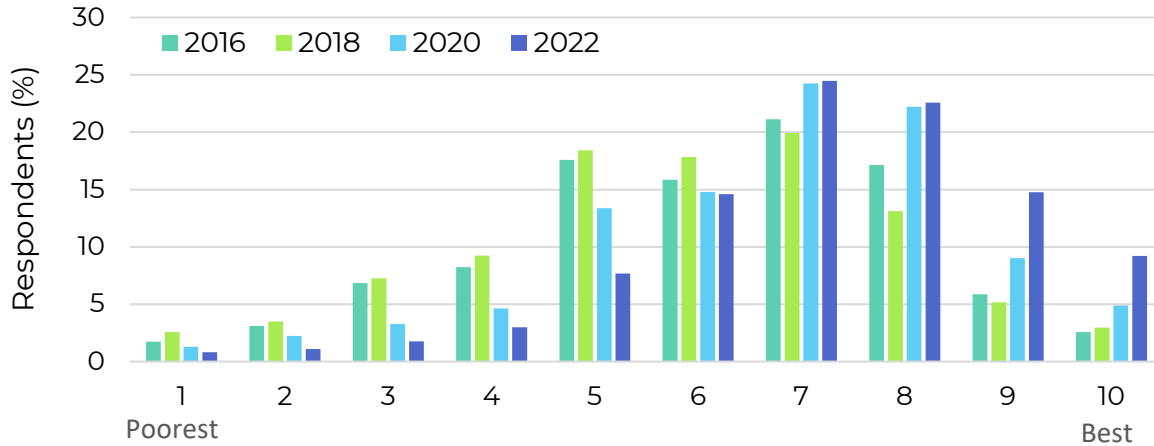


Figure 4.7 Percentage of responses to the question: “On a scale of 1-10, how would you rate the University’s current level of effort with regard to sustainability (with 10 being the best)?”

In previous years, the topics of carbon neutrality and divestment from fossil fuels were covered by two different questions. This year the Survey asked only one question about climate action. In 2020, 89.2% of respondents agreed or strongly agreed that the university should maintain its carbon neutral certification and 78% agreed or strongly agreed the university should completely divest from fossil fuels. In 2022 the Survey asked for the level of agreement to the statement: “Having been carbon-neutral certified since 2016, completed divestment from fossil fuels in 2021 and become a signatory of Race to Zero, the University should maintain these commitments and continue to lead on climate action”. Figure 4.8 shows that 97.5% of respondents support the University’s ongoing commitments for climate action.

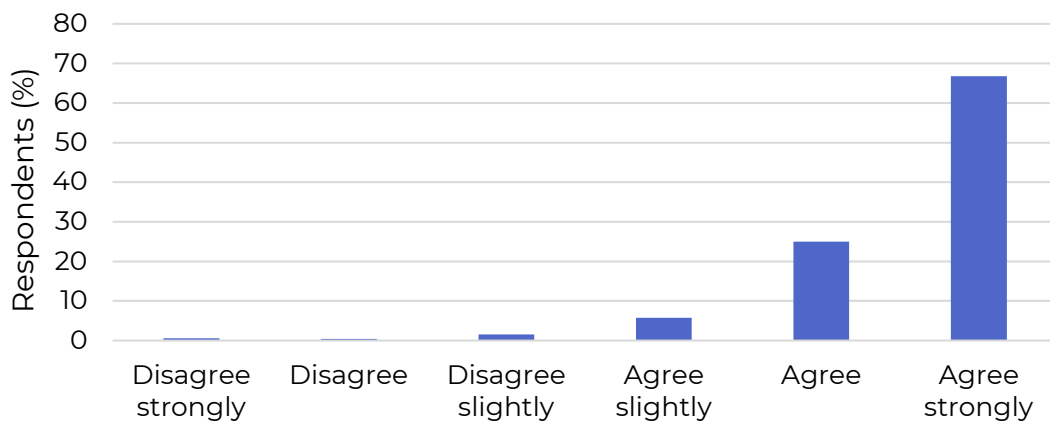


Figure 4.8 Respondents’ level of agreement with the phrase: “Having been carbon-neutral certified since 2016, completed divestment from fossil fuels in 2021 and become a signatory of Race to Zero, the University should maintain these commitments and continue to lead on climate action”

This year's Survey also explored students' awareness of modern slavery. Students were presented with the University's Modern Slavery statement, outlining what the University is doing to minimise the risks of modern slavery at the University and in its supply chains. Some 84% of respondents indicated that they were aware of the concept of modern slavery (Figure 4.9) and 18.1% of respondents stated they have encountered some form modern slavery in their work or personal lives (Figure 4.10).

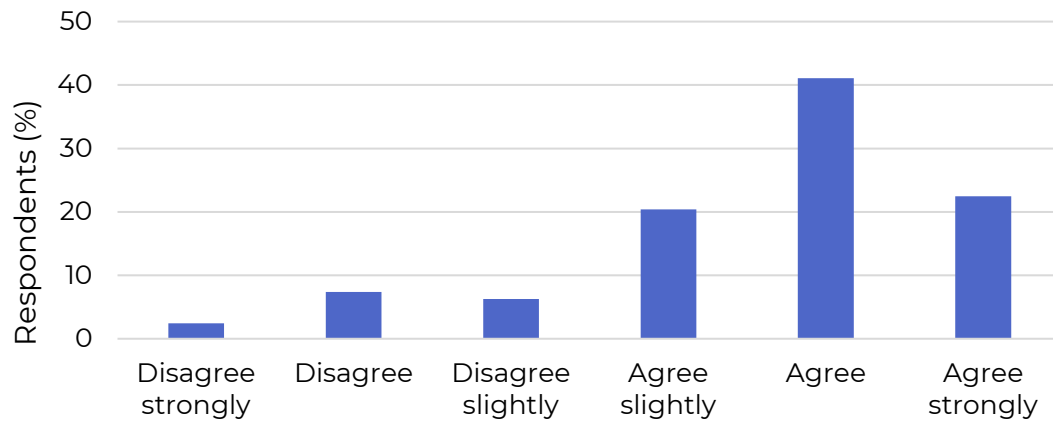


Figure 4.9 Respondents' level of agreement with the phrase: "Before reading this statement above, I was familiar with the concept of modern slavery"

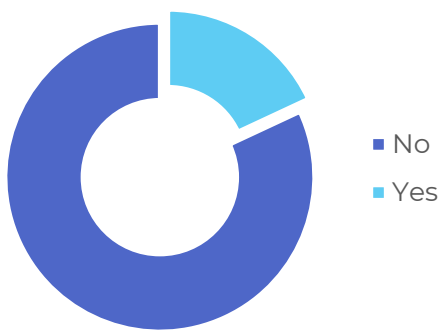


Figure 4.10 Percentage of responses to the question: "Have you encountered modern slavery in your work or personal life?"

## 4.2 Behaviours relating to sustainability

The Behaviours section of the Survey enquires about how students engage with sustainability in the University and their personal lives. Questions in this section have been split into two parts: on-campus and off-campus behaviours.

Survey results indicate that most respondents are making conscious choices in relation to consumption both on and off campus. However, respondents were less likely to choose transport options with the lowest carbon footprint, with ‘occasionally’ and ‘often’ being the most chosen responses (22.0% and 21.3% respectively). This question is an outlier in comparison to the general level of eco-consciousness displayed throughout the section. This may be due to students preferring to drive to University, however it is also quite likely that this is due to a lack of access to adequate public transport for students or when active transport is less practical.

Slightly more respondents “always” look for opportunities to get involved with sustainability initiatives on campus (18.4%) than off campus (16.6%). In addition, the highest ‘never’ response in this section was to ‘I look for opportunities to get involved with sustainability initiatives while on campus’ at 7.6% of respondents . This could mean that there is space for the University to try new ways of engaging students with sustainability. As there are fewer ‘never’ responses in the ‘off-campus’ section, it may also suggest that a part of the cohort is already involved with initiatives off-campus, leaving less time for on-campus commitments.

Comparison with previous years regarding looking for opportunities to get involved with sustainability ‘off-campus’ shows a clear increase in the frequency in which students choose to do so (Figure 4.11).

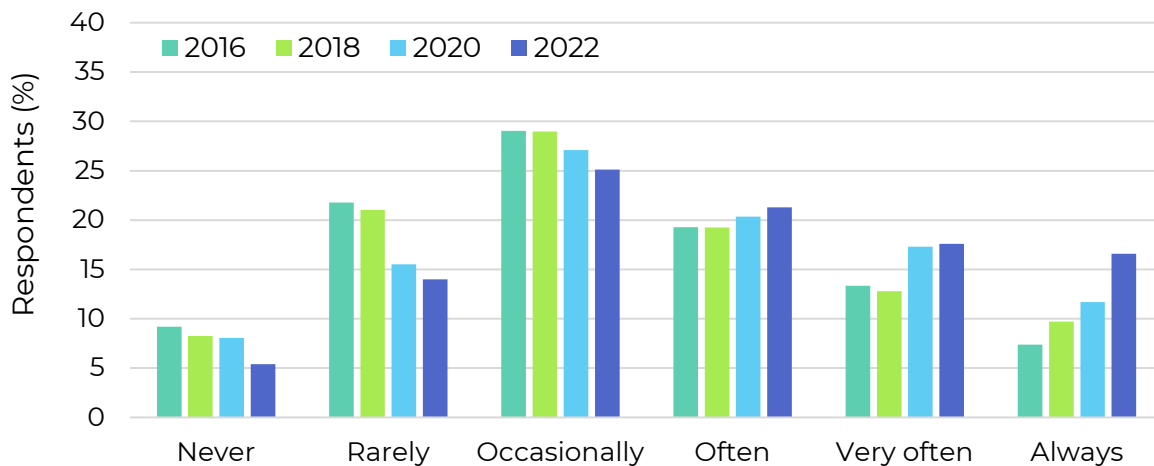


Figure 4.11 Percentage of responses indicating frequency of looking for “opportunities to get involved with sustainability initiatives while off-campus”



### 4.3 Sustainability experience

In this section, students were asked to indicate their agreement with twelve statements, five of which have been compared with previous surveys. The agreement was rated on a 6-point Likert scale from 'strongly agree' to 'strongly disagree' with the option of selecting 'neither agree nor disagree' and an added 'don't know' option.

More respondents than in the past three surveys have agreed/strongly agreed to the following statements:

- I would like to get more involved in sustainability initiatives (74.9%, up from 71.8% in 2020) (Figure 4.12)
- There are many opportunities for me to get involved in sustainability initiatives as a student (56.4%, up from 33.7% in 2020) (Figure 4.13)
- The leaders of the university make good role models towards sustainability (53.5%, up from 47.9% in 2020) (Figure 4.14)
- The leaders of the university are supportive of sustainability initiatives (62.0%, up from 59.0% in 2020) (Figure 4.15)

Most respondents have agreed/strongly agreed with the statement "Students can make a big difference to sustainability issues at the University" at 82.2%, however this is slightly lower than the 84.7% in the 2020 survey (Figure 4.16).

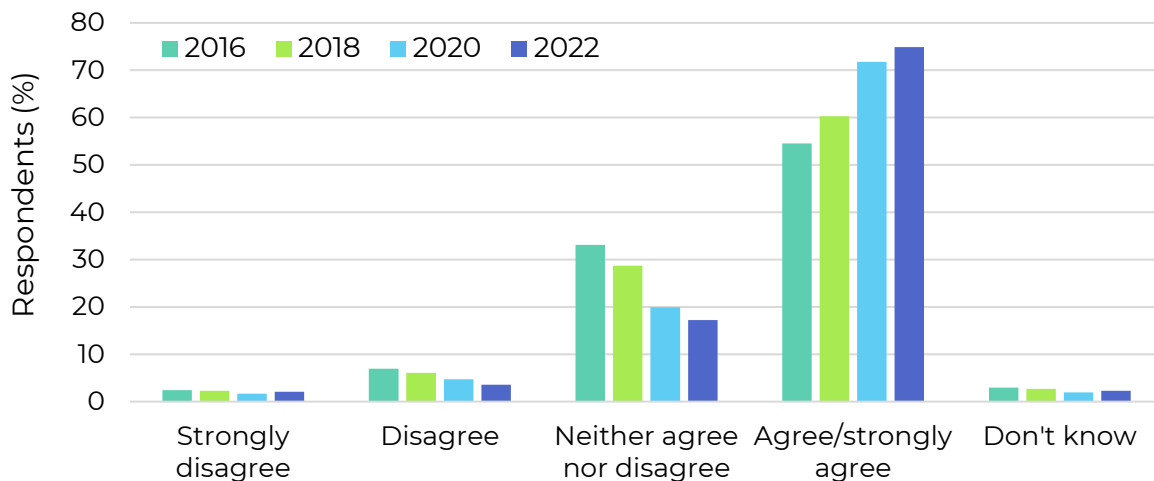


Figure 4.12. Respondents' level of agreement with the phrase: 'I would like to get more involved in sustainability initiatives'

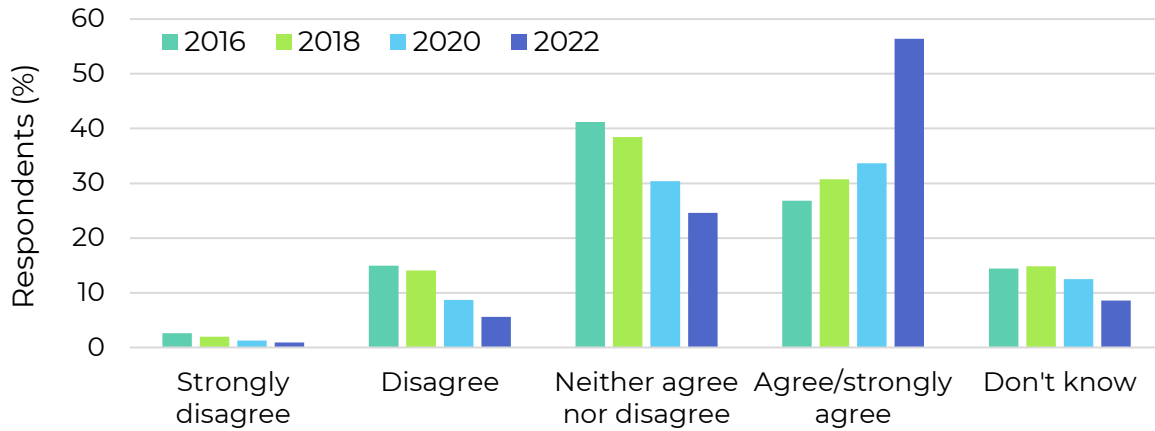


Figure 4.13. Respondents' level of agreement with the phrase: 'There are many opportunities for me to get involved in sustainability initiatives as a student'

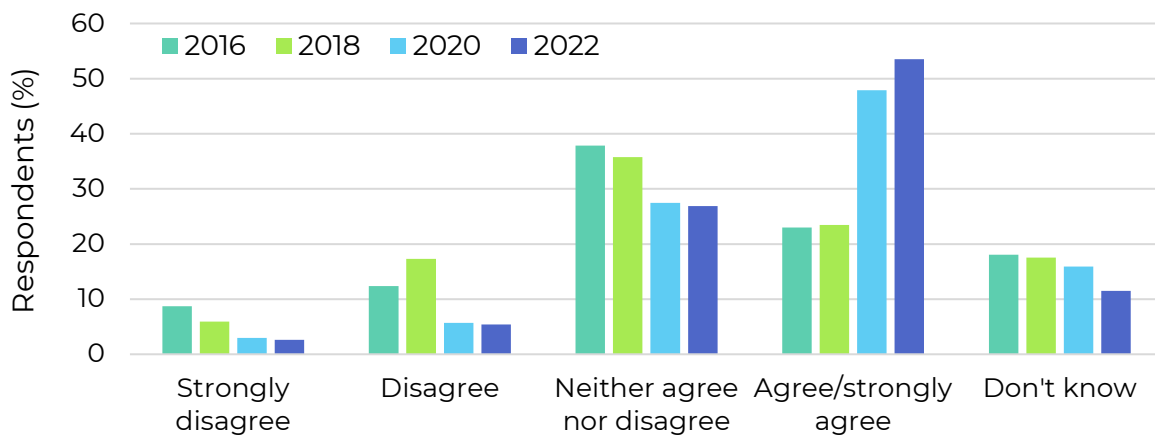


Figure 4.14. Respondents' level of agreement with the phrase: 'The leaders of the university make good role models towards sustainability'

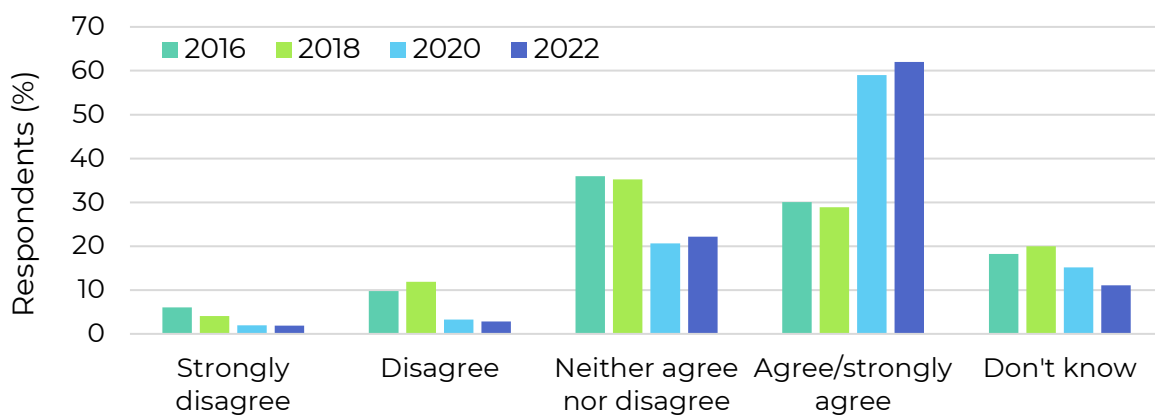


Figure 4.15. Respondents' level of agreement with the phrase: 'The leaders of the university are supportive of sustainability initiatives'

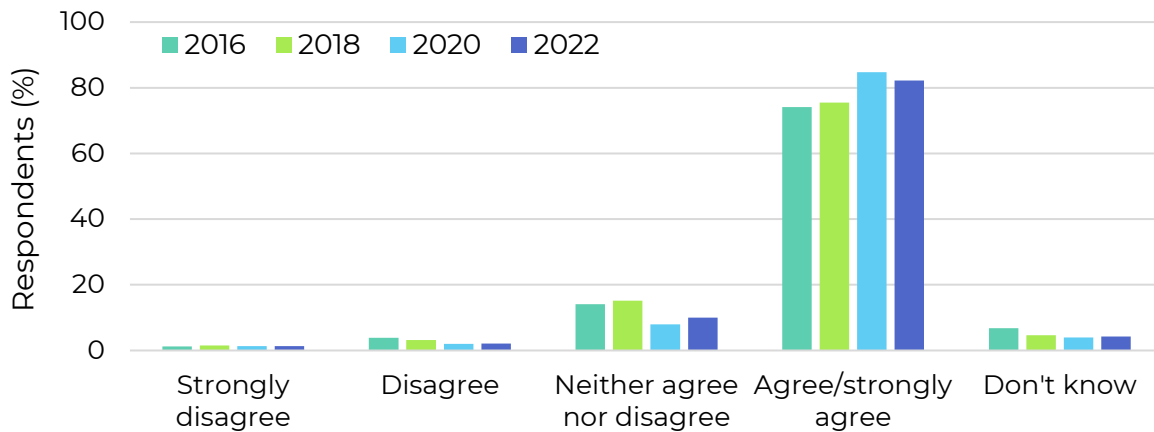


Figure 4.16. Respondents' level of agreement with the phrase: 'Students can make a big difference to sustainability issues at the University'

Other questions also had a high level of agree/ strongly agree responses.

- 'I feel valued as a student' (62.8%)
- 'My peers are engaged in sustainability' (52.8%)
- 'I feel well supported by my peers to engage with sustainability activities on campus' (45.8%)
- 'I feel like I have a lot of control over the size of the "ecological footprint" that I leave through my study activities at university' (51.5%)
- 'I would like more opportunities to link my learning at university with sustainability projects on campus' (63.5%)

Trends of increasing numbers of positive responses to the questions in this section are extremely encouraging as it shows that initiatives implemented by the University are having an impact. Students seem to be recognising the opportunities the University is presenting to engage in sustainable practices. Room for improvement in this area involves students feeling like they are supported by their peers to engage in sustainable practices. With most respondents selecting 'neither agree nor disagree', it seems that students themselves are engaging in sustainable practices but not necessarily with their peers. As social sustainability is a key aspect to holistic sustainability, this area could be a good target for the University moving forward.

Another well-supported idea in this area is the development of 'edible campuses'. This question was not asked in previous years. Over three-quarters of the respondents (76.1%) agreed the University should implement this initiative. It could be a great way to increase student food security, with an opportunity to link learning to sustainability projects.

## 4.4 Sustainability in teaching and learning

In this section students were asked to indicate their agreement with nine different statements on a 6-point Likert scale from strongly disagree to strongly agree.

To the statement 'I think sustainability is an important subject to study at university' (Figure 4.17), 90.2% agreed, with most respondents selecting 'strongly agree'. Most students also agreed with the statement 'My lecturers and teachers include sustainability in their teaching' (Figure 4.18). For both statements, the response of 'strongly agree' is much higher than in previous years.

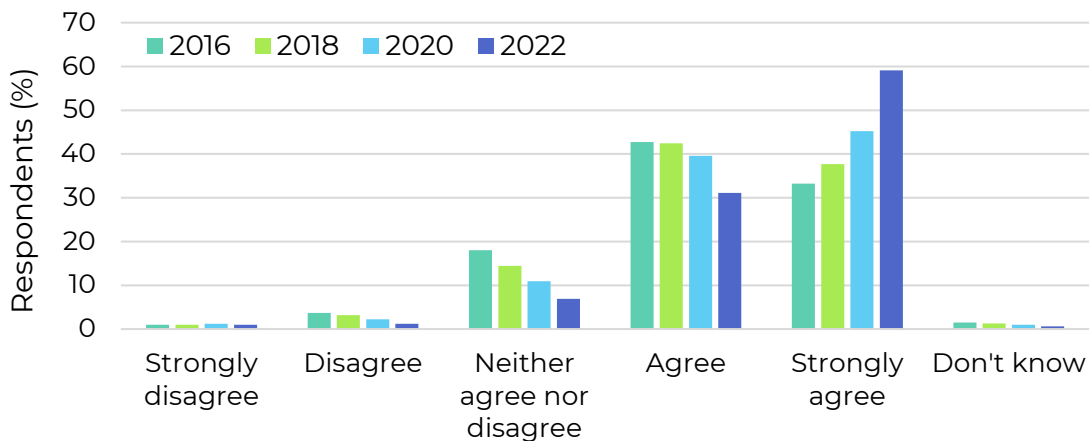


Figure 4.17. Respondents' level of agreement with the phrase: 'I think sustainability is an important subject to study at university'

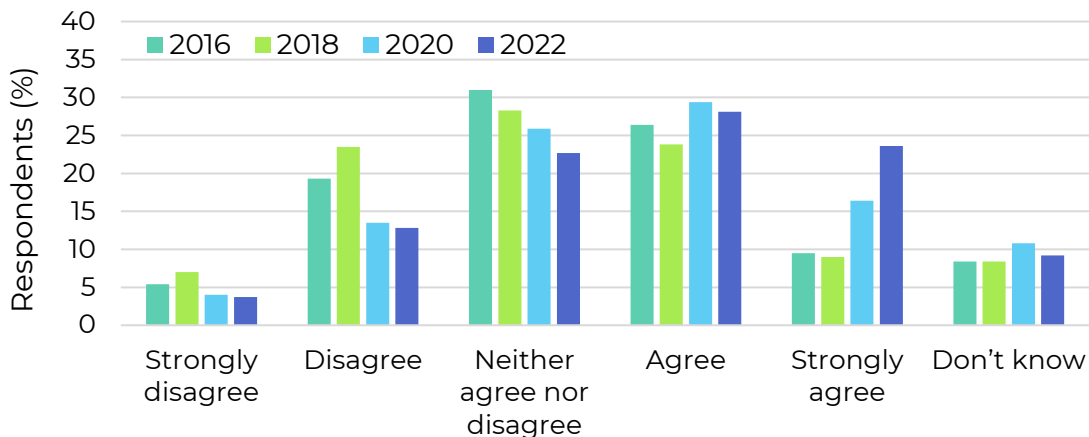


Figure 4.18. Respondents' level of agreement with the phrase: 'My lecturers and teachers include sustainability in their teaching'

There was also a jump from 43% in 2020 to 55% in 2022, in 'agree' responses to the statement 'The University is very innovative in its approach to teaching about sustainability' (Figure 4.19).

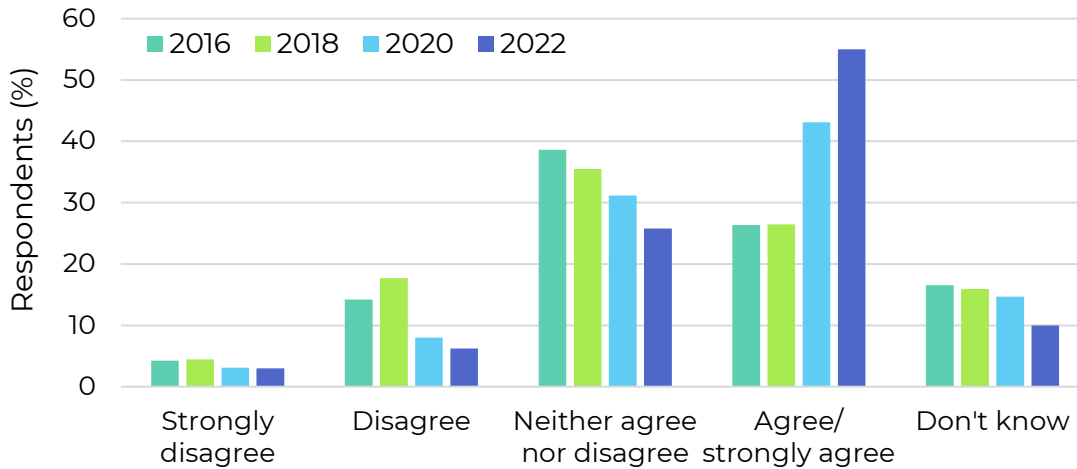


Figure 4.19. Respondents' level of agreement with the phrase: 'The University is very innovative in its approach to teaching about sustainability'

Results for other questions in this section included:

- 90.2% of respondents agreed to the statement 'I think sustainability is an important topic to study at university', with only 2.3% disagreeing.
- 88% respondents agreed to the statement 'I believe that sustainability issues will affect my personal life in the future', with only 3.4% disagreeing.
- 86.8% of respondents agreed to the statement 'I believe that sustainability is relevant across all areas of the curriculum', with only 4.8% disagreeing.
- 74.1% of respondents agreed to the statement 'I consider principles of sustainability during my course', with 8.0% of respondents disagreeing.

The results of this section show that students, whether environmentally minded or not, acknowledge that sustainability will be a relevant factor in both their professional and personal life in the future. The option of "Don't know" is relatively consistent throughout this section. It is worth highlighting that 17.2% of respondents don't know if their lecturers and tutors engage in sustainable practices.

## 4.5 Food security and food practices on campus

A person is food insecure when they lack regular access to enough safe and nutritious food for normal growth and development and an active and healthy life. Food insecurity can be experienced at different levels of severity. The Sustainability Survey included six questions (from the United States Department of Agriculture 6-item Household Food Security Short Form) to determine the severity of food insecurity faced by UTAS students. Key findings include:

- The prevalence of food insecurity among UTAS students who responded to the survey was 42% (Figure 4.20), with most food insecure students experiencing low and very low food security, meaning they are regularly running out of food and experiencing hunger.
- The prevalence of food insecurity is higher than in 2020 where 38% of UTAS student respondents were food insecure. However, the 2020 survey utilised a single-item screening tool which is not directly comparable to the 2022 survey.
- Food insecurity was higher among students aged <35 years, international students, students who do not identify as either male or female, first year students and on-campus enrolled students.
- Of those students who were food insecure, most (82%) had low or very low food security.

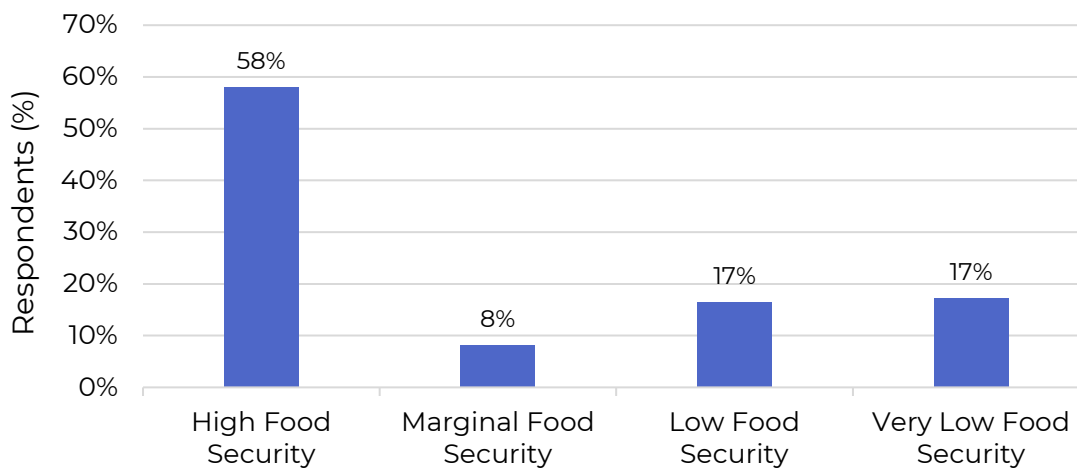


Figure 4.20. Student food security status according to the USDA 6-item Household Food Security Short Form

The University recognises the need for a plan to transition to more equitable and sustainable food systems across our campuses and is working on a number of actions to address this issue, including the recent appointment of our community

garden coordinator to embed a sustainable food systems approach in our campuses, the development of a University Sustainable Food Strategy (in progress), and in partnership with the Tasmanian University Student Association a transition towards student-led food solutions such as the student gardening and cooking societies, for example.

In relation to food insecurity solutions, three quarters of students agreed with the importance of incorporating Aboriginal food practices on campus and the need to incorporate bush tucker into campus gardens and landscape as part of an 'edible campus' focus (75.0% and 76.4% respectively). Half of students (49%) agreed that they would join a university gardening group if they had the opportunity to do so.

## 4.6 Worldviews

In this section students were asked to indicate their agreement with six different statements on a 6-point scale from strongly disagree to strongly agree. Trends mostly favoured ecologically-minded ideas.

- 84.9% of respondents agreed that 'The balance of nature is very delicate and easily upset'
- 72.3% of respondents disagreed that 'Plants and animals exist primarily to be used by humans'
- 78.3% of respondents agreed that 'the Earth is like a spaceship with only limited room and resources'
- 76.5% of respondents agreed that 'There are limits to economic growth even for developed countries like ours'
- 68.5% of respondents disagreed that 'Humans were meant to rule over the rest of nature'

A lower percentage of respondents (53.2%) disagreed with the statement 'Modifying the environment for human use seldom causes serious problems', while 38.5% agreed. Although not a dramatic change in view when compared to the other responses in this section, it was possible that the wording of this question was confusing, potentially leading to some respondents misunderstanding the question.

## **4.7 Written responses**

While most questions in the Survey were quantitative, with responses made on a scale, the final five questions were 'open field', allowing respondents to answer in their own words. These questions did not require a response to progress through the survey, and therefore there was not a 100% response for this final section. The five questions in this section asked respondents what they could do to reduce the environmental impact of their campus activities, barriers to making those changes, what they believe UTAS is doing well regarding sustainability, and what UTAS could be doing better in being a more sustainable institution.

### **4.7.1 Biggest personal change students believe they could make**

Students were asked, "What is the biggest change you could personally make to decrease the environmental impact of your direct campus activities?" In analysing the written responses, it is clear that the wording of this question inadvertently excluded the significant proportion of respondents who were distance students. There were many responses including "This question does not apply to me", "N/A" or "I am an online student." For subsequent surveys, it is recommended that either the question be edited to be more inclusive (i.e., ask about personal change more generally) or survey-logic be applied so that respondents who have identified as 'distance' or 'off-campus' do not see this question in their survey.

On-campus students who did nominate the biggest change they could make personally to reduce their environmental impact on campus wrote responses that related to six main themes. In relation to transport, various students mentioned travelling to campus by means other than cars. While this included taking a bus or walking, most of these responses specifically mentioned commuting by bicycle, which has implications for the provision of safe cycle routes and end-of-trip facilities at UTAS campuses. The students' comments regarding transport issues back the active transport focus in the Sustainable Transport Strategy and can inform the design of certain questions in the forthcoming 2023 Travel Behaviour Survey. Other significant themes were the management of waste, the conscious reduction of plastic and other single-use products, as well as personal changes in printing, energy use and diet.





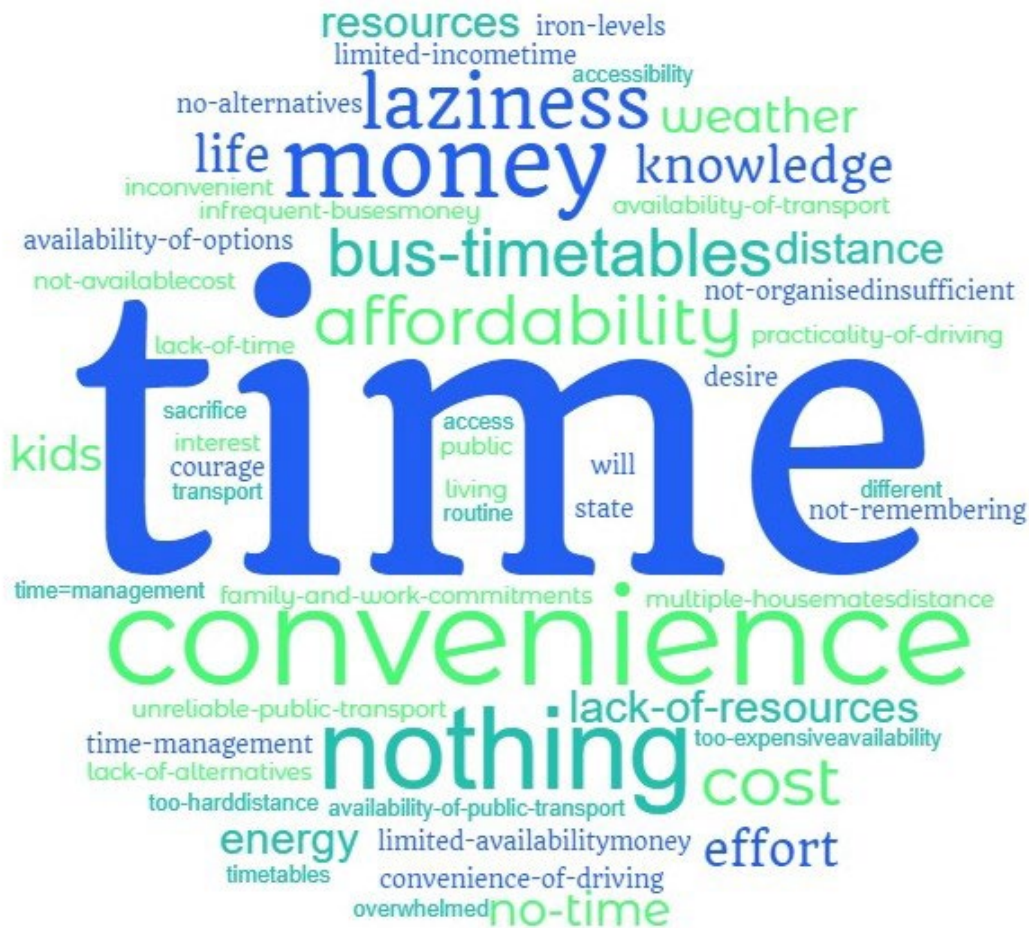


Figure 4.22. Barriers students perceive to be preventing making changes

### 4.7.3 What the University is doing well

Asked to name *one* sustainability behaviour, activity or practice that they believe “UTAS does well”, the majority of responding students nominated waste management and/or recycling. This recognises the efforts on implementing the university’s Waste Minimisation Action Plan, and existing programs such as Recycling Walls, Re-Use Program, and FOGO waste collection.

Despite a well-celebrated move to carbon neutrality in 2016 and divestment from fossil fuel related investments in 2021, only a few students wrote responses that mentioned climate action as their ‘one behaviour’ that they see UTAS doing well. This

may be because this status is now taken for granted by many students. Given the very high levels of student support for the University's carbon neutral status and other action on climate as indicated in responses in earlier questions in the Survey (see, for example, Figure 4.8), it can be assumed that many students see action on climate change and emissions reductions as something that UTAS is doing well, but choose not to elect it as the one behaviour or practice that they were limited in making for this question. It could also be that visibility of sustainability efforts drove responses to this question with deployment of brightly coloured three-bin waste systems (compostable, recycling and landfill) and the prevalence of 'recycling walls' over the past two years.

Perhaps reflecting an effort to embed sustainability across the University's teaching and learning in recent times, sustainability education was also a prominent theme.



Figure 4.23. Students' perceptions of what UTAS is doing well regarding sustainability

#### 4.7.4 What the University could do better

Conversely, the range of categories of sustainability practices and/or behaviours that was the 'number one' issue students believe UTAS could improve upon was broad. Even though waste management and recycling were an important category for where UTAS is perceived to be doing well, it was also mentioned often in written responses related to where UTAS could improve its sustainability practices. This may be indicative of the high profile and consciousness that the issue of waste has in people's daily lives. The spread of other written responses for where UTAS could 'do better' were distributed into the following categories: gardens, the use of electricity, education/awareness of sustainability, plastic use, paper use and student transport. Further research would be needed to determine to what extent these represent areas considered in need of improvement based on student experiences on campus, and what extent they represent a general list of sustainability issues that are on people's minds more generally.

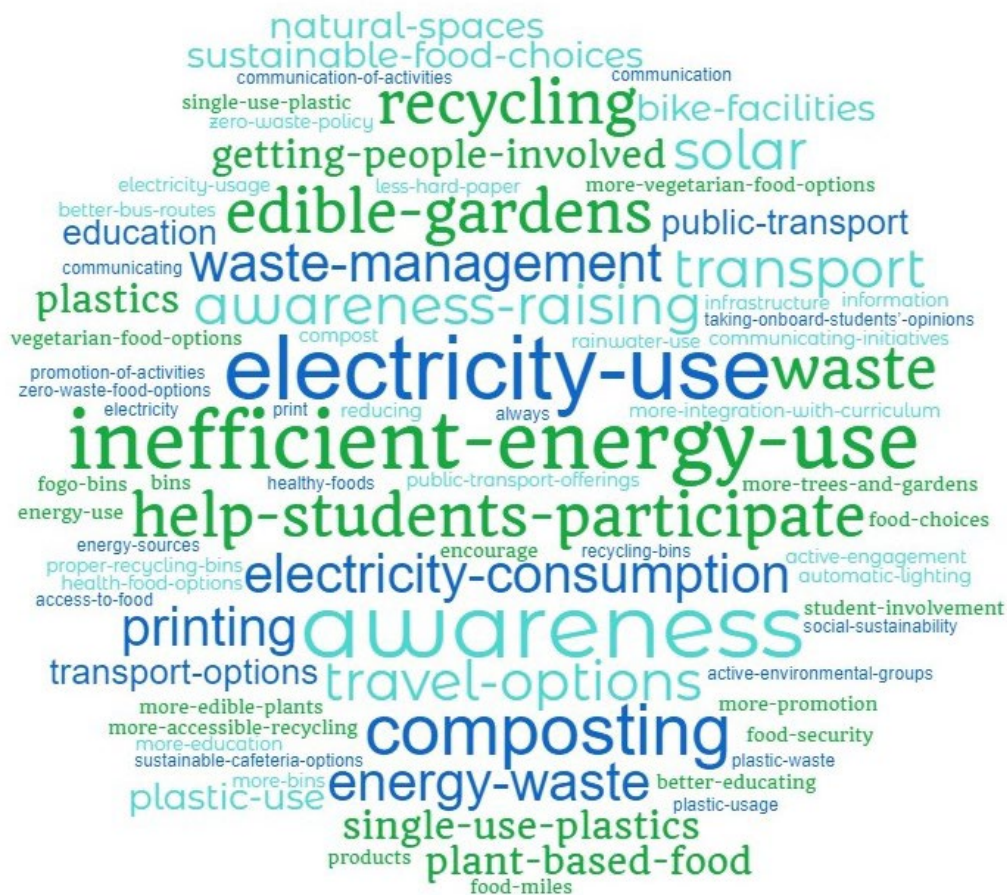


Figure 4.24. Students' perceptions of what UTAS could improve regarding sustainability

#### **4.7.5 The most important change the University could make to be more sustainable**

Following on from this question, a related but distinct final question asked students to identify what they believe is the most important change that UTAS could make to operate in a more sustainable way. The top themes that emerged from the written responses are similar to the previous question and included energy (with many comments relating to renewable energy from solar), transport, green spaces, food, waste and education and awareness issues. These are all priority areas of the UTAS Strategic Framework for Sustainability.

## **5 Conclusion**

The University thanks the students who have taken the time to participate in the 2022 Survey. Overall, this year's survey has shown positive results and most responses to the questions showed a high awareness of, and interest in, sustainability. When comparing questions to previous years, the general trend is positive, which shows that each time the survey is conducted there is an increased level of understanding and concern for sustainability principles. Results like these are important for the University to continue the push to becoming a leader in sustainability.

As fewer students have chosen to participate in the survey compared to other years (although the results remain significant), new methods of marketing for the survey may need to be implemented to further increase the significance in the representation of the student body's views and practices regarding sustainability. This could be done through the more active encouragement of engagement from lecturers and tutors across all discipline areas, as well as more clubs' and societies' social media platforms.

Public transport was a major outlier in the 'Behaviours relating to sustainability' section of the survey. This clearly shows that transport is an important factor preventing students living as sustainably as possible. The idea of an 'edible campus' was strongly supported, and many respondents expressed a desire to join a gardening group, making this a great candidate for a future focus and projects. It is encouraging to see the increase of ecological ideas in the student cohort but there is still much to be done in this area. The results of this survey in relation to student attitudes and values can be used to guide University sustainability initiatives in the future.