

# Sustainability Culture Indicator



## **Student** SCI Report for University of Canterbury

**October 2020**

[www.awake.com.au](http://www.awake.com.au)

# Contents

Executive Summary	3
Who Completed The Survey?	5
Snapshot of Individual and Organisational Enablers	6
Item Means Ranked	7
Overall Sustainability Effort	9
Behaviours	10
Correlations Between Enablers and behaviours	13
Results by Study Type	14
Results by College	16
Individual Enablers In Detail	18
Organisational Enablers In Detail	23
Written Comments – Key Themes	29

# Executive Summary

2154 students of University of Canterbury completed the Sustainability Culture Indicator (SCI).

The purpose of the survey was to get a better understanding of attitudes toward sustainability, and what factors are both helping and hindering students to achieve sustainability outcomes.

The survey is built around the enablers of a culture of sustainability, both individual (psychological and attitudinal elements) and organisational (support mechanisms). By assessing the extent to which those enablers are present in University of Canterbury, it is possible to better prioritise and target activities to embed sustainability in the culture.

## Results

Overall, students feel committed to sustainability and that University of Canterbury should be focused on it. The respondents feel relatively well-informed about sustainability issues, and report performing conservation behaviours frequently, both on and off campus.

Compared to staff, the students surveyed are more positive about University of Canterbury's sustainability efforts than the views expressed by staff. Overall, they feel that the College is showing better sustainability leadership than what staff feel, and that the support mechanisms to facilitate sustainable action are better.

Students do feel that more should be done to provide options which make sustainability easier. Using the College's influence to reduce the amount of disposable products on-campus, especially plastic-related, was a commonly cited request, and something which would assist students in making sustainable choices. Reducing consumption of fossil fuels and paper were two other suggestions.

Another area for improvement was embedding sustainability in the curriculum. Although it was not a topic regularly cited in the written comments, the scores for the two curriculum items were relatively low scoring in the survey. Finally, students feel that more could be done to engage and educate people for sustainability.

In summary, students feel that University of Canterbury is doing a reasonable job on sustainability overall. Further efforts to make sustainability more visible and convenient would be appreciated by respondents. Tangible steps could include reducing plastic waste on campus and decreasing resource use, while overall efforts to engage and educate students and staff are also proposed.

## Key Points

### Areas of strength

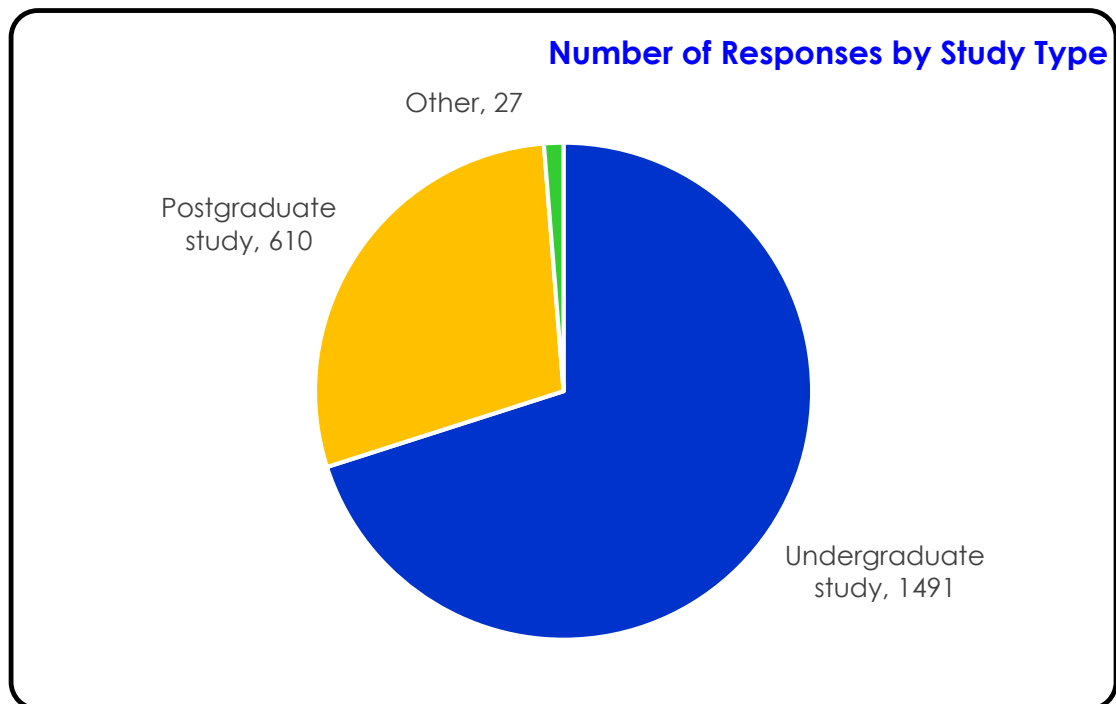
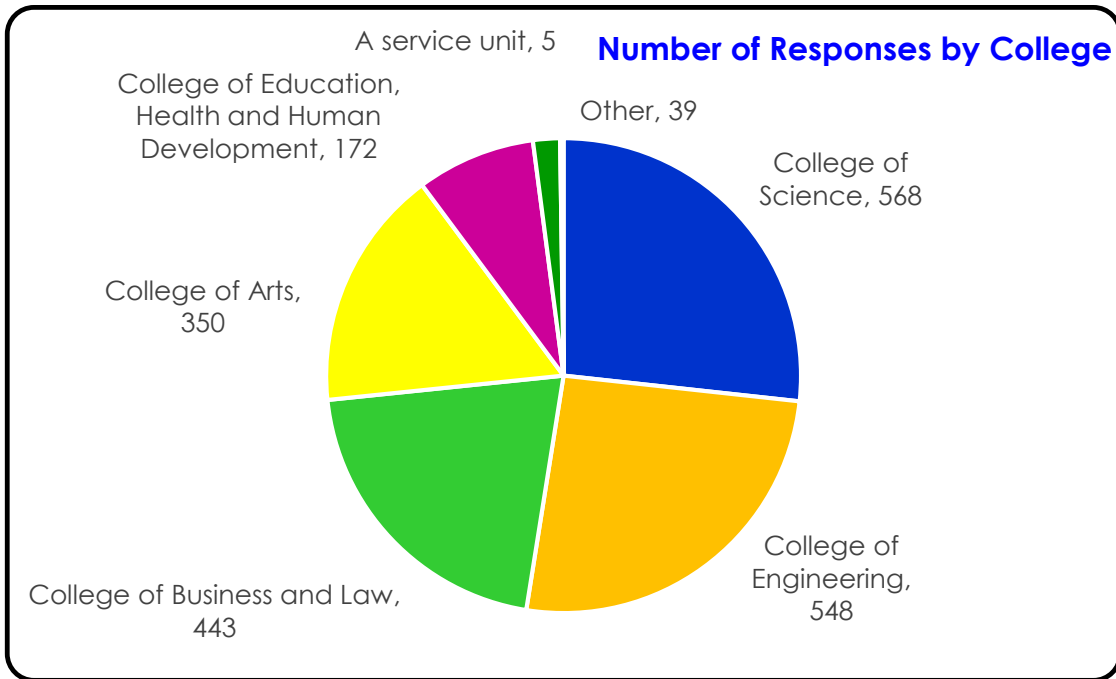
- Strong personal beliefs in sustainability
- Frequent sustainability related behaviours
- Strong mandate for sustainable action, including engagement and education
- More positive overall views towards University of Canterbury's sustainability efforts compared to staff

### Areas for development

- More engagement and education efforts for sustainability
- Reduce plastic and other disposable items on campus, especially related to food and drinks
- Reduce energy and fossil fuel consumption
- Explore ways to embed sustainability in the curriculum

# Who Completed The Survey?

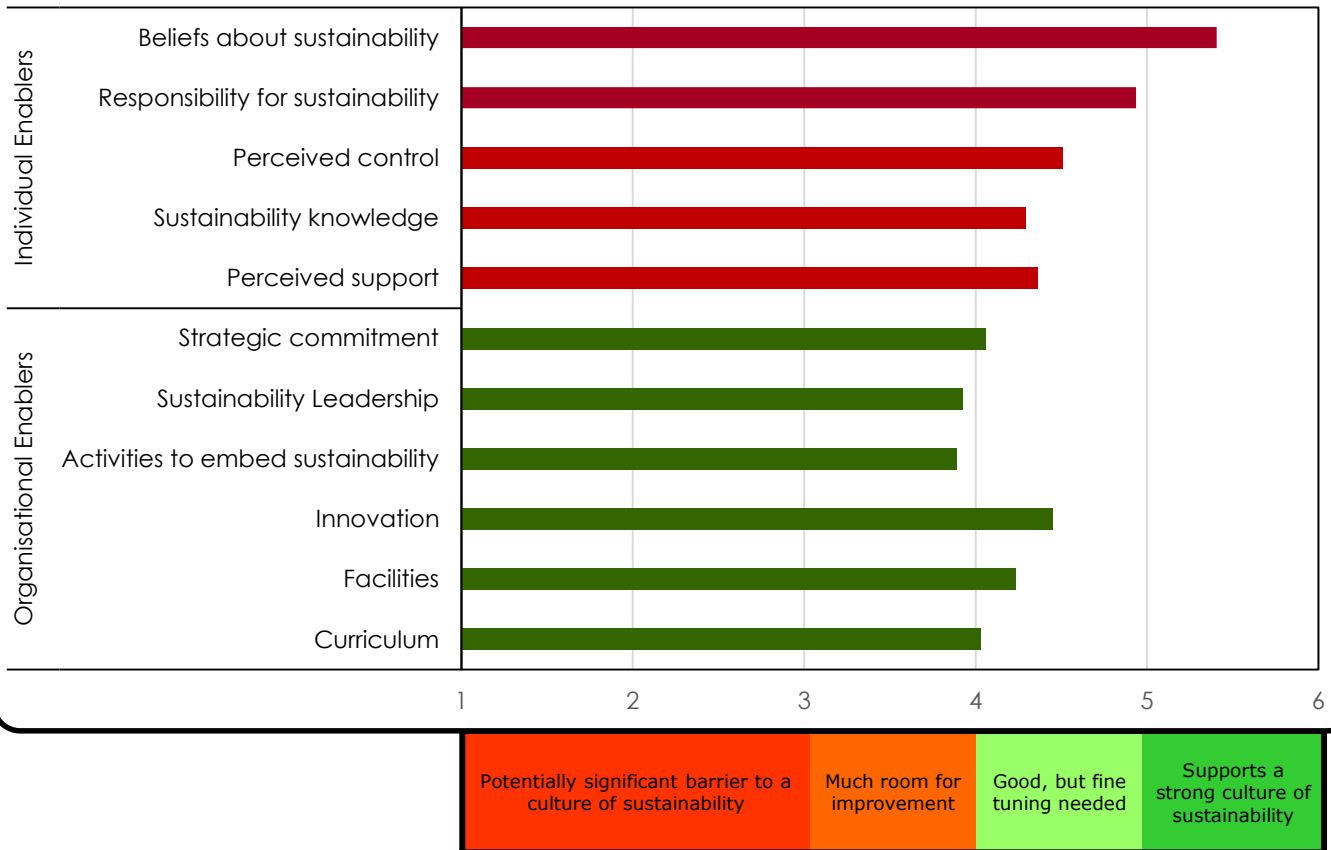
**Total = 2154**



**Note, some respondents declined to indicate their college and study type**

# Snapshot of Individual and Organisational Enablers

Mean Scores for Enablers



The chart above shows the mean scores for each of the enablers measured in the SCI. Scores can range from 1 to 6.

The **individual enablers** are the factors which need to be in place in order for individuals in the organisation to engage in sustainable behaviours. For instance, if people feel strong responsibility towards sustainability, but perceive they have limited control over the sustainability aspects of their behaviour, they are unlikely to engage in pro-environmental actions.

The **organisational enablers** are those aspects of the organisation which support a culture of sustainability. For instance, if people perceive that the facilities make sustainable behaviours difficult, then this may present a barrier to the organisation's sustainability vision.

Each of the enablers is discussed in more detail on pages 18-28.

## Item Means Ranked – Individual Enablers

	Mean
People should do as much as they possibly can to preserve the environment for future generations	5.52
I strongly believe that all organisations have a responsibility to make sustainability a priority in their decision making, planning and actions	5.43
UC has a responsibility to be a leader in sustainability	5.27
Issues relating to sustainability are deeply important to me	5.18
Students can make a big difference in the overall environmental impact of UC	5.12
I am willing to make sustainable choices a priority even when they are not as convenient as alternatives	5.04
I consider sustainability to be close to my personal values	5.00
I think a lot about the environmental implications of my actions	4.77
In my personal life, I am willing to pay more for products and services which I consider to have a lower environmental impact	4.70
I feel like I am well informed and educated about sustainability issues in general	4.53
I have sufficient knowledge to choose sustainable actions while on campus at UC	4.38
I feel well supported by my peers to make sustainability a priority at UC	4.36
I clearly understand sustainability issues relevant to UC	3.97
I feel like I have a lot of control over the size of the "ecological footprint" that I leave through my time at UC	3.89

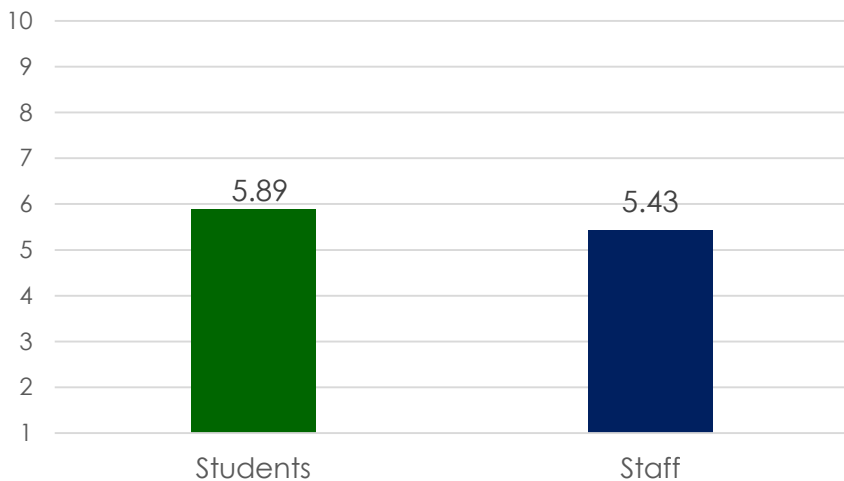
## Item Means Ranked – Organisational Enablers

	Mean
Fresh ideas to make UC more sustainable are encouraged and supported	4.45
The physical environment at UC makes it easy to choose sustainable behaviours	4.24
The facilities in UC are well-equipped to support sustainable behaviours	4.23
In general, my curriculum supports action on sustainability issues	4.21
UC has a clearly defined commitment to sustainability	4.18
UC's sustainability activities are consistent with other activities of the University	4.06
UC puts in a lot of effort to educate and support students with regard to ways in which we can adopt more sustainable behaviours	3.98
There is consistent support from senior leadership for UC's sustainability commitments	3.96
UC's commitment to sustainability has been clearly communicated	3.95
The efforts to educate and support students with regard to sustainability have been effective	3.92
Leaders of UC "walk the talk" when it comes to sustainability	3.90
Sustainability principles are embedded effectively in my academic program	3.85
I believe my personal sustainability-related behaviours have improved through UC's education and influence	3.79



# Overall Sustainability Effort

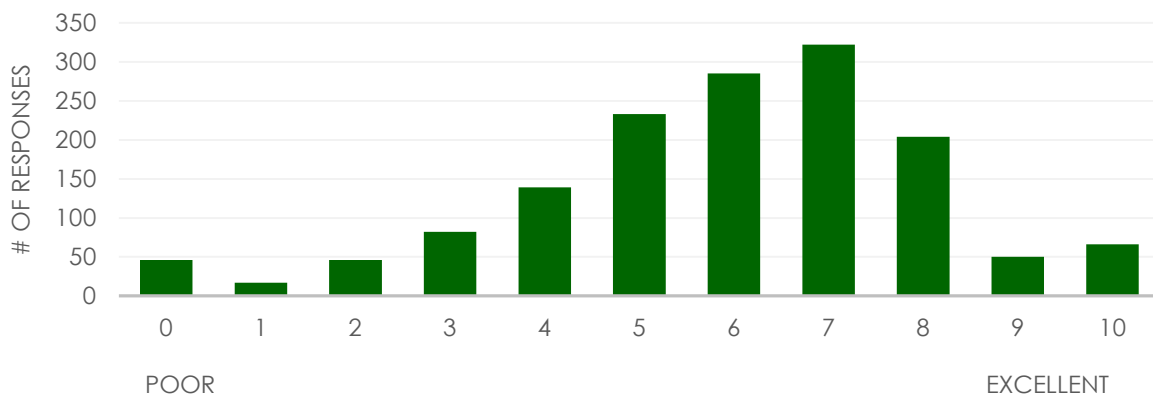
“University of Canterbury’s current level of effort with regard to sustainability is...”



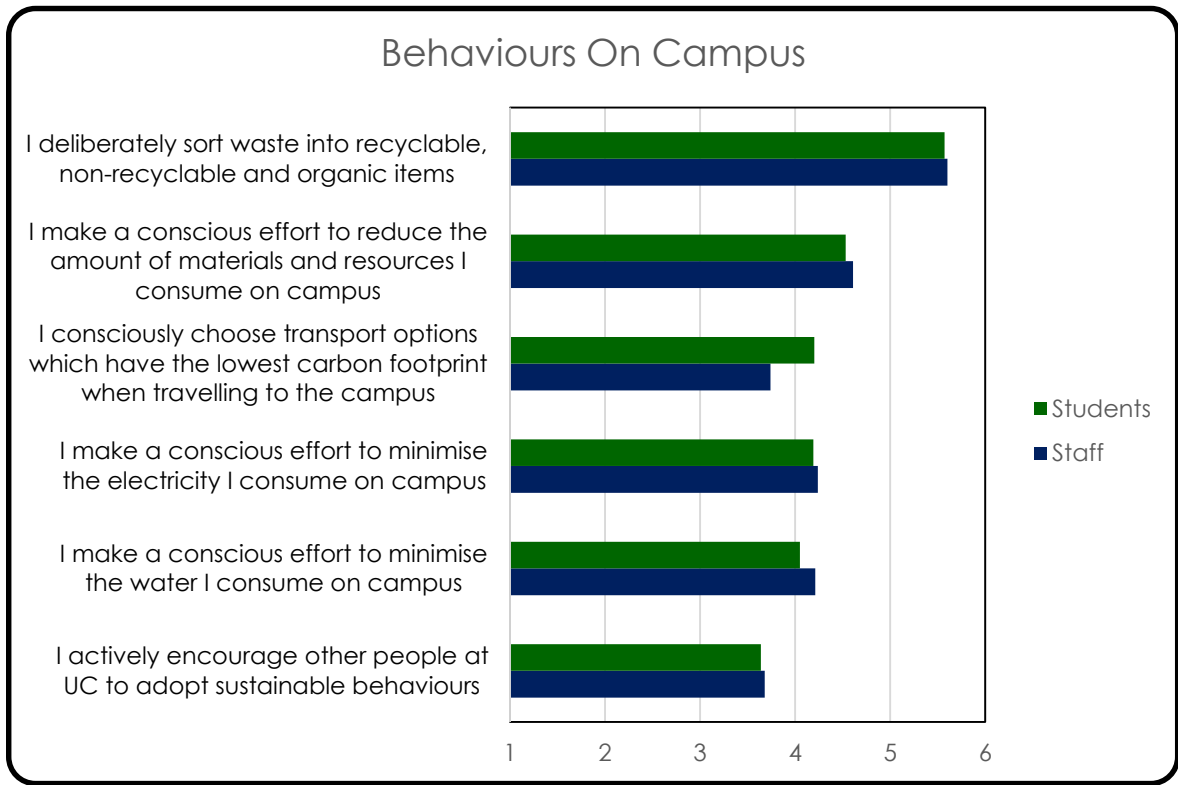
Overall, University of Canterbury’s effort with regard to sustainability is rated 5.89 out of 10 by students, slightly above the average rating by staff.

43% of students rated the effort as 7 or above out of 10.

UC's current level of effort with regard to sustainability is...  
(mean score = 5.89)



# Behaviours On Campus



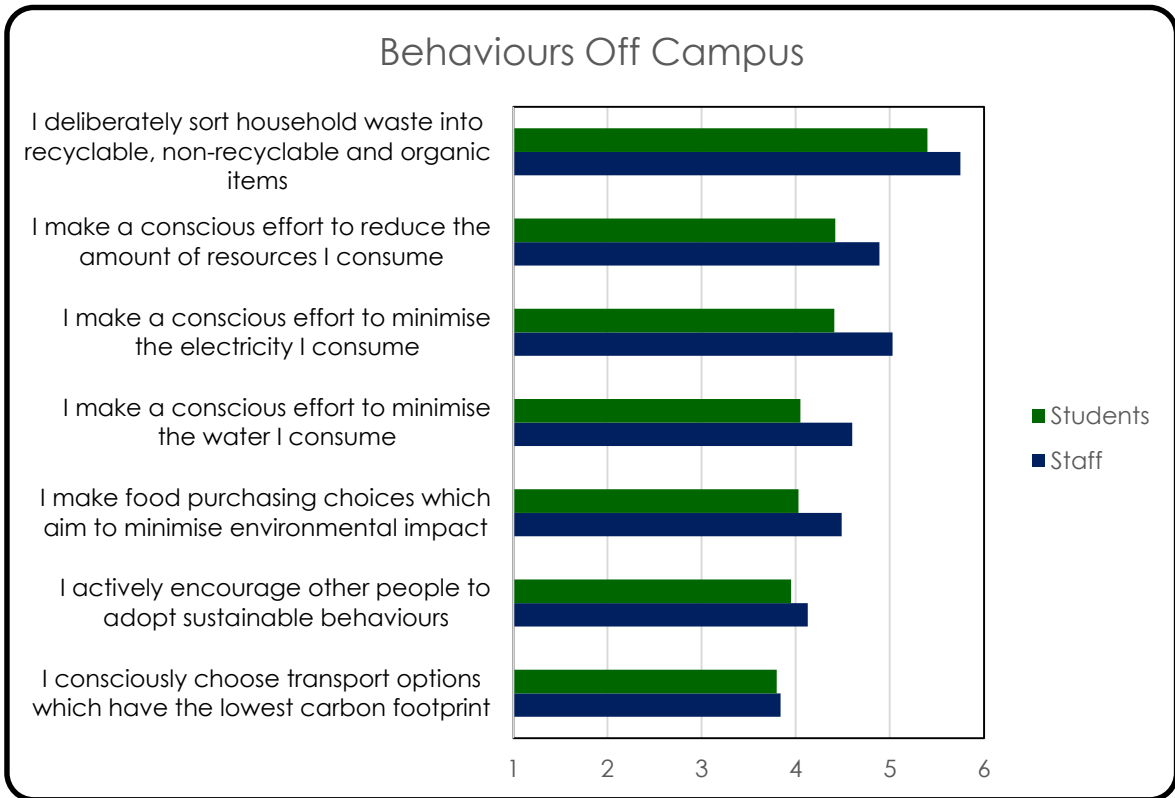
## About these results

Overall, students report that they are performing sustainability-related behaviours with slightly less frequency to staff, although they use sustainable transport options more often – possibly due to financial necessity.

## Scale

- 1 = Never
- 2 = Rarely
- 3 = Occasionally
- 4 = Often
- 5 = Very Often
- 6 = Always

# Behaviours Off Campus



## About these results

Off campus, students report somewhat lower levels of most sustainability-related behaviours than staff, with the exception of transport choices which are performed at a similar frequency.

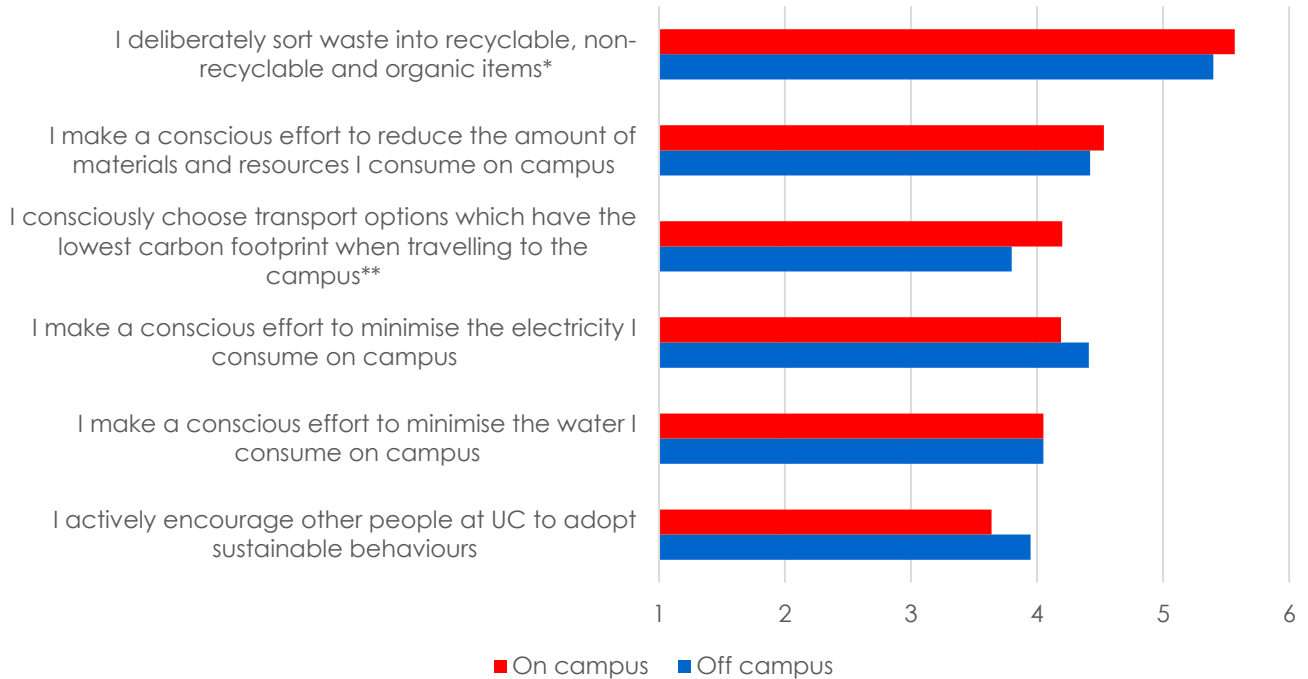
### Scale

- 1 = Never
- 2 = Rarely
- 3 = Occasionally
- 4 = Often
- 5 = Very Often
- 6 = Always

# Behaviours – On Campus vs Off Campus

The chart below compares respondent's scores for on-campus behaviours against off-campus behaviours, for items where a relevant comparison can be made (with slight wording variations between the items).

## Behaviours On Campus vs Off Campus



\*Worded as "I deliberately sort household waste into recyclable and non-recyclable items" in behaviours Off Campus

\*\*Worded as "I consciously choose transport options which have the lowest carbon footprint"

### About these results

Overall, respondents report engaging in most conservation behaviours more frequently on campus than off campus. They are more likely to minimise energy use and encourage their peers when they are off campus.

### Scale

- 1 = Never
- 2 = Rarely
- 3 = Occasionally
- 4 = Often
- 5 = Very Often
- 6 = Always

# Correlations Between Enablers and Behaviour

Enabler	Behaviours on campus	Behaviours off campus
Responsibility for sustainability	.505**	.635**
Sustainability knowledge	.360**	.389**
Beliefs about sustainability	.291**	.374**
Activities to embed sustainability	.231**	.176**
Perceived control	.228**	.242**
Perceived support	.192**	.234**
Curriculum	.186**	.174**
Sustainability Leadership	.171**	.100**
Facilities	.162**	.119**
Innovation	.147**	.131**
Strategic commitment	.143**	.096**

\*\* statistically significant ( $p < .01$ )

## About these results

The table above shows the relationship between behaviours and enablers, ranked by strength of the correlation. Enablers with a high correlation are strongly related to behaviours, although not necessarily causal.

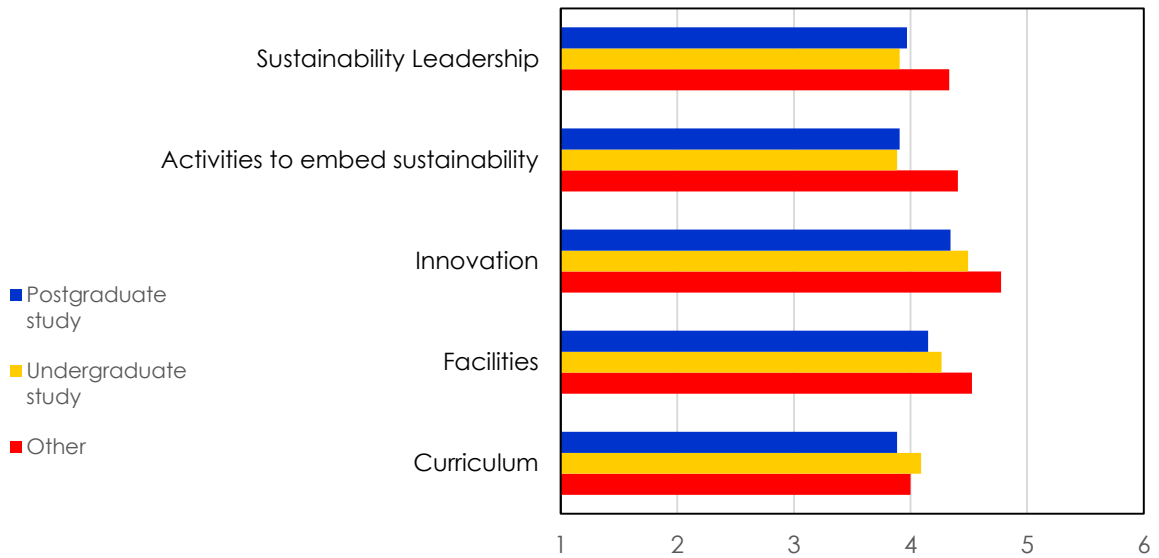
The results show that the respondents mostly likely to engage in sustainable behaviours at work are those who feel strong personal beliefs and responsibility to do so, and who believe they have the required knowledge and sense of control. They also perceive that UC provides activities to support sustainability.

The fact that all the enablers correlate significantly with behaviours indicates that efforts to embed sustainability would benefit from ongoing focus on encouraging engagement, as well as providing the organisational support mechanisms.

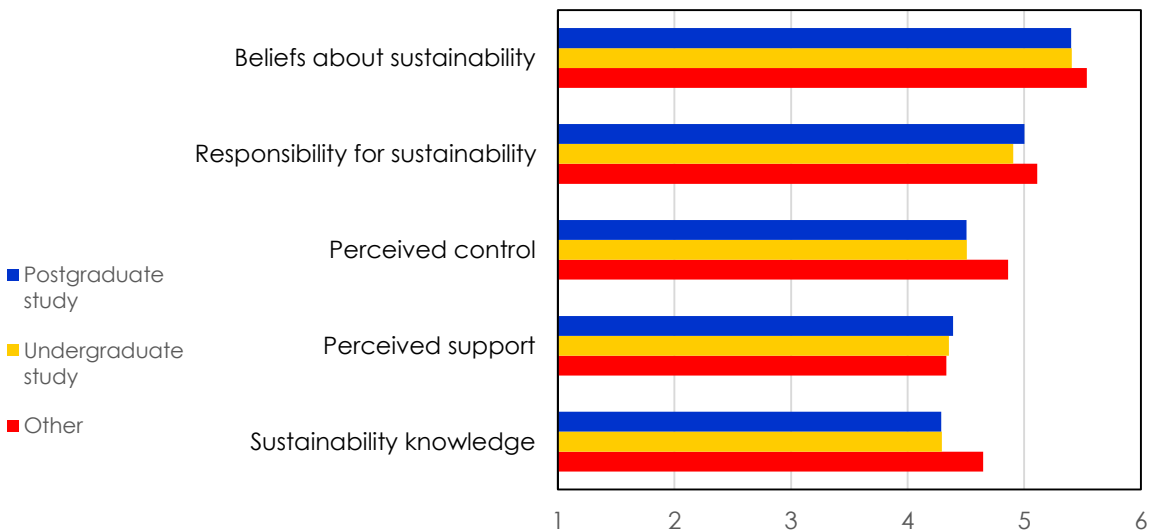
# Results by Study Type

The chart below compare mean scores by study type for all the enablers.

## Organisational Enablers by Study Type

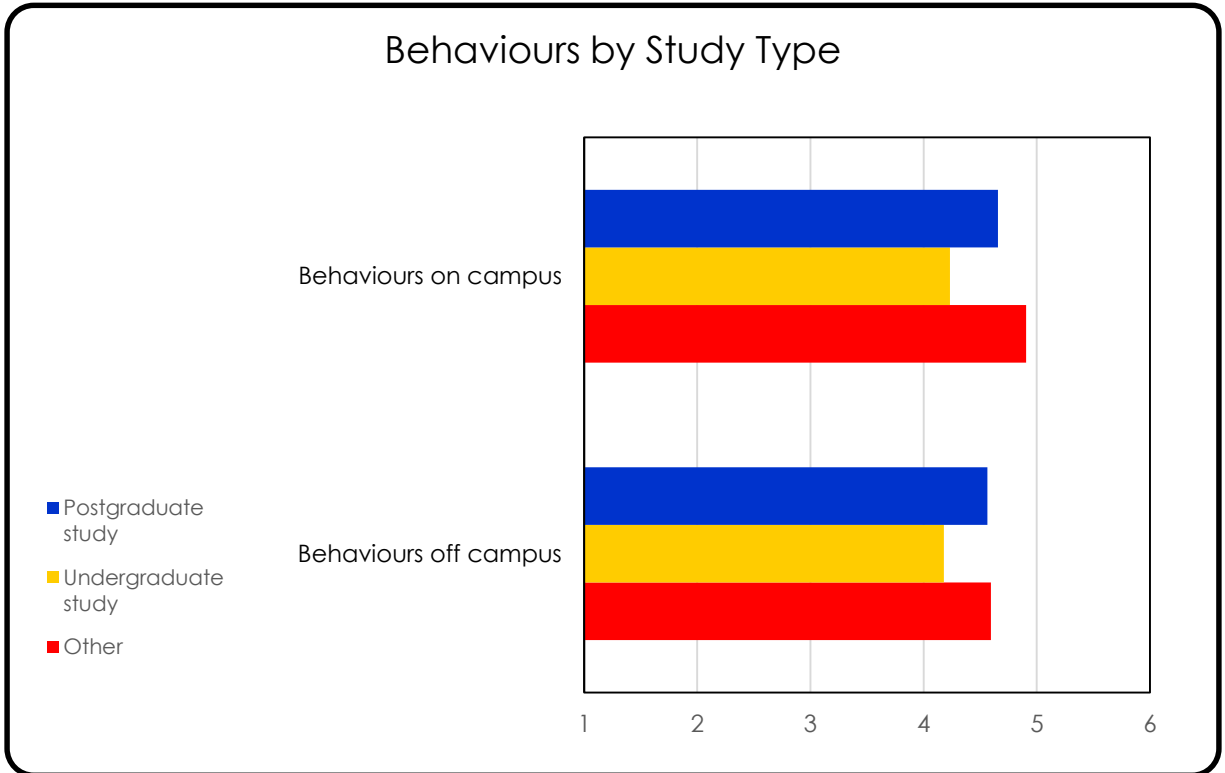


## Individual Enablers by Study Type



# Results by Study Type

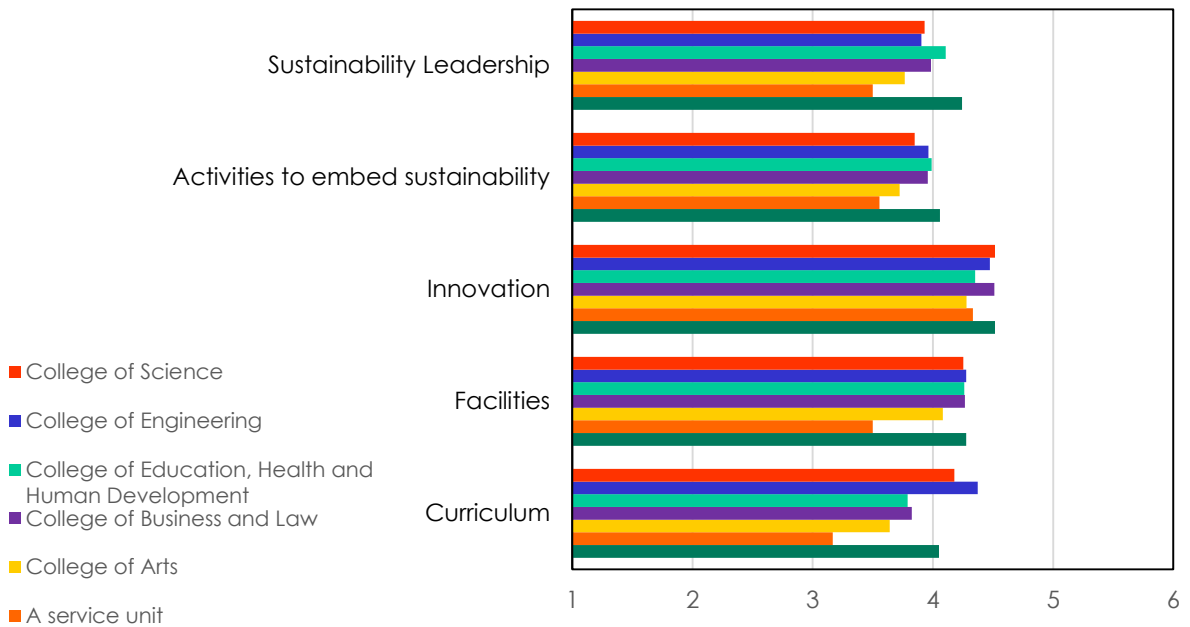
The chart below compare mean scores by Study Type for a composite of the behaviours.



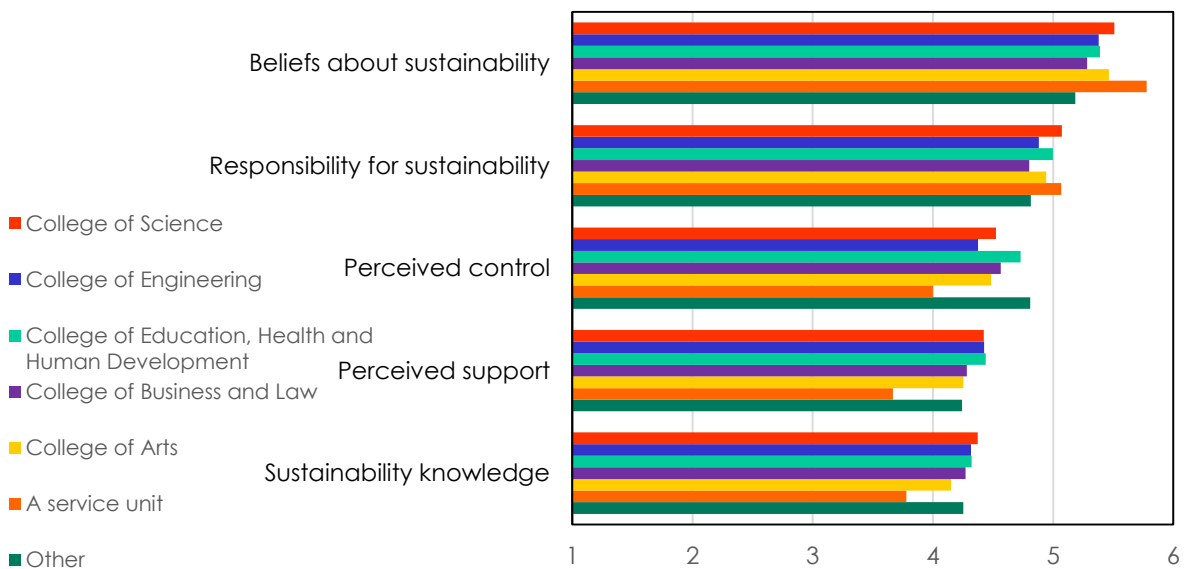
# Results by College

The chart below compare mean scores by college for all the enablers.

## Organisational Enablers by College



## Individual Enablers by College

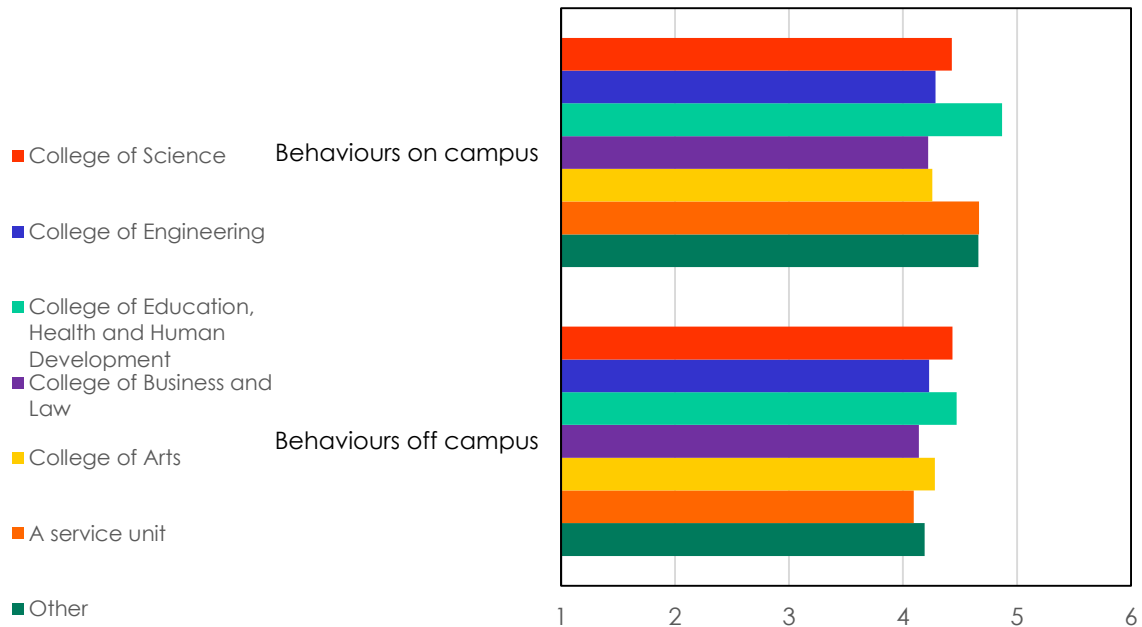




# Results by College

The chart below compare mean scores by college for a composite of the behaviours.

## Behaviours by College



# Individual Enabler: Beliefs About Sustainability

## Beliefs about sustainability: Items

PEOPLE SHOULD DO AS MUCH AS THEY POSSIBLY CAN TO PRESERVE THE ENVIRONMENT FOR FUTURE GENERATIONS

I STRONGLY BELIEVE THAT ALL ORGANISATIONS HAVE A RESPONSIBILITY TO MAKE SUSTAINABILITY A PRIORITY IN THEIR DECISION MAKING, PLANNING AND ACTIONS

UC HAS A RESPONSIBILITY TO BE A LEADER IN SUSTAINABILITY



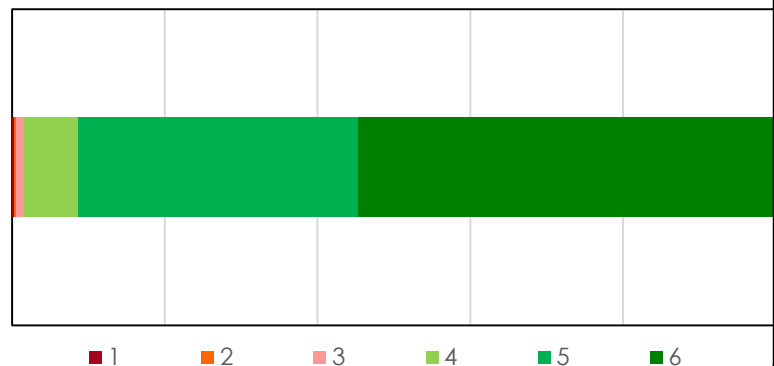
### Definition

People's beliefs about the importance of sustainability and the priority which organisations should give it.

For more resources for this enabler, including research findings and strategies for improvement, go to

[www.awake.com.au/beliefs](http://www.awake.com.au/beliefs)

Range of Responses: Beliefs about sustainability  
(Rounded: Mean = 5.41)



### Importance Of This Factor

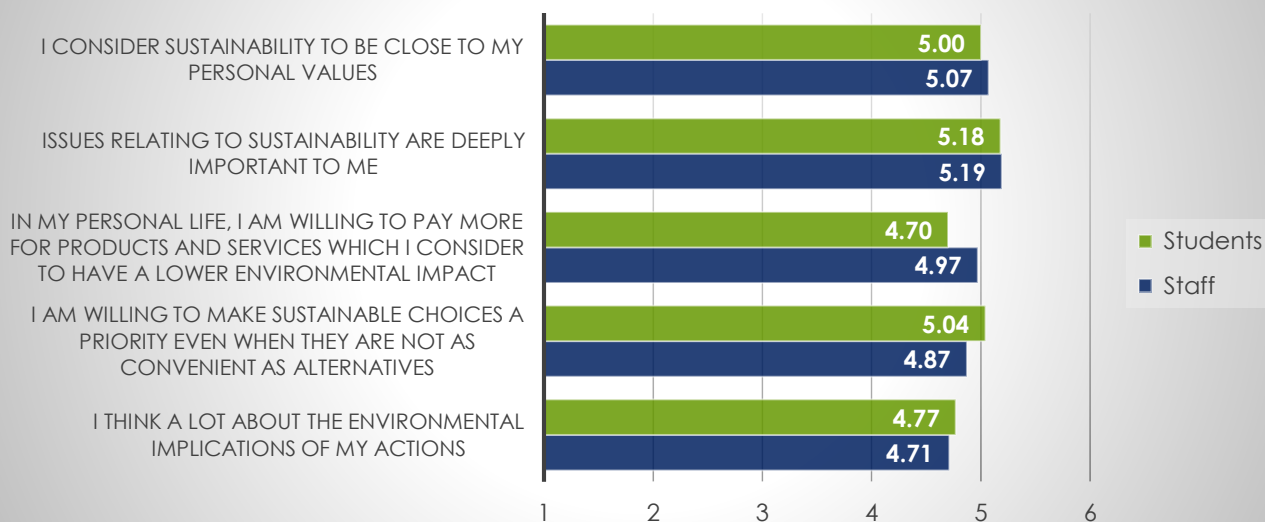
If people believe that sustainability is important and should be made a priority by individuals and organisations, they are more likely to engage in and support sustainable behaviours.

### Your Organisation's Results

These results show that individual beliefs of University of Canterbury students are aligned with the importance of sustainability, which provides a good mandate and base of support for the organisation to demonstrate leadership in the area.

# Individual Enabler: Responsibility for Sustainability

## Responsibility for Sustainability: Items



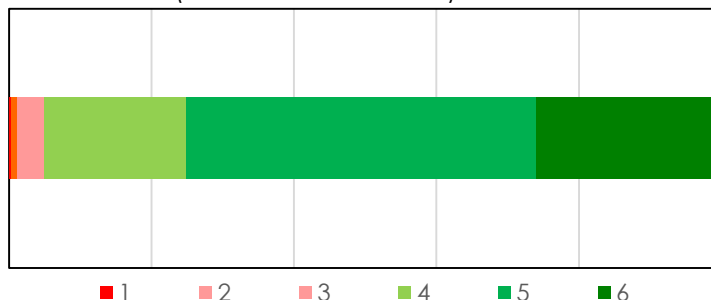
### Definition

The level of ownership which people have for sustainability personally, and the priority which they are willing to give it.

For more resources for this enabler, including research findings and strategies for improvement, go to

[www.awake.com.au/responsibility](http://www.awake.com.au/responsibility)

Range of Responses: Responsibility for sustainability  
(Rounded: Mean = 4.94)



### Importance Of This Factor

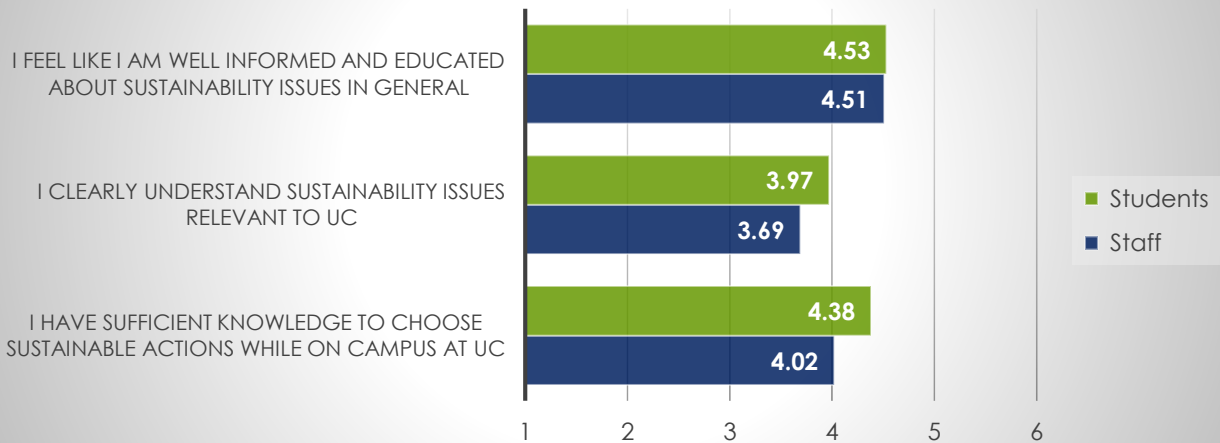
Feeling like sustainability is important to them personally and being willing to make it a priority in their actions, is an essential determinant of people engaging in sustainable behaviours.

### Your Organisation's Results

Students have a similarly strong sense of responsibility towards sustainability as staff. This suggests that getting people to care should not be a major barrier to embedding sustainability. The middle item in the top graph is worth noting – any measures to encourage sustainability should be mindful that students may be less likely to engage if it comes at a financial cost.

# Individual Enabler: Sustainability Knowledge

## Sustainability knowledge: Items



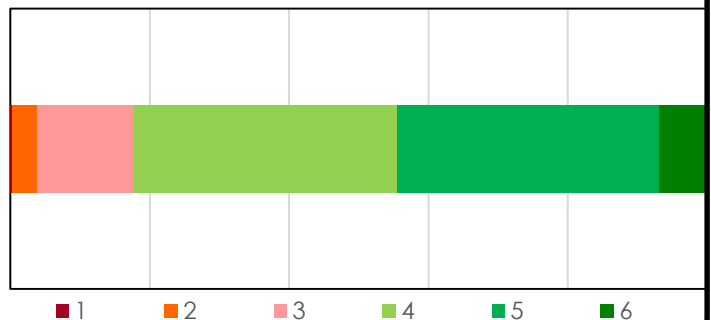
### Definition

The degree to which people feel they have sufficient knowledge of sustainability issues relevant to the organisation and their job.

For more resources for this enabler, including research findings and strategies for improvement, go to

[www.awake.com.au/knowledge](http://www.awake.com.au/knowledge)

Range of Responses: Sustainability knowledge  
(Rounded: Mean = 4.29)



### Importance Of This Factor

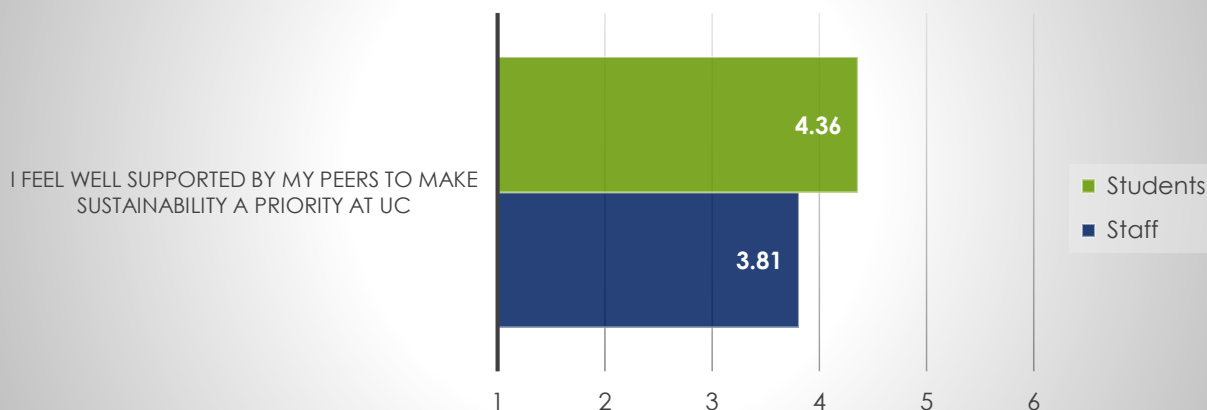
If people do not have good awareness of the sustainability issues relevant to their organisation and their job, it is difficult for them to engage in, and contribute to, the organisation's sustainability objectives. Research repeatedly reveals that knowledge of sustainability issues is an essential precursor to pro-environmental behaviour, while a recent study of organisations found that internal awareness-raising campaigns were among the most effective ways of encouraging employees to adopt green behaviours.

### Your Organisation's Results

Students feel relatively well informed about sustainability, and that they know how to apply it to action. Many written comments suggested that further education and engagement would be beneficial, however.

# Individual Enabler: Perceived Support

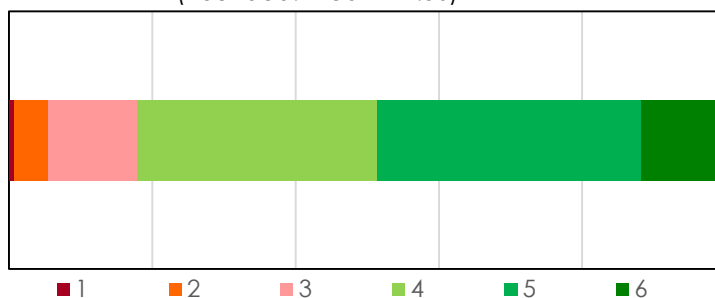
## Perceived support: Items



### Definition

The level of support people feel they have to act sustainably, from their peers and manager.

Range of Responses: Perceived support  
(Rounded: Mean = 4.36)



For more resources for this enabler, including research findings and strategies for improvement, go to

[www.awake.com.au/support](http://www.awake.com.au/support)

### Importance Of This Factor

If people feel that there is strong support from those around them to make sustainability a priority, they are more likely to do so, and feel like they can innovate and take risks in doing so.

### Your Organisation's Results

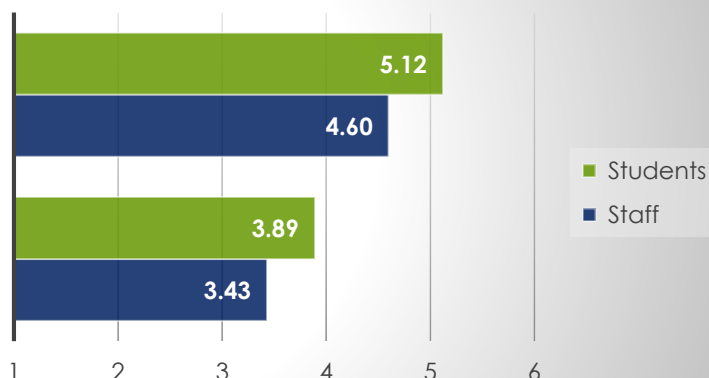
Students feel slightly more peer support for sustainability than what staff do. Given the role of social and cultural norms in influencing behaviour change, it is important to continue working on reinforcing wins and the positive actions of others to emphasise the cultural norm.

# Individual Enabler: Perceived Control

## Perceived control: Items

STUDENTS CAN MAKE A BIG DIFFERENCE IN THE OVERALL ENVIRONMENTAL IMPACT OF UC

I FEEL LIKE I HAVE A LOT OF CONTROL OVER THE SIZE OF THE "ECOLOGICAL FOOTPRINT" THAT I LEAVE THROUGH MY TIME AT UC



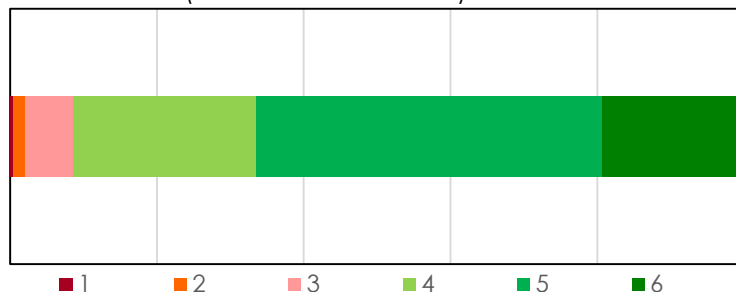
### Definition

The extent to which people feel they have control over their level of sustainability, and the sense that their actions can make a difference.

For more resources for this enabler, including research findings and strategies for improvement, go to

[www.awake.com.au/control](http://www.awake.com.au/control)

Range of Responses: Perceived control  
(Rounded: Mean = 4.51)



### Importance Of This Factor

A strong precursor to sustainable behaviour is the perception that we have some control over our actions, and that those actions will have a beneficial outcome.

### Your Organisation's Results

The second item in the top graph was the lowest of the individual enabler items, although higher than the staff average. The written comments suggested most respondents feel there are things they can do to make a difference. Research shows that perceiving a lack of power and resources is a significant barrier to adoption of sustainability – whether the perception is real or not. This finding suggests that efforts to demonstrate to students how they could make a difference would be valuable.

# Organisational Enabler: Strategic Commitment

## Strategic Commitment: Items



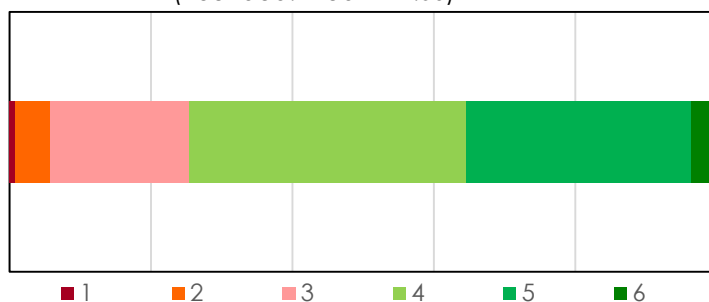
### Definition

The extent to which people feel the organisation has clarified and communicated its sustainability commitments.

For more resources for this enabler, including research findings and strategies for improvement, go to

[www.awake.com.au/strategic-commitment](http://www.awake.com.au/strategic-commitment)

Range of Responses: Strategic Commitment  
(Rounded: Mean = 4.06)



### Importance Of This Factor

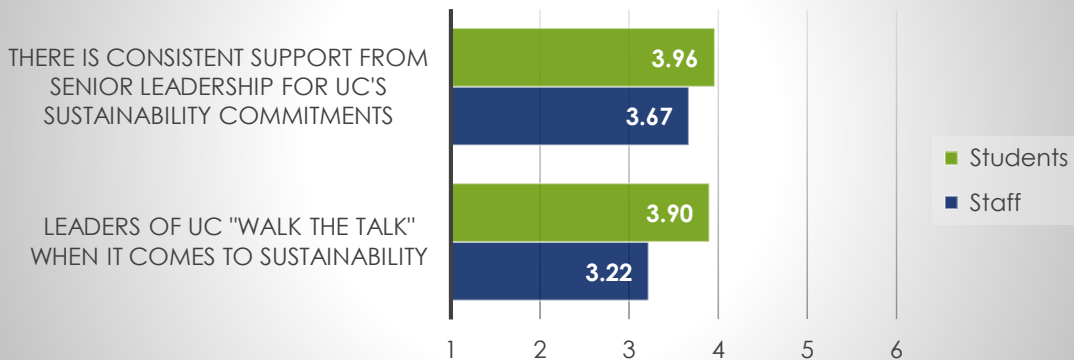
An organisation which makes a clear commitment to sustainability and communicates it strongly provides the clarity and confidence people need in order to make it a priority in their decisions and actions.

### Your Organisation's Results

Strategic commitment was reasonably high for students, although there are still opportunities to more consistently demonstrate sustainability's importance to University of Canterbury.

# Organisational Enabler: Sustainability Leadership

## Sustainability Leadership: Items



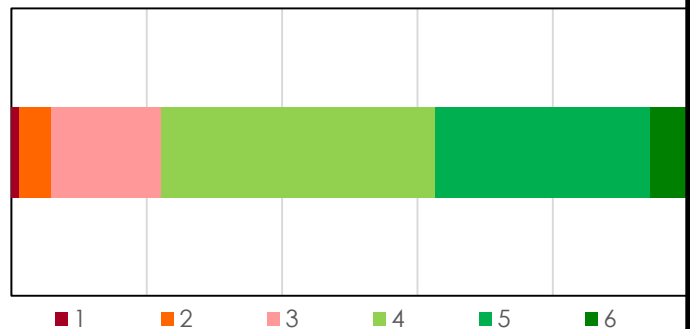
### Definition

The extent to which the leadership and management behaviours in the organisation support a culture of sustainability.

For more resources for this enabler, including research findings and strategies for improvement, go to

[www.awake.com.au/sustainability\\_leadership](http://www.awake.com.au/sustainability_leadership)

Range of Responses: Sustainability Leadership  
(Rounded: Mean = 3.93)



### Importance Of This Factor

All aspects of culture are driven from the top, and sustainability is no exception. If people feel that there is strong leadership commitment, and the behaviours of the leaders and managers are consistent with this commitment, then a culture of sustainability is more likely to be created. This is supported by research findings, which reveal that the best sustainability-focused organisations are typified by strong leadership in the area.

### Your Organisation's Results

Sustainability Leadership was higher for students than staff, although both groups perceive that there is still opportunity for better role modelling sustainability. This suggests that leaders could play a stronger role in demonstrating the importance of sustainability to students.

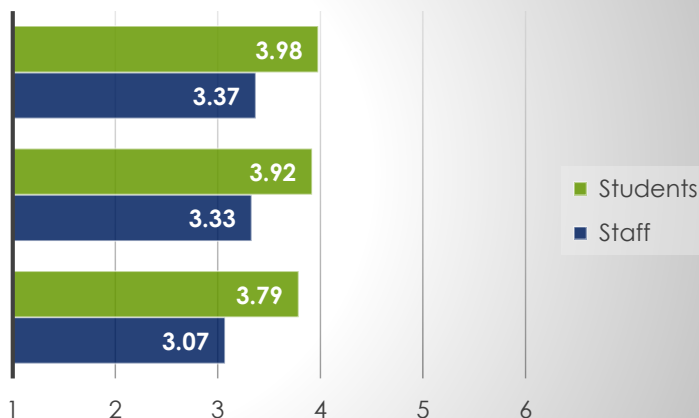


## Activities to embed sustainability: Items

UC PUTS IN A LOT OF EFFORT TO EDUCATE AND SUPPORT STUDENTS WITH REGARD TO WAYS IN WHICH WE CAN ADOPT MORE SUSTAINABLE BEHAVIOURS

THE EFFORTS TO EDUCATE AND SUPPORT STUDENTS WITH REGARD TO SUSTAINABILITY HAVE BEEN EFFECTIVE

I BELIEVE MY PERSONAL SUSTAINABILITY-RELATED BEHAVIOURS HAVE IMPROVED THROUGH UC'S EDUCATION AND INFLUENCE



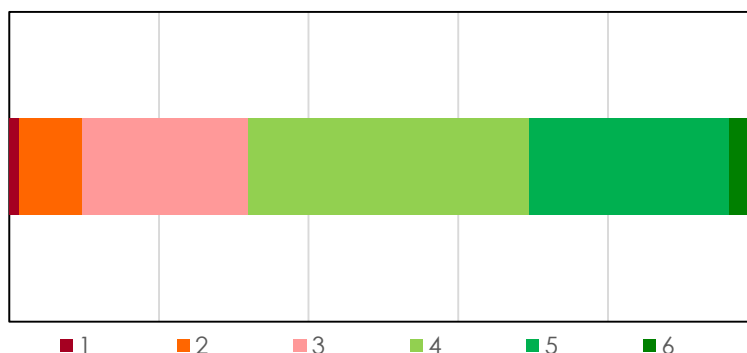
### Definition

The perceived effectiveness of the organisation's efforts to embed and promote sustainability in the culture.

For more resources for this enabler, including research findings and strategies for improvement, go to

[www.awake.com.au/activities](http://www.awake.com.au/activities)

Range of Responses: Activities to embed sustainability  
(Rounded: Mean = 3.90)



### Importance Of This Factor

Organisations with a strong culture of sustainability are those that promote and encourage it. The extent to which this has been prevalent and effective has a big impact on the success of efforts to embed sustainability in the culture.

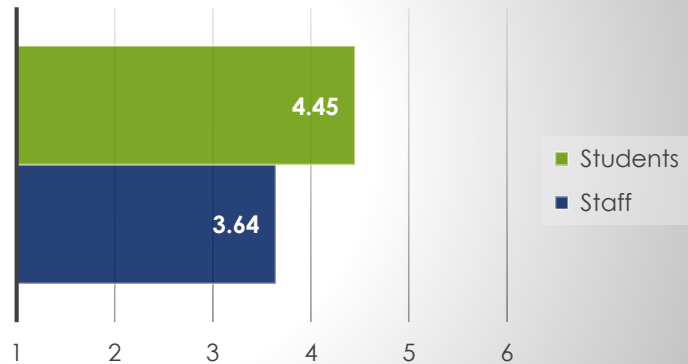
### Your Organisation's Results

Students at University of Canterbury feel that the college is making a reasonable effort to embed sustainability, compared to staff. Written comments suggest that still more could be done to engage and educate people for sustainability.

# Organisational Enabler: Innovation

## Innovation: Items

FRESH IDEAS TO MAKE UC MORE SUSTAINABLE ARE ENCOURAGED AND SUPPORTED



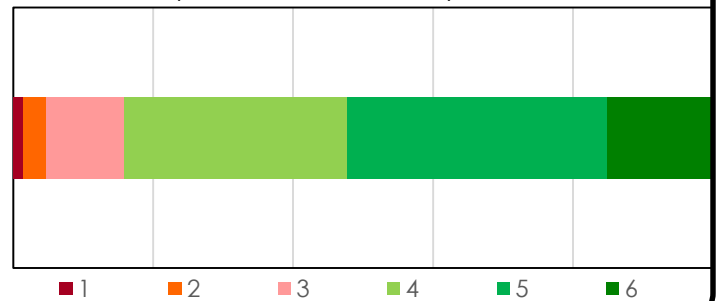
### Definition

The level of support people feel they have to try new ideas to enhance sustainability.

For more resources for this enabler, including research findings and strategies for improvement, go to

[www.awake.com.au/innovation](http://www.awake.com.au/innovation)

Range of Responses: Innovation  
(Rounded: Mean = 4.45)



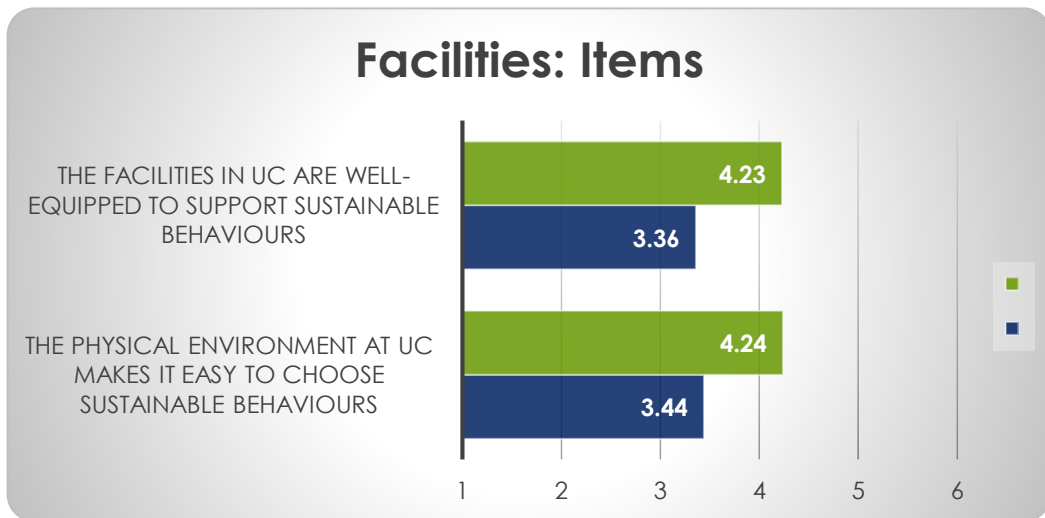
### Importance Of This Factor

Sustainability is strongly linked to innovation, given that it requires new ideas and ways of doing business. An organisation with a strong culture of innovation is in a better position to embrace the opportunities presented by the greater emphasis placed on sustainability by business and communities.

### Your Organisation's Results

Innovation for sustainability was well above the staff average, although with room for improvement. Innovation is often a larger cultural norm which can be further enhanced through a deliberate effort to encourage and develop it. Sustainability is also viewed as a great vehicle for innovation.

# Organisational Enabler: Facilities



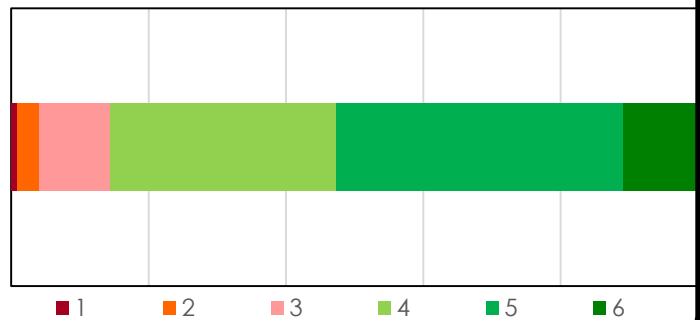
## Definition

The degree to which people feel the physical environment and facilities in the workplace support sustainable behaviours.

For more resources for this enabler, including research findings and strategies for improvement, go to

[www.awake.com.au/facilities](http://www.awake.com.au/facilities)

Range of Responses: Facilities  
(Rounded: Mean = 4.23)



## Importance Of This Factor

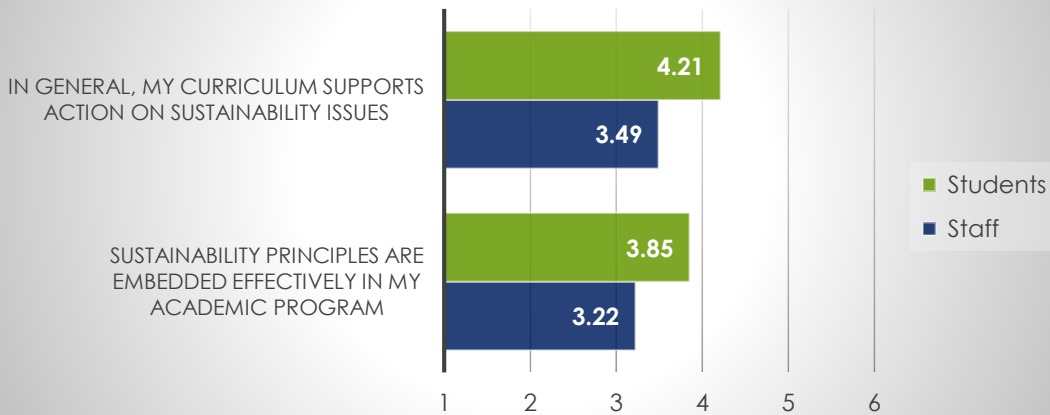
Behaviour is strongly influenced by one's physical surroundings. If a workplace is designed in such a way as to make sustainable behaviours easy and unsustainable behaviours difficult, the former are more likely to prevail. This includes making sustainable options the default (e.g. double-sided printing), and clear directions for sustainable behaviours (e.g. waste disposal)

## Your Organisation's Results

Facilities were rated much higher by students than staff, although written comments suggested more could be done to assist with energy reduction in particular.

# Organisational Enabler: Curriculum

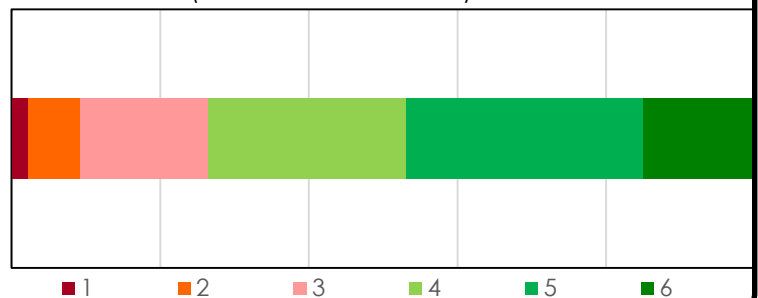
## Curriculum: Items



### Definition

This enabler was developed to gauge the degree to which respondents feel the curriculum is aligned with sustainability principles

Range of Responses: Curriculum  
(Rounded: Mean = 4.03)



### Importance Of This Factor

The extent to which sustainability is embedded in the curriculum provides signposts and a mandate for staff to emphasise sustainability in their discussions, actions and decisions.

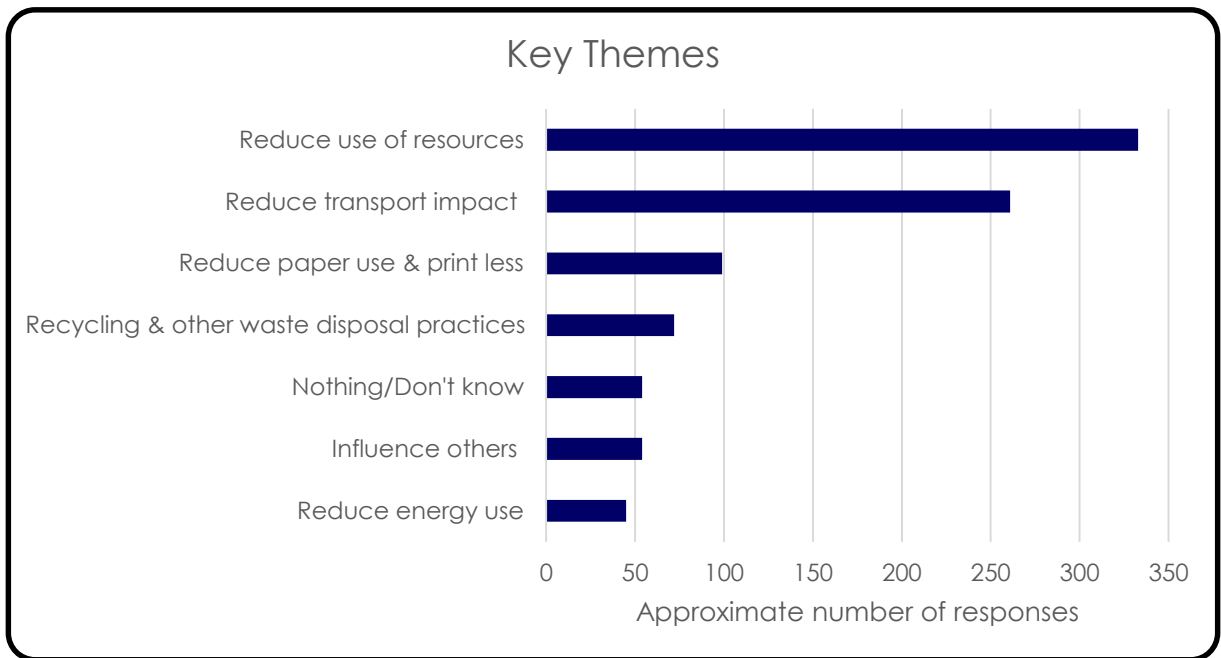
### Your Organisation's Results

People felt that the curriculum was moderately aligned with sustainability, with room for improvement. Although relatively low-scoring, this was not a major focus in the written comments.

# Written Comments – Key Themes

*What is the biggest change you could make in order to decrease the environmental impact of your actions as a student at UC?*

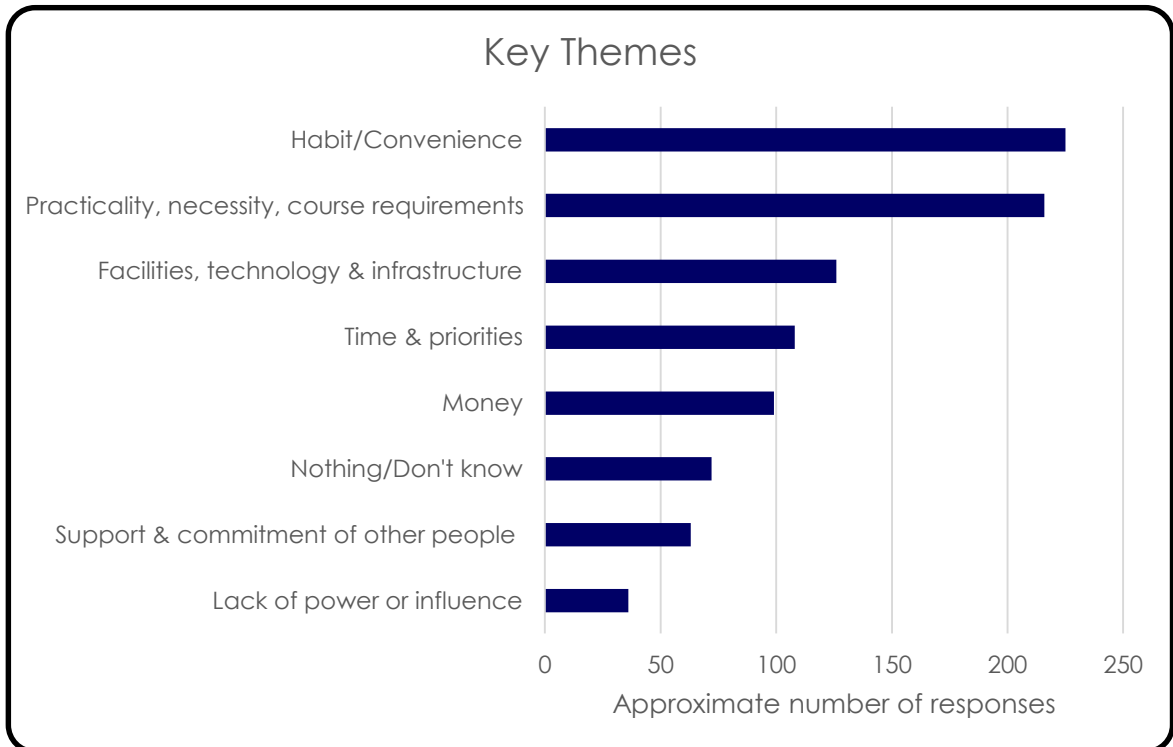
*(see appendix document "All written comments" for full comments)*



# Written Comments – Key Themes

*What is the main thing stopping you from making that change?*

*(see appendix document "All written comments" for full comments)*



# Written Comments – Key Themes

*What is the most important change UC as an organisation could make in order to operate in a more sustainable way?*

*(see appendix document "All written comments" for full comments)*

