



“A Dear, Green Place”
Towards a Climate Change Strategy and
Action Plan for the University of Glasgow
Consultation Results



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Executive Summary

The University of Glasgow (UofG) made a declaration of climate emergency in May 2019 and over the past 12 months, with the approval of both Court and Senate, we have developed, published and consulted on a [draft climate change strategy](#) which outlines a pathway to net zero carbon emissions for the University. This report summarises both the quantitative and qualitative feedback obtained from ~1300 staff and students, along with that from external stakeholders, during the consultation period for the strategy (during February/March 2020). In general, the data demonstrate that a large majority of the University community either “strongly agree” or “agree” with the proposals contained within the draft strategy.

There is a strong sense from the UofG community that we need to show leadership in terms of addressing the climate crisis and a feeling that UofG should set its net zero carbon emissions date for 2030 (in alignment with the ambition set by the City Council). Staff and students believe that UofG needs to be transparent about its environmental performance and approve the proposal to expand the scope of our carbon footprint to include the impact of flights taken by international students. In addition, respondents agree that carbon offsetting should be employed as part of our journey to net zero emissions, but with the proviso that it is only used as a last resort, and as part of a wider strategy for delivering absolute reductions in carbon emissions at the University.

Staff and students are keen to play an individual role in helping to reduce the UofG carbon footprint, as evidenced by the large number of supportive responses around reducing emissions from both business travel and everyday commuting. UofG should ensure that it capitalises on the current enthusiasm within the community, in this regard, and provide appropriate support to ensure staff and students are able to make positive and lasting changes to their travel behaviours. Respondents are keen to make more sustainable choices in relation to food consumption and there is a clear desire for UofG to move quickly and eradicate single use plastic on campus. Finally, many staff express a wish to have greater access to flexible/home working practices in the future; something that could help reduce emissions from commuting, free up space on campus and help staff with managing work/life balance.

There is a clear message that UofG needs to significantly invest in its infrastructure (energy efficiency of existing buildings, low-carbon district heating, renewable energy technology) in order to deliver significant reductions in carbon emissions over the next 10 years and in line with the requirement to limit global warming to no more than 1.5 degrees. Divestment was a widely discussed topic, with

respondents clearly in favour of the University continuing to divest, and expanding the scope of this to include the arms trade. The need to collaborate with external partners across the region, in order to deliver on the climate change agenda is also clearly expressed.

Across themes, there is an interest in learning about sustainability. This is manifested by the desire to introduce sustainability teaching across curricula, training for all staff, and awareness raising for our collective community. There is a desire from respondents for education on how to reduce their own impact and improve their own contributions to sustainability. This related across themes and was importantly augmented in one response that stated, “that educating “ON” sustainability is pointless without education “THROUGH” sustainability”. Education spans beyond formal teaching and includes an attention to informal and public spaces of engagement, communication, and learning. This aspect of activity moving forward will relate to governance, awareness, and implementation as well as education. University Communications Services can be engaged in this process to ensure that all opportunities are taken to embed sustainability into our University, in both physical and digital spaces.

Finally, it should be highlighted that any lessons learned from our COVID-19 response, as they might relate to the sustainability agenda, are not likely to have been picked up by this consultation. We would recommend further discussion in this regard, to ensure that our recovery from COVID-19 is also “green”.

Introduction

Context

During January to March 2020, the Sustainability Working Group consulted with the university community about our Draft Climate Change Strategy, receiving over 1300 individual responses. A [summary of headline responses](#) to the consultation have been shared with the university community. Subsequently, the Glasgow University Environmental Sustainability Team (GUEST) have carried out a detailed qualitative analysis, led by Katrina Wilson-Gowns, in collaboration with Amy Stevenson, Katy Homyer, and Blair Anderson. The four University of Glasgow students have carried out this process drawing on their own positions as students and staff embedded in and committed to the issues and challenges of sustainability at the University. The work has been carried out with the supervision, support, and editorial work of Drs Mia Perry, Stewart Miller and Jaime Toney.

The headline (quantitative) data demonstrate that a large majority of respondents either strongly agree or agree with the statements that were made in the survey and with the actions that were proposed in order to address the climate crisis. Staff and students clearly expect UofG to play a leading role in tackling climate change, and supported action on a range of measures, including:

- broadening the scope of our carbon footprint to account for air travel by international students
- reducing emissions associated with both business travel and everyday commuting
- improving space utilisation
- the promotion of education for sustainability
- support for the University's proposal to "offset" a proportion of its carbon footprint, albeit with legitimate concerns around the need to prioritise making changes to the way that we operate, and with regard to how offsetting might be carried out

It is worth highlighting that the consultation on the draft climate change strategy took place just before the widespread outbreak of COVID-19. Hence, some of the proposed actions for effective response to the climate crisis may need to be reshaped to reflect learnings from the COVID-19 response.

Methodology

Data

The data drawn on for this report came primarily from the consultation survey circulated online among students and staff, supported by other sources generated through engagement activities during the consultation period. All data drawn on are as follows:

- Staff and student survey: circulated among all students and staff at UofG. This included Likert scale questions on each part of the proposed strategy, as well as open text responses for most aspects. This received 1305 responses.
- Group survey: a version of the main survey, adapted for groups within the University. This received 11 responses.
- External stakeholders survey: aimed to establish how UofG could engage with partners in implementing the proposed strategy. This received 10 responses.
- Student consultation workshops: 4 workshops held by GUEST and the SRC, in which the proposed strategy was discussed (5 workshops were planned, but 1 could not take place due to the COVID-19 outbreak). It is worth noting that despite considerable promotion, the student workshops that did go ahead were very poorly attended.
- Staff consultation workshop: 1 consultation workshop was held for staff, in which the proposed strategy was discussed (3 additional workshops were planned but cancelled due to the COVID-19 outbreak).
- Library wall posters: GUEST and the SRC ran a consultation in the library, asking students to write answers to various questions on flipchart paper.

Analysis Method

The quantitative data shown in this report were collected via survey of students and staff and analysed using R. The qualitative data were collected through all surveys (students and staff, university groups, external stakeholders), student and staff consultation workshops and the library wall consultation exercise. Analysis was carried out using NVivo by four GUEST staff members. Due to COVID-19 related restrictions, all staff have worked on this project remotely and individual NVivo files were merged weekly.

Initially, results from the staff and student survey were coded into nodes based on each point in the proposed strategy. Thus, top level nodes within the first coding round each represented one question within the consultation:

- Net zero date
- Net zero additional comments
- Offsetting
- Scope of carbon footprint
- Space utilisation
- Business travel
- Commuting

- Theme 1- Engaging and empowering our community
- Theme 2- Promoting efficiency
- Theme 3- Governance and policy
- Theme 4- Continuous improvements
- Theme 5- Building resilience
- Divestment
- Overall/additional comments

Each survey question was coded by one person. To mitigate the limitation of intercoder reliability, all team members met regularly to discuss results emerging from each section. In this way, our collaborative teamwork in the qualitative research facilitated rigor throughout the process.¹ Following the first round of coding, the codebook (Appendix 1) was updated to include emergent themes. This was done collaboratively, with all members of the team discussing each new node to be added and the data which would be coded into these nodes. At this stage, all data were coded again. Where a response referred to more than one node, it was coded into each relevant node.

Once all coding was complete, multiple meetings were held to discuss emerging findings. Each team member then wrote up the section they had analysed in a shared document. This collective representation was then discussed again, investigating repetitions, gaps, and relationships across the data. Finally, in consultation across the team, three key issues were identified that emerged with particular emphasis across data sets. These issues are explored in the final section of this report and include: 1. Carbon Reduction Targets, Scope of Footprint and Offsetting; 2. Levels of Engagement & Awareness; and 3. Education and Communication.

As the analysis is predominantly based on the survey of students and staff, it is necessary to consider how representative this sample is. The first three survey questions asked respondents' role at the University; area of the University; and primary location. Results from these questions are shown in Figures 1-3 below:

¹ Cecilia Milford, Yolande Kriel, Irene Njau, Theresa Nkole, Peter Gichangi, Joanna Paula Cordero, Jennifer A. Smit, Petrus S. Steyn, and the UPTAKE Project Team. 'Teamwork in Qualitative Research: Descriptions of a Multicountry Team Approach', *International Journal of Qualitative Methods*, 16 (2017), pp.1-10.

Figure 1 – Respondents' role at the University (tabularised data presented in Appendix 2)

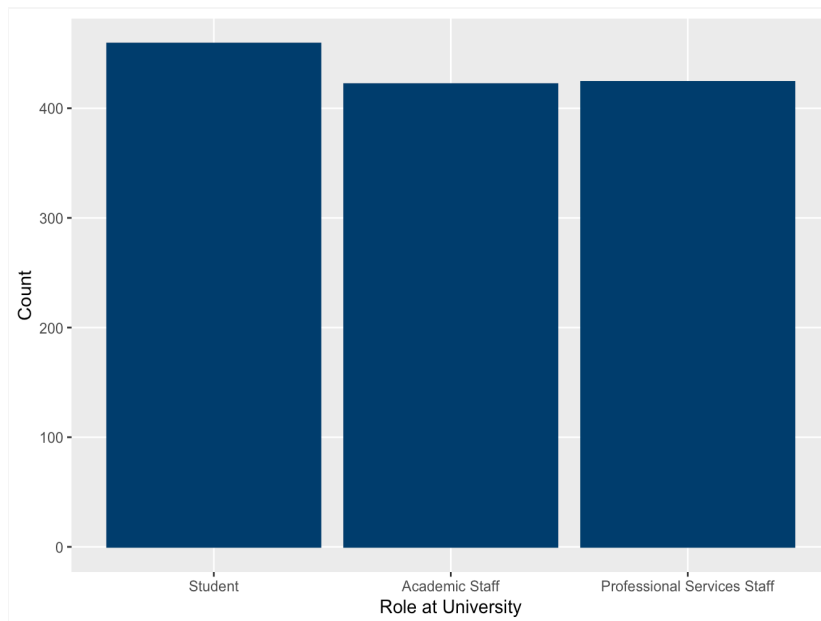


Figure 2 – Respondents' association with either college or professional service (tabularised data presented in Appendix 2)

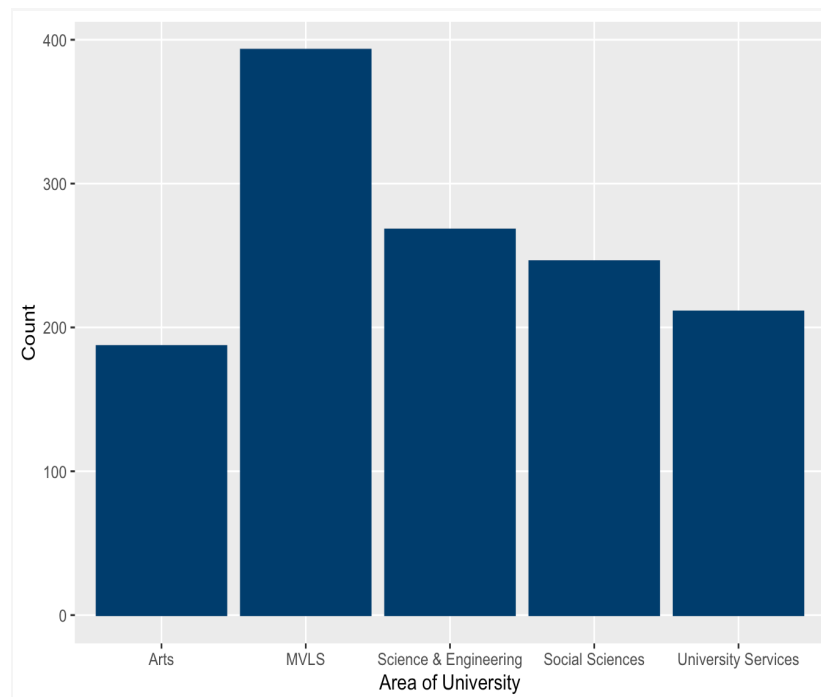
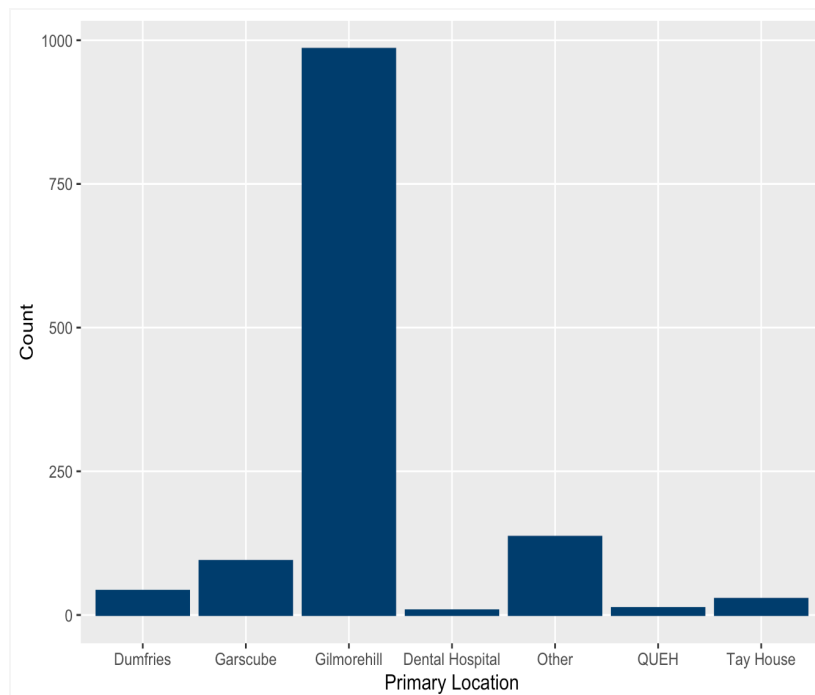


Figure 3- Respondents' primary location (tabularised data presented in Appendix 2)



According to the University's Public Sector Climate Change Duties 2019 Report, UofG had 6082 FTE staff and 27,436 FTE students during 2018/19.² Based on these numbers, the staff and student survey was completed by 13.9% of staff and 1.67% of students. Clearly, students are significantly underrepresented.

Unfortunately we were not able to access specific numbers of academic and professional services staff, or numbers of staff and students across different areas and locations of the University. We therefore cannot say how representative the survey was by these terms.

Moving forward, the underrepresentation of students should be considered, and if possible it should also be determined whether any areas or locations of the University may also benefit from further consultation.

² University of Glasgow. 'Public Sector Climate Change Duties 2019 Summary Report'. Available at: https://www.gla.ac.uk/media/Media_710215_smxx.pdf

Results

Leadership and Net Zero Carbon Emissions

Figure 4- Response to question on leadership in addressing the climate crisis (tabularised data in Appendix 2)

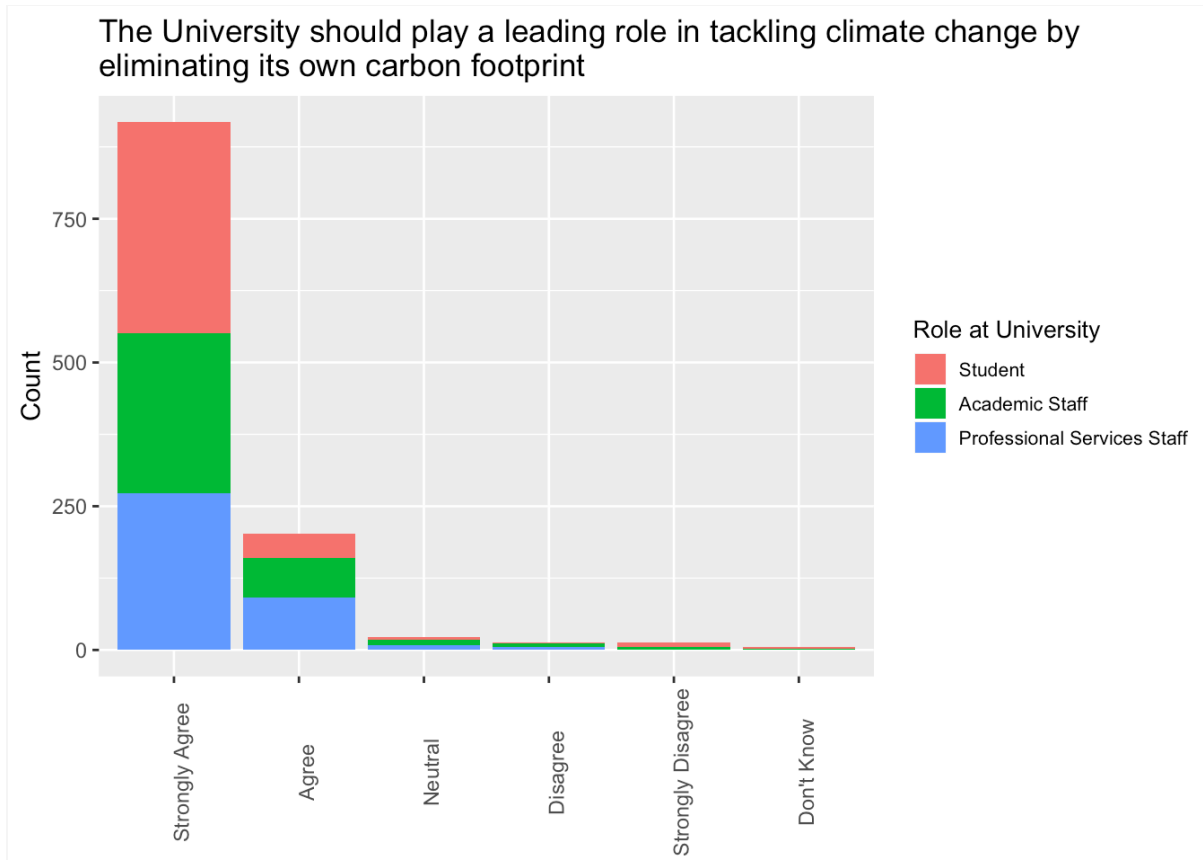
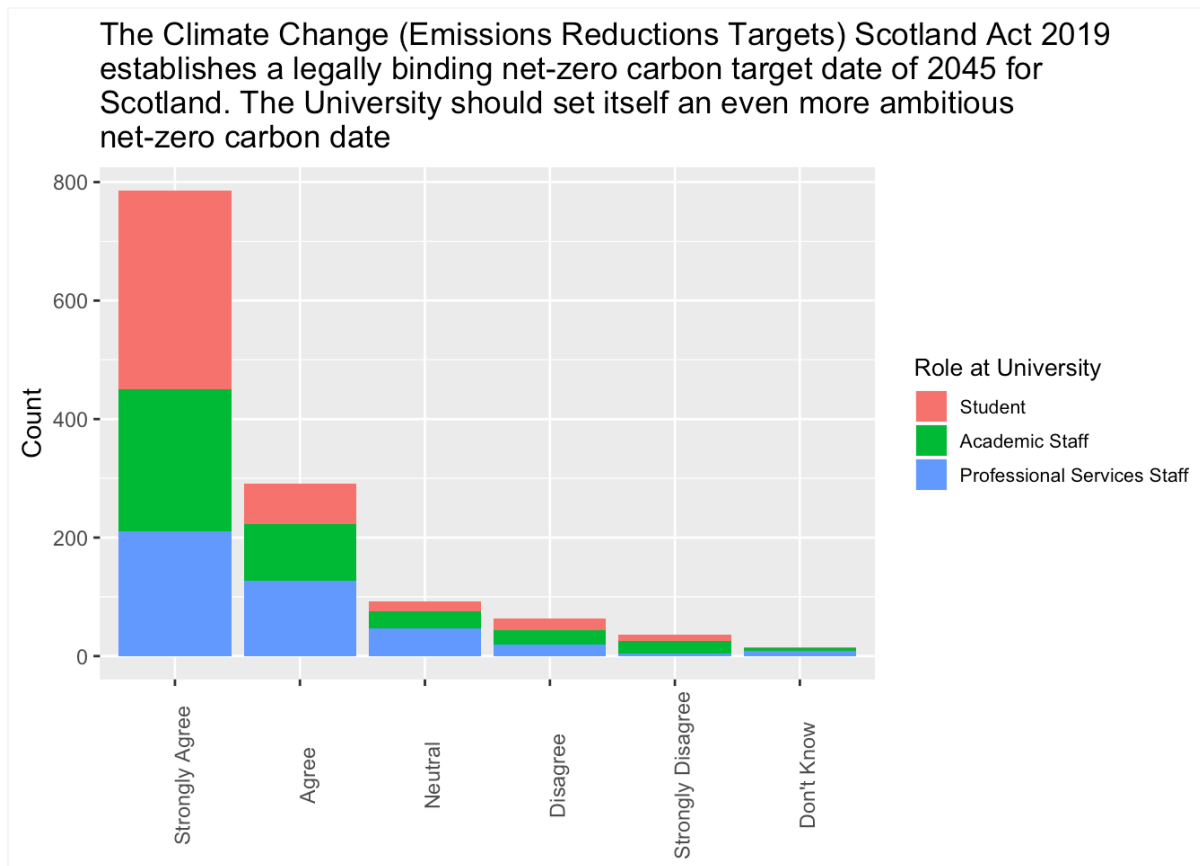


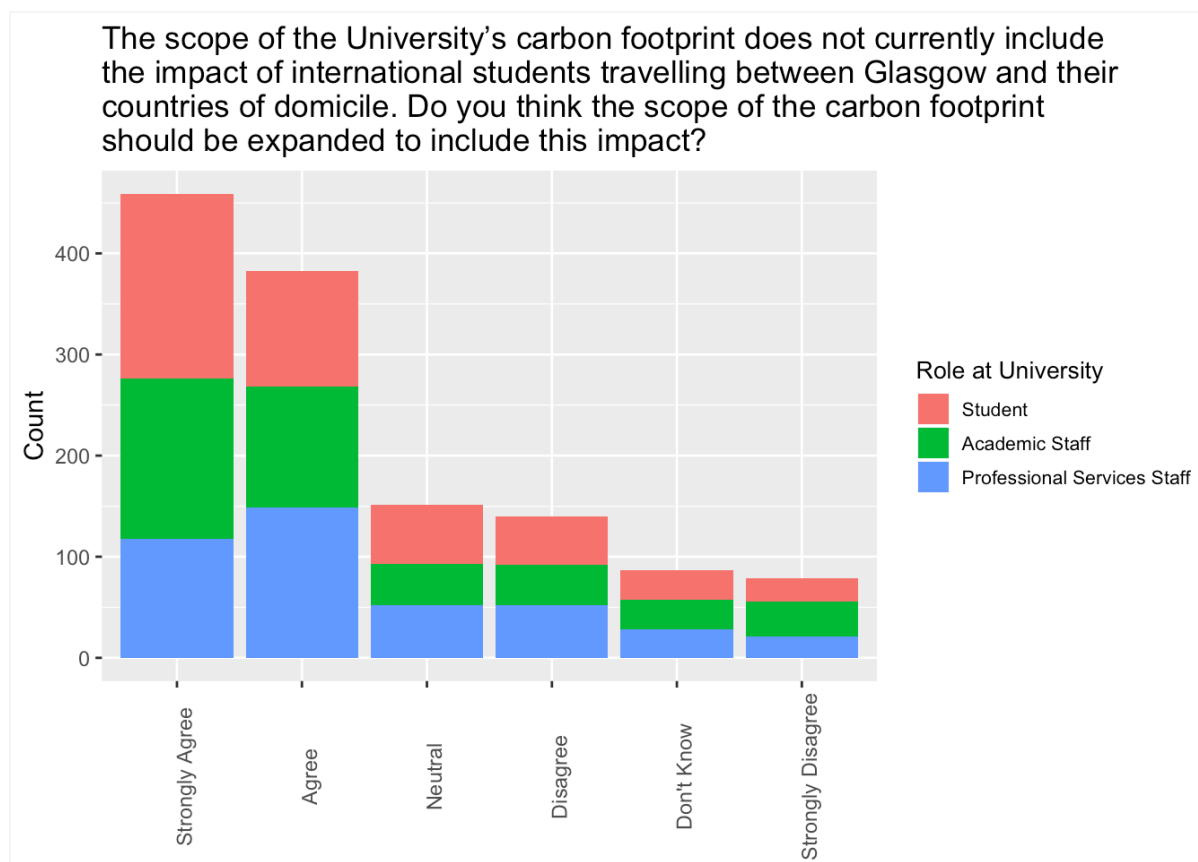
Figure 5 – Response to question on net zero carbon emissions date (tabularised data in Appendix 2)



The data presented in Figures 4 and 5 demonstrate agreement with the aim for net zero carbon emissions before 2045: 1046 respondents suggest a net zero date, with nearly half recommending 2030, and in agreement with the target date set by Glasgow City Council. Additionally, 496 added an open comment here; many called for action “asap,” preferably before 2030, given the institution is considerably smaller than the City. Some concerns are raised relating to possible compromises that may result from an ambitious net zero target, in particular in education. Overall however, it is strongly felt that the University is in a prime position to demonstrate leadership on this issue, and live up to its slogan of a “world changing institution” with stated apprehension from respondents that action may not equal ambition. Greater transparency around environmental performance is called for to reassure our community that we are moving in the right direction over the next decade.

Carbon footprint scope

Figure 6 – Response to question on scope of carbon footprint (tabularised data in Appendix 2)



523 respondents filled out the open text question relating to the carbon scope. Figure 6 demonstrates that most agree that the impact of international student flights should be included in the University's carbon footprint. Many people argue that as international students are flying specifically to attend the University, the resulting carbon emissions are directly related to us. It is noted that concerted effort is put into recruiting international students, and that responsibility needs to be taken for the environmental consequences of this. A tension emerges here between the University's sustainability and international agendas – this is frequently highlighted for attention. Of those who do not agree, some mention that this factor is out of the University's control. Some respondents raise the potential for this change to lead to either discrimination against international students or a reduction in diversity at the University, which will need to be carefully considered moving forward. The revenue stream from international students is also mentioned as a reason not to increase the scope.

Respondents raise the issue of other student flights (from elsewhere in the UK or Europe, as well as short-term exchange and study abroad programs). Arguably, more sustainable forms of travel are easier for these groups to consider than those travelling long-haul. Indeed, many respondents raise the

possibility of incentives for more sustainable travel. Relatedly, providing more information for international students around different travel options is suggested. Satellite campuses and online learning are raised as a way of reducing the need for students to travel internationally. Many respondents argue that flights should be offset. Finally, procurement is mentioned by a small number of people, who argue that emissions from all parts of the supply chain should be included in the scope of the carbon footprint.

Carbon offsetting

Figure 7 – Response to question on carbon offsetting (tabularised data in Appendix 2)

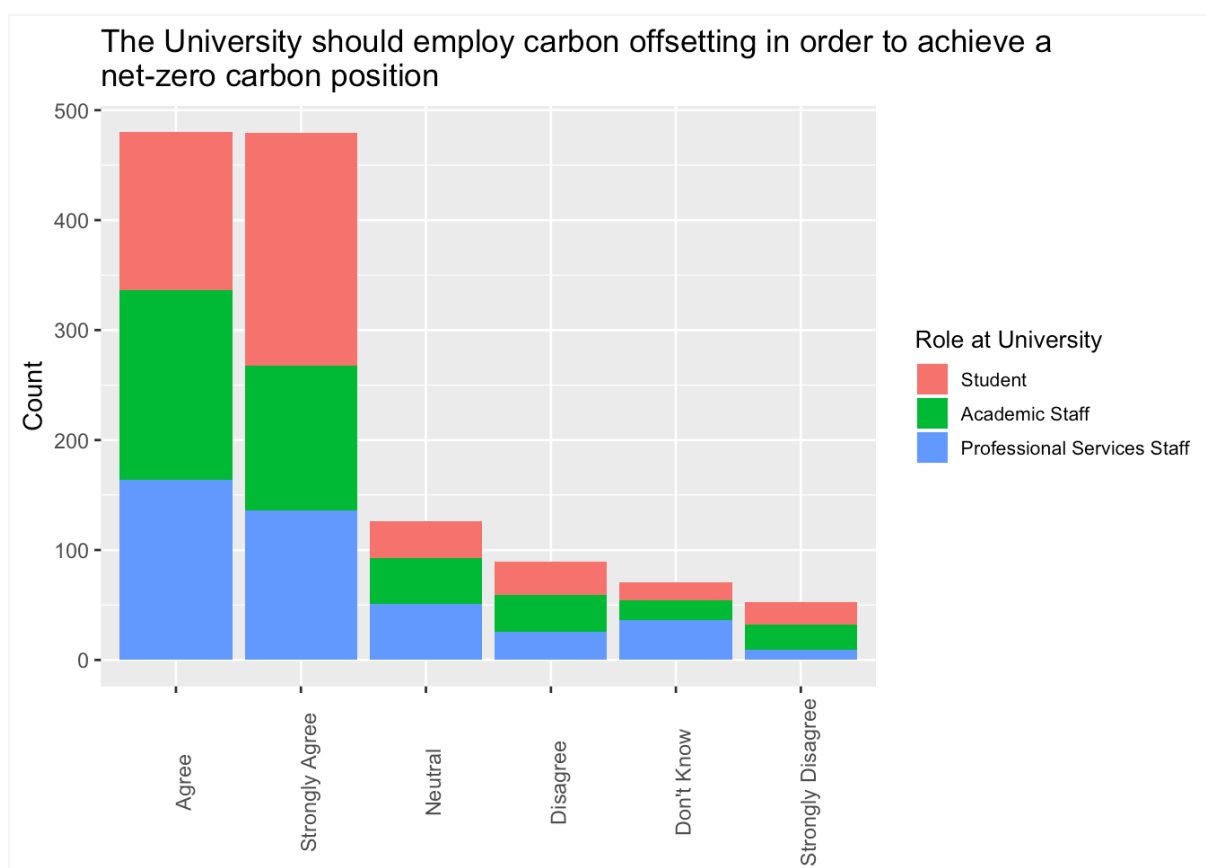


Figure 7 demonstrates that the vast majority of respondents either strongly agree or agree that offsetting should be employed by the University. Of the 523 people who commented on this question, many call for the prioritisation of reduction, with offsetting only used as a “last resort” when no further reduction activity can take place to meet targets. Relatedly, some argue that the amount of offsetting employed should be limited, or “count” for a certain percentage of emissions. Many people note that the different timescales for offsetting and reduction need to be taken into account. The University therefore needs to be strategic in planning how different measures will be taken throughout the road to net zero.

Some caution is raised around the potential for offsetting to become a “greenwashing” activity, or for it to disincentivise actual reductions. There is a worry that offsetting may allow the University to continue “business as usual”, without making meaningful changes. Those who express opinions explicitly against offsetting tend to see it as insufficient in actually tackling climate change. Again this highlights that reducing carbon emissions should be prioritised where possible.

With regard to which schemes should be considered, support has emerged for the University to manage any offsetting itself. Many people argue that these should include opportunities for research and education. There is a view that care should be taken in choosing how to offset. Issues of effectiveness and additionality are raised in relation to this. Also, some people raise ethical issues with offsetting schemes carried out in other countries. All this will need to be carefully considered, particularly if the University does opt for schemes in LMICs as mentioned in the strategy.

Space Utilisation

Figure 8 – Response to question on space utilisation (tabularised data presented in Appendix 2)

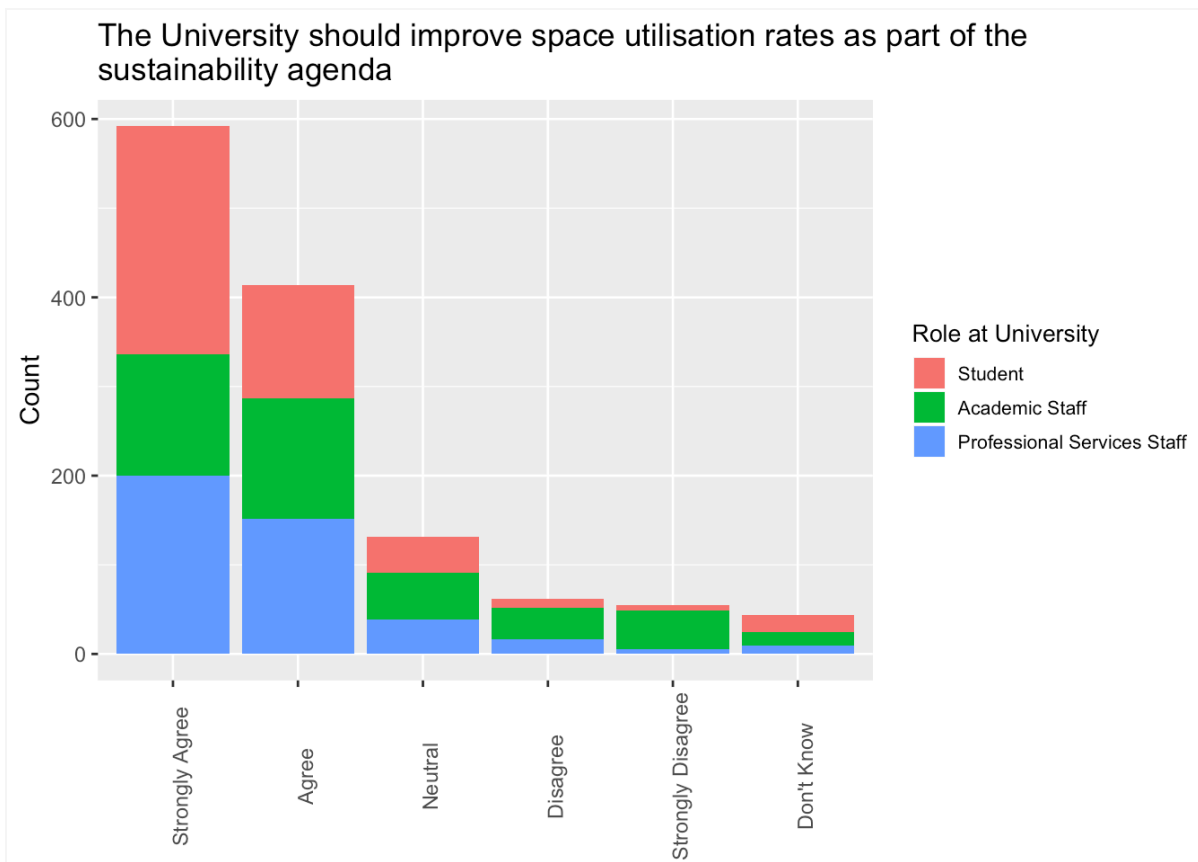


Figure 8 shows that most people either strongly agree or agree that space utilisation rates should be improved at the University. Of those who disagree or strongly disagree, most are academic staff, whose concerns were raised within the 443 open-text responses to this question.

Central management of space

The proposal for more space to be centrally managed is negatively received by many respondents, who highlight issues that exist where this measure is already in place. Problems such as booking taking a long time to process and classes being dispersed across campus are raised, and people note that local knowledge from departments may be necessary to ensure space management does not negatively impact learning and teaching.

Single-occupancy offices

One aspect of space utilisation which emerges as contentious is single-occupancy offices; many academics argue that having personal office space is necessary to focus on research and meet with

students. Whilst others cite single-occupancy offices as an inefficient use of space and argue that offices should be shared more among academics.

Flexible and agile working

With regard to agile working, many people discuss hot-desking negatively, however people also raise the issue of personal desks often sitting empty. Some suggestions are made around a system allowing people to book desks, which could allow for a more efficient use of space. Open plan offices are also viewed negatively to some extent, and people raise the point that this has been shown in some cases to be counterproductive in terms of productivity and wellbeing.

Many people view home and flexible working positively, arguing that it should be more of a possibility for all staff. However, it is felt that access to these practices is, at the time of this survey, not consistent across the University. People generally agree that the option to work from home could be beneficial for staff, and many people highlight that carbon emissions could be reduced through less commuting and less use of university space. However, it is felt that some of these emissions could just end up being displaced as people have to additionally heat their homes during the working day. Some argue that this would then also need to be included within the scope of the University's carbon footprint.

Disinvesting

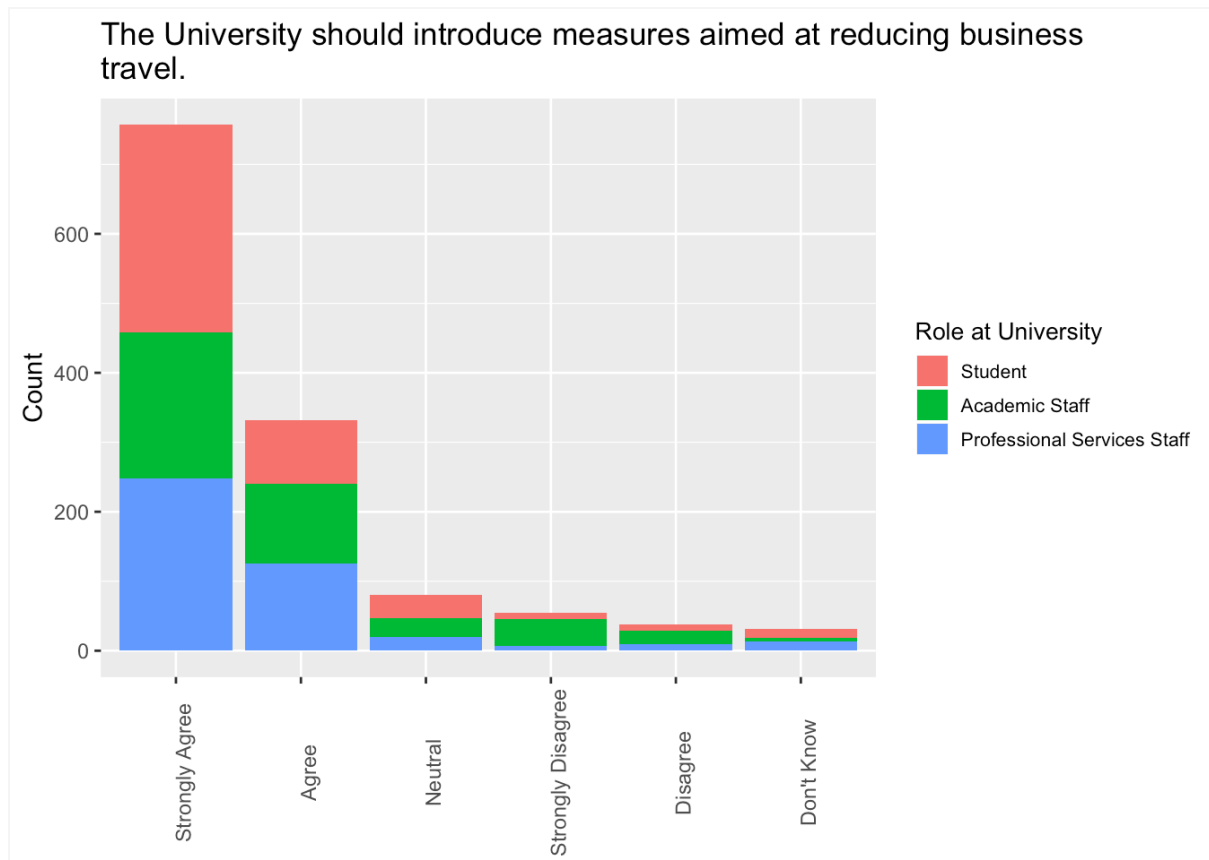
In relation to the proposal to consider disinvesting from the least efficient buildings on campus, many see this as counterproductive within a context of perceived lack of space. It is also noted that many of the least efficient buildings on campus may be heritage buildings or ones which contribute to student experience. However, some do see this as a good way to improve efficiency across campus.

Further comments

Importantly, staff wellbeing is raised by a number of people. It is noted that any changes to space utilisation should consider this seriously, and this is raised in relation to most of the points made about space utilisation in the strategy. Relatedly, some people highlight that staff should be consulted with as part of decision-making around space utilisation, to ensure that changes take into consideration the thoughts of those who use spaces on a daily basis. Finally, some people suggest sharing space with the local community. This is not in the proposal but is a measure that other universities have adopted, and could be considered as part of the University's growing civic agenda.

Business Travel

Figure 9 – Response to question on business travel (tabularised data presented in Appendix 2)



This question garnered a high number of responses, with the overwhelming majority supporting a reduction in business travel beyond that proposed in the strategy. It is highlighted that given the prominence of business travel in the carbon footprint statistics, it did not occupy enough of the discussion within the strategy. The general impression is that the university community is ready and willing to adopt measures to reduce the carbon footprint associated with travel, either by reducing travel or investing more in alternative travel methods.

Video conferencing

Over 300 responses indicate a strong inclination for video-conferencing (VC) and other technological facilities to be optimised and utilised over physical business travel. Despite the timing of the survey coming at the early stages of the COVID-19 pandemic, later respondents suggest that the pandemic has already illustrated the potential of online meetings to replace a significant proportion of the business travel which typically occurs.

On the topic of conferences, responses support increased VC, but many also note that current infrastructure does not adequately support virtual attendance. Accordingly, over 130 responses suggest investment to improve the infrastructure available at UofG. Particular suggestions varied: some envision the leadership role in creating the new technology that accurately replicates the face-to-face networking experience of conference attendance; others in pioneering these conferences - whether with improved or existing infrastructure - to promote accessible attendance for researchers from around the globe at no extra carbon-cost. Such initiatives, it is suggested, would improve the reputation and accessibility of UofG.

Although it is not a majority opinion, a number of respondents highlight that it is neither feasible nor desirable to replace business travel with VC facilities. There is a feeling that there is still nothing quite equal to meeting face-to-face; importantly, this feeling is also expressed by those advocating for increased use and enhancement of VC, but those respondents judge the loss to be necessary.

Business Class

Business class flight travel was frequently commented on. Over 200 responses advocate eliminating business class altogether; around 100 voice support for reducing it; while only 26 actively support it for reasons unrelated to health. Some of those who advocate eliminating business class travel recognise that dispensation may be required for staff with health conditions or disabilities that would prevent them from travelling otherwise.

Most respondents were surprised that business class was ever a travel option and purport that it is unnecessary. There are a number of suggestions that senior management or senior professors must currently be exclusively responsible for this form of travel, with some further deducing that it is employed to reflect status rather than need. Several academics note that it is not within standard research budgets to fly business class and so, again, it must be management employing this form of travel.

Those who suggest reducing, rather than eliminating, business class travel suggest that it could be justified in certain circumstances. For instance, many respondents suggest it could be still be permitted for flights over a certain time-threshold; or when staff are required to work immediately upon arrival at a distant destination. Others also do not wholly suggest reducing business class altogether, but instead argue that the university should not be funding it outright (i.e. if a member of staff flies business class, they should only be reimbursed for the economy proportion of the ticket). For those who voice support for business class travel, their reasoning is similar but did not go as far as suggesting implementing limits. These responses are also more likely to note that the stigma

associated with business class is unfounded as it is generally employed to increase efficiency upon arrival at a destination, minimising productive hours lost by staff.

Public Transport and Domestic Travel

Responses regarding domestic travel unilaterally advocate for at least a reduction, if not a ban, on all domestic flight travel.

Many respondents indicate that rail travel within the UK and Europe should be the default over planes for business travel, often noting that this would require a change in institutional culture.

Encouragement and incentives are therefore deemed important in establishing more sustainable travel methods as the norm. Suggestions are varied: some note that the current cost of rail travel make it unappealing, and so working with private companies to organise a discount for staff may be beneficial; first class rail travel could be useful as an incentive as it would mean more comfortable and productive travel (some suggest covering this cost this with funds saved by eliminating business class flight travel); a travel agent should be employed which automatically considers the most environmentally-friendly method of travel as opposed to the cheapest; general encouragement is required to demonstrate the university's commitment to lower-carbon travel methods.

It is acknowledged that a commitment to more sustainable travel is likely to be associated with longer journeys. The main solution offered to cope with this consequence is giving staff additional annual leave days, or the ability to claim back the extra time spent travelling. There are some comments about how inclusive this could be in practice, given that some staff have care responsibilities, making slower travel unfeasible. As a result of this, some responses suggest exceptions should be made allowing such staff members to travel less sustainably, but that slower, sustainable travel should remain the default.

Policies

Apart from those outlined above, a number of solutions are offered to address how to effectively reduce business travel. The most frequently recurring suggestion is that stronger justification is needed for business travel - staff should have to apply and effectively demonstrate that their journey is sincerely necessary and cannot be replaced with VC; if air travel is being proposed, they must demonstrate that the journey cannot be completed using more sustainable travel methods. How "necessary" business travel is, is a recurring theme throughout the vast majority of responses to this question. Some respondents specifically suggest that there should be a rating system to determine whether a journey must be undertaken, but the majority specify only that the journey must be deemed *necessary* somehow.

Travel quotas and limits are suggested as methods by which to reduce business travel. Some responses suggest these should be applied to individual staff members in terms of how many conferences they are allowed to attend, others indicate that the limits should apply to departments as a whole. There are some suggestions that if an individual or department does not “spend” their maximum allotted travel budget, then they should be rewarded in some way. Finally, carbon budgets are occasionally mentioned as an alternative to limiting the mere *number* of trips and refocusing on the carbon impact.

Inefficiency is raised as an issue associated with the high rates of business travel, and increased efficiency offered as a solution. If staff effectively combine journeys, we would see a drop in the carbon footprint - i.e. if they have several overseas destinations to reach in the space of a few months, they should combine these into one trip instead of embarking on multiple return journeys. Additionally, conference attendance should be limited to one representative per team, with some responses suggesting that attendance should further be limited to the individuals presenting.

Recruitment practices are raised as a problematic component of business travel. Some respondents suggest that PhD vivas should be carried out using VC, although a few took an alternate stance suggesting that in-person vivas should be deemed essential travel. A number of responses suggest a preference for hiring locally, both in Glasgow and in UofG’s international campuses, in order to prevent Glasgow-based researchers flying long-distance several times per year.

There is some support for offsetting within responses to business travel. A number of responses suggest automatically offsetting any air travel taking place, with some noting that this could be achieved by using a travel agent with a greater focus on sustainability. Support for offsetting was generally accompanied by support of overall reduction in business travel, with offsetting applied for those flights which are deemed absolutely necessary.

Commuting

Figure 10 – Response to question on commuting (tabularised data presented in Appendix 2)

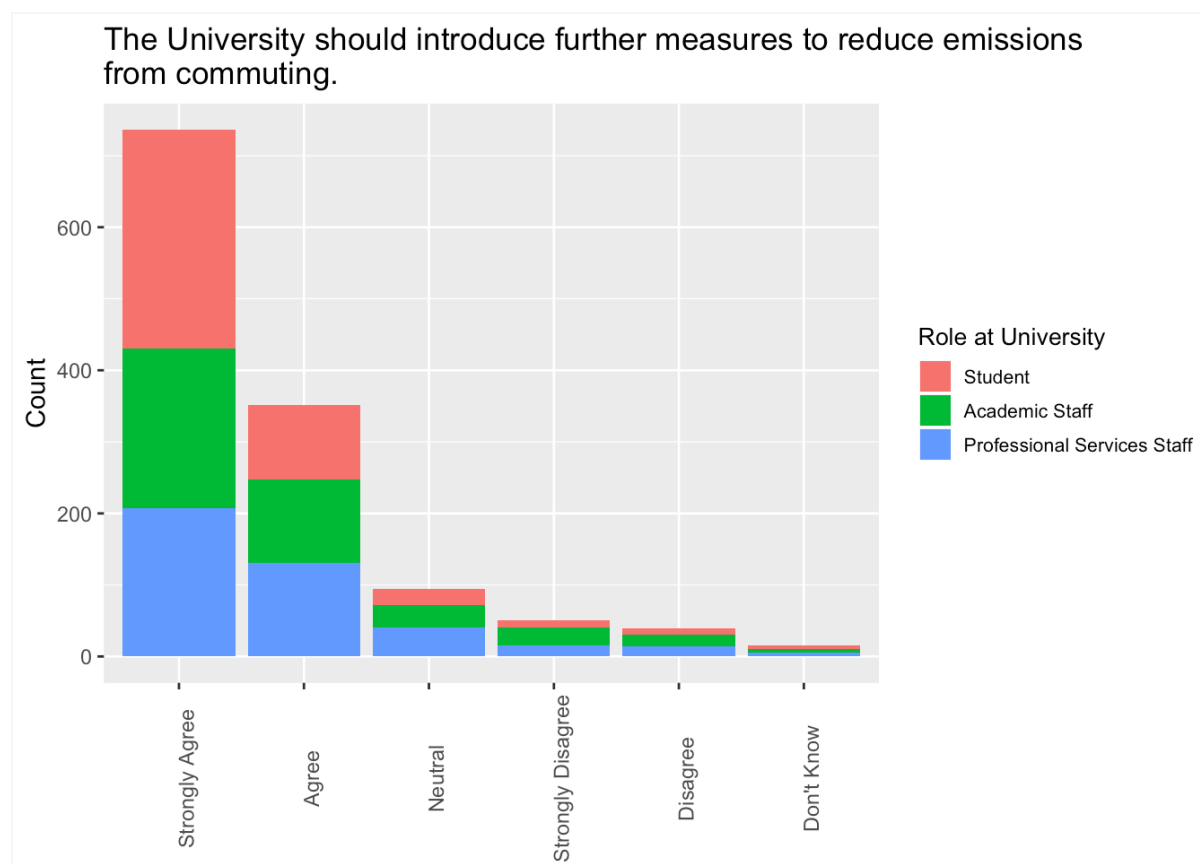


Figure 10 demonstrates that the majority of people either strongly agree or agree that the University should do more to reduce emissions from commuting.

General comments

General comments emphasise that any additional measures should not punish drivers without first providing realistic alternatives to car travel. Any further shift away from car travel must be strategic and involve improved facilities for public transport and active travel (PTAT), as well as a joined-up approach to all forms of transport across the city. It is recognised that improvement of PTAT facilities around Glasgow was beyond the University's control, but suggested that the University could use its clout, both as a research institution and a major employer, to collaborate with others to develop new solutions to the commuting question.

Some feel that the University should not include commuting emissions in its carbon footprint at all and that the University has no right to interfere in students' and staff's personal lives. If it does

attempt to influence people's commutes then it should take full responsibility including counting commuting time as working hours and providing greater access to PTAT facilities.

Some call for the current target of 3% reduction in commuting emissions per annum to be more ambitious. There is a consensus that any change in policy should be person-centred. More information on people's reasons for driving, barriers to PTAT usage, and commuting distance would allow for better informed policy. Any changes must work for everyone and avoid disadvantaging members of the UofG community; the discussion around commuting must consider disability, caring responsibilities, finances and work-life balance as well as carbon emissions, especially for poorer staff and students and other already-disadvantaged groups. It is noted that flexible working arrangements for staff would allow those with caring responsibilities to use more PTAT as currently car travel is necessary to do the school run and be in work for 9am. This would also be made easier by better childcare facilities on and around campus.

As well as catering for people's individual circumstances, a blanket policy cannot be adopted across campuses. In particular, there is a greater need for private cars on the Dumfries campus owing to its rural location and poor public transport links. Any University policy must consider its staff and students across all campuses.

It is important for senior staff (both operational and academic) to lead by example: There cannot be a two-tier system where lower-paid staff are expected to change their commuting and senior staff continue to drive.

Private car travel and the need to drive

A number of people note that cars make up around 60% of all commuting emissions but only 20% and 7% of staff and students respectively drive to campus; therefore reducing car emissions should be the top priority within commuting, with cars being the exception and only when necessary. However, others note that those who drive by car are likely already doing it out of necessity, especially after restrictions in recent years such as the new parking permit policy. For those that have to drive, the focus should be on making those car journeys as efficient as possible, e.g. using fuel efficient cars and promoting car-pooling. Others take a more hardline stance and say all cars should be banned from campus and University car-leasing schemes should be scrapped. It is said that people will resent any impediment to car use and it may be more effective to work in line with council or governmental advice to foster cooperation.

Staff who continue to drive may be unaware of the disproportionate impact on emissions from car use; education and awareness-raising is proposed to highlight this to staff to encourage them to change behaviour, but this must be done in a way that does not make those who need to drive (e.g.

due to disability) uncomfortable. Greater awareness of ways to maximise car efficiency and alternative forms of transport is suggested, through University communication channels such as a video of success stories of staff taking alternative transport.

Car-pooling is one of the most frequently suggested ways to reduce car use. Although there is an existing University car-pool scheme this is known about by very few staff and so better promotion is required. Most people want the system to be University-administered and work on a platform such as an app, MyGlasgow site or Moodle page; if this was done in a campus-specific way it could be opened up to other organisations at those sites to maximise usage. Car-pooling would have to be incentivised whether through priority and reduced rates for parking permits, or fuel discounts and gift vouchers. An alternative suggestion is for the University to offer free enrolment in existing car-sharing schemes such as the Co-wheels Car Club. Broad flexibility for staff working hours would allow for greater numbers of staff car-pooling.

Banning or restricting the presence of private cars on campus is mentioned frequently, with exceptions for those who need to drive. Particular mention is made of University Avenue as the main thoroughfare through the Gilmorehill campus; only allowing PTAT, University vehicles and staff and students who need to drive would make the campus safer, more pleasant and more sustainable. Some want to see this approach rolled out further to main roads nearby such as Kelvin Way, Gibson Street, Great George Street and Hillhead Street, or at least making them one-way streets to allow for more active travel. There are obvious barriers to this given the need for extensive coordination with Glasgow City Council and local communities. Other suggestions include stricter policing of vehicles, especially coaches, idling on University Avenue and blocking cycle traffic. Some suggest working with the council to establish a Low Emission Zone or car tax for those driving around the Gilmorehill campus.

For those who need to drive, increased use of electric vehicles (EVs) is suggested to allow that flexibility while reducing emissions. Increased use of EVs is cited for both personal commutes and campus travel such as deliveries, maintenance vehicles and intra-campus travel. Some suggest making the University campus only for EVs at some point in the future to encourage staff and students to switch. EVs are criticised for not being very affordable; suggestions include extending the existing car leasing scheme with Arnold Clark to include EVs, a 0% interest purchasing scheme, financial incentives and working to reduce the cost of them through research and development. More information for staff and students about the benefits and drawbacks of EVs would be welcomed. Not everyone supports EVs, with some highlighting the drawbacks of them as private cars including pollution, safety, space and carbon-intensive manufacturing. Therefore the focus on EVs should be after all efforts are made to reduce car use through improving PTAT facilities.

The primary concern around EVs is the lack of charging facilities around campus. Increasing the number and range of charging points would make staff more likely to buy EVs, as well as increasing information around how to access and use them. Free charging is also mentioned a number of times as a way to incentivise the switch to EVs. Another incentive would be free or reduced parking rates, as well as priority for EVs within the parking permit allocation process. Support would be necessary for staff who cannot easily afford a new EV to ensure people are not disadvantaged by these changes.

Parking is the most commented on issue regarding private car use. The majority of those comments are in favour of reducing the availability of spaces or otherwise restricting parking on campus. Priority should be given to those who need to drive (e.g. people with disabilities) and the most efficient cars (EVs and cars used for car-pooling). Most people believe the number of available parking spaces around campus should be reduced, with the space being used for active travel provision such as bike storage, or turned into greenspaces. This is particularly important around the more historic parts of campus, specifically the South Front and Professors Square. One suggestion is to displace these spaces to an off-site car park with an electric shuttle bus between there and campus. Others suggest increasing the cost of parking to discourage car use; making it more expensive than public transport would prompt behaviour change. Increased revenue from this could then be earmarked for PTAT facilities such as improved cycle infrastructure or subsidising park and ride schemes. A number of people are in favour of maintaining existing parking numbers saying that restricting car usage without also implementing better PTAT facilities would either drive people away from working at the University or simply displace parked cars into nearby residential areas without decreasing emissions.

A taxi-sharing initiative would be welcomed by staff to reduce unnecessary taxi journeys; this would also bring a saving to the University assuming taxi journeys are claimed back as expenses. Specific taxi drop-off and pick-up points around campus would improve pedestrian safety. Also cycle couriers could be used instead of taxis for certain deliveries such as samples. Using exclusively electric taxis is suggested. The full electrification of the University's vehicle fleet is welcomed.

Many people cite the current poor quality of public transport as the main reason they continue to drive. Issues identified with public transport include high cost, poor time-efficiency, infrequent service, reliability issues, lack of connectivity between different forms of transport, and absence of public transport links to their home. Additionally those who work unsocial hours, especially shift-working staff, cannot use public transport given limited running times. Public transport issues and potential solutions are examined in detail below. Poor public transport is a particular issue in rural areas, and so parking permits should consider home location and distance from campus.

A lack of local affordable housing means staff and students cannot live close enough to the University to make PTAT feasible. The high cost of housing in the West End of Glasgow is a particular barrier. Some call for a University housing and accommodation strategy to tackle the issue, the University to call for rent regulations, and the University to follow Oxford and Cambridge Universities in joint ownership of local housing for staff. All University-provided student accommodation should be within walking or cycling distance from University. Greater job security would allow staff to confidently move closer to campus. Any restrictions on commuting could discourage potential staff living far from campus from applying if they don't feel they could commute easily.

Flexible working

Changes to working practices could reduce emissions from commuting. Core hours could be set with all meetings scheduled for those times, allowing for greater flexibility at other times to promote PTAT use. Flexible working hours could encourage PTAT use by accommodating those with caring responsibilities, help reduce rush hour stress, allow for longer commute times and cheaper off-peak travel. This could be supplemented with a shift to a four-day working week. To promote agile working, the University could establish local work hubs (well served by public transport) to reduce the need for long commutes, particularly in the Southside of Glasgow. Meetings could then be organised at locations which minimise the need for travel, for example staff could work at the meeting location for the rest of that day, with quality video-conferencing facilities at all sites.

More working from home (WFH) is seen as an effective way to reduce commuting emissions; whilst acknowledging that there must be appropriate technology, infrastructure and cultural shift to make it work. Challenging 9-5 presenteeism culture is important to implementing any working practice changes, prioritising productivity over physical presence. It is important to acknowledge the potential impacts on mental health and morale from extended WFH periods; also, the University should consider any emissions which are displaced through WFH such as home heating. Lecture recordings would allow more students to work from home, as would more online learning and conferences.

Active travel

Responses suggest active travel (AT) should be treated as a priority for reducing car usage and commuting emissions, while recognising that it is not an option for everyone.

Safety and pleasantness are important to promoting AT usage. Better quality pavements and paths to and around campus would make AT more appealing, including better lighting, better paving, greater accessibility and less litter. Some people suggest linking in with the local community and wider Glasgow City Council plans such as the Avenues project and green corridors around the West End. Poor lighting is repeatedly mentioned as a concern for people that discourages them from AT use.

More greenery and biodiversity would also make AT more appealing while bringing additional benefits. Specific to cycling, a major safety concern is the lack of segregated cycle lanes around and between campuses.

Better and more widespread changing facilities would make a number of people more likely to travel by AT; ideal facilities would include towel hire, toiletries, showers, hair dryers and lockers. People would like to see these spread out around campuses, perhaps at every major workspace. It is noted that Strathclyde University have a scheme of allowing staff free access to the changing facilities within the University sport facilities.

The major barrier to people cycling for their commute is feeling unsafe on the road. A more joined-up cycle network of segregated cycle lanes with fewer cars on the road would make people much more likely to cycle. There is a lot of frustration with what are seen as missed opportunities to make the campus more cycle-friendly with ongoing redevelopments, particularly on University Avenue. Improved cycle lanes are by far the most cited suggestion. Many people would like to see the University commit to introducing safe, segregated cycle lanes throughout and between campuses, using its influence with external partners, especially Glasgow City Council, to make roads safer for cyclists. Links could be made with existing plans for cycleways such as on Byres Road and Queen Margaret Drive, while more fully integrating the campus into the city's cycle network. A number of comments are made about how segregated cycle lanes are the best way to ensure safety, with painted lines on existing car-heavy roads being insufficient. A number of specific suggestions are given for improved routes including better connectivity between the Southside and the West End, specifically between the Queen Elizabeth University Hospital and the Garscube campus via the Clyde Tunnel. Segregated cycle lanes between campuses and public transport hubs are suggested. All student accommodation should also be served with cycle lanes to their respective campuses, and designated cycle lanes between campuses around Glasgow would be welcomed. Improved cycle infrastructure is necessary to allow more people to cycle for their commute. A number of people suggest increasing the availability of secure, covered, well-lit, CCTV-monitored cycle storage, preferably sheltered and lockable with access via staff or student card. More cycle parking should be spread throughout the campus, perhaps stacked racks to increase capacity; if car parking spaces were reduced, this could make room for more bike parking. More Nextbike stations around strategic points of campus are also requested. These storage facilities could feature basic maintenance equipment or repair stations. A number of people suggest University-run free and regular bike maintenance facilities and workshops; better promotion of existing schemes such as GUEST Bike Hub and Dr Bike sessions is required. There are numerous suggestions for improving provision schemes for bikes, making it more accessible for those who do not currently own one. The current cycle to work (CTW) scheme is not the most user friendly according to responses; people would like to see a number of changes to the

scheme including extending to more suppliers than Halfords (perhaps local independent businesses), removing the value cap, extending the scheme to e-bikes, opening it up to students and allowing for staff with parking permits to also use the scheme. Better promotion of the CTW scheme is also required as well as NextBike as a number of people note limited knowledge from their colleagues. Better discounts through the CTW scheme, bursaries or 0% interest loans for disadvantaged staff and students would allow more people to buy their own bikes for use not limited to commuting. People would like to see training programmes for staff and students to learn to cycle in Glasgow, especially if they have never cycled in a city before. Safety workshops would also be useful.

E-bikes are noted as a possibility for increasing AT use. This could be done through extending the NextBike scheme to include e-bikes, providing e-bike charging facilities on campus, extending the CTW scheme to include e-bike purchase, and providing training for staff as well as a pool of e-bikes for loan to staff. E-cargo bikes could be used by Estates and maintenance staff instead of vehicles.

Some would like to see incentives to encourage them to switch to AT, such as discounts or bonuses, priority for schemes like the Ferguson Bequest, or mileage money for using AT to commute.

A pedestrianised campus, or a car-free campus (excluding public transport, University vehicles and staff that need to drive), would make AT more appealing for a lot of people. This is particularly true of University Avenue. Even if car use was reduced through one-way systems or contraflow measures, people would be more likely to use AT. This could be done periodically throughout the year, such as during Freshers Week or throughout COP, to showcase the possibilities.

Poor weather will always be a barrier to AT, however better changing facilities are cited as a way to alleviate this. Some people would like to see a culture shift within the University to promote AT even in poor weather.

Public transport

Promoting public transport (PT) usage is seen as key to reducing car usage, however it is noted that the University has limited powers to do so. Some people say that PT services are already good, however most people cite barriers including poor quality, increased time and increased cost compared to private cars.

Better promotion of PT services and education on how it works is needed, particularly for staff and students who are new to Glasgow. Sessions could be run to show people how the different transport networks in Glasgow link up, how to pay and use smartcards, and general etiquette to make people more comfortable on PT. Detailed information on PT routes, cost and frequency should be made available to new students but also throughout campus throughout the year, including a regularly

updated map of Glasgow campuses and PT links. Publicity such as a video of success stories of people switching to PT, highlighting the benefits and importance of PT use, could make it more appealing to people.

The quality of public transport must be improved before a number of people would consider using it regularly. The most commonly cited improvements are improved links and interconnectivity between different networks, better services to reflect where staff and students live including connections between the city and suburbs, increased frequency (especially to Garscube), extended running hours, increased capacity, reduced cost and better cleanliness (especially on buses). If these issues were to be addressed the quality of PT would improve and people would be much more likely to use it over private cars. The University has limited capacity to make these changes and so should partner with Glasgow City Council and transport providers to support these changes.

Some initiatives the University could take on include park and ride schemes, University-run shuttles and discounted costs. Lobbying for increased park and ride facilities around the city and better promotion of existing schemes would encourage uptake. The University could assist with any additional financial cost such as Subway tickets. University-run shuttle buses are very popular amongst respondents. In particular, people would like to see these link up campuses and transport hubs, for example a regular service between Buchanan Bus Station, Central and Queen Street train stations, Tay House, the Gilmorehill campus, the Partick Interchange, the Queen Elizabeth University Hospital and the Garscube campus, stopping at student accommodation sites en route. This could potentially be done in partnership with the SRC and GUSA to make use of their existing minibuses which are currently underutilised. Other options include linking up other major sites such as the SUERC site on the Southside with this main network.

By far the most popular suggestion for improving PT facilities, with hundreds of responses in favour, is discounted or subsidised costs. There are numerous suggestions for how this would work including subsidised season tickets, subsidising park and ride costs, lobbying transport providers for reduced costs for University staff and students, partnerships with them to bring in discounts, network-wide zone cards paid for by the University, salary sacrifice schemes, extending loans for up-front season ticket costs, and paying for all public transport costs.

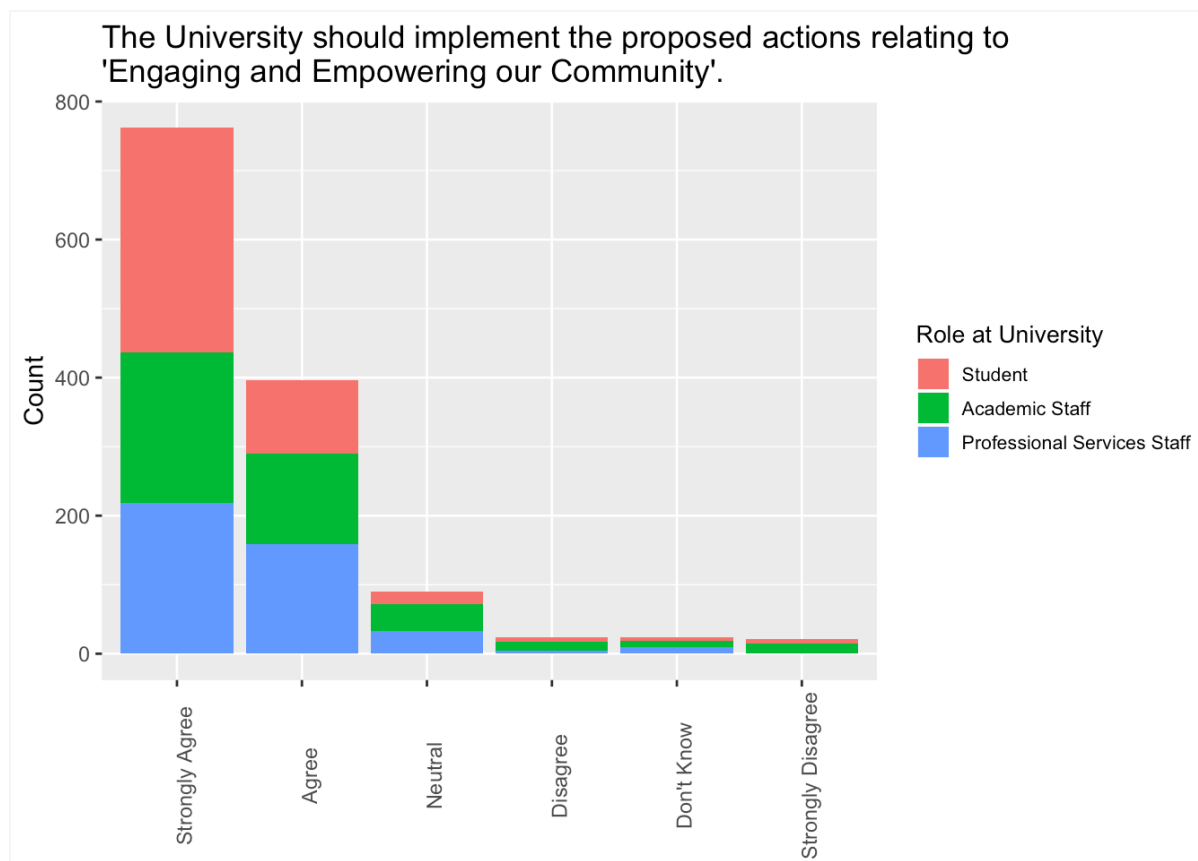
Partnership

It is widely recognised across responses that the University has limited powers to change the wider transport networks which are needed to improve PTAT facilities and therefore reduce car use. In particular it is frequently suggested the University should work with Glasgow City Council and other local authorities to influence policy and promote improved PTAT facilities. Other suggestions include

working directly with transport providers and other external organisations to negotiate better provision, e.g. of NextBike stations, or better discounts, e.g. for train season tickets. Work could be done in collaboration with the wider education sector to research ways to reduce commuting emissions and to set a benchmark across other universities for how the University deals with commuting.

Theme 1 - Engaging and Empowering our Community

Figure 11 – Response to question on engaging and empowering our community (tabularised data presented in Appendix 2)



Overall

372 respondents added a comment on this section. Across this theme, a recurring message is that actions need to be showcased, and happen soon. There was little mention of GUEST, Green Careers or Green Impact Teams. However, removing polluters from careers fairs was requested.

Communication

Clearly communicated policies need to be implemented and enforced to place some of the burden of responsibility off individuals and onto departments. Many respondents note interest in learning how to reduce their own impact. To support individuals, measures need to be in place to incentivise change. Opportunities for staff and students to engage in the process are welcomed - particularly people's assemblies, consultations and involvement in committees. Actions need to be followed by transparent updates, to indicate that progress is being made.

Catering

There is a desire for more plant-based options in campus catering, as well as a move towards a vegetarian/vegan by default catering service, with limited meat options for those with dietary needs. Consideration for price needs to be accounted for, with food being sourced locally and produced onsite, to drive the price of plant-based meals down. This way, those of lower income are not disadvantaged. Food service waste was a key topic, though this will be discussed in Theme 4.

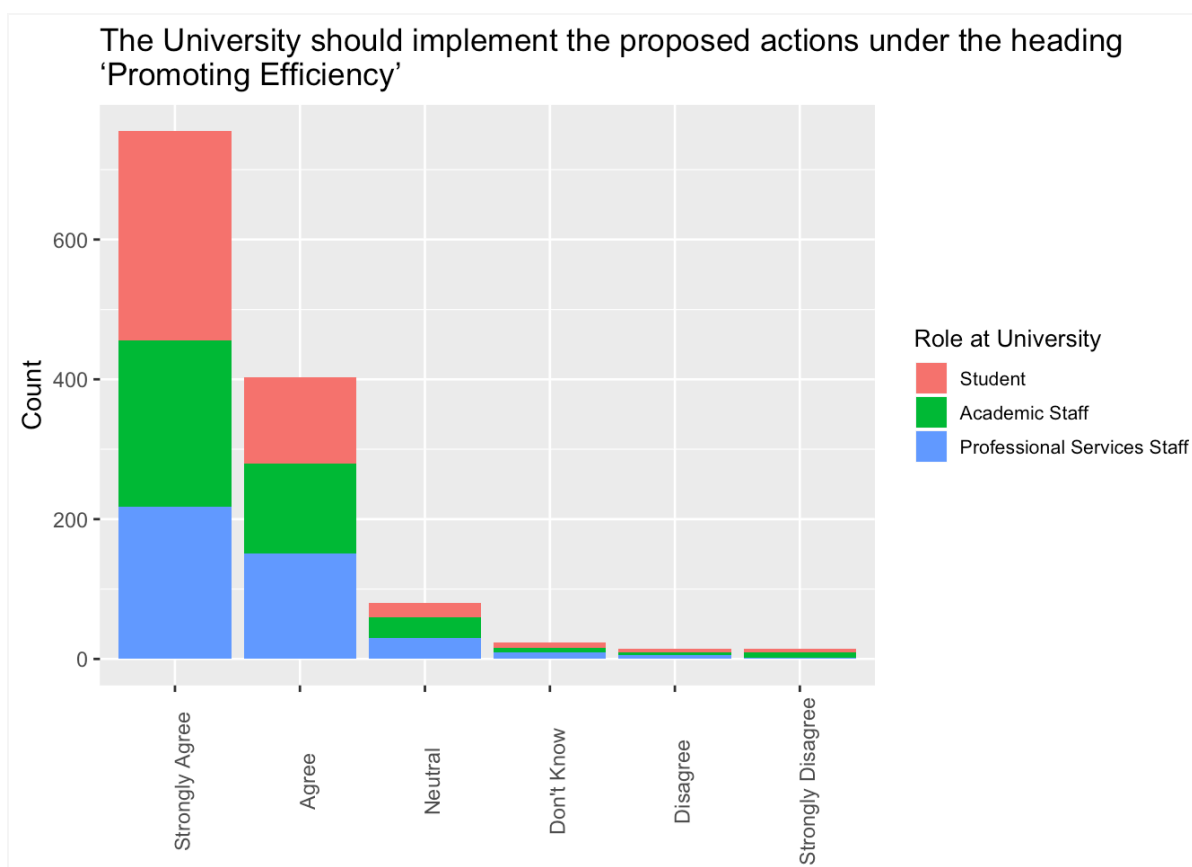
Support for the GUEST Community Fridge should be given (by catering) and the Glasgow University Food Co-op should continue to be supported in cementing a position on campus.

Flexible working

A recurring topic across themes, and discussed previously in detail, flexible working opportunities are in demand. Staff feel that work-life balance could be greatly improved with managers offering them the ability to work from home. This is also in-line with UCU requests, which some respondents worried would be forgotten. For students, improving dial-in facilities to lectures and allowing online submissions is asked for to allow flexible working. However, some students still prefer face-to-face learning, especially those with additional learning requirements, who struggle to read off screens. Therefore, it is not a case of moving fully online, but allowing flexibility and choice.

Theme 2 - Promoting Efficiency

Figure 12 – Response to question on promoting efficiency (tabularised data presented in Appendix 2)



Energy

As shown in Figure 12, the vast majority of people agree with implementing the measures outlined in *Theme 2- Promoting Efficiency*. The open text response for this question received 268 responses and reveals a strong feeling that existing infrastructure is not as efficient as it should be. Issues surrounding HVAC and lighting are central, with people noting that many buildings have draughty, single-glazed windows and are lacking in sufficient insulation, resulting in heat loss. People note that heating and aircon are often controlled centrally or on a timer, meaning that they can't be adjusted by individual users. Respondents raise the fact that lights are often left on when buildings are not in use. Encouraging staff to turn off lights when leaving rooms is suggested, along with the installation of sensors. Relatedly, the issue of computers being left on constantly is raised, and similar solutions should be considered.

The proposal to exploit advances in renewable energy is taken up widely. There is clear demand for the University to be powered by renewable energy, with many people suggesting solar and wind. Biofuels are also mentioned, along with support for the proposed water and air source heat pumps.

With regard to the District Heating Network, some mention the University as well-placed to collaborate with Glasgow City Council in this area. Another suggestion highlighted capturing waste heat from data centres, in order to heat the campus.

Energy efficiency, utilisation, and overall sustainability of laboratories is discussed. Equipment such as cold storage and fume cupboards, which cannot be turned off, is one area where improvement could be considered. Utilisation rates for lab spaces should also be considered, in line with the strategy proposal. Single-use plastics are also mentioned. Thus, looking at the sustainability of laboratories overall would be beneficial.

Campus Development and Smart Campus

In relation to these points, people argue that improving the energy efficiency and utilisation of existing buildings and infrastructure should be prioritised over building new buildings. When new buildings are erected, these should be as energy efficient as possible. On the subject of the Smart Campus, some people mention the need to consider sustainability more carefully within this agenda, raising the issue that “smart” technology may not always be the most sustainable, and should not necessarily be seen as a solution. It is also noted that data storage should be carefully considered in terms of its energy-usage, as is mentioned in the strategy proposal.

Asset Management Strategy

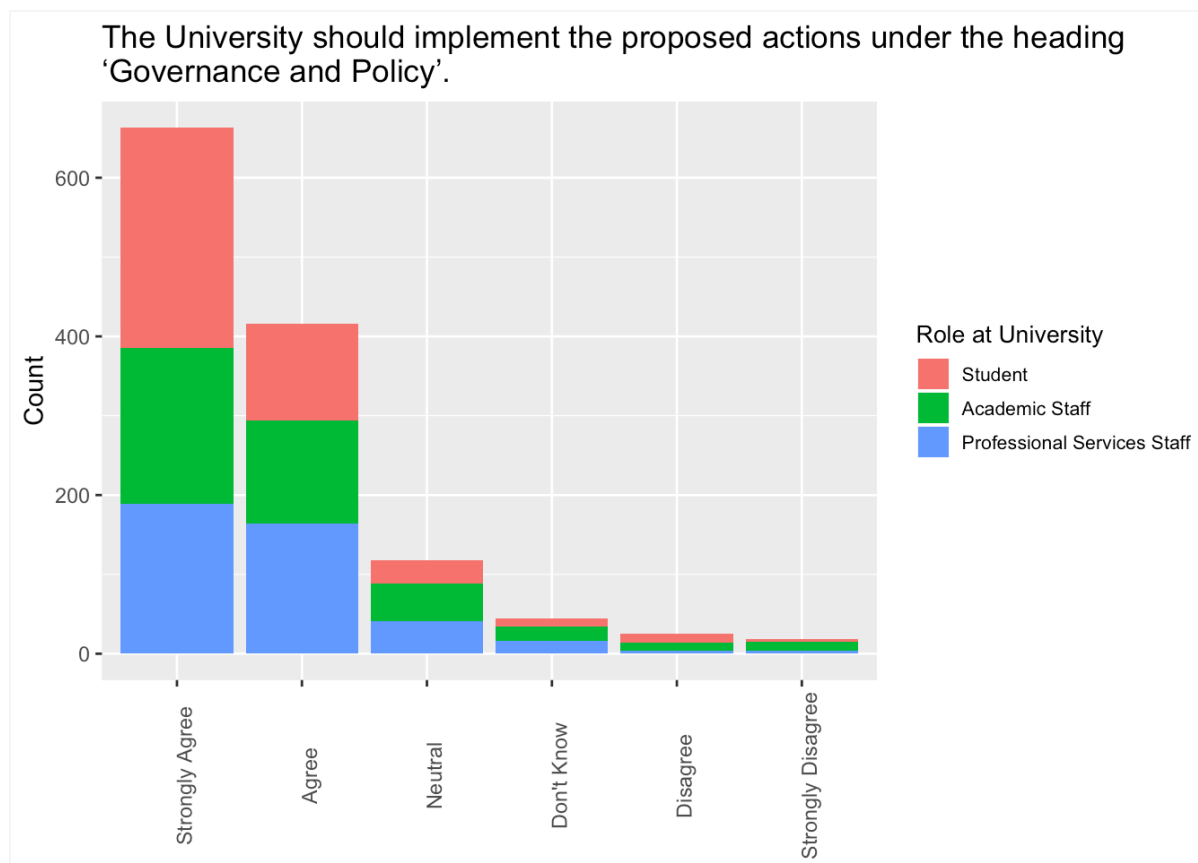
All of these issues relate to the proposals for a new Asset Management Strategy and Project Governance Mechanisms. It is clear that people feel energy efficiency needs to be improved, and refurbishment, particularly of older buildings, should be central. People raise the need for sustainability to be core within decision-making on all projects. Ensuring that materials used within construction are sustainable, and locally and ethically sourced, was discussed by some. Many argued that any project taking place ought to meet a series of criteria relating to sustainability.

Further comments

Overall, many individuals mention within their responses to this question that a quicker timescale than is suggested is necessary for the implementation of these proposals.

Theme 3 - Governance and Policy

Figure 13 – Response to question on governance and policy (tabularised data presented in Appendix 2)



General comments

Effective governance and policy surrounding sustainability is widely seen as key to underpinning the effectiveness of all other aspects of the climate strategy. This includes making very specific and detailed action points with clear targets, transparent and democratic decision-making and scrutiny mechanisms, and good internal and external communication. Some would like to see all parts of the University community, especially the four student bodies, either adopt or fall under this new governance process in relation to their sustainability initiatives. Some respond very negatively to the idea of more governance, stating that current bureaucracy impedes the meaningful work of the University and the title “Governance and Policy” will, by its nature, disengage people. Therefore, conscious effort should be made to interest people in this aspect of the strategy.

Collaboration

It is widely acknowledged that the University has limited scope to impact on climate policy beyond its own operations, unless it collaborates with governments (local and national), communities, climate NGOs, industry and the education sector. Influence could come from the University of Glasgow's position as a leading research institution, a civic university, a key attraction to the city and a major employer. Coordination of initiatives would allow for greater impact while aligning with external bodies and their work to maximise effectiveness. Pioneering change could inspire others, especially other education bodies, to follow suit. Collaboration should be with bodies who share the values of the University and the University's climate-related aims; in particular a number of people would like to see the University refuse funding or partnerships with fossil fuel companies and other contributors to the climate emergency.

A commonly cited area for potential collaboration is across Glasgow, specifically with the local communities around campuses. Engaging with local charities and businesses would allow the University to support their work and build their own capacity to promote sustainability, thus making the city as a whole more sustainable. Collaboration with local authorities, in particular Glasgow City Council (GCC), is frequently cited. There are some calls for the University to share its resources – both physical infrastructure and research expertise – with GCC to assist with shared aims particularly around net zero targets.

Some people would like to see the University work with national governments (Scottish, UK and others) to achieve more impactful change, such as embedding sustainability in education from nursery to university-level, more nuclear energy generation, and more ambitious actions through COP. Collaboration across the education sector is seen by some as a useful way to exchange knowledge and ideas and promote sustainability across the sector so that the University of Glasgow is not alone. This could include working more closely with the Environmental Association for Universities and Colleges to implement best practice initiatives from other institutions and working on joint research projects to develop new solutions to the climate emergency. The University could work with primary and secondary schools to educate future generations on sustainability.

COP26

Views on the upcoming COP26 conference in Glasgow are mixed. Positive responses see COP as an opportunity to showcase the work that the University of Glasgow does on sustainability and climate change. COP could be used as a timeframe by which to achieve certain goals, such as full divestment, or to announce initiatives, such as our net zero targets. If Glasgow was to go car-free or fully plant-based catering for the duration of COP, this could showcase the University's world-leading sustainability initiatives and inspire change amongst other delegates while providing a reputational

boost. Some people would like to see the University community engage in the policy-making side of COP and pressure the UK Government to be more ambitious in their negotiations. Others see the inclusion of COP26 in a climate strategy as being more about self-promotion for the University than generating meaningful change. Others are conscious of the potential for greenwashing and encourage the University to ensure any work with external partners and companies should not include those who contribute to the climate emergency.

Decision-making

There is broad support for greater involvement from staff and students in the decision-making processes around sustainability. Specifically a number of people would like the trade unions to be consulted throughout the decision-making process, rather than be presented with changes to “rubberstamp”, ensuring there is no worsening of workers’ conditions for the sake of the sustainability agenda. There is a concern about the speed of decision-making, with the climate emergency requiring a rapid response, and so the decision-making body ought to be agile in its work and able to respond to new challenges and opportunities.

A number of students would like to see increased student participation, both in decision-making and scrutiny processes, such as through public consultations and votes on specific policies or through a “student council” of elected representatives. It is unclear how this would differ from the current election of executive sabbatical officers and an environmental officer within the Students’ Representative Council, who are entitled to sit on the existing Sustainability Working Group (SWG).

There are calls for more decision-making power to be cascaded down through all staff, as some perceive the Senior Management Group to be in control of these changes. Some would like to see staff and students at all levels empowered to contribute to policy changes, allowing for a bottom-up approach encouraging grassroots initiatives. People are not aware of and do not understand the existing processes or the workings of the SWG and would like to be more aware, involved and engaged, including making meetings and minutes publicly available.

Estates Servicing Strategy

Although the Dear Green Place paper refers to a “servicing strategy for our estate” that promotes efficiency and sustainability, no explicit references were made in responses to an estates servicing strategy. One suggestion to make Estates more efficient is having more on-site tradesmen to do maintenance work rather than relying on outside contractors. This would reduce commuting emissions from contractors and lead to a quicker, more streamlined service. Broadly people would like to see the University estate become greener and with more biodiversity.

Other environmental policies and plans

Better staff training on existing policies is requested to ensure ground-level staff are aware of expectations. Simple workable policies and good communication are cited as requirements for successful implementation. Embedding sustainability into everything the University does should be extended beyond operational strategies to include day-to-day learning, teaching, research and administration, according to some, including sustainability as a standing item on all agendas across the University. One new strategy a number of people suggest is a Business Engagement and External Partners Strategy, covering sustainable supply chain practices, working with externals who may be contributors to the climate emergency, and including contractors' sustainability in tendering processes.

Resources

Proper resourcing – in terms of money and staff – of sustainability initiatives is seen as key to their success by a number of people. Broadly people support investing in more full-time staff to work on sustainability, and rewarding the sustainability-related work of existing activities. Some would like to see an interdisciplinary, cross-School team of staff to represent the breadth of the University community. Others would like to see a member of the Senior Management Group whose sole role is promoting sustainability. Additional funding would be welcomed to match the additional human resources, for example, sufficient funding to meet targets, budgets for School-run sustainability initiatives and sponsored PhD studentships to research sustainability. Money for sustainability initiatives would ideally be considered in capital spending, including a carbon calculation for all major new areas of capital investment. The importance of proper resourcing is repeatedly stressed, particularly to avoid accusations of lip service or green-washing. Similarly, a few responses ask the University to refuse resources (funding, staff or collaboration) with organisations that have contributed to the climate crisis, especially fossil fuel companies.

Responsibility and enforcement

Monitoring and enforcement of proposed changes is seen as key, with a number of people noting that effective enforcement underpins the success of any initiatives. Effective enforcement would involve setting specific goals and targets with deadlines, as many people criticise the general nature of the aims in the Dear Green Place paper. Lack of specific targets is seen by some as non-committal and will turn this into a paper exercise, rather than bringing about meaningful change. Suggested enforcement mechanisms include fines for missed targets, or conversely, rewards for departments that exceed what is expected of them to encourage action. Some people would like to see a strong central group to provide oversight, along with local responsibility for changes within departments and teams. Changes out to be decided centrally and then cascaded down with good internal communication. A

forum could be established for all members of the University community to engage in the University's sustainability work, which would be representative of all levels of the University. This could be a place for publishing ongoing reports on the progress of action plans, allowing for continuous scrutiny and feedback.

Leadership from the top would work to change the culture within the University and empower all staff and students to make changes. University management should lead by example, and be held accountable for sticking to promises and proposals they sign off on. Some would like to see the Senior Management Group have one person whose sole responsibility is sustainability and ensuring it remains a priority on the University's agenda.

Substantial policy

There is a consensus that any sustainability policy or strategy must be substantial, clear and enforceable in order to amount to more than greenwashing and to have the most impact. The most common suggestion for giving substance to sustainability policy is to embed sustainability considerations into all operations and decision-making throughout the University and put it at the heart of the University. There are suggestions for climate impact assessments to be included in all University documents, including strategies, funding requests, budgets, course outlines, research papers and teaching. Others would like to see sustainability added as a standing item to all agendas across the University, including the Court and the Senate, as well as incorporating it into promotion criteria, performance indicators, personal development targets and learning outcomes. Some would like to see every decision which will have an impact on the University, its community and its activities factor in sustainability.

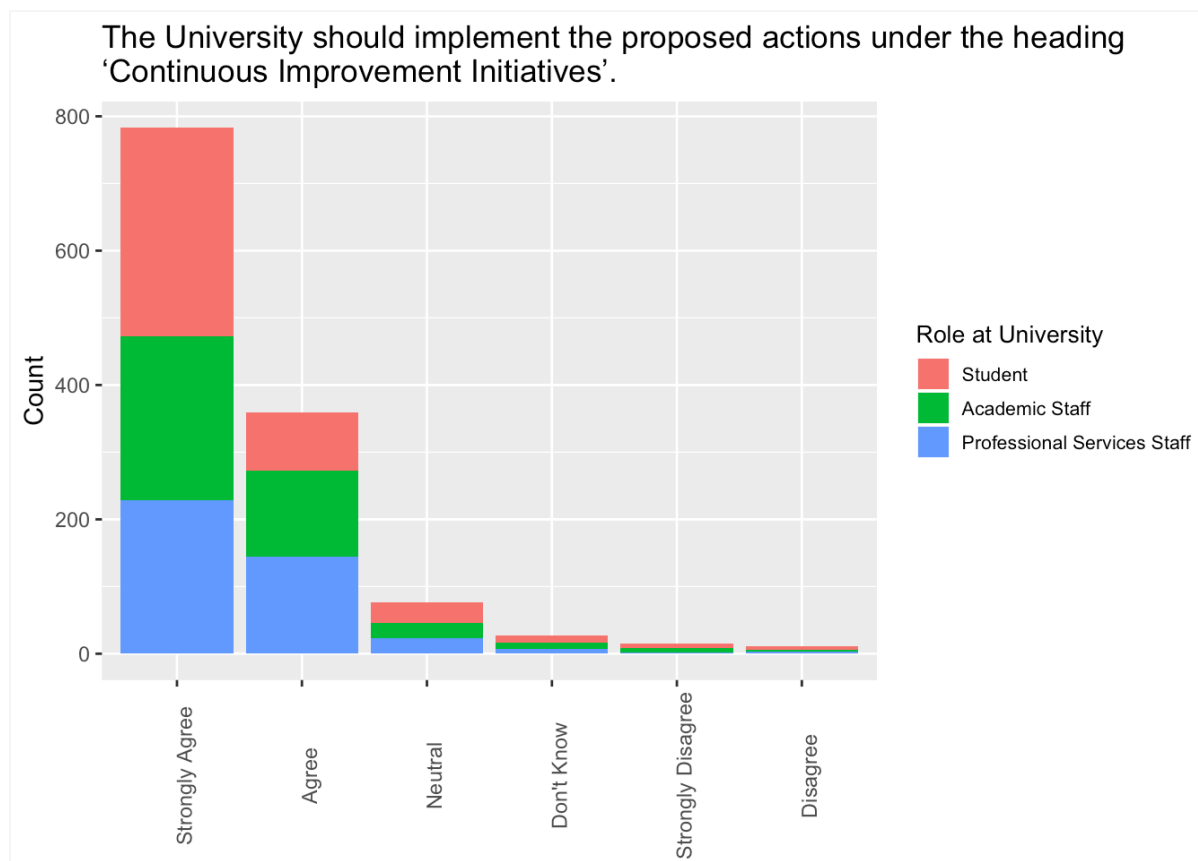
While sustainability ought to run through the University's decision-making and operations, a number of people want to ensure it does not come into conflict with other priorities. This includes ensuring that academic staff are not encouraged to do unsustainable activities such as regularly buying unnecessary new equipment after targeted approaches from companies, especially in the sciences, or attending multiple conferences to meet promotion criteria. Other concerns must be considered alongside sustainability to ensure people are not disadvantaged by new initiatives, in particular workers' rights, work-life balance, and the welfare of people with disabilities or caring responsibilities. Additionally, a number of people express both support for increasing the funding of sustainability initiatives and not allowing economic concerns to override sustainability considerations.

Others stress the importance of affecting meaningful change rather than focusing too much on branding, or the titles and terminology used. People do not necessarily mind how strategies and policies are organised or the headings under which different action points fall, so long as the

substantive content is specific, detailed, ambitious, realistic and achievable. This means the University's priorities are in the right place while avoiding greenwashing. There are worries that the new climate strategy becomes a paper-pushing exercise; meaningful change, practical action and binding policy are preferred over optional guidelines or superficial changes.

Theme 4 - Continuous Improvement

Figure 14 – Response to question on continuous improvement (tabularised data presented in Appendix 2)



304 responses were added to the open response section of this question.

Waste and Recycling

More consistent recycling facilities are needed on campus, particularly clearly signed recycling and food waste bins. Non-traditional recycling centres across key-hubs on campus would be appreciated, allowing individuals to recycle printer cartridges, old I.T. and fluorescent lamps. Terracycle is suggested as a method of removing this waste.

A large number of responses urge the university directly to remove Single Use Plastic (SUP) as soon as possible and question the need to wait until 2022. Cups, bottles and packaging are directly criticised and crockery and cutlery for unpackaged food must be made available in food outlets. The use of disposable cups should be tackled by a) providing affordable, reusable cups, b) increasing the price of disposable cups and c) implementing non-plastic options. Beyond this, crockery and cutlery should be provided as default at events, with improved dishwashing facilities going hand in hand,

particularly in the new buildings. While responses from Dumfries were few, those that responded are concerned that the new catering outlet provides only heavily plastic packaged items and there are inadequate recycling facilities.

Laboratory plastic is a large contributor to our waste and laboratories should be supported to procure supplies in a less wasteful manner. There is a call for removal of single use pint glasses and cups from Student Unions. Respondents ask the University to support this initiative. Student Unions use thousands of plastic cups a night and should be included in the University response to tackling the Climate Crisis. Education needs to follow policy so that everyone understands what can and cannot be recycled at the University as well as how to reduce waste. End of term SwapShops should be given space on campus. This ties in with opening WarpIt to students and allowing personal use of the site.

In line with flexible working themes, paper-free submissions should become the predominant method of submitting across all courses.

Travel and Transport

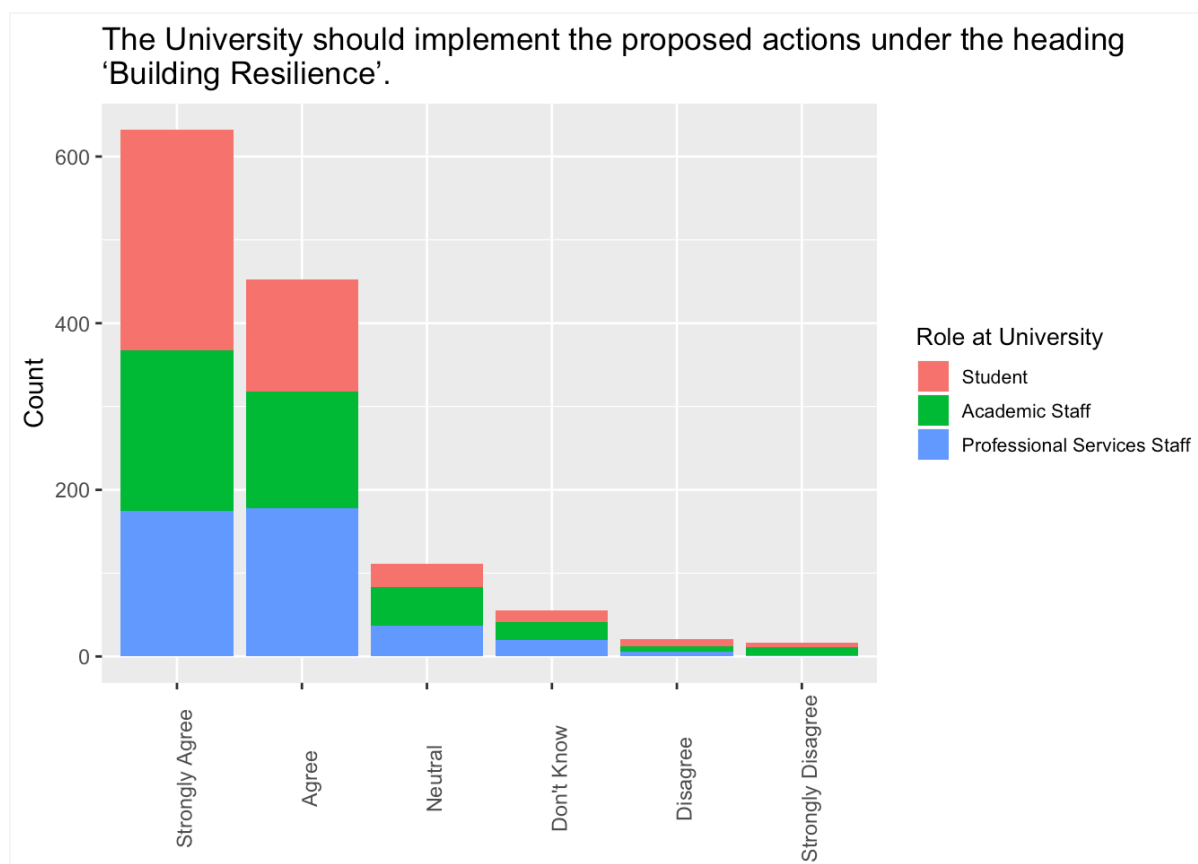
Under this theme, a reduction or ban of private vehicles is called for. To achieve this, car-sharing should be promoted and incentivised. However, the aim should be a move toward zero private vehicles on campus, except for service vehicles, deliveries and those with mobility needs. Senior Management should exemplify best practice, by using active travel or public transport to travel to work. Car-shaming should be avoided, as some staff (particularly those living in commuter towns who cannot afford to live in the West End) struggle to travel via active or public transport. The reduction of private vehicles and parking therefore needs to tie in with improved public transport and active travel networks. Charging points for E-vehicles should be provided, and e-vehicle leases or subsidies could be offered to staff.

Currently, cycle paths across the city are deemed unsafe and inadequate. The University must work with the Council to improve cycling infrastructure. Painting white lines is not enough, segregated and confluent cycle lanes ensure that commuters feel safe and able to travel actively. Cycle to work and training schemes must be communicated, to allow access to bikes and learn how to travel safely on the roads. Building on this, free/cheap bikes and local discounts on cycling gear should be accessible to all staff and students. The University itself needs to commit to this by providing readily accessible, secure and sheltered cycle storage, particularly at the top of the Gilmorehill campus. Changing facilities with showers should also be available to all staff and students.

Under this theme, the main response considering flights was that U.K. flights should be banned.

Theme 5 - Building Resilience

Figure 15 – Response to question on building resilience (tabularised data presented in Appendix 2)



Collaboration

It is proposed that to build resilience, UofG must set an example by making fundamental changes. In turn, this would encourage other institutions and groups to make similar progress and create a holistic response to the climate crisis. Wider collaboration throughout Glasgow communities and beyond is deemed essential to successfully build resilience.

Clarity and Specificity of Theme

A common theme in responses to this question is that Theme 5 lacks clarity and specificity in its actions. Some respondents suggest that this theme adds nothing more to the strategy that hadn't been included in earlier themes and proposals. A number also argue that the wordiness of the language used detracts from any actions which may be contained within the theme. Overall, most responses of this nature state that they didn't understand the theme or what it was proposing, suggesting that the recommendations need to be clarified in order to gain adequate responses.

Buildings

Related to the previously-noted confusion regarding this theme, a number of respondents assumed the measures were in relation to the resilience of buildings. They support improvements of infrastructure and note that it would be essential in responding to the long-term impacts of climate change.

City-wide Adaptation

Some respondents raise concerns for regions of the city outside of UofG's campuses. Flooding, particularly in the Govan area, is raised as a concern which UofG should help tackle. More generally, it is felt that UofG's prominent position within the city should be used to leverage more significant change across the area, whilst working alongside other universities and organisations. There is a suggestion that this is essential as the university should be giving back to its local communities, using its knowledge and influence to help them prepare for and adapt to climate change.

Education and engagement

There are suggestions within this theme that wider education and more resources on climate change would help to educate the community on how to reduce their own carbon footprint and prepare for changes associated with climate change. Some responses also indicate that UofG should prepare for the impact of climate change on the staff and student community by investing in more mental health support.

Climate Ready Clyde

Only one respondent expressed understanding and support for this initiative, while others expressed confusion again related to the lack of clarity.

Divestment

In total, there were 536 open text responses to the question on divestment.

Communication

Responses indicate that the university should communicate more frequently and publicly with staff, students and the wider community on its divestment plans. Engagement and representation are also highlighted as being important at the stage of deciding what to invest and divest in and from, respectively. A significant number of respondents specifically indicate they would be in favour of student representatives to formally present student views on investment practices. Several entries also refer to students' right to know more about investment practices since their fees are often the source of investment funds.

Some respondents suggest that the university should make its progress on divestment more public, as many people indicate that they are unaware of how far along the process was due to a lack of transparency rather than a lack of interest. Furthermore, there is awareness of university plans to rescind its decision to divest from fossil fuels on the basis of financial considerations, and a preference for the original pledge to be honoured.

Investment practices

Over 170 responses suggest that the university should actively invest in greener forms of energy, with many explicitly stating that this could be funded by resources freed up by divestment from fossil fuels. Responses also strongly encourage the university to expand divestment to include the arms trade. Although people are generally unspecific about whether this was for ethical or environmental reasons (some stated both), over 140 respondents agree that this action should be taken. An additional 40 respondents call for more ethical investment practices in general.

Many respondents indicate that there should be more scrutiny of our current investment partners' carbon footprints, and if it transpires that they are too high, then we should also divest from these associated industries/businesses. BAE systems, BP, Shell and Barclays are frequently cited as examples for closer attention. Some respondents furthermore suggest that our partnerships with such organisations in relation to funding/sponsorship and career pathways should be severed. This would show a commitment to promoting more environmentally-friendly practices to students over those which are environmentally destructive.

A limited number of respondents suggest that divesting from fossil fuels is a problematic venture as the university will lose its seat at the table, through which it can encourage the industry to transition to

more sustainable alternatives. This argument rests on the current size and influence of the industry, and its potential to rapidly and widely expand the use of renewables in the future.

Pensions

Some respondents propose lobbying the USS to also divest from fossil fuels, while others suggest offering staff a green alternative scheme to invest their pensions in.

Time-scale

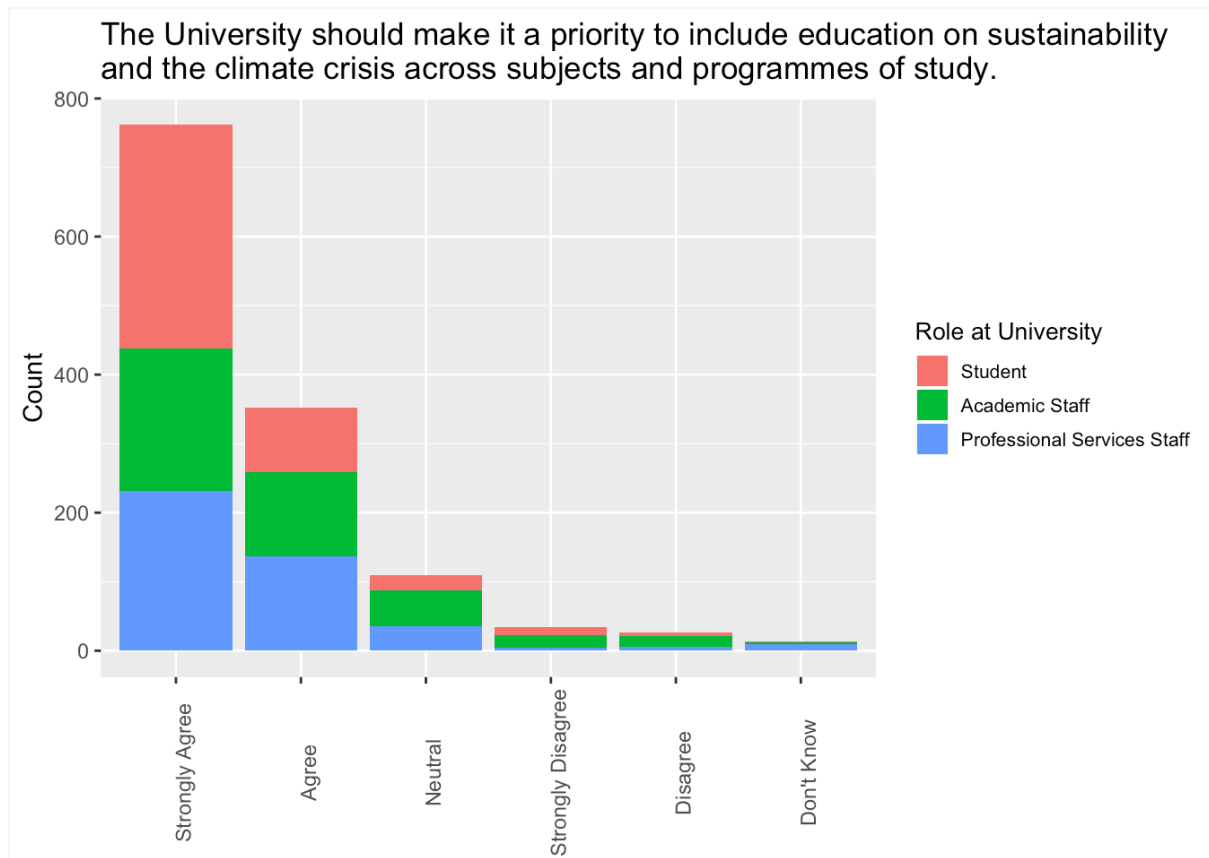
Over 100 responses were in relation to the time-frame of divestment plans, encouraging the university to “divest faster”. Apart from a few exceptions, the time-frames suggested are generally unspecific, but give a generally strong impression that people are dissatisfied with the date proposed in the strategy.

General comments

Only 11 respondents indicate that they are completely satisfied with the proposals in the strategy (although we cannot infer from those that did not respond with a written answer). An additional 8 respondents are dissatisfied with the concept of divestment at any level, citing reasons such as an unavoidable dependence on fossil fuels, and suggesting that the university is pursuing this policy for publicity rather than because it is capable of producing significant change.

Education

Figure 16 – Response to question on education for sustainability (tabularised data presented in Appendix 2)



There was no open text question on education in the consultation. However, this is a subject that came up throughout the consultation, as will be discussed in the final section of this report. As Figure 16 shows, the vast majority of respondents either strongly agree or agree that the University should prioritise the inclusion of education on sustainability and the climate crisis across subjects and programs of study.

Further Comments

Overall, respondents are pleased to have been given the opportunity to complete the survey. However, the majority of final responses challenge the University to move faster, with fear that the consultation is simply a “box-ticking” exercise that will not be followed through. Many say that more needs to be done and that actions must be adequately resourced, implemented and communicated across platforms. A small number of respondents indicate that any policy or action is forcing an agenda, or that the university should maintain focus on education. Therefore, the impact on quality of research and teaching should be minimised. Throughout the process, marginalised groups and those with low income must be taken into consideration.

Library Wall Responses

GUEST used the wall space on Level 3 of the University Library to further engage students in the consultation process. This was done through interactive questions on paper with people encouraged to write their own answers and then to go on to complete the consultation. The data collected was imperfect by its nature but provides a useful insight into the feelings of students who may not have completed the survey. When asked about satisfaction with the University’s response to the climate emergency so far, on a scale of “very satisfied” to “very unsatisfied”, 120 out of 146 responses said “very unsatisfied.” 70 out of 89 responses were in favour of a net zero carbon date before 2030. When asked what they knew about current sustainability initiatives, the response was overwhelmingly negative with either negative perceptions of initiatives or no awareness of them, with people saying they would like to know more. When asked about the draft strategy and what the University should do to tackle the climate emergency, again responses were broadly negative. Not many people were aware of the strategy or the consultation, and a number of people said the University should simply adopt the Green New Deal as it is “better”. There was a lot of anger around divestment of both fossil fuels and the arms trade, with accusations of the University being “liars” for backtracking on divestment plans. There were also responses which accused the University of delaying action, failing to engage with students and attempting to greenwash for reputational purposes. Other responses reflected popular comments in the consultation, particularly around increasing plant-based catering options, reducing waste, and improving building and energy efficiency.

Group & External Responses

Net zero

All group respondents suggested a date of 2035 or earlier. There was a general theme, that while the ambition should be before or in line with the city, an overall aim to negative carbon should be the ultimate goal.

There was no consensus among external respondents on when/if they had a net zero target.

Scope of carbon footprint

Within the group survey responses, similar issues were raised to those in the individual survey. Most groups agreed that the impact of international student flights should be included in the scope of the carbon footprint, arguing that the University needs to be transparent and honest in its reporting. However it was argued by one group that including international student flights in the scope may lead to tension among different strategic goals, again demonstrating the need for the University to consider its international agenda as it relates to sustainability. Satellite campuses and online learning were mentioned, in this regard. In addition, one group raised the issue of consumption-linked emissions.

Offsetting

Within the group responses the need to prioritise reduction was mentioned. Again the potential for offsetting to be “greenwashing” was raised, as it is an activity which does not require behavioural change. Co-benefits were mentioned, and looking for ways to include students in the design and implementation of a scheme was suggested.

Within the survey for external stakeholders, one mentioned that they were interested in collaborating for carbon reduction, not offsetting. They argued that offsetting is not enough and should not be such a focus, as the University has the financial means to deliver improvements through capital investments. Another group also stated that the strategy relies too heavily on offsetting. Transport Scotland said that research evidence produced by the University would be useful for them, which again shows the benefits of using offsetting as an opportunity for research and education.

Space utilisation

Within the group responses to this question, similar issues were raised as those via the staff and student survey. Both working from home and disinvestment in least efficient buildings were discussed in terms of emissions displacement. Timetabling was raised in relation to student experience and the fact that current education and degree flexibility may be impacted by increased central timetabling. An informed and long-term space strategy was seen as a way to move forward with this agenda. Again, this demonstrates the need to consult across the University on space utilisation measures.

Business Travel

Group survey responses were in line with those of individuals. The groups support an overall reduction in flight-related business travel. In particular they are calling for: greater use of VC facilities; a stronger system to establish where travel is truly necessary; combining multiple

international trips into one; a ban on business class and domestic flights; the implementation of better incentives and accommodation for sustainable transport methods; and encouraging other HE institutions to adopt similar policies. One group additionally suggested lobbying the Scottish and UK governments to similarly adopt policies which discourage flight travel and incentivise more sustainable methods.

Commuting

Group responses to this section were similar to individual responses, including calls for more car-pooling, better awareness and education around alternative transport options, and potentially reducing the number of cars on campus through pedestrianisation. Close cooperation with Glasgow City Council would also be helpful in ensuring a joined-up response.

External responses to this section highlighted the importance of working with the local community and external bodies in reducing commuting emissions, given the city-wide nature of transport infrastructure. Some responses called for the University to be more ambitious in its target of 3% year-on-year reductions in commuting emissions. Linking up with community groups and organisations would allow for an integrated response to the lack of existing active travel infrastructure around the University campuses.

Theme 1

External stakeholders asked that these suggestions are reinforced and that we indicate how we plan to work with them through the process. They also ask that we engage with staff and students in regard to active travel, by supporting the GUEST Bike Hub.

Theme 2

Group responses to this question focused on similar aspects as those raised in the staff and student survey. The importance of harnessing renewable energy was mentioned, specifically, geothermal; biomass; and hydropower. The role of the University within a district heat network was also raised, outlining that UofG should be a key stakeholder within this.

Theme 3

Group responses to this section were in line with the overall results. There was mention of the importance of any policy changes being substantive rather than optional and superficial, covering all aspects of the University community and its operations. Others mentioned the importance of both internal and external communication, opening the door to collaboration with the local community. External responses were also similar to the individual responses, which particular mention of the importance of ensuring the University works with external bodies in line with our climate aims,

including in procurement and supply chains. The EUAC mentioned innovative new approaches to governance across the education sector which may be of interest.

Theme 4

There was no consistent response within the groups on Continuous Improvement, however waste was discussed more than once, particularly provision of better recycling facilities. Again, actions need to be clearly implemented and communicated.

External response from Zurich Insurance suggested that we should consider removing single use plastics before 2022.

Theme 5

As with individual responses, there was not much engagement with this question from groups. The few responses did, however, call for better education on sustainability and how to build resilience through interdisciplinary collaboration; suggest that COVID-19 has demonstrated our potential to adapt successfully; and supported increased collaboration throughout the city and region.

In the external survey, this question was not significantly engaged with, garnering only 2 relevant responses. One external respondent emphasised the importance of building resilience within our society; the other suggested that we should prepare for the price of offsetting to increase in the future by currently increasing the amount of resources we direct to the project.

Divestment

Group responses were aligned with individual responses, supporting divestment in general and specifying other steps the university might take. These included divestment from arms and other high-carbon and unethical industries; investing in renewables and low-carbon industries; using its position to lobby for change within companies which are capable of doing so; improving communication channels with students; and finally moving up the proposed time-frame for divestment.

Further Points

External respondents ask that we are careful with language such as “largely symbolic measures” when applying to significant and important topics. They ask that we keep them involved in the process.

Discussion

In this section we identify and collate the major themes of the responses providing a concise summary of the key issues identified during the consultation process.

Carbon Reduction Targets, Scope of Footprint and Offsetting

Our ***Net Zero Target Date*** should be 2030, according to nearly 500 respondents, and most others saying “ASAP”. To align with the University community’s ambition, UofG should consider bringing its proposed net zero date of 2035 forward. Respondents are confused as to why Glasgow City Council are aiming for an earlier date, when the University is one part of the city as a whole. As a Higher Education Institute, priding ourselves with being “World Changing”, it is felt that we need to show leadership here, aiming for 2030 or before. The responses imply that offsetting would need to be part of the solution to achieve net zero quickly. In addition, it is felt of importance to the University to set itself robust interim carbon reduction targets, covering the next 10-year period, that also align with the need to limit warming to 1.5oC.

In relation to ***Responsible Carbon Accounting***, the consultation results show strong support for expanding the scope of our carbon footprint to include the impact of international students travelling between Glasgow and their country of domicile. As highlighted in the strategy proposal, this will result in a significant increase of reported carbon emissions. One popular suggestion for addressing this is offering incentives for more sustainable travel options, or at least more information about these. However, as noted in the section on business travel, flights will remain the most accessible mode of transport for some people, which will mean a need for carbon offsetting. While some state that students should pay to offset flights themselves, for example with it being added onto tuition fees, many highlighted that this may not be an option with fees for international students already extremely high. This raises worries around potential discrimination against international students, or a reduction in diversity if admission numbers decrease. Here we identify an area where the University needs to tread with sensitivity, because expanding the scope of our carbon footprint to include overseas students needs to be done in a responsible way that does not discriminate and does not reduce the diversity of the University community.

Supply Chain and Procurement received few responses; however, this likely reflects lack of knowledge around this topic rather than lack of engagement or interest. A few respondents suggest that procurement needs to include a life cycle analysis of carbon production, which is in keeping with responsible procurement in the future economy.

Offsetting is clearly recognised as being only one part of the solution in the climate change strategy. Over 200 people mention that either reducing carbon should be prioritised over offsetting or that the two practices should be carried out in conjunction. Many people also view offsetting as a greenwashing tactic and are sceptical that it may allow the University to continue “business as usual”. Thus, the majority of survey respondents agree that offsetting is to be employed, and it will be crucial to ensure that this forms part of a wider strategy to actively reduce our organisational carbon emissions. Different approaches are suggested, with some suggesting that offsetting should only be implemented as a last resort where reduction is no longer an option. If interim reduction targets are not met, then remaining emissions could be offset. The University could also consider the suggestion of limiting the amount of carbon that can be offset, to ensure that adequate reduction measures are still being taken. In the context of business travel, offsetting should be a default, but in the context of reducing and offsetting where flights are necessary

Levels of Engagement & Awareness

Clear strands and areas that respondents are passionate about emerged from the consultation results. Issues that people are most passionate about include; business travel (most responses overall), commuting, energy efficiency, divestment, campus development & space utilisation, catering and single-use plastic and greenspace, which was not in the consultation. We also present issues that are less discussed, likely because respondents are less informed about them and identify areas of contention that may require attention to sensitivities when further engaging with the campus community. We also note areas that may be considered easy wins if they are addressed by the University.

Business travel received more responses than any other topic, totalling over 1300 across two questions suggesting a high level of engagement with the issue. This may be because business travel is reported as the 3rd highest contributor to carbon emissions at UofG, and of those three main contributors (electricity, gas, business travel) it is arguably the area where individuals can have the most impact in being part of the green solution. As such there is support for more significant reductions in business travel related emissions, beyond the 3% per annum proposed.

Videoconferencing, incentivising increased use of alternative travel methods, banning domestic air travel, eliminating first/business class flight travel and implementing a clearer system of justification for any travel undertaken are all significantly supported within the responses. Taking a stronger stance on reducing business travel and providing appropriate tools for individuals to make informed choices is a clear opportunity to reflect the views of our community whilst simultaneously significantly reducing our carbon footprint. It is also worth highlighting that many respondents are aware of the

value of travel in terms of international orientation and career development, but judge that while these are important, they do not take precedence over our duty to reduce our carbon footprint.

Commuting accounts for 17% of the University's carbon footprint and received the second highest number of responses, totalling over 1300. In terms of reducing its impact, responses are evenly split between those wanting to reduce private car use, those in favour of public transport and those in favour of active travel. Regarding active travel, a lot of recommendations are made for how the campus could be more cycle-friendly; the most common answer is segregated cycle lanes, followed by improved provision of convenient and secure cycle storage. It is recognised that we would need to work in partnership, to help deliver improvements for active travel provision across the city.

Hundreds of people say they would like to see the University - either unilaterally or through partnerships - incentivise public transport use by introducing discounts or subsidies for public transport costs. Over one hundred people suggest University-run shuttle buses between campuses and transport hubs to improve the quality of public transport provision. A similar number remark on the poor quality of public transport currently and that it must improve if they were to use it more often.

In general, respondents are aware that car drivers are responsible for a disproportionate amount of our commuting related carbon emissions. It is worth noting that private car use is a topic that needs to be approached with sensitivity. A number of people are very vocal about the need to drive and wanted to ensure that the University did not alienate people who had no other alternatives. The most popular suggestions for reducing the impact of car use are car-pooling initiatives, better facilities for electric vehicles, park and ride schemes, and reducing the availability of car parking on campus.

Energy is a key issue that members of the University community understand and can relate to. Feedback clearly indicated that the University community wants to see actions taken to address energy efficiency. This as one of the most discussed aspects of Theme 2, and people describe inefficiency of infrastructure as having an impact on their daily working lives. Bringing in measures to address HVAC and lighting would therefore not only help to reduce carbon emissions but could also improve people's working environments. The development of a properly funded Asset Management Strategy which commits to refurbishments across campus aimed at improving efficiency is regarded as key to delivery.

Relatedly, there is clear support from the university community for the strategy proposal to exploit advances in renewable energy. Within Theme 2, many people commented directly on this and suggest utilising solar panels, wind turbines, biomass, and water source heat pumps. Given that gas and electricity consumption account for over half of our current carbon footprint, any measures aimed at

improving efficiency or providing the campus with low-carbon heat, will help us on our journey to net zero carbon emissions.

Divestment raised attention specifically around the scope of divestment, changing investment practices and the current time-frame with a clear sense that respondents would like to see a more transparent communication of investment/divestment strategies. While many responses are focused on investment in greener energy sources, responses related to the arms trade are often typed in upper-case letters with exclamation points at the end of statements. In addition to the clear emotive response, over 140 responses suggest we should extend divestment to include the arms trade, indicating that there is a very strong level of engagement on this topic. In general respondents are also in favour of more ethical considerations within our investment practices, which they feel is lacking at the moment. Going further, many respondents advocate for extending divestment to include all companies with a carbon footprint beyond a certain level, although this level is never specified. Associations with any company with a high carbon footprint is seen as a lack of commitment to tackling climate change on the part of the university.

There is a significant level of support for using funds saved by divestment to invest in renewable energy. Among these suggestions, a number also suggest refocusing investment practices to give preference to any sustainable company over one with a high carbon footprint. This of course ties into the previous point, suggesting an overall strong level of support for re-orienting our investment practices with a focus on environmentally-friendly and ethical investments.

There is support for student representatives in decision-making processes. This would relate to both divestment and investment practices, so that moving forward, UofG's investment practices would be more likely to reflect the views of its students (a few respondents additionally highlighted that there is an element of entitlement here since it is their fees which are being invested).

Finally, over 100 respondents suggest moving up the time-frame currently suggested for divestment. There is a lack of specificity on this topic, with many simply stating "do it faster". This is of course subject to interpretation but would support any move from UofG to adhere to and accelerate the process of divestment.

The Campus Development and Space Utilisation are discussed across numerous questions by many respondents. There is a clear feeling among some members of the university community that improving the energy efficiency and overall sustainability of the existing campus should be prioritised over construction. Additionally, many people question how sustainable the buildings currently being constructed are, and argue that this should be a core consideration in the design and construction of

new buildings, with robust project governance mechanisms in place to ensure this. The way in which we currently use existing space on campus is also an issue that generated a degree of contention. It is clear that people from different areas of the University (students, academic staff, MPA staff) have different views on how well space is currently utilised, demonstrating a need for a broader assessment of space utilisation throughout different parts of the campus. The variability in responses to this question make it clear that staff will need to be consulted on any measures being taken to improve space utilisation. In particular, issues of wellbeing; accessibility; productivity; and student experience need to be very carefully considered.

Catering and Single Use Plastic is an area, similar to business travel where individuals could see themselves as part of the green solution with University support. For instance, there is an overall interest in plant-based food options with the University preferably moving towards a vegetarian/vegan campus, or at least increasing the number of plant-based options on site (with cost being the same or less than animal product options). This would allow the University to make a visible stance in showcasing best practice, speaking to multiple agendas raised through the consultation, such as supplying healthier, locally and sustainably produced food.

Eliminating single use plastic from campus catering is another opportunity for the University to take action and deliver a highly visible quick win across the campus community. While not necessarily a major contributor to our carbon footprint, plastic waste is an extremely emotive and visual representation of damage to the planet. Individual, group, external responses all call for fast removal of single use plastics. In relation to this, there is also considerable support for increased provision of drinking water fountains across the campus. Responses also highlight the need to ensure dishwashing facilities are available at all catering outlets and to heavily enforce/incentivise the use of reusable cups.

Lack of Engagement with Governance and Policy was reflected in relatively few responses for Theme 3. However, there are a few suggestions on how to make governance more interesting or engaging. The most common response in this section calls for increased staff and student involvement in decision-making and scrutiny processes regarding sustainability initiatives. There is very little mention of the existing governance body, the Sustainability Working Group, and calls for greater transparency, suggesting that poor communication and lack of awareness is leaving some feeling left out of the loop. Better communication and engagement on sustainability has emerged as a common ask throughout numerous strands of the results.

The Importance of Collaboration is another common theme that emerged from a number of sections of the consultation, including the need for collaboration and partnerships with bodies outwith the

University. A number of people would like to see greater links with local communities around campuses while a large number of people ask for greater collaboration with Glasgow City Council, around issues such as city wide low-carbon district heating and improved public and active transport provision, thus also helping to fulfil UofG's civic university ambition. Other potential collaborations are with transport providers to negotiate better costs and across the education sector to share best practice and research.

An Identified Consultation Gap is regarding Green Space. Although there was no specific question in the survey relating to greenspace and biodiversity, many people discuss this throughout different areas of the consultation. Respondents discuss greenspace in terms of wellbeing and offsetting, and also show support for the proposal within the strategy to continue fostering biodiversity across campuses. This should all be taken into consideration when revising the strategy.

Education & Communication

Across themes, there is an interest in learning about sustainability. This is manifested by the desire to introduce sustainability teaching across curricula and sustainability training for all staff. Of course, this presents issues due to academic freedom, so ensuring that content is relevant to the course material is a key compromise that respondents asked for, as is allowing students to take speciality modules in climate related courses and providing "green" research opportunities. Tying into this, respondents asked for funding to be directed to sustainable research. This will free up time spent applying for funding, giving staff freedom to complete and engage in sustainability training, but will also cement our "world changing" status, and use our unique skill-set to make a global impact.

There is also a desire from respondents for education on how to reduce their own impact. For example, suggestions included showcasing best practice in catering, and using communications to educate students on why we are choosing more local, low-waste and plant-based foods. This also tied into reducing commuting and business travel related emissions, with one response summing up that educating "ON" sustainability is pointless without education "THROUGH" sustainability. Education via "switch-off" campaigns has been heralded as a strategy to create long-term behavioural change. In 2018-2019, the GUEST Team tested the JUMP application, which is designed to create behavioural change in users. Unfortunately, the collaboration was unsuccessful. However, it may be worth looking into alternative behavioural change programmes. One suggestion was hosting an award scheme for sustainability (as the University of Edinburgh currently holds). Departmental sustainability champions could be responsible for working towards goals and activities, which could be written up and showcased at an awards night. Another suggestion was use of best practice guides, which could be used in support of the above initiative. Best practice could be showcased across campus to inspire

individuals to make change: from senior management taking public transport to work, to low-waste, vegan catering in our cafeterias.

Education spans beyond formal teaching however and includes an attention to informal and public spaces of engagement, communication, and learning. This aspect of activity moving forward will relate to governance, awareness, and implementation as well as education for and through sustainability. University Communications Services can be engaged in this process to ensure that all opportunities are taken to embed sustainability into our University, in both physical and digital spaces.

General Considerations

Across the survey, there were mentions of ensuring that any strategies we implement are inclusive and do not negatively affect marginalised communities and those of low income.

Collaboration

A call for collaboration was substantial, particularly for working alongside GCC to meet net zero Targets and improve PTAT networks across the city.

Of the external bodies who responded to the survey (self-identified responses from EAUC, Transport Scotland, Space for People (Byres Road), Zurich Insurance Group), five groups added a comment that they would be happy to collaborate with us moving forward.

Impact of the COVID-19 response on the green agenda

It is worth noting that the consultation on the draft climate change strategy finished just a few days after the decision was taken to close the UofG campus in response to the COVID-19 pandemic. As such, any lessons that may have been learned from our COVID-19 response are not likely to have been picked up by the current consultation. At the time of writing, it seems likely that our carbon footprint will be significantly affected in a number of different ways by the pandemic.

The need to socially distance on campus will result in less effective utilisation of space, and if there is also a requirement to extend the opening hours of buildings as a result, then this would likely apply some upward pressure to our carbon footprint. Conversely, there are a number of other impacts that seem likely to significantly reduce our carbon emissions.

Flexible/Home working has become normalised over the past few months, and if the option to work remotely more often, post COVID-19, remains available to staff, then this could free up space on campus in the longer-term, reduce emissions from the daily commute and help staff juggle other responsibilities, such as caring for elderly relative or young children. The University should ensure that staff working from home, are provided with the appropriate infrastructure to do so effectively. A reluctance to fly or use public transport for business travel, along with a community that has quickly become proficient in videoconferencing, should help to reduce emissions from business travel. A reluctance to use public transport for the daily commute to campus may also impact on our carbon footprint, though the net effect here will depend on whether the modal switch is to private car or active travel. Here, the University should continue to invest in active travel provision, in the knowledge that any money spent will continue to provide both environmental and health benefits into the future. Finally, the delivery of more online and blended teaching in the future may also help to reduce emissions associated with daily commuting in the long-term.

There is a huge call for fast removal of Single Use Plastic across the consultation. With COVID-19, this may become harder however it should not be ignored. We know that the virus is killed by soap and water so adequate dishwashing and hygiene practices should stop transmissions. We must be wary of the narrative of plastic transmitting disease, as companies invested in single use plastic may take this opportunity to boost their public image. Everything possible must be done to protect staff but we must also recognise that catering and cleaning staff will handle used cups and packaging as part of their job - whether it is taking a clean reusable cup off a customer, or clearing used packaging from tables - so risk assessment is required either way. Backtracking on our decision to remove single-use plastic items by 2022 would be disruptive to our image and a poor step in regard to our environmental impact

It is recommended that the University undertakes a much wider discussion, to ensure that its recovery from the COVID-19 is “green”. We should also take the time to consider our broader civic responsibilities, in this regard; what can we do to help at a city- or national-level? If we fail to invest in our climate response at this critical juncture, the subsequent impacts are likely to be much worse than that which we are currently experiencing, as a result of COVID-19.

Appendices

Appendix 1 – Codebook

Name	Description	Files	References
Business Travel	Miscellaneous responses to this question.	1	41
Culture and leadership	General comments on culture change required to lower emissions from business travel.	1	20
Academic culture	Comments on how academic culture currently requires a high level of travel in order to advance, and how this must change in order to lower emissions from business travel.	2	62
Leadership	Comments on how leadership at the university has a significant role to play by setting an example of reducing business travel, thereby promoting the culture change required to lower emissions.	1	62
Negative	Any generally negative responses to the proposals lacking specificity.	1	15
Reduce flights	Calls to reduce business travel without any other suggestions.	4	47
Stop flying	Calls to stop flying completely, without any other suggestions.	2	8
Offset flights	Support for offsetting any flights which take place, but with the majority stating this should be an accompaniment to overall reduced air travel.	2	46
Negative	Comments not in support of offsetting flights.	1	1
Policies	Any miscellaneous policy suggestions on how to reduce business travel.	2	7
Increase efficiency of travel	Responses supporting increasing the efficiency of business travel by combining trips and reducing the number of staff attending the same event.	3	48
Justification	Responds in support of stronger regulation around justification of business travel.	4	129
Recruitment	General responses relating to recruitment and business travel.	1	7
Hire locally	Calls for UofG to hire locally (both in Glasgow and other campus locations) in	1	10

	order to reduce the need for business travel.		
Transparency	Breakdowns of where business travel carbon emissions are high within the university should be made more apparent.	2	21
Travel quotas and limits	Calls for implementation of official limits to business travel, whether applied to individuals or departments as a whole.	1	57
Carbon budgets	Support for carbon budgets as a means of limiting business travel emissions.	1	13
Carbon Costing	The carbon cost of travel should also be considered when deciding which method of travel to take.	1	24
Conferences	Calls for the university to impose limits on the number of international conferences that staff are allowed to attend.	1	24
Positive (value of travel)	Responses acknowledging the benefits of international travel and how there has to be a balance within any policies imposed to reduce emissions (many go on to specify which policies these might be).	1	50
Types of travel	Any miscellaneous comments on various types of travel available.	2	11
Business class	Any comments on business class travel which could not be categorized.	1	13
Eliminate	Calls for business class to be eliminated (unless it is necessary for health reasons).	2	223
No difference	Responses arguing that there is no difference between business and economy class travel in terms of emissions.	1	5
Reduce	Support for business class travel to be reduced.	2	102
Support - efficiency and health	Support for business class travel as a method of travel for efficiency and health-related matters.	1	26
Unnecessary luxury	Comments that business class travel is an unnecessary luxury.	1	8
Clarify options	Calls for travel options to be clarified for staff so they are more aware of their carbon footprint and the economic cost of different options.	2	22
More eco-friendly air travel	Calls to use more eco-friendly air travel providers.	3	13

Name	Description	Files	References
Public transport and domestic travel	Any miscellaneous comments on public transport and domestic travel.	1	4
Ban or reduce domestic flights	Calls to ban or at least reduce domestic flights.	3	131
Flights last resort	Suggestions that flights should not be the default method of travel, but rather a last resort.	2	27
Public transport	Support for public transport (predominantly rail travel) becoming the default method of business travel within the university.	2	66
Cost	Comments on the relatively higher cost of rail travel and suggestions for the university to take steps to reduce this.	2	56
Domestic	Support for rail travel as the only method of domestic travel.	2	129
Encourage and incentivise	Rail travel should be actively encouraged and incentivised within the university.	1	98
Europe	Support for rail travel to and within Europe as being the default method of travel over flights.	1	68
First-class train travel	Support for first-class rail travel becoming available as an option to staff as it would promote more efficient travel and incentivise more sustainable travel methods.	1	21
Slower travel methods	Comments on how slower travel methods might be adopted, including how they may not be accessible to staff with caring responsibilities.	2	52
Short duration long-haul trips	Comments which are in support of a reduction in short duration long-haul trips.	1	3
Ban	Calls to ban short duration long-haul trips.	1	3
Videoconferencing	Responses in support of increased use of videoconferencing in order to reduce business travel.	2	308
Cannot replace face-to-face	Comments conveying that videoconferencing cannot fully replace face-to-face interactions.	2	20
Improve infrastructure		2	133
UofG should lead tech progress	Calls for UofG to research how to accurately replicate face-to-face conferences with technology.	2	34
Carbon Footprint		4	20

Name	Description	Files	References
Focus on education, not climate		1	22
Net Zero	A top node for responses that do not fit the drop down nodes in relation to net zero	4	79
2020-2024		1	24
2025-2029		1	11
2030 - GCC		1	139
Do not agree with date		1	3
Should be in line with GCC		2	110
2030 - GCC 2		1	15
Do not agree with date		1	3
Should be in line with GCC		2	133
2035 - Proposed		1	26
Aim for this date		1	14
Hard to achieve		1	5
Too late		1	12
2045 - Scot Gov		2	25
Should aim for this		2	7
Too late		1	17
Actions not Ambitions		1	15
Goal-posting		1	8
Leadership		1	15
ASAP - before GCC		2	128
Be realistic		1	17
Goal-posting		1	8
Leadership		1	16
Net zero - negative comments		1	22
Net Zero - positive comments		1	6
Net zero dates		1	4

Name	Description	Files	References
2020-2024		1	72
2025		1	191
2026		1	8
2027		1	15
2028		1	20
2029		1	33
2030 (GCC)		1	491
2031		1	5
2032		1	7
2033		1	1
2034		1	2
2035		1	131
2036		1	2
2038		1	2
2040		1	28
2043		1	1
2044		1	2
2045		1	26
ASAP		1	72
Post-Scottish Government Date (after 2040)		1	6
Offsetting		5	63
Balance needed	Responses discussing the need to balance offsetting with approaches	1	41
Greenwashing	For references to offsetting being used as a greenwashing practice, as an excuse to continue business as usual, masking the real problem, disincetivising real change etc.	2	112
Last resort	Responses arguing offsetting should only be employed as a last resort- when no more reduction is possible	2	31
Limiting offsetting	For references to offsetting only being used for a certain amount of carbon, or only being allowed to detract a certain amount from carbon footprint	2	21

Name	Description	Files	References
Reduction	For responses referencing a need to either prioritise reduction over offsetting, or implement both measures in combination.	4	236
Time frames	For responses referring to the need to account for the different timescales associated with different actions	2	59
Carbon capture	Responses discussing carbon capture re offsetting	1	4
Negative	For responses explicitly against offsetting to achieve net-zero, or against the concept of 'net-zero'	2	87
Positive		1	72
Schemes	Responses which discuss the different offsetting schemes which could be considered	3	31
Additional benefits	For responses referring to the additional benefits offsetting can provide	1	5
Additionality	Responses arguing that decisions about offsetting schemes need to account for 'additionality'	1	2
Effectiveness	Responses discussing whether offsetting is always effective / that this should be considered in decision-making	1	14
Ethics	Responses discussing the ethical implications of different offsetting schemes, or of offsetting as a whole	1	9
Gold Standard	Responses discussing Gold Standard certification for offsetting schemes	1	1
Scotland and UK	Responses arguing that offsetting should take place locally	1	7
Peatlands		1	1
Peatlands and Woodlands	Responses discussing offsetting projects involving restoring peatlands or woodlands	3	23
University managed	Responses arguing that the University should manage any offsetting projects itself, rather than outsourcing	2	8
On campus	Responses discussing offsetting projects on campus e.g. tree planting, green roofs	2	15
Research and teaching	Responses arguing that offsetting should provide an opportunity for research and/or teaching	3	19
Transparency	For references to being transparent about offsetting schemes, reporting etc.	1	2

Name	Description	Files	References
Scope		4	81
Don't include international students	Responses against including international student travel in the carbon footprint scope.	1	25
Diversity and discrimination	For responses referencing the potential for including international students' flights to decrease diversity or lead to discrimination against international students	2	19
Individual choice, outside the uni's control	For responses referencing that students flying home/to uni is their own choice and/or the university cannot/should not control this	1	44
Revenue	For responses referencing that including international students' flights could lead to a decrease in revenue from international students	1	5
Incentives and information for sustainable travel	Responses arguing that the University should provide either incentives for, or information about, more sustainable forms of travel	2	82
Include International Students	Responses in favour of including international students in our carbon footprint scope	2	241
Int students-general	General comments about international students	1	29
Offset flights	Responses arguing that international (and possibly other) student flights should be offset	1	71
Other students' travel		1	2
Europe, EU	Travel of students in the EU / Europe	2	25
Study abroad and exchange	Travel for study abroad / exchange programmes	1	6
UK	Travel of students living elsewhere in Scotland/UK	1	12
Procurement, supply chain	Responses raising the issue of procurement/supply chain re carbon footprint scope	3	16
Satellite campuses	Satellite campuses as a way to reduce emissions form international student (and staff) travel	2	6
Staff travel	Responses to the question on carbon scope arguing that staff travel should also be included	1	34

Name	Description	Files	References
Business		1	4
Other staff travel		0	0
Travel Industry	For responses referring to the travel industry in relation to international student flights- e.g. it is their responsibility; the Uni should work with them; the Uni should be working on sustainable alternatives etc.	2	14
Commuting	General comments on commuting	2	40
Active travel	General comments on active travel	3	17
Awareness and education	Comments on making people more aware of active travel options and benefits	3	18
Better pavements and paths	Comments on improving the quality of paths and pavements for active travel	1	8
Changing facilities	Comments asking for improved changing facilities across campus	2	32
Cycling - cycle lanes	Comments calling for more and better-quality cycle lanes	5	94
Cycling - ebikes and cargo bikes	Comments calling for increased use of ebikes, cargo bikes and e-cargo bikes, and infrastructure to support this	1	9
Cycling - general	General comments on cycling	2	22
Cycling - infrastructure	Comments on the need for improved infrastructure to support cycling, particularly parking and storage facilities	4	64
Cycling - maintenance	Comments on proposed schemes for supporting bike maintenance as a way to promote active travel	2	9
Cycling - provision schemes	Comments calling on new provision schemes for bikes, or improvements to existing schemes such as cycle to work and NextBike	4	74
Cycling - training	Comments asking for training schemes for cycling in Glasgow	2	4
Incentives	Comments calling for incentives (cash or otherwise) for those who use active travel	2	27
Pedestrianisation or car-free	Comments on how reducing the number of cars on campus would make people more likely to use active travel	2	21
Safety and security	Comments on the importance of safety and security, such as better lighting, to make people feel more comfortable using active travel	2	14
Weather	Comments on how Glasgow's weather	1	4

Name	Description	Files	References
	makes active travel less appealing		
Leading by example	Comments on the importance of senior staff leading by example and publicly using public transport or active travel	1	20
Need to drive	General comments on the need for some people to use private cars	1	19
Caring responsibilities	Comments on the need to drive for people with caring responsibilities	1	9
Disability or mobility issues	Comments on the need for people with disabilities or mobility issues to drive	1	4
Lack of local housing	Comments on the lack of affordable local housing, making public or active travel less appealing	2	15
Poor public transport	Comments on the poor quality of public transport services forcing people to drive for their commute	1	12
Rural areas	Comments on the issues faced by people who live in rural areas to travel by public or active transport	1	6
Transporting materials	Comments on the need to occasionally transport materials to and from campus and to use private cars to do so	1	1
Partnerships or lobbying	General comments on the need for the University to partner with or lobby external bodies	1	8
GCC and other local authorities	Comments on the need for the University to collaborate with Glasgow City Council and other local authorities	4	39
Lobbying - active travel	Comments on the need for the University to lobby external bodies to improve active travel facilities	3	46
Lobbying - park and ride	Comments on the need for the University to lobby for additional park and ride schemes	1	4
Lobbying - public transport	Comments on the need for the University to lobby for improved public transport facilities	1	117
Transport providers	Comments on the need for the University to collaborate with transport providers to make public and active transport more appealing	3	23
Private cars	General comments on private cars	4	23
Awareness	Comments on increasing awareness of the detriments of private car use and alternatives	1	5

Name	Description	Files	References
Car pool	Comments on car pooling	3	76
Car pool - parking	Comments on incentivising car pooling through parking permits	2	11
Car-free campus	Comments on banning cars on campus to discourage private car use	1	23
Electric cars	Comments on electric cars	3	47
Electric cars - charging	Comments on improving charging facilities for electric cars	2	38
Electric cars - parking	Comments on incentivising electric cars through parking permits	2	25
Parking	General comments on parking at University	2	30
Parking - increase cost	Comments calling for increases to the cost of parking on campus	2	34
Parking - positive	Comments that are positive about the need for parking provision	1	2
Parking - reduce availability	Comments calling for reducing the availability of parking to discourage car use	3	88
Taxis	Comments on taxis	1	10
University vehicles, e.g. maintenance	Comments on University vehicles	2	8
Public transport	General comments on public transport	4	23
Awareness	Comments calling for greater awareness of public transport options	2	27
Discounts or incentives	Comments calling for discounted cost of public transport or financial incentives for using public transport	3	266
Long distance journeys	Comments on using public transport for long-distance journeys instead of flying	1	5
Must improve	Comments saying that the quality of public transport must improve for people to consider using it	1	97
Park and ride	Comments on better and more park and ride schemes making public transport more appealing	1	15
Poor quality currently	Comments on the current poor quality of public transport	1	44
University-run shuttles	Comments calling for the University to operate shuttle buses to supplement existing public transport services	3	105
WFH and flexible work	General comments on working from home and flexible work practices reducing	3	112

	commuting emissions		
Agile working	Comments on agile working, including hot-desking and multiple sites	1	3
Core hours	Comments calling for core working hours to allow for greater flexibility of hours to suit public or active transport use	1	1
Flexible working time	Comments on flexible working times making public or active transport more appealing	1	8
Working from home	Comments on working from home reducing the need for commuting	2	22
Divestment	Any miscellaneous comments on divestment.	2	17
Communication	Any miscellaneous comments on communication.	0	0
'Actually' divest	Responses which doubted the university's commitment to its current divestment target.	2	34
Engage students and staff in divestment and investment plans	There should be a greater effort to involve staff and students in discussions relating to investment and divestment.	3	33
Make progress public	Responses indicating they would like regular updates on the progress of divestment at UofG.	1	13
Use influence	Suggestions that by making UofG's progress more public, it may encourage other HE institutions to divest.	1	4
General comments	Any responses which could not be categorized.	1	1
Negative	Responses opposed to divestment.	1	8
Positive	Responses indicating support for current divestment plans.	1	11
Investment Practices	Any general comments relating to current investment practices.	1	2
Alternative investments	Calls for UofG to invest in green and renewable energy instead of fossil fuels	3	165
Nuclear	Suggestions that the university should invest in nuclear energy.	1	3
Arms trade and ethical considerations	General support for more ethical considerations being taken into account with regards to UofG's investment practices.	2	182

Name	Description	Files	References
Arms trade	Of those in support of more ethical investment practices, those who specified divestment from arms (although it was not consistently noted as an ethical consideration, so some of these may be for environmental reasons).	4	149
Current investment partners	Any miscellaneous comments on UofG's current investment partners	1	2
Extend divestment to include all companies with high carbon footprints	Support for extending divestment to include divestment from any company with a high carbon footprint.	3	82
Sponsorship and funding	Suggestions that the university should cease to be involved with corporations/institutions with high carbon footprints. This includes hosting them at careers fairs or for talks.	2	15
Strategically work with fossil fuel companies	Suggestions to keep our investments in fossil fuel companies in order to influence them towards more sustainable practices.	2	11
Pensions	Calls for pensions to be included in divestment.	2	17
Time-scale	Responses indicating that the current time-frame for divestment is too slow and should be accelerated.	3	115
Education and Research		3	36
Embedding sustainability into curriculum		6	67
Funding research		4	44
Interdisciplinary		4	4
General views on strategy		4	49
Additional suggestions		1	17
Faster action		2	51
Forcing agenda		1	12
Global and Meaningful Impact		1	11
Implementation and Recognition	Actions must be implemented, not just words or "greenwashing" - concerns over the University not listening to this response	2	26

Name	Description	Files	References
More needs to be done	As it says, any responses suggesting or stating that the strategy does not take enough action	3	28
Negative- Overall Responses	Responses suggesting that the strategy is not clear, pointless	1	3
Positive- Overall Responses	Responses happy to see the strategy, suggesting we “be bold”	1	26
Greenspace and Biodiversity		6	77
Space Utilisation	General comments on the space utilisation question / section of strategy	3	47
Accessibility	For responses raising the issue of accessibility on campus	1	5
Central management of space	General comments on increased central management of space	2	17
Against		1	30
In favour		1	6
Needs improved first		1	9
Community use of space	Responses arguing that the University should make space available for community use	1	2
Consult with staff and students	Responses arguing that staff and/or students should be consulted on any space utilisation measures being implemented	2	6
Design	Comments on design re space utilisation e.g. open plan offices	1	41
Individual offices	General comments on single-occupancy offices	1	4
Decrease individual offices	Responses against single-occupancy offices	1	6
Keep individual offices	Responses in favour of single-occupancy offices	1	11
Disinvesting in least efficient buildings	Comments on the suggestion on disinvesting in our least efficient buildings	2	35
Dumfries	Responses discussing space utilisation at the Dumfries campus	1	1
Flexible and agile working	General comments on flexible and agile working re space utilisation	2	39
Hot desking	Responses discussing ‘hot desking’ as a measure to improve space utilisation	1	22

Name	Description	Files	References
Unevenness of policy and practice	Responses highlighting that policy and/or practice varies across the University, meaning flexible and agile working are experienced differently	1	12
WFH	Responses discussing working from home	1	39
Home energy use	Responses raising the issue of home energy use if staff are working from home	2	15
Overall opinions		1	59
Negative		2	30
Positive		1	31
Time scale		1	2
Staff wellbeing	Responses highlighting staff wellbeing as a potential issue relating to space utilisation measures	2	38
Student experience	Responses raising student experience as a potential issue relating to space utilisation measures	1	29
Theme 1 - Engaging our Community		3	46
Action and Concrete Details		1	30
Catering		3	16
All vegetarian and vegan campus	People asking for a fully vegetarian and or vegan campus	3	55
Cheaper and subsidised food	Those asking that food in university catering is affordable - plant-based or not	3	13
Community fridge and Food Coop	Support for the GUEST Community Fridge and the student food co-operative group	2	25
Do not ban meat	Anyone saying that meat should not be removed from campus or in disagreement with vegan food	1	8
Local, healthy and sustainably sourced food	Anyone discussing sustainable sourcing of healthy / local food	3	43
Meat Free Mondays or Days		1	3
Microwaves and home meals	Provide support for home meals for staff and students	1	3
More vege options, less meat	Include more plant based catering and less meat options on campus	1	47

Name	Description	Files	References
Climate friendly away-days, support-groups and volunteering		1	12
Communication with our community		3	16
Climate friendly away-days, support-groups and volunteering		1	12
HEAR and recognition for being Climate Active	Those wanting recognition for climate positive activities	1	2
Online learning		3	51
Provide Updates & Transparency	Responses asking for updates along the course of the proposal and transparency as to which items go ahead and any that are not performed	1	41
Reduce own impact	Anyone giving ideas or wanting more information and education on how to reduce their own impact on the planet	2	66
Student and staff action platforms	Those wanting methods to speak out and affect policy making	1	67
Communication with staff and students		3	118
Communication in community 2		3	16
HEAR and recognition for being Climate Active	Those wanting recognition for climate positive activities	1	2
Provide Updates & Transparency	Responses asking for updates along the course of the proposal and transparency as to which items go ahead and any that are not performed	1	41
Reduce own impact	Anyone giving ideas or wanting more information and education on how to reduce their own impact on the planet	2	66
Student and staff action platforms	Those wanting methods to speak out and affect policy making	1	67
Core to ALL policy and strategy		1	13
CSS		2	15

Name	Description	Files	References
Don't put pressure on individuals		2	15
Eco Hub		1	7
Flexible Working		2	39
Support for WFH		1	21
Green careers		4	17
Green Impact Teams		1	16
GUEST		3	11
Online learning		3	51
Theme 2 - Promoting Efficiency	General comments on the question / section of the strategy on Theme 2	4	71
Accommodation	Responses mentioning efficiency in university accommodation	1	2
Asset Management Strategy	Comments either specifically on an asset management strategy, or on the management of the estate more generally	1	45
Campus Development	General comments on the campus development	1	3
Energy efficiency of future buildings	Comments relating to the energy efficiency / sustainability of future buildings	2	75
Environmental cost of development	Responses raising the issue of the environmental cost of construction/development	3	8
Existing resources over new buildings	Responses arguing that existing resources/buildings should be used or prioritised over new buildings (see also 'prioritise over new buildings' in 'energy efficiency of existing infrastructure')	2	20
Growth midset of uni	Comments on the current aims of growth/development	2	6
Incompatible with strategy	Responses arguing that the University's growth strategy is incompatible with its sustainability agenda	2	9
Data Storage	Comments on the proposal to consider data storage	2	7
Energy efficiency of infrastructure	General comments on the energy efficiency of existing infrastructure across the University	3	46
Computers	Comments on efficiency re computers	1	17
HVAC & Insulation	Comments on efficiency re HVAC and insulation	4	93

Name	Description	Files	References
Lighting	Comments on efficiency re lighting	4	49
Sensors	Comments suggesting sensors or automation as a solution to inefficiency of lighting/heating	3	12
Energy sources	Comments on changing to more sustainable energy sources	5	154
District heating network		2	5
Labs	Comments on the efficiency / sustainability of labs	3	17
Language of efficiency	Comments on the use of the word 'efficiency' to describe these aims	1	10
Project Governance Mechanisms - sustainable refurbishments	Comments on the proposal to implement new project governance mechanisms	2	23
Smart campus & technology	Comments relating to the smart campus initiative or technology more generally	1	24
IT	Comments on IT at the University	1	9
Sustainability	Responses raising the issue of sustainability re the smart campus initiative	1	7
Time scale	Comments on the time scale within which these measures should be implemented	1	36
Video teleconferencing strategy	Comments on the proposed videoconferencing strategy	1	54
Theme 3 - Governance and Policy	General comments on governance and policy	4	22
Capital spending and budget		1	11
Collaboration	Comments on the need for collaboration with external bodies	1	17
Across city		1	10
Across city and local community	Comments on the possibility for collaborating with bodies across the city and the local community	3	36
Collaboration with GCC		1	10
Education sector	Comments on collaboration with bodies across the education sector	2	9
GCC and other local authorities	Comments on collaboration with local authorities	2	55

Name	Description	Files	References
With governments	Comments on collaborating with national governments	1	12
COP26	General comments on the COP climate summit	1	16
Negative	Negative comments about COP26	1	3
Opportunity to showcase UofG	Comments about the opportunity for the University to use COP26 to showcase its work	2	7
Positive	Positive comments about COP26	2	9
Showing off without reason	Comments about the risk of the University using COP26 to show off about its sustainability	1	2
Decision-making	General comments about decision-making	2	3
Staff involvement in decision-making	Comments about the need to involve staff in decision-making processes	2	12
Student involvement in decision-making	Comments about the need to involve students in decision-making processes	1	33
SWG	Comments about the Sustainability Working Group and decision-making	2	2
Estates Servicing Strategy	Comments about the Estates Servicing Strategy	1	3
In-house work before outside contracting	Comments about making the Estates team more efficient by doing work in-house reducing the need for external contractors	1	2
Other environmental policies and plans	Comments about other environmental policies that are not mentioned elsewhere, including making existing University policies more sustainable	3	24
Resources	General comments on resourcing for sustainability initiatives	1	1
Capital spending and budget	Comments on capital spending being used for sustainability initiatives	2	16
No resources from polluters	Comments asking for the University to stop accepting resources (financial or otherwise) from organisations with poor climate records	2	7
Proper resourcing of sustainability initiatives	Comments on the need to properly resource sustainability initiatives, both in terms of money and staff	2	32
Responsibility and enforcement	General comments on responsibility, oversight and enforcement of sustainability initiatives	1	6

Name	Description	Files	References
Importance of enforcement	Comments about the importance of enforcement in making sustainability initiatives effective	1	7
Potential enforcement mechanisms	Comments on potential mechanisms for enforcing policies	1	4
SMG	Comments on how the Senior Management Group can work to enforce sustainability initiatives	1	11
Staff and student involvement in scrutiny	Comments on the importance of including staff and students in the oversight processes of sustainability initiatives	1	9
SWG	Comments on how the Sustainability Working Group can work to enforce sustainability initiatives	1	3
Targets	Comments on targets in relation to enforcing sustainability initiatives	1	4
SMG		1	13
Substantial policy	Comments on the importance of any sustainability policies being of substance rather than superficial	1	2
Actions over branding	Comments on the importance of the substance of policy changes rather than what they are called	1	4
Meaningful change	Comments on the importance of policies leading to meaningful changes rather than optional or minimal changes	2	4
No conflict between sustainability and other priorities	Comments on the need for sustainability to be compatible with other priorities in University decision-making	1	4
Sustainability throughout university decision-making	Comments calling for sustainability to be incorporated in all University decision-making	3	14
SWG		1	7
Targets		1	4
Enforcement		1	2
Targets	Comments on targets in relation to policies	1	4
Enforcement	Comments on enforcing targets for policies	1	2
Theme 4 - Continuous Improvement Initiatives		4	31

Name	Description	Files	References
Ambitious and fast action	Anyone encouraging us to make these improvements asap, or be ambitious and fast acting	1	13
Ecovadis, supply chain	Responses regarding improving sustainability in the supply chain/Ecovadis	1	7
Travel and Transport		4	16
Active travel	Top node responses in relation to active travel that do not fit the drop down nodes	1	6
Awareness and education		1	1
Cycling	Top node for responses in theme 4 that do not fit into the drop down nodes on cycling	2	9
Access to bikes and kit	Help students and staff access bikes and gear	2	14
Bike storage and safety	Convenient, safe and covered storage needs to be provided for bikes	2	16
Changing and showers	We should provide changing facilities for all active travelers	2	9
Incentives	Incentives for active travel	1	7
Repair Workshops	Continue to support the GUEST Bike Hub/ provide support for bike repairs	1	2
Safe cycle routes	Work to provide safe cycle routes across the city	3	41
Support for staff + students is needed	We need to help staff travel actively- not put pressure on without providing support	1	8
Walking	Pedestrianisation of campus	2	13
Cars	Top node responses in relation to cars that do not fit the drop down nodes	1	7
Ban non-essential cars on campus	Anyone responding that cars should be removed from the University campus (largely Gilmorehill), with exception of emergency, works and vehicles required by those with mobility needs.	1	28
Car Sharing	Responses relating to car-pool/sharing	1	5
Driving as Necessity	Staff who do not have good public transport or active travel links to work	1	8
Parking and permits - remove	Responses suggesting that parking be overhauled and removed on campus, except for blue badge/essential vehicles	1	9
Taxis	Reduce use of taxis by staff	1	3
Electric vehicles	Any responses discussing e-vehicles, esp	3	50

	parking and charging		
Flights	Subtheme - top node regarding flights within theme 4	2	9
UK Flights	Cut/ban flights within the U.K.	1	12
Public transport	Top node responses in relation to public transport that do not fit the drop down nodes	2	9
Incentive and discount	Offering support for staff and students to use public transport - e.g. discounts, bursaries, subsidies, railcards	2	37
Poor quality currently	Work to improve current service / current service is poor / slow	1	26
Public Transport as Default	Anyone recommending that public transport and shuttle buses becomes the default method of travel	1	17
Shuttle bus	Inter-campus travel provided by the University	1	6
Waste and Recycling		3	15
Education and Accountability	Those requesting education on waste and accountability for individuals to follow these actions	2	22
Littering	Responses requesting we work to reduce littering on campus	2	6
Meetings and Conferences	Discourage catering events due to waste	1	2
Recycle	Top node responses in relation to recycling that do not fit the drop down nodes	2	22
Composting		2	26
Composting and Food Waste	Food and compost recycling options on site	5	42
Education and Accountability	Those requesting education on waste and accountability for individuals to follow these actions	2	22
Glass	Recycling for glass onsite	1	6
Littering	Responses requesting we work to reduce littering on campus	2	6
Meetings and Conferences	Discourage catering events due to waste	1	2
More Recycling and Food Waste Bins	Requests for better facilities and more recycling bins	1	52

Name	Description	Files	References
Non-traditional recycling	Recycling options for items like fluorescent bulbs, pens, ink-cartridges etc	2	14
Paper	Paper recycling and reducing printing	3	27
Reduce	Focus on reducing waste	3	56
Reuse and Swap	Top node responses in relation to reusing and swapping that do not fit the drop down nodes	1	15
Warplt	Use of warplt or swapshops	1	8
Single use plastics		1	9
Ban SUP	Ban single use plastic as soon as possible	4	95
Biodegradable - Positive	Responses asking for biodegradable options	1	5
Biodegradable- Negative	Anyone saying we should not automatically move to use biodegradable options	1	5
Cups and packaging	Responses criticising plastic cups and packaging	1	45
Plastic Bottles	Removal of plastic bottles	1	6
Provide crockery not disposables	Crockery as default on campus and for conferences	1	11
Reduce lab plastic	Support labs to reduce plastic and in contacting suppliers to remove excess from the supply chain	1	17
Student Union Waste	Support the Unions to reduce waste in catering and clubs	1	35
Vending machines	Anyone discussing vending - particularly removal of plastic bottles	1	4
Transparent Recycling Policy and On-Site	Ensure that policies are clear and preferably on-site centres so that everyone understands what can and cannot be recycled	1	11
Water fountains	Fountains being installed across campus	2	34
Theme 5 - Building Resilience	Miscellaneous responses.	3	8
Buildings	References to the need to increase the resilience of buildings.	1	8
City-wide adaptation	Support for UofG working with other institutions, organisations and communities within Glasgow to build resilience.	1	11
Climate Change Adaptation Plan	Comments on a climate change adaptation plan.	1	6

Climate Ready Clyde	Comments on CRC, the majority confused about what it refers to.	1	6
Education	Suggestions that increased awareness and resources around how to live sustainably would help to build resilience.	2	6
Not ambitious enough	Responses suggesting the university's proposals are not enough to build resilience.	1	3
Wider collaboration needed	Support for UofG working with partners not just across the city, but throughout the country and internationally as a well-respected HE institution.	3	31
International, Global		3	27
Reputation		1	18

Appendix 2 – Tabularised Data from Survey Questions

What is your role at the University?

Student (all levels of study)	459 (35.2%)
UofG Professional Services Staff (MPA, Operational, Technical)	424 (32.5%)
UofG Academic Staff	422 (32.3)

Which area of the University are you associated with?

College of Arts	187 (14.3%)
College of Medical, Veterinary and Life Science	393 (30.1%)
College of Science and Engineering	268 (20.5%)
College of Social Sciences	246 (18.9%)
University Services	211 (16.2%)

Which location are you primarily based at?

Dumfries	42 (3.22%)
Garscube	94 (7.2%)
Gilmorehill	985 (75.5%)
Glasgow Dental Hospital and School	8 (0.61%)
Queen Elizabeth University Hospital	12 (0.92%)
Tay House	28 (2.15%)
Other	136 (10.4%)

The University should play a leading role in tackling climate change by eliminating its own carbon footprint.

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
STUDENT	396	45	6	2	7	3
ACADEMIC STAFF	317	79	11	6	7	2
PROFESSIONAL SERVICES STAFF	309	99	11	5	0	0
TOTAL	1022	223	28	13	14	5

The Climate Change (Emissions Reductions Targets) Scotland Act 2019 establishes a legally binding net-zero carbon target date of 2045 for Scotland. The University should set itself an even more ambitious net-zero carbon date.

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
STUDENT	335	68	17	20	11	1
ACADEMIC STAFF	240	96	28	23	20	5
PROFESSIONAL SERVICES STAFF	211	127	47	20	5	9
TOTAL	786	291	92	63	36	15

The scope of the University's carbon footprint does not currently include the impact of international students travelling between Glasgow and their countries of domicile. Do you think the scope of the carbon footprint should be expanded to include this impact?

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
STUDENT	183	115	58	48	23	30
ACADEMIC STAFF	158	119	41	40	35	29
PROFESSIONAL SERVICES STAFF	118	149	52	52	21	28
TOTAL	459	383	151	140	79	87

The University should employ carbon offsetting in order to achieve a net-zero carbon position.

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
STUDENT	211	144	33	30	21	17
ACADEMIC STAFF	132	172	42	33	23	18
PROFESSIONAL SERVICES STAFF	136	164	51	26	9	36
TOTAL	479	480	126	89	53	71

The University should improve space utilisation rates as part of the sustainability agenda.

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
STUDENT	256	127	40	10	6	19
ACADEMIC STAFF	136	135	52	36	44	16
PROFESSIONAL SERVICES STAFF	200	152	39	16	5	9
TOTAL	592	414	131	62	55	44

The University should introduce measures aimed at reducing business travel.

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
STUDENT	299	92	34	9	9	12
ACADEMIC STAFF	210	115	27	20	38	6
PROFESSIONAL SERVICES STAFF	248	125	20	9	7	13
TOTAL	757	332	81	38	54	31

The University should introduce further measures to reduce emissions from commuting.

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
STUDENT	305	104	22	8	9	5
ACADEMIC STAFF	224	116	31	17	25	4
PROFESSIONAL SERVICES STAFF	207	131	41	14	16	6
TOTAL	736	351	94	39	50	15

The University should implement the proposed actions relating to 'Engaging and Empowering our Community'

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
STUDENT	326	106	18	7	6	6
ACADEMIC STAFF	218	131	39	13	15	9
PROFESSIONAL SERVICES STAFF	218	159	33	4	0	9
TOTAL	762	396	90	24	21	24

The University should implement the proposed actions under the heading 'Promoting Efficiency'.

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
STUDENT	299	123	21	4	4	7
ACADEMIC STAFF	238	129	29	5	8	6
PROFESSIONAL SERVICES STAFF	218	151	30	5	2	10
TOTAL	755	403	80	14	14	23

The University should implement the proposed actions under the heading 'Governance and Policy'.

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
STUDENT	277	122	30	11	4	10
ACADEMIC STAFF	197	130	47	10	11	18
PROFESSIONAL SERVICES STAFF	189	164	41	4	4	16
TOTAL	663	416	118	25	19	44

The University should implement the proposed actions under the heading 'Continuous Improvement Initiatives'.

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
STUDENT	311	86	30	5	6	11

ACADEMIC STAFF	243	128	23	3	7	9
PROFESSIONAL SERVICES STAFF	229	145	23	3	2	7
TOTAL	783	359	76	11	15	27

The University should implement the proposed actions under the heading ‘Building Resilience’.

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	DON’T KNOW
STUDENT	265	134	28	9	5	14
ACADEMIC STAFF	192	140	46	6	9	21
PROFESSIONAL SERVICES STAFF	175	178	37	6	2	20
TOTAL	632	452	111	21	16	55

The University should make it a priority to include education on sustainability and the climate crisis across subjects and programmes of study.

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	DON’T KNOW
STUDENT	324	93	23	6	11	1
ACADEMIC STAFF	207	122	52	15	19	2
PROFESSIONAL SERVICES STAFF	231	137	35	6	4	10
TOTAL	762	352	110	27	34	13