



Sustainable development (SD) at HiG - *Staff survey 2017*

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MISSION STATEMENT

"The University of Gävle is human-centred and develops the understanding of a sustainable living environment."

VISION

"The University of Gävle has a leading position in education and research for a sustainable human living environment."



We develop the understanding of a sustainable living environment



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The University's Policy and Objectives for Sustainable Development

The University of Gävle aims to develop and disseminate knowledge of, and increase awareness of, a sustainable human living environment from ecological, economic and social perspectives.

We aim to achieve this through

- *relevant education*
- *research, and by communicating research results*
- *information dissemination, partnerships and collaboration*



Why SD-survey 2017

- *HiG has worked with SD for over two decades*
- *Follow-up activities are important for continuous development*
- *To compare with the results of the survey 2010 about SD in different functions and in daily activities*
- *Environmental management system ISO 14001, certified in July 2004 and last in May 2017, and required by Higher Education Ordinance (2009:907), is used to provide structure for the HiG's SD-activities.*



Methods

- Survey sent via mail to all HiG staff
- How do HiG staff work with SD in different functions?
- 48 multiple-choice and open questions of which 5 were parallel for the 5 different functions
- Questions dealt with:
 - Participation in competence development
 - Integration of SD in different functions, problems with it and proposals for solutions
 - Collaboration with stakeholders regarding SD
 - Trips and resource management
 - What they want to learn about SD
 - What do they appreciate in the university SD work
 - How could HiG sustainability work be improved

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Which faculty/department do you work most of your time?

	2017						2010					
	Number empl.	% of total empl.	Number of replies	Response rate %	% of total replies	Diff. % empl./resp ond.	Number empl.	% of total empl.	Number of replies	Response rate	% of total replies	Diff. % empl./resp ond.
Faculty of Engineering and Sustainable Development (ATM)	176	26	96	55	28	2	206	29	91	44	29	0
Faculty of Health and Occupational Studies (AHA)	179	26	97	54	29	3	170	24	64	38	21	-3
Faculty of Education and Business Studies (AUE)	173	25	61	35	18	-7	195	28	62	32	20	-8
University Administration (HGA)/Library/ Vice-Chancellor's office	123	18	61	50	18	0	152	19	95	63	30	11
	687	100	338		49		703	100	312	44	100	

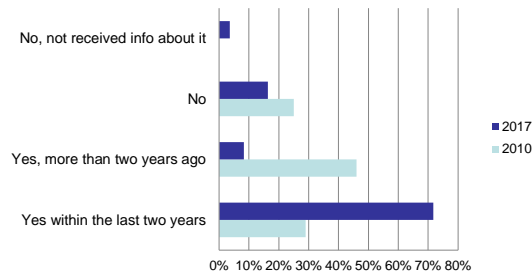
There is a slight over-representation among replies from AHA and ATM and under-representation from AUE

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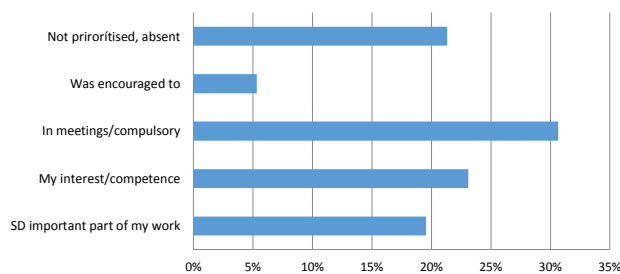


Have you participated in an activity for competence development on SD?

(for example Sustainable development – training on Blackboard, information in meetings, seminars, lectures)



Why have you/have you not participated in an activity for competence development on SD in 2017?



Altogether

- 43% state that they have participated due to engagement/interest/competence development or since it is important to their work
- 36% state that they have been encouraged to participate or that it has been part of a compulsory activity
- 21% state that they have not prioritised/have not had time/have been absent



SD in university functions

(Integrating SD in education, relevance to research, contribution in T/A service, PhD studies and management)

Function	of replies	2017		2010	
		SD in function (%)	Experience problems	SD in function (%)	
Education	44%	78%	17%	61%	
Research	14%	96%	10%	58%	
PhD student	7%	85%	19%	0	
T/A service staff	30%	85%	15%	0	
Manager	5%	100%	6%	0	

SD appears to be well integrated in management and research

SD in teaching appears to have increased

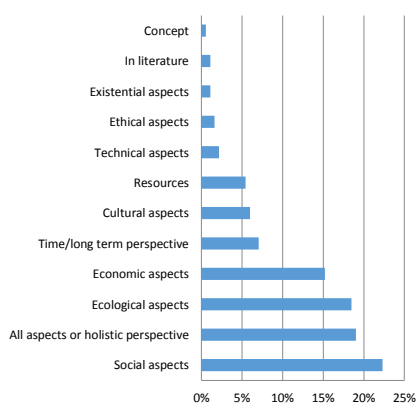
It appears to be difficult to see the connection to SD in courses in some subjects

It can be difficult to T/A service staff to see their role in SD except for direct SD aspects as energy and paper consumption

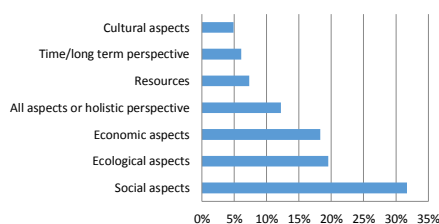


Examples on SD in function

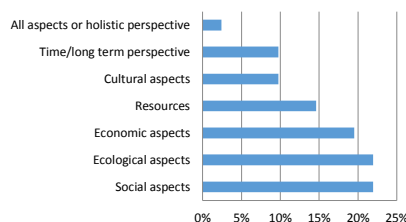
Examples SD in education



Examples of SD in research



Examples of SD in PhD studies



Social sustainability is dominating in the academic functions, followed by ecological and economics aspects. All aspects/holistic perspective are on second place in education and on fourth place in research. It is interesting to see that the SD-aspects are evenly distributed also in PhD studies.

Quotes from education (9/87 ex)

Social sustainability, how to prevent crimes, how society can work with crime, human rights (e.g., women's vulnerability in domestic violence relationship), poverty, marginalized groups and vulnerability

...Decision, risk and policy analysis is about developing the participants' thinking on issues around decision-making ... processes and methods for decision making, risk concepts, risk analysis and risk management, analysis of policies...

Understanding of the holistic approach, philosophy of science, different approaches and methods to study the different elements of sustainability. What is the definition of the word sustainability? Is it "sustainable" or other concepts? How can sustainability be operationalized and studied in the natural sciences, social sciences, behavioral sciences, human sciences.

Economic sustainability through discussions about creating systems that can be maintained, and developed, but also production costs for hardware, and ethical issues related to databases and cloud services.

Sustainable construction, the reduction of hazardous substances in products, renewable materials, reduced energy use, conservation of cultural sites, reduced segregation, technology and its implications.

Usually, I lift issues of social and cultural sustainability in my research and courses in English literature, literary theory and cultural studies. In the smaller part so I also take up questions of ecological sustainability in my teaching.

Quotes from research and PhD-training (tot 11/59ex)

Research on efficient management of geodata which contribute to economic sustainability, through better analysis and understanding of such as natural disasters and the consequences of which can limit the economic and health damage. Ecological sust., through better identification and understanding of changes in the natural environment as well as the cities. Social sust. through better mapping of demographic and socio-economic factors in cities for improved planning of urban environments.

...a health promoting working life ... to promote a long-term, social sustainability, where everyone who is willing is able to increase their well-being and promote their health through work. In addition, it is a basic view of research in the field that a good working environment is a key success factor for companies and organisations; i.e. economic sustainability.

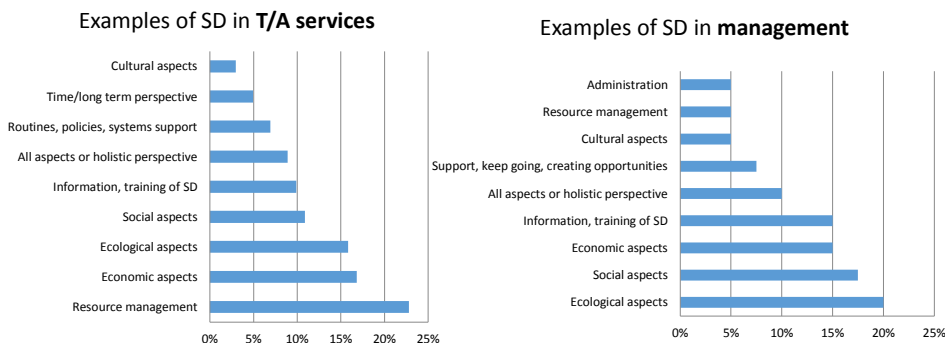
Because the overall is about equality and equal treatment. ...relates mainly to economic and social sustainability, which contributes to the understanding of the holistic approach and the need for a long-term perspective (e.g. through fair recruitment).

I am doing research on coping end cancer and this has to do with how the societal and cultural situation affects the way to deal with the psychological issues that cancer causes. Therefore, poverty, health, culture, and religion, all present in the image.

Good economic conditions for Swedish industry will lead to better economic and social sustainability in Sweden, and reduces the risk that production moves to countries with lower environmental standards. The development of industrial activities also results in less waste, thus also leads to lower environmental impact.

My research focuses on efficient production and eliminating of all kind of waste of resources, which means connection to the ecological, economic, social sustainability as holistic and long-term perspective.

Examples on SD in University functions



Resources and economic and ecologic aspects are dominating for T/A services, which can be due to the fact that working environment is not always seen as part of social sustainability.

In management functions the ecological, social and economic aspects as well as information and SD training are dominating.



Quotes from T/A-service and management (tot 9/79ex)

Policies, processer, etc. Reduce paper consumption by email and digital file formats such as pdf. Distance learning and exams in another location ... shorter trips "...less fossil fuels.

Minimize the use of chemicals in labs and research projects. Sort and recycle waste materials. Lower the temperature in rooms which are not used for a longer period of time. Implement sustainability thinking in students in, for example laboratory work.

I think that the library itself is something sustainable, several people share the same books for example.

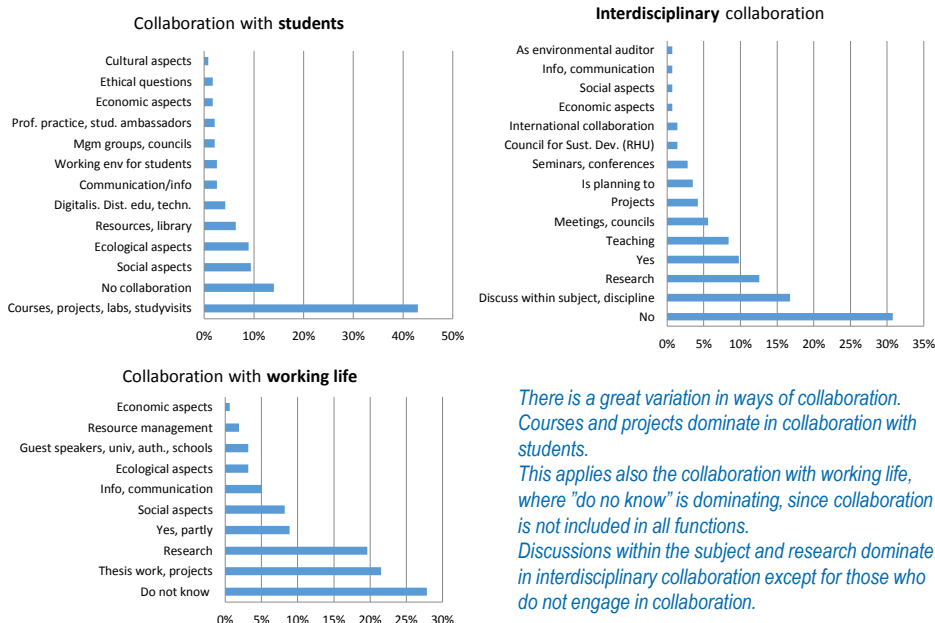
Maintains the functionality of technical equipment that otherwise might be unnecessarily discarded and end up in the garbage.

Through daily work but also by authoring various documents in which we disseminate knowledge about sustainable development, by allowing it to be a live topic in our governing documents.

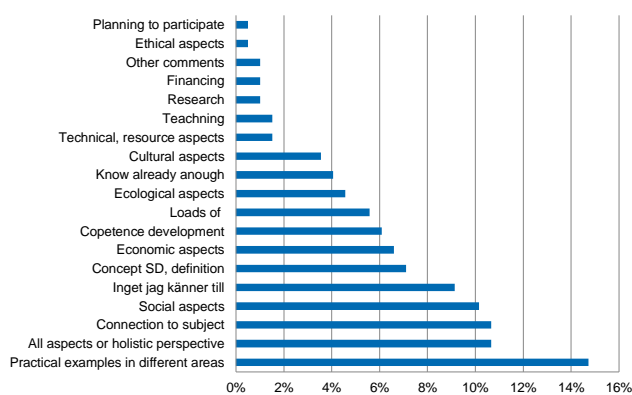
Social and cultural sustainability through both prevention of psychosocial health and treatment of psychosocial illness, in groups and individually with students. Alcohol and sexualpreventivt work.

By the leadership having the perspective of sustainability constantly alive. To manage human and material resources, a sustainable and fair leadership that promotes employee participation, life balance, wellbeing and health.

Collaboration for SD

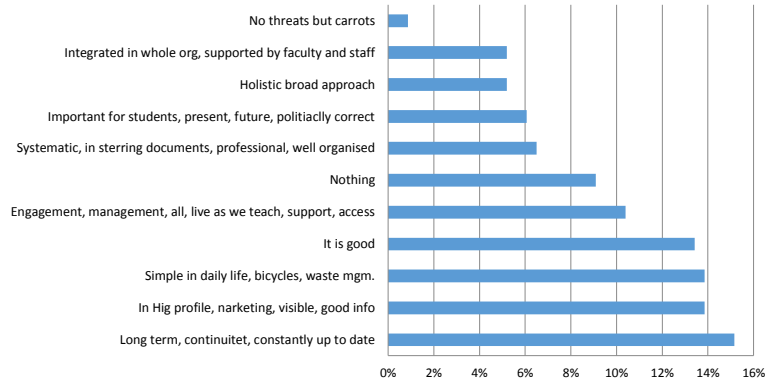


What faculty and staff would like to learn about SD



Practical examples of SD-activities are asked for followed by All aspects of holistic view as well as knowledge connected to subject and social aspects.

What staff appreciate in HiG SD-work



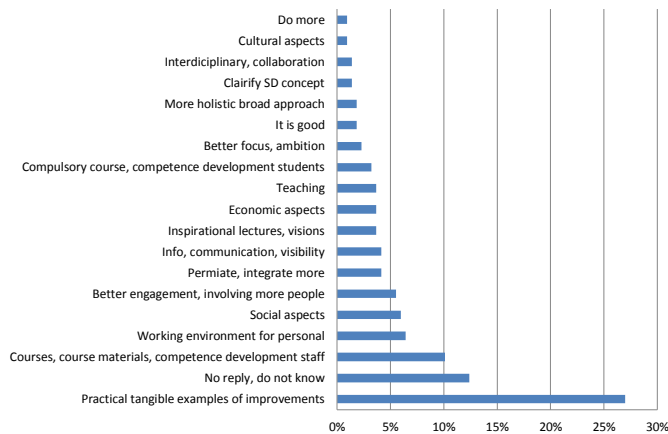
Transparency and continuity in the work are appreciated, it is easy in daily activities and visible in HiG profile.

Management engagement and support are also appreciated.

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What can be improved in HiG's SD work

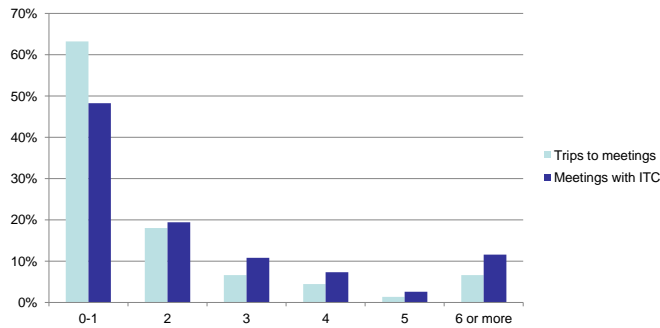


Practical tangible examples of improvements in SD-work are asked for.

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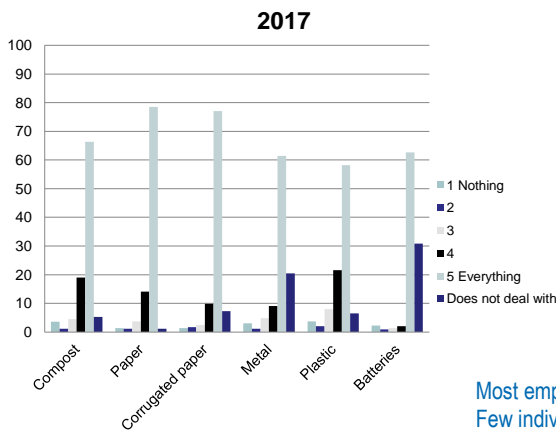
Number of trips to meetings and meetings with ITC during weeks 3 and 4 in 2017



There are almost as many meetings with ITC as trips to meetings.



How much of the following do you think you sort out of the following waste at work?

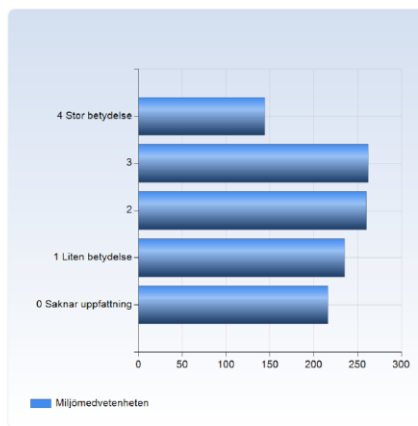


Most employees, 324 persons, sort out very much.
 Few individuals sort out very little.
 Females sort out more than males.
 Researchers sort out less than the other functions



Reasons to apply to HiG: environmental awareness at HiG 2017

Miljømedvetenheten	Antal svar
4 Stor betydelse	144 (12,9%)
3	262 (23,5%)
2	260 (23,3%)
1 Liten betydelse	235 (21,0%)
0 Saknar oppfatning	216 (19,3%)
Summa	1117 (100,0%)



On third (12.9% +23.5%) of new program students (1141) registering at the university say that the environmental awareness at the University is an important reason for them to apply to the HiG.



Summary

- *SD-integration in education and research has increased since 2010*
- **Dominates**
 - *In management functions ecological, social and economic aspects, as well as information and education about SD.*
 - *In academic functions social sustainability*
 - *In T/A-functions resources with economic and ecological sustainability. The working environment is seen as a part of social sustainability.*
- **Collaboration**
 - *A great variety in the forms of collaboration. Courses and projects with students dominate.*
- **Travel**
 - *Travel-free meetings are almost as many who trips to meetings*
 - *The means of transportation to work have not changed much from 2010*
 - *Men and the elderly take the car more often to work than other groups.*

Summary

Resources and waste

- *Staff copy and print less than in 2010*
- *Most sort a lot (324 persons), very few people sort very little.*
- *Researchers sort less than others, women sort more than men*

Appreciated in Hig' sustainability work

- *Simplicity and visibility in daily life and clarity in the HiG's profile.*
- *Commitment and support of management*
- *Transparency and continuity*

Asked for

- *Practical tangible examples of sustainability efforts and improvements through them.*
- *Examples of holistic perspective and all aspects as well as knowledge of the connection of SD to subjects and social aspects.*

Conclusions

- *Much has happened in the HiGs SD-work*
- *There is continuous competence development on SDs*
- *SD is well embedded among HiG staff*
- *There is commitment to SD in all functions*
- *SD is institutionalised in the HiGs activities*
- *HiG's environmental awareness is important for students in choosing a University*

*Sustainable development is not a fad,
there are new challenges all the time.*

