

# Annual Climate Action Survey 2022/23 results

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outside University of Bath

For any queries, please contact  
[climateaction@bath.ac.uk](mailto:climateaction@bath.ac.uk)



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- This is the second time we've run this all-student and all-staff survey
- The survey was shorter than 2021 version and covered the following:
  - Footprint contribution
  - Eco-anxiety
  - Empowerment
  - Awareness
  - Travel
  - Education
  - Partnerships
  - Offsetting

*Topics covered in the survey give just a snapshot of the areas we're working on. Exclusion from the survey is not necessarily an indication of lack of priority or work.*

- The survey was developed and analysed in collaboration with Professor Lorraine Whitmarsh, Dr Paul Haggar and Kaloyan Mitev

# Survey aims



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1. Track progress towards our net zero goals
2. Understand community views, opportunities and challenges to help inform decision-making
3. Increase CAF awareness and engagement across our community



1. Our community remains engaged in climate action and motivated to act
2. Climate change presents a wellbeing challenge to our community – evidence demonstrates that taking climate action is one way in which to tackle eco-anxiety and climate worry
3. There is a lack of understanding around the wider systemic causes and contributors to climate change (though basic scientific knowledge exists)
4. Our community believe the University is taking meaningful action to tackle the climate emergency and operating with an adequate scale of response, but with an insufficient level of urgency
5. Our community are unclear what the University is actually doing to tackle climate change, how impactful this can be, and how this compares to others in the sector. As a result, the validity of the community's response is uncertain. This highlights that additional communication and engagement measures are necessary.



- Increased participation:
  - 14% of students (11% in 21/22)
  - 41% of staff (33% in 21/22)
- Representative sample with good representation from all departments, job levels and demographics
- Participation beyond the typical keen 'green'
  - 63% staff do not consider climate change to be part of their role
  - 43% students do not consider climate change to be part of their course

# Organisational change



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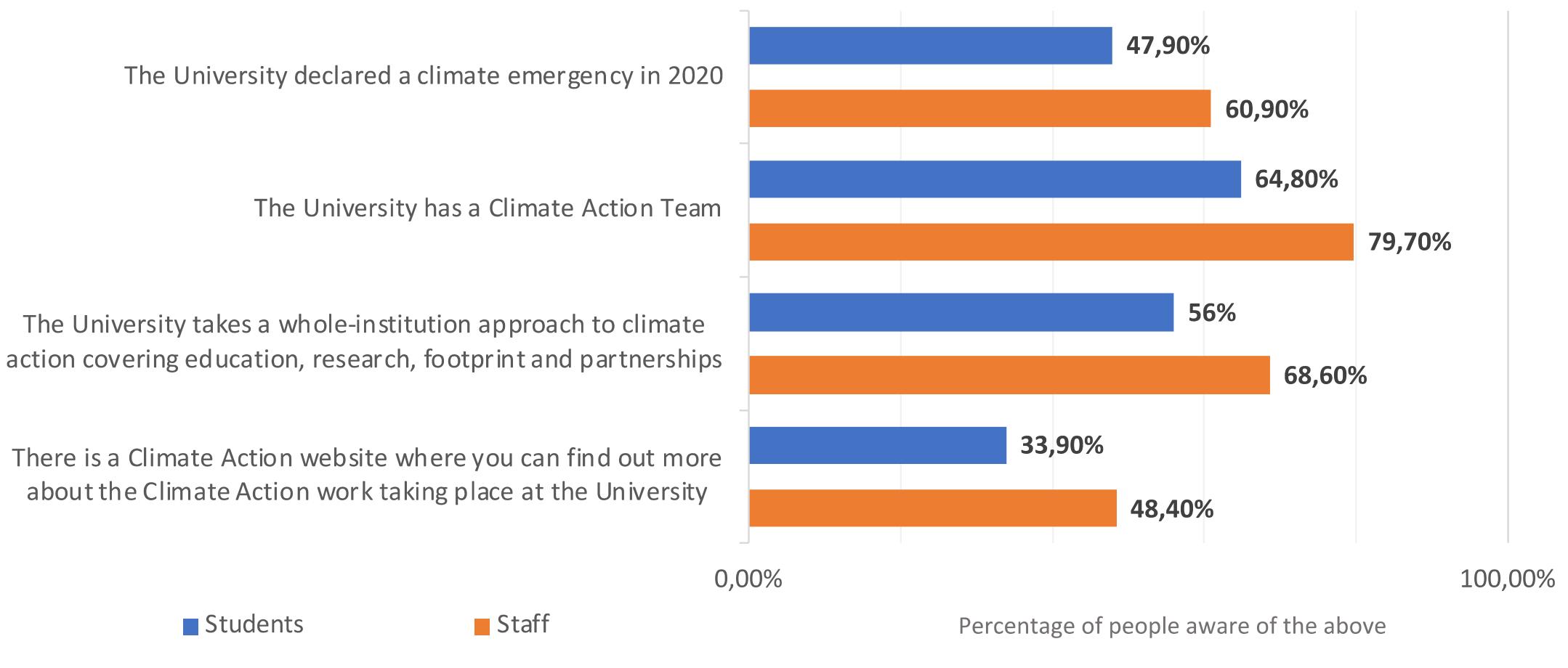
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- Our community:
  - are worried about climate change
  - are actively engaged on the topic
  - want to take action but are not all empowered to do so
- Climate change poses a wellbeing challenge and opportunity
- Staff are more aware of CAF than students

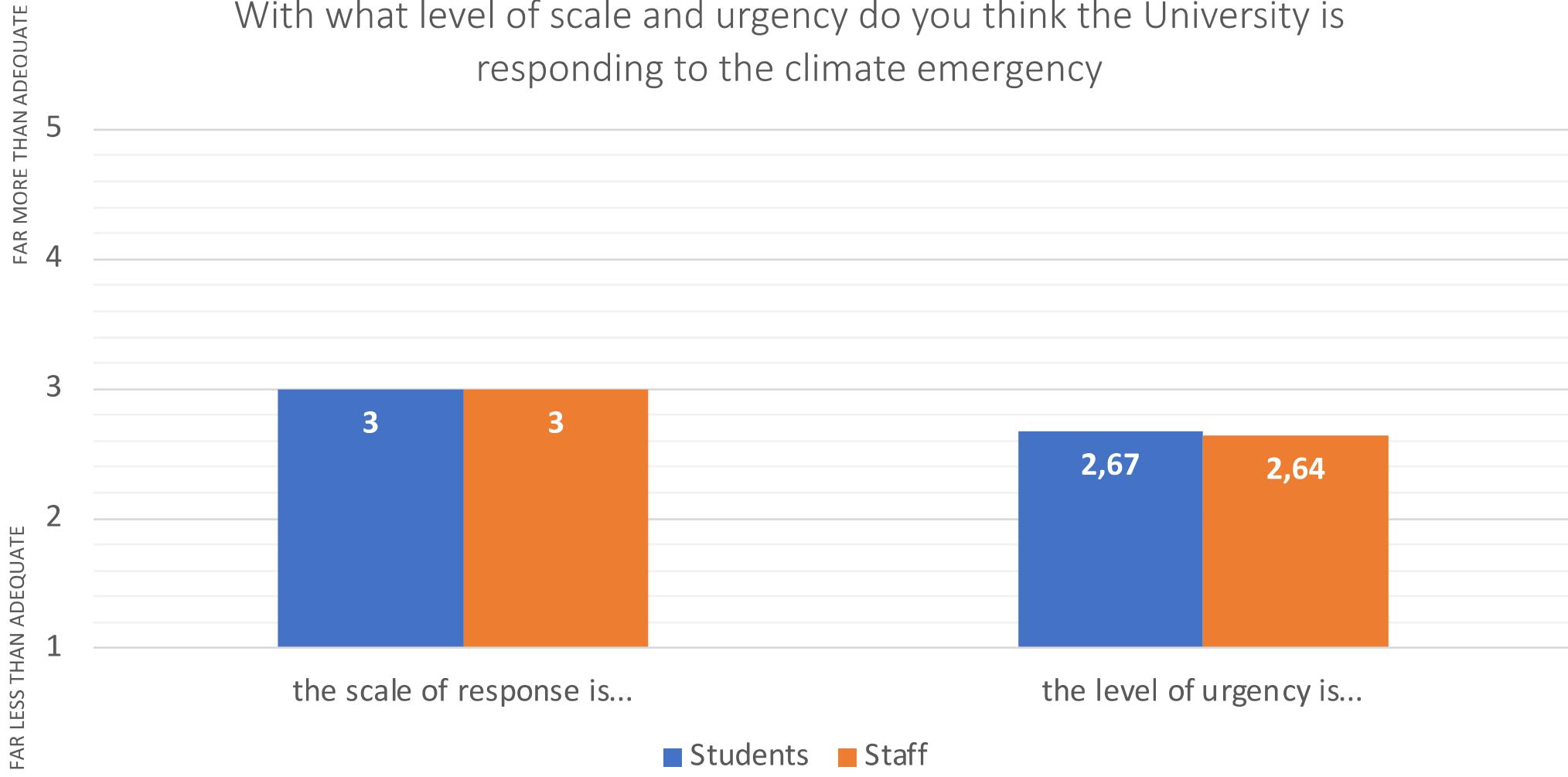


### Awareness levels





With what level of scale and urgency do you think the University is responding to the climate emergency





With what level of scale and urgency do you think the University is responding to the climate emergency? Details below provided to explain results on previous slide

## STUDENTS

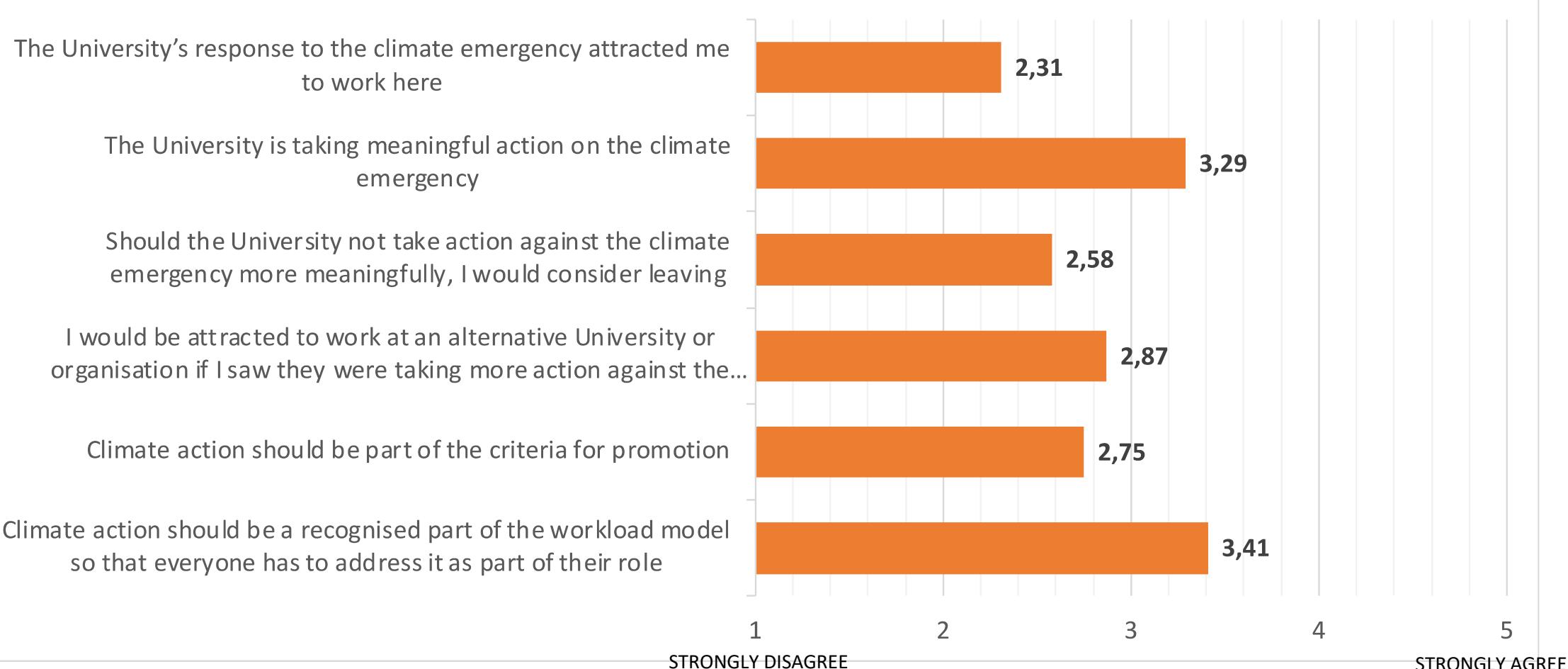
1. Unsure what the University is doing
2. The University should be doing more (less talk, more action)
3. The University is doing a lot
4. The University response is adequate
5. More information on actions and impacts needed
6. The University response is good
7. The University is doing more than other universities/places
8. The University is doing a lot, but not enough
9. This should be a University priority
10. We need a fix sooner than 2040

Red = negative sentiment | Green = positive sentiment

## STAFF

1. Unsure what the University is doing
2. The University should be doing more (less talk, more action)
3. The University is doing a lot
4. This should be a University priority
5. University should address construction as well as state of current buildings
6. The University has not done a lot
7. Focus should be on big impact actions
8. More needs to be done on energy efficiency
9. More information on actions and impacts needed
10. The University response is adequate

## Levels of Agreeableness





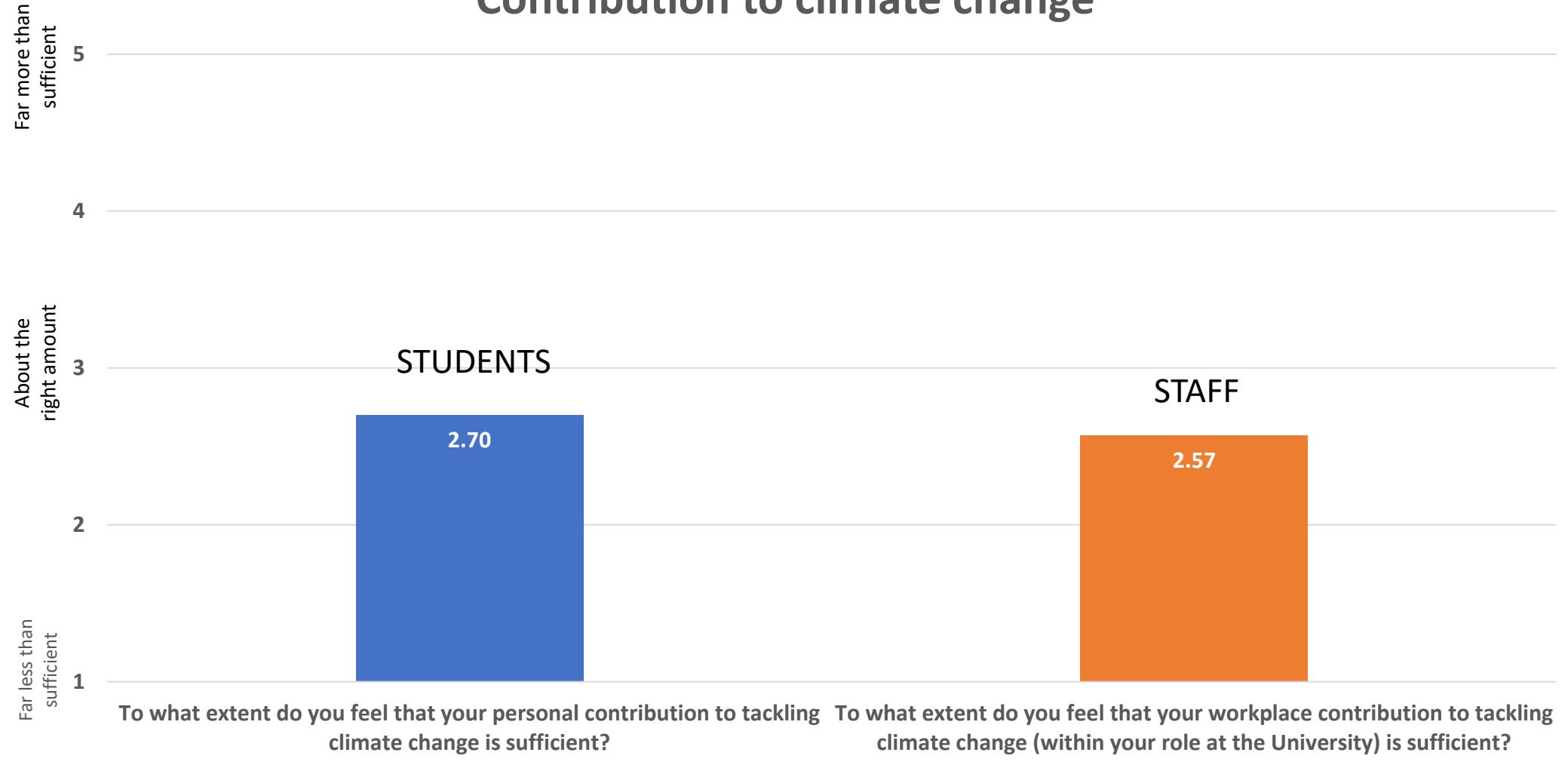
The University's response to the climate emergency presents an opportunity and risk to student recruitment.

When asked about the importance of the following factors in their decision making before applying

- 28% students said the **University's response to the climate emergency** was important
- 28% students said **how well climate action is embedded into their course** was important
- 29% students said **the range and breadth of opportunities available at the University to get involved in climate action** was important

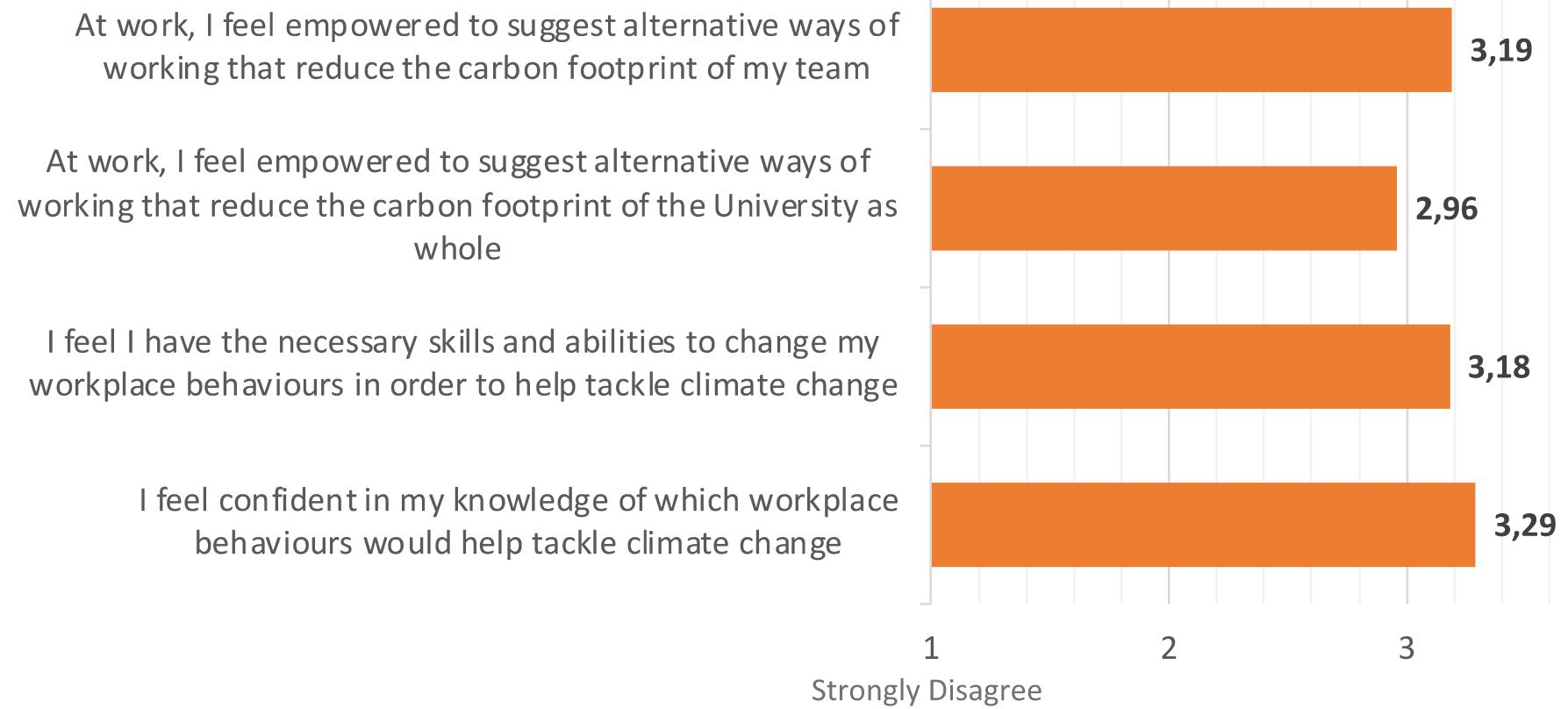


## Contribution to climate change



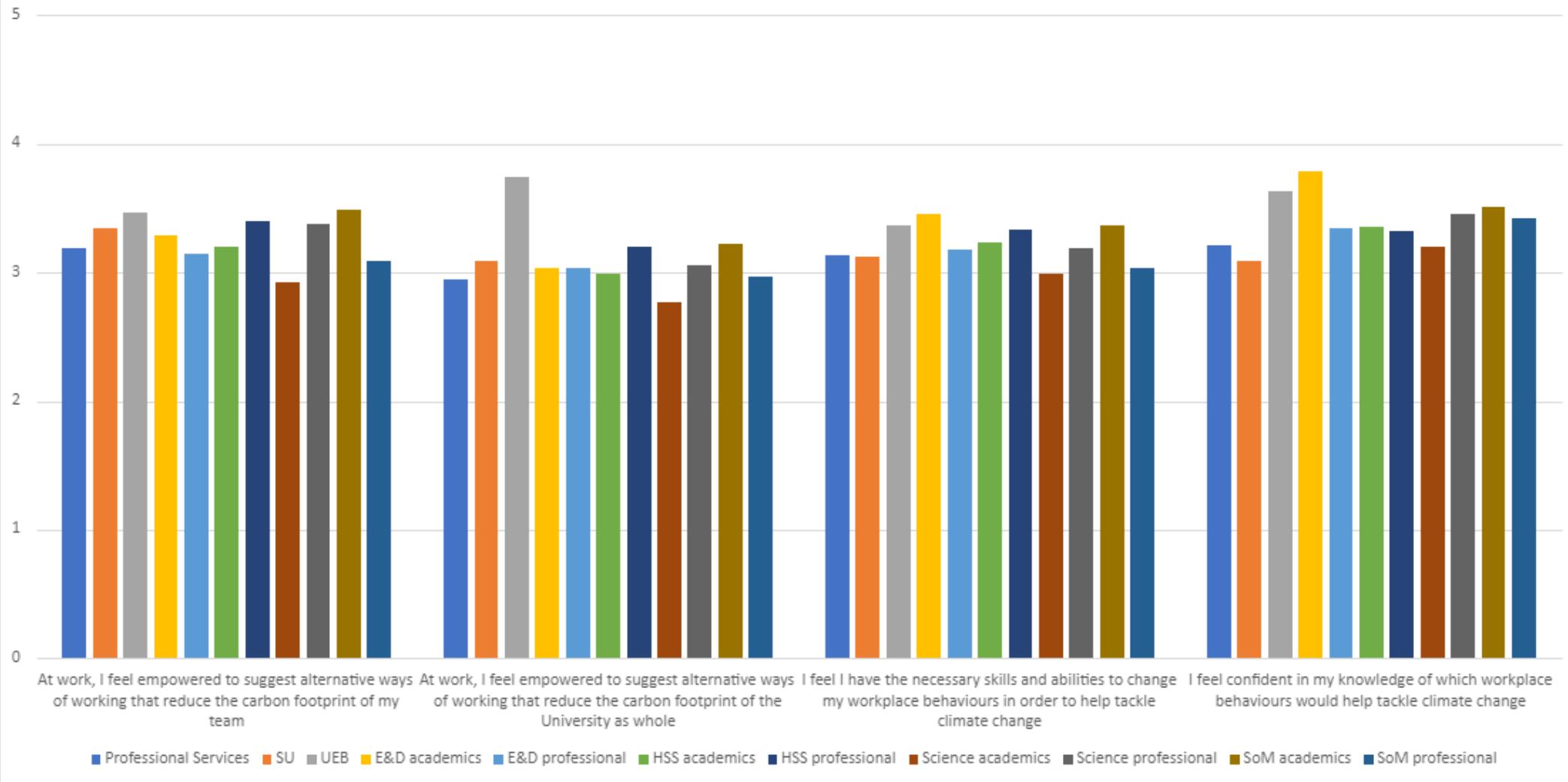


## Levels of agreeableness for Empowerment





How empowered do staff feel to take climate action?





## INCENTIVES

1. Education/information
2. Finance
3. Practical examples
4. Time
5. Better infrastructure
6. Community involvement
7. UoB/managers leading by example
8. Framework/rules
9. Better public transport
10. More opportunities on campus

## BARRIERS

1. Insufficient knowledge
2. Time
3. Lack of infrastructure
4. Lack of support
5. Competing priorities
6. Finance
7. Unempowered
8. Perceived insignificance of individual actions
9. Lack of information
10. Inconvenience



## INCENTIVES

1. Finance
2. Education/information
3. Community involvement
4. Easy solutions
5. Demonstrable action from big corporations/government
6. Understanding impact
7. Increased choices
8. Better public transport
9. Increased visibility on campus
10. UoB leading by example

## BARRIERS

1. Finance
2. Time
3. Perceived insignificance of individual actions
4. Lack of infrastructure
5. Insufficient knowledge
6. Inconvenience
7. Unempowered
8. Diet
9. Comfort/feasibility
10. Access to alternatives

# Climate change and wellbeing

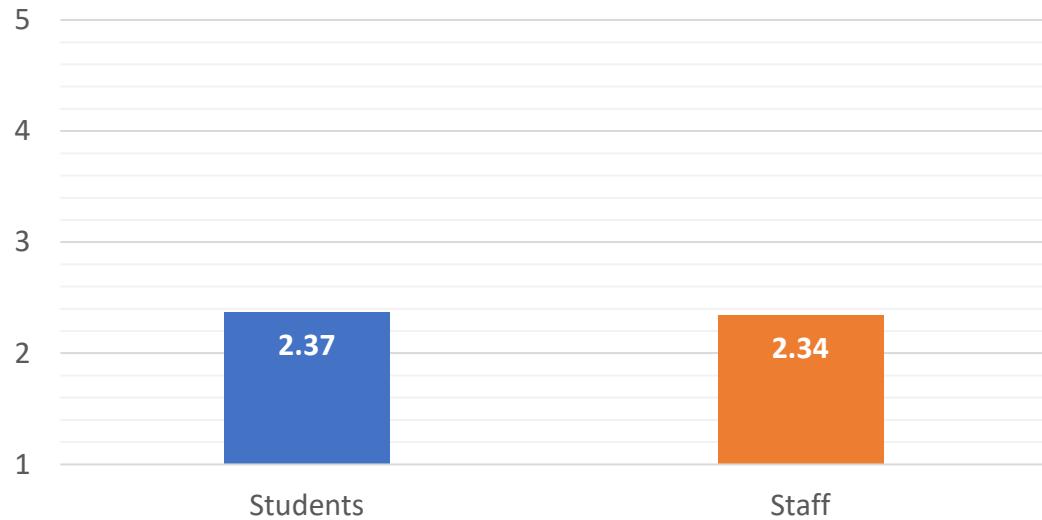


Climate Action

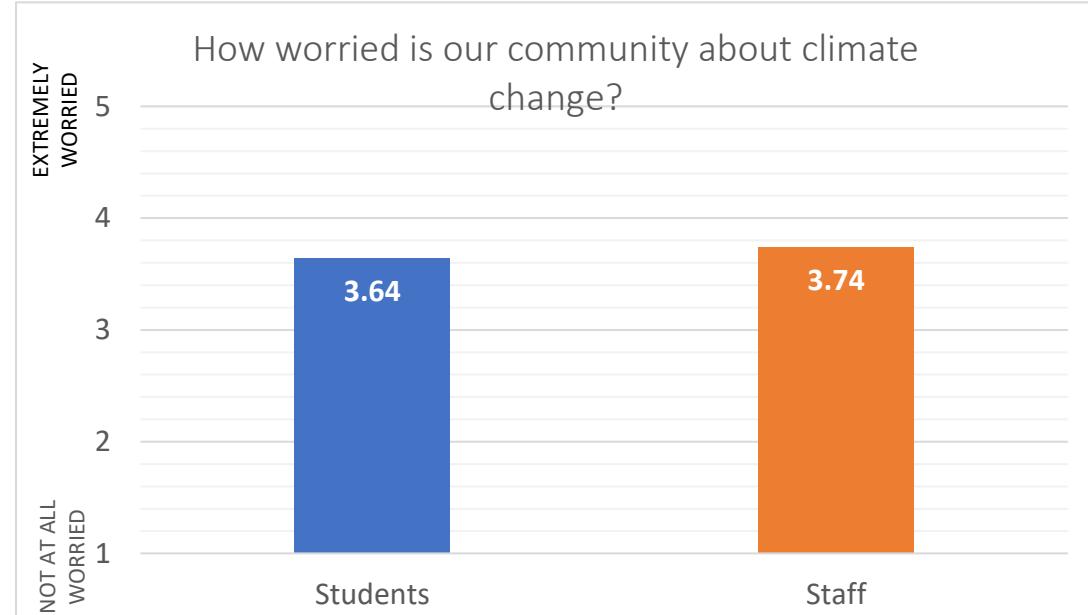


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Prevalence of eco-anxiety in our community



How worried is our community about climate change?



*Eco-anxiety is a term used to describe the feelings of intense worry, fear and helplessness that can arise in response to the current and projected environmental challenges we face. Eco-anxiety is a relatively new phenomenon that is gaining attention as the impact of climate change becomes more apparent and the urgency of addressing it increases.*

*Eco-anxiety and climate worry are related concepts, with distinct differences. Climate worry refers to a general feeling of concern or anxiety about the impacts of climate change on the environment, society and individuals. Eco-anxiety, on the other hand, is a more specific and intense form of anxiety or distress related to environmental issues, including but not limited to climate change.*

# Climate change and wellbeing

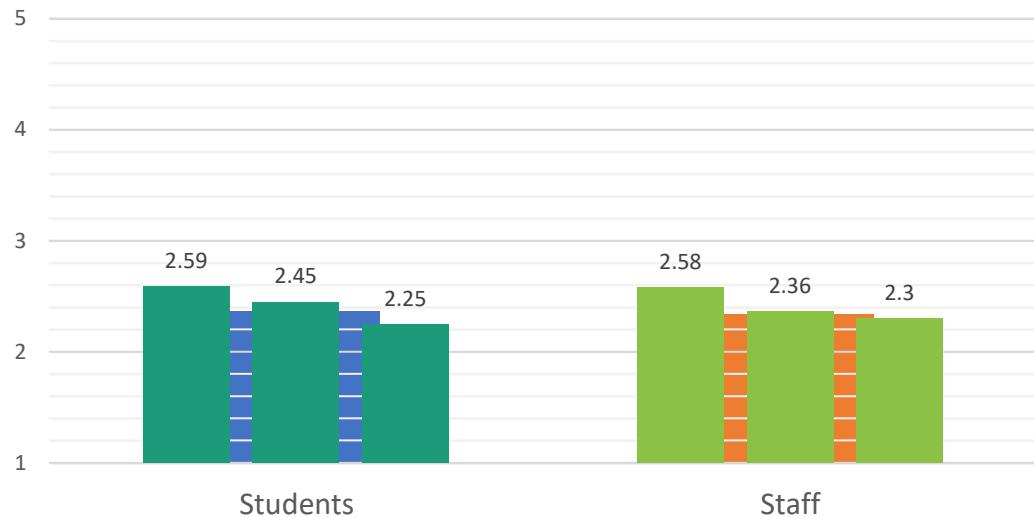


Climate Action

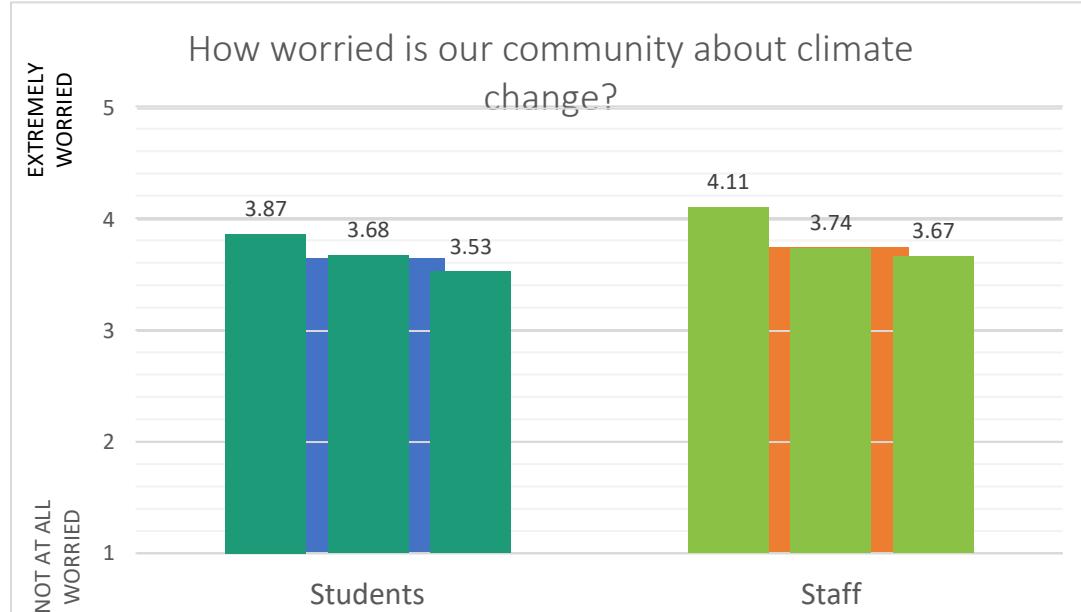


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Prevalence of eco-anxiety in our community



How worried is our community about climate change?



	Climate change is a <b>MAJOR</b> part of course/role	Climate change is a <b>MINOR</b> part of course/role	Climate change is a <b>ZERO</b> part of course/role
Students	2,59	2,45	2,25
Staff	2,58	2,36	2,3

	Climate change is a <b>MAJOR</b> part of course/role	Climate change is a <b>MINOR</b> part of course/role	Climate change is a <b>ZERO</b> part of course/role
Students	3,87	3,68	3,53
Staff	4,11	3,74	3,67



## STUDENTS

1. Increase awareness and communications
2. Improve existing transport infrastructure
3. Improve energy efficiency
4. Reduce single-use plastics
5. Green energy
6. Increase vegan, vegetarian and sustainable food provision
7. Improve campus infrastructure to facilitate individual actions
8. Improve green transport infrastructure and availability
9. Reduce food waste
10. Provide more advice and training on sustainable actions



## STAFF

1. Improve energy efficiency
2. Improve existing transport infrastructure
3. Green energy
4. Increase home-working/distance-learning
5. Improve campus infrastructure to facilitate individual actions
6. Incentivise positive actions
7. Improve green transport infrastructure and availability
8. Increase awareness and communications
9. Increase vegan, vegetarian and sustainable food provision
10. Improve international staff travel policies

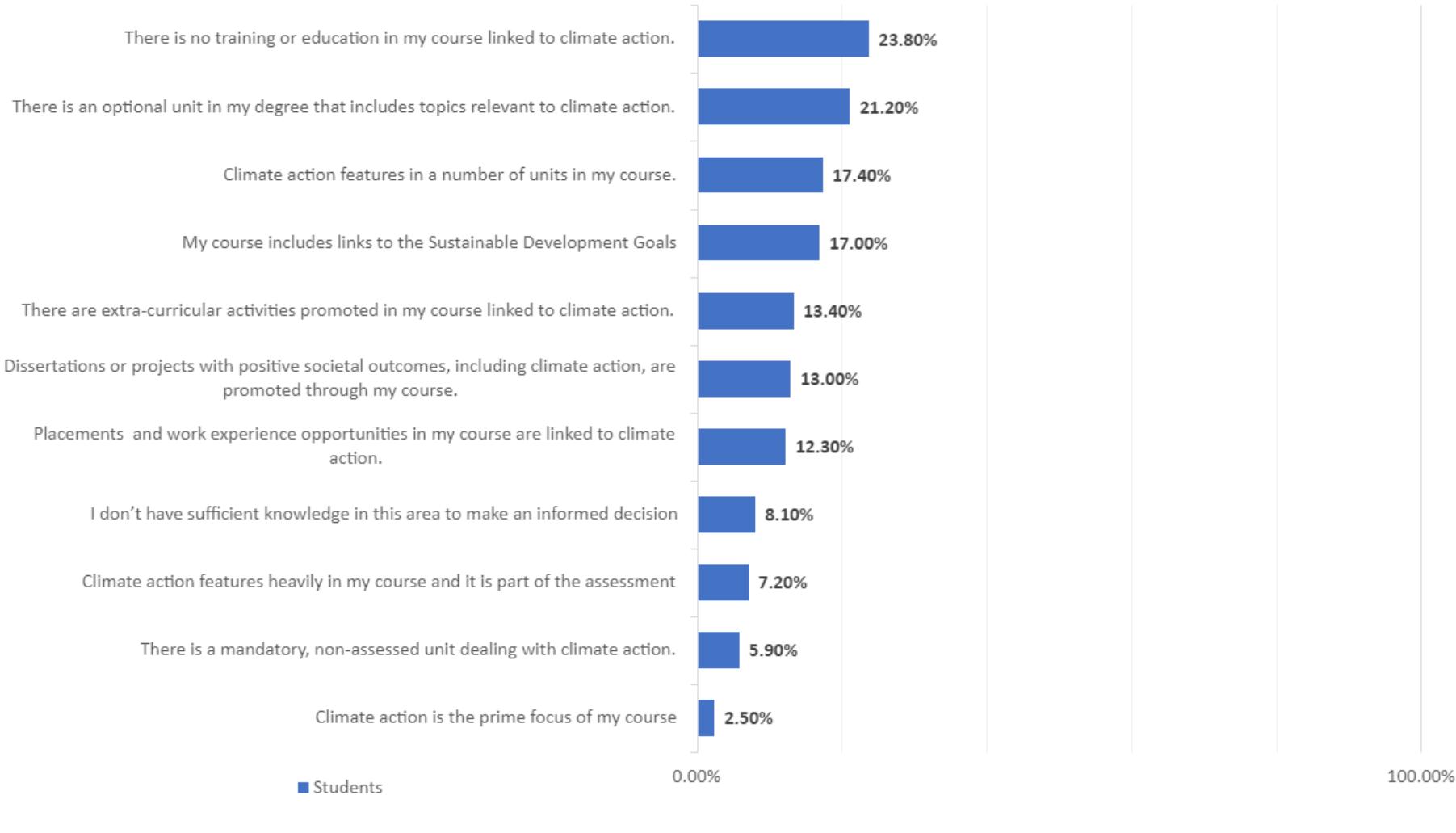


## Education

- 68% of students experience climate or sustainability education or promotion through their course, with great variation as to how embedded this is
- 51% teaching staff are delivering or promoting climate or sustainability education in their practice, with great variation as to how embedded this is
- Staff and students support recognition of student climate education



### To what extent do you think climate action is embedded into the course that you study?



For this question, respondents could select multiple answers, hence why totals do not add up to 100%.

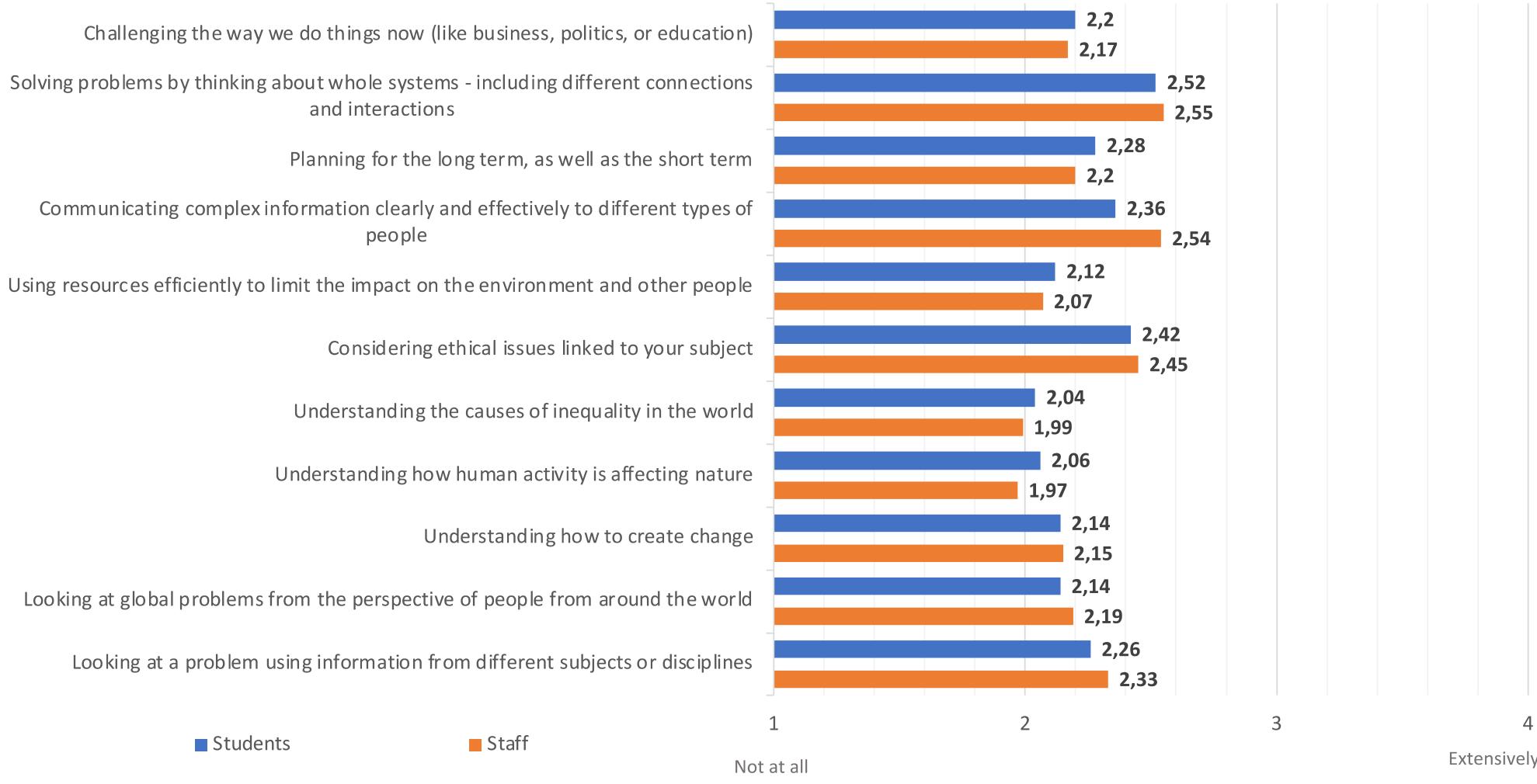


### To what extent do you think climate action is embedded in your teaching?



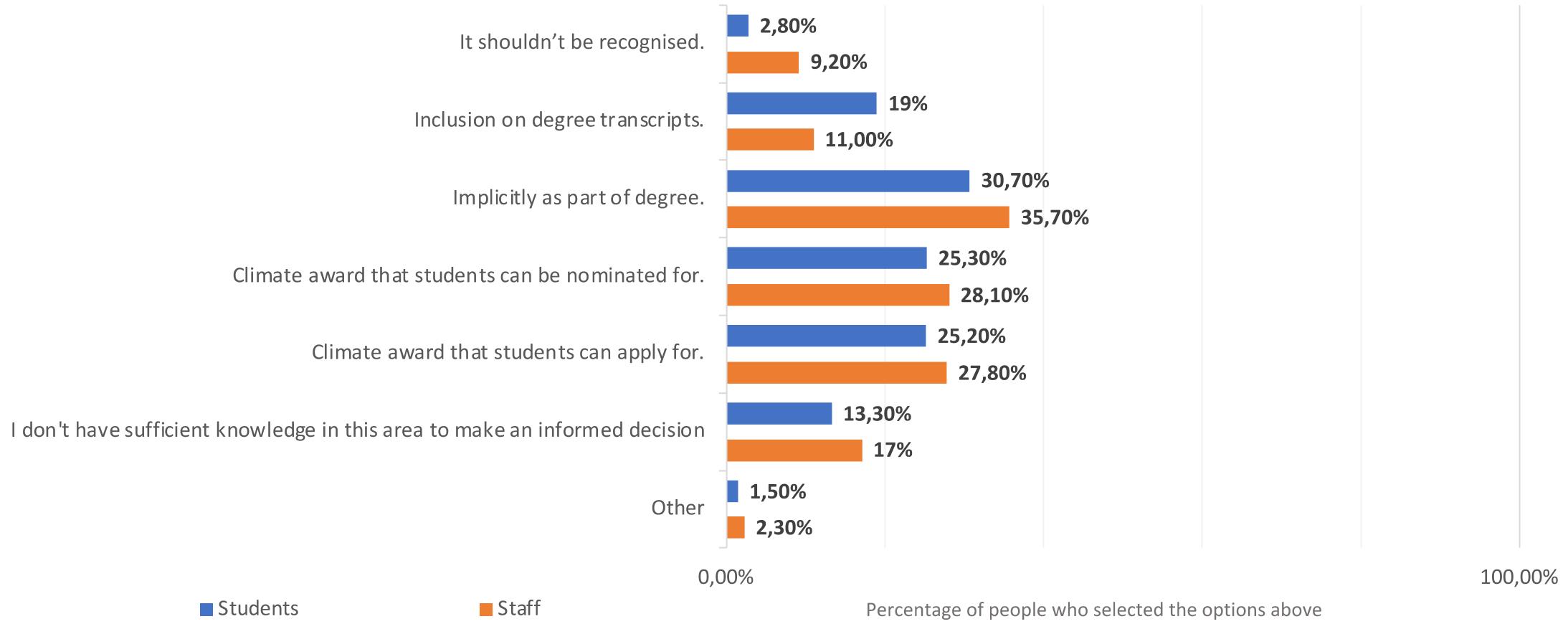


### My course teaches sustainability skills and knowledge, including





### How should climate action education be recognised for students?



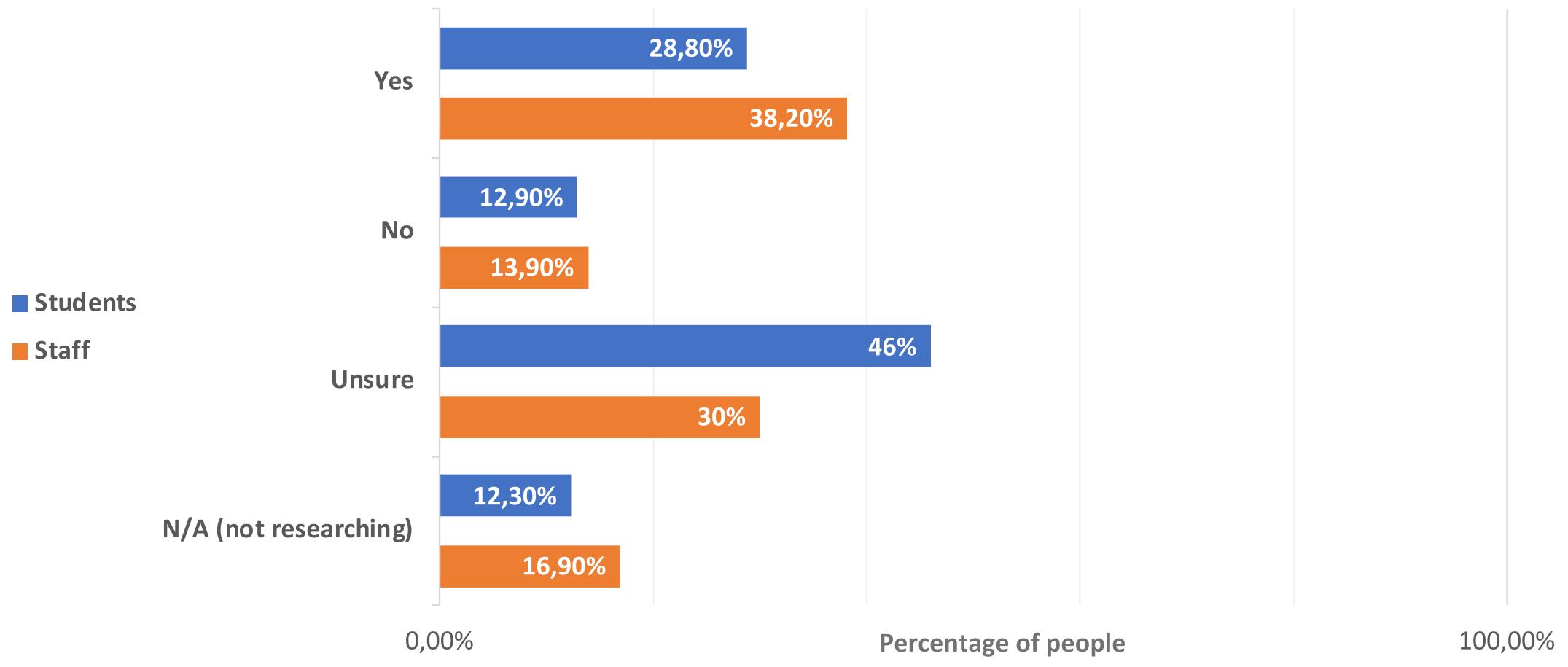


## Research

- 29% staff and 38% students are conducting research that aligns with a 1.5°C future
- Staff and student research is contributing to tackling the climate emergency through impact reduction, system and societal transformation, and climate change mitigation and adaptation.
- A small number of researchers are contributing to Living Lab research to help the University transition to Net Zero
- Many more researchers could join or form a new Living Lab

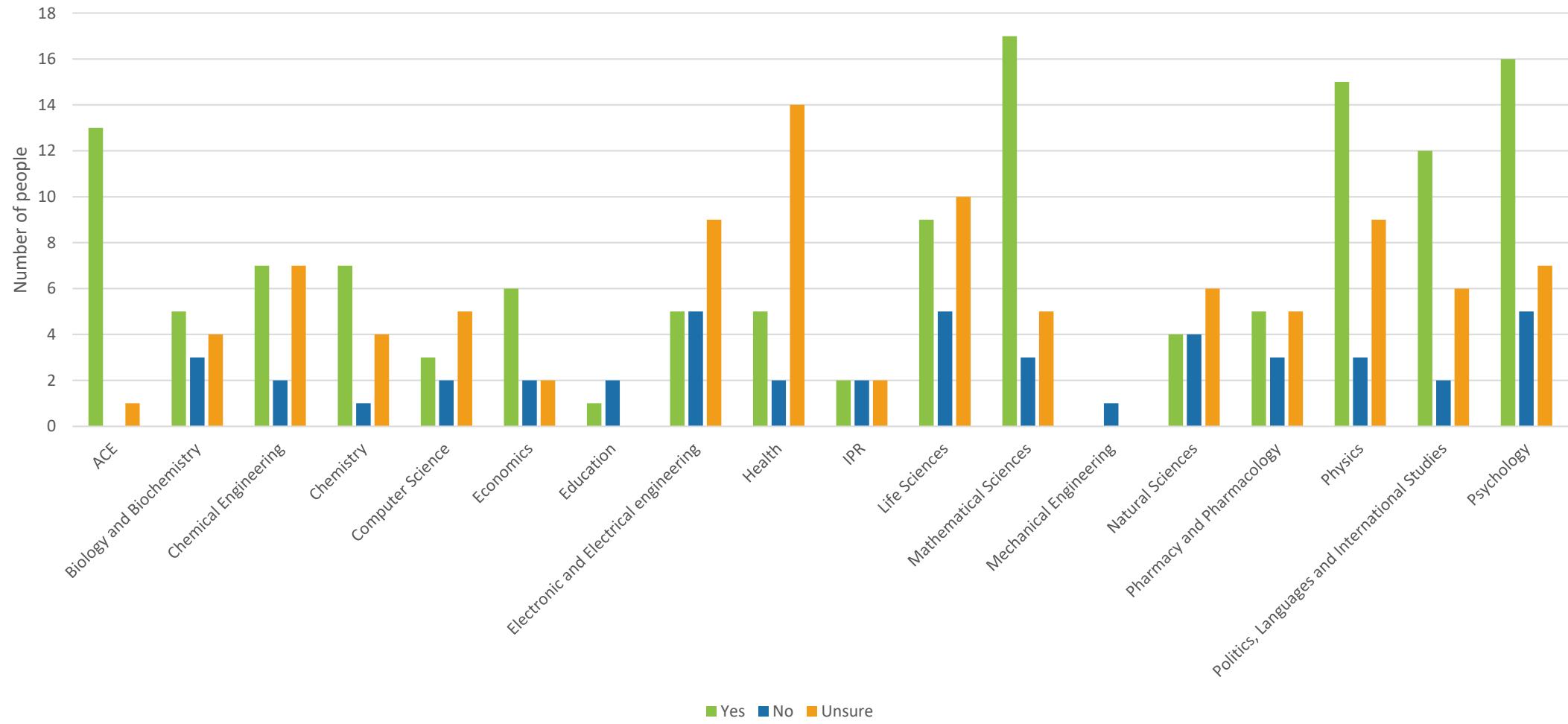


If you conduct research, does it align with a 1.5°C future?



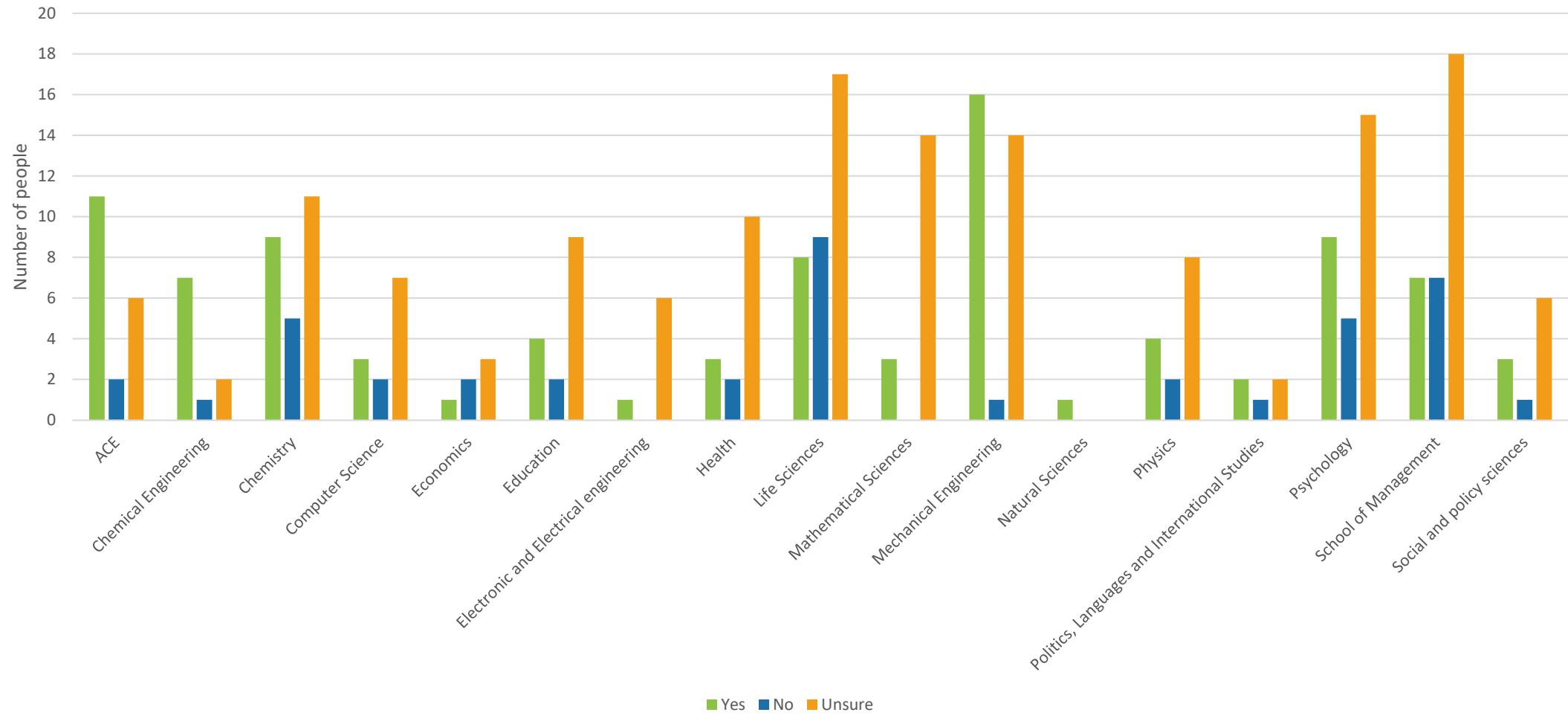


If you conduct research, does it align with a 1.5°C future? - staff answers



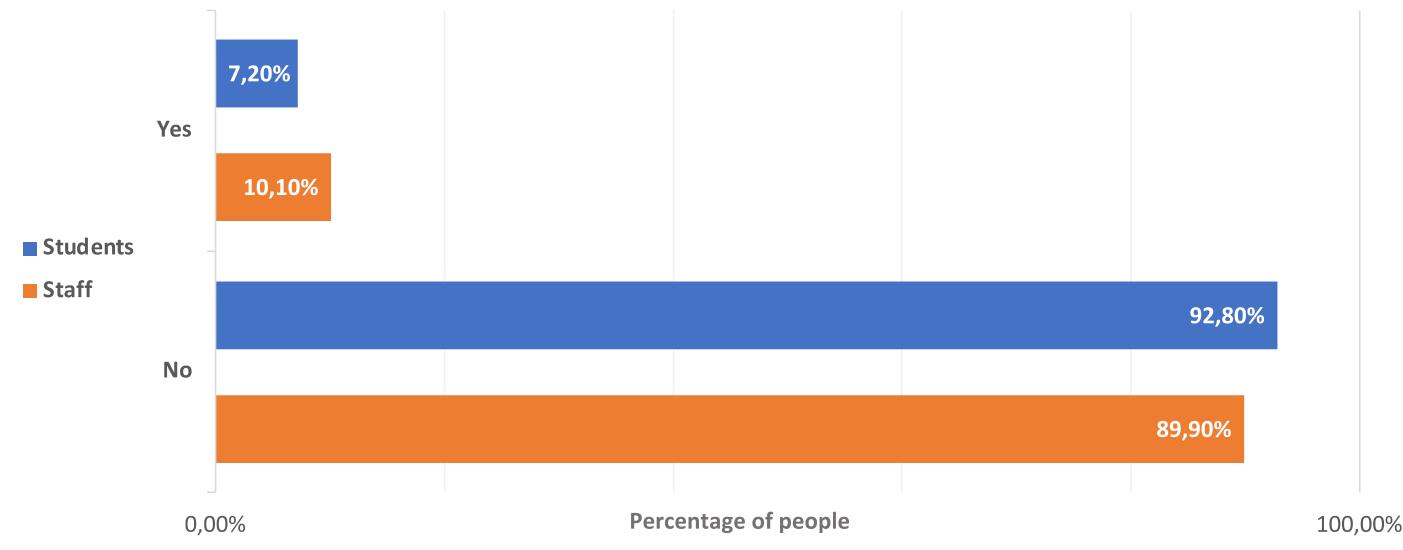


If you conduct research, does it align with a 1.5°C future? - student answers





Does your current research form part of a carbon-related Living Lab?

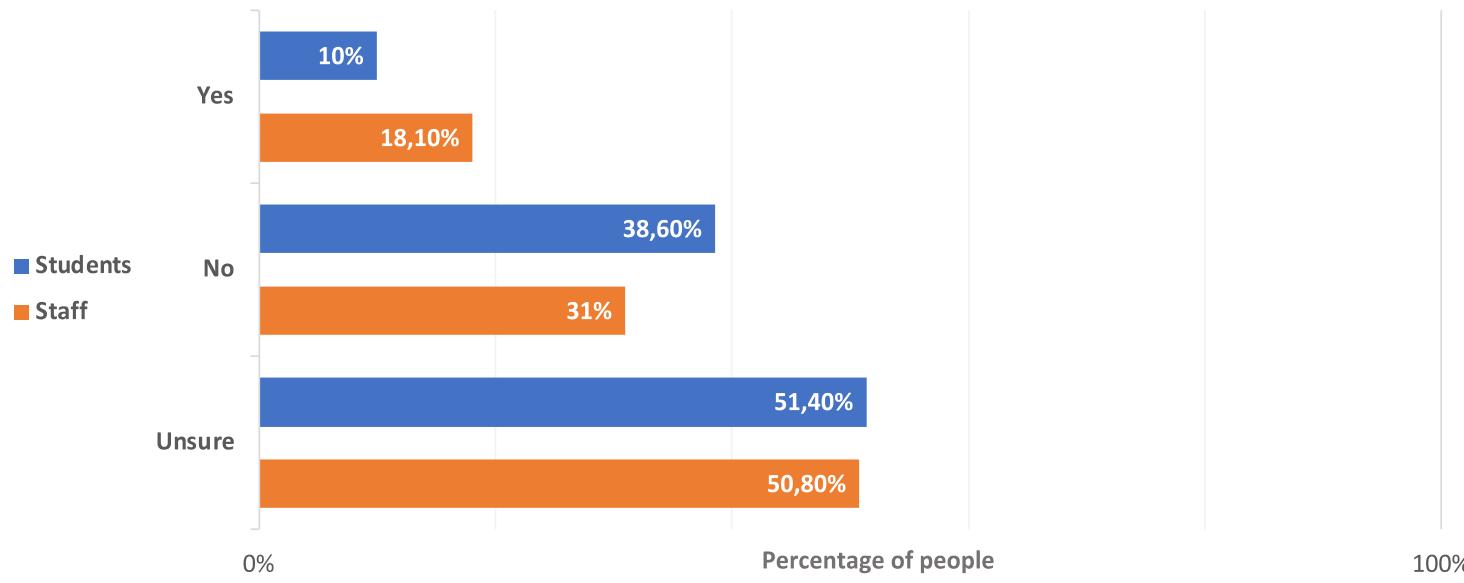


Current Living Lab themes linked to climate change:

- Social sciences and sustainability
- Energy-efficiency
- Technological advancements
- Transport
- Monitoring effects
- Mitigation and adaptation
- Financial services



Do you think your research could contribute to new Living Lab projects related to the University's transition to net zero?



Here it is apparent to see that more than half of researchers are unsure whether their research could contribute to a Living Lab project related to the University's transition to net zero. Additionally, 16% students and 12% staff declared that they are unsure what a Living Lab is.

Areas of potential interest for new Living Labs:

- Social sciences and climate change
- Technological advancements
- Energy-efficiency
- Transport



## Footprint

- Diet and food waste habits to continue to be monitored as an indicator for personal behaviour change – no statistically significant findings this year
- More than half of staff and two thirds of students are aware of the Sustainable Food Commitment, introduced in September 2022
- Students are carrying out more return trips per week to campus compared to 21/22, with mode of choice still by bus.
- Staff are commuting to campus more often than in 21/22, but less than pre-Covid-19, with mode of choice still solo car travel.

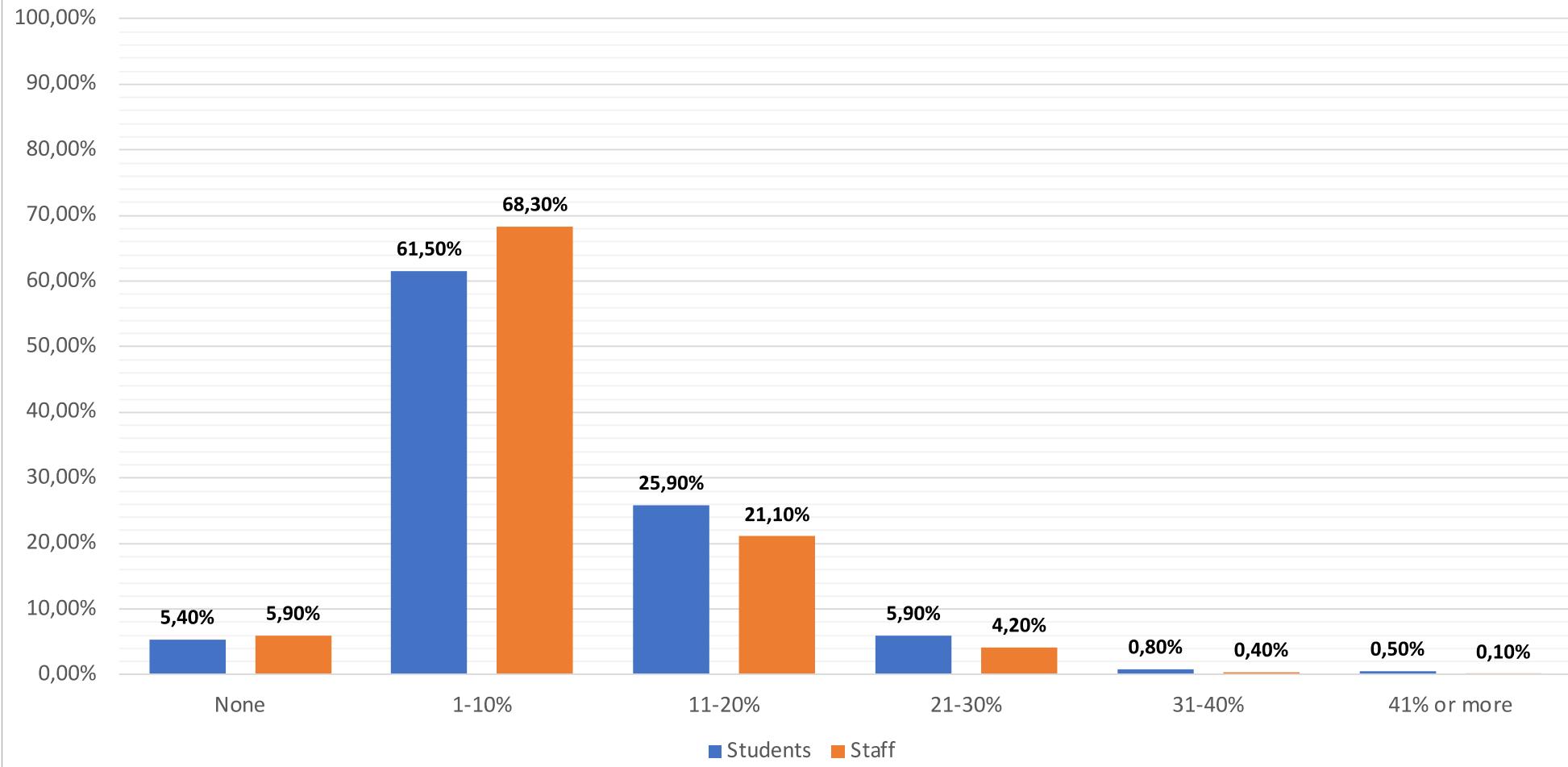


Looking at changes in consumption of ruminant meat, other red meat, white meat, and fish and shellfish have given a mixed picture of results

- Small increases in highest and lowest volumes of consumption across all areas
- Statistical significance to be monitored further

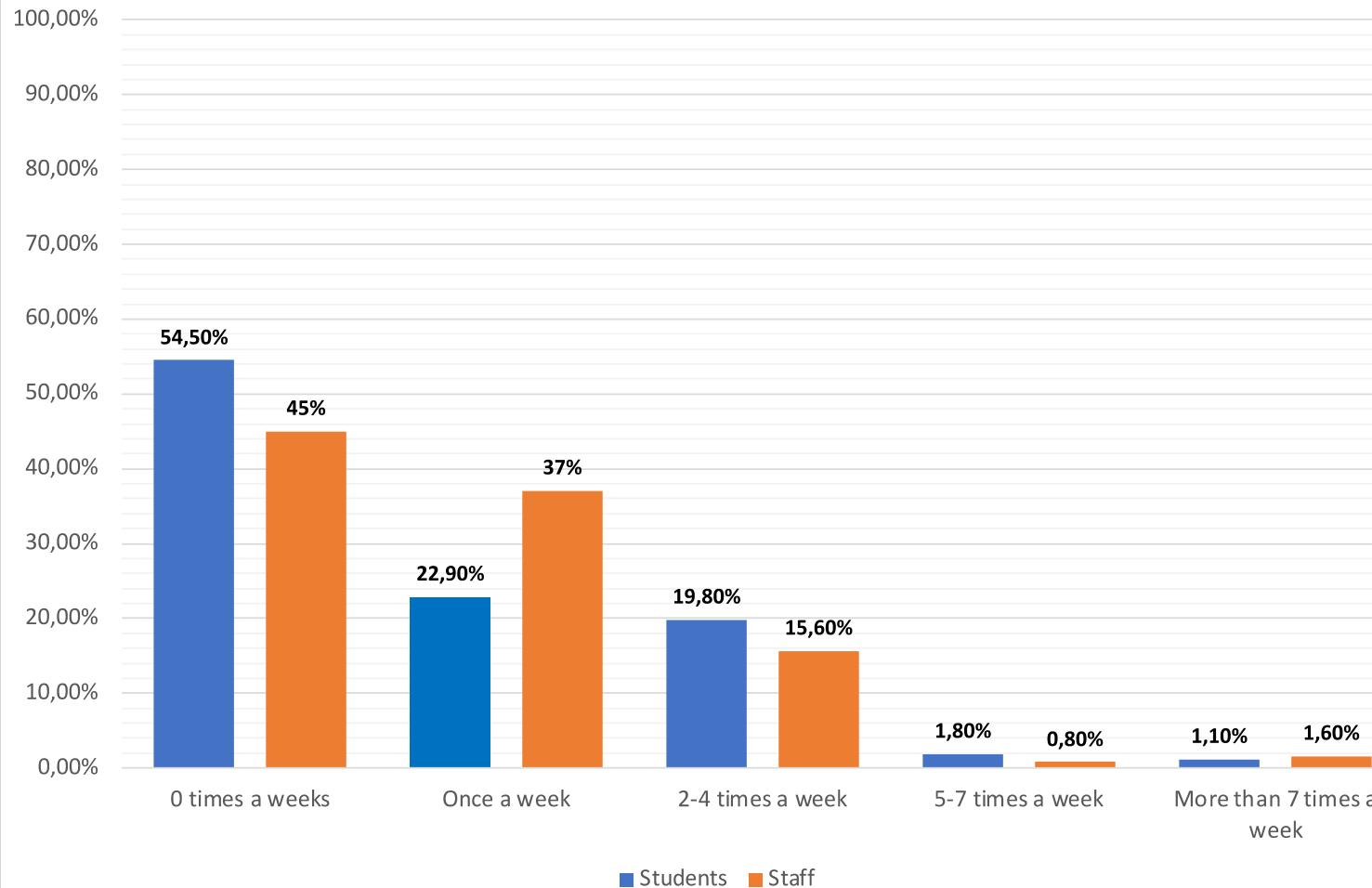


Percentage of food waste



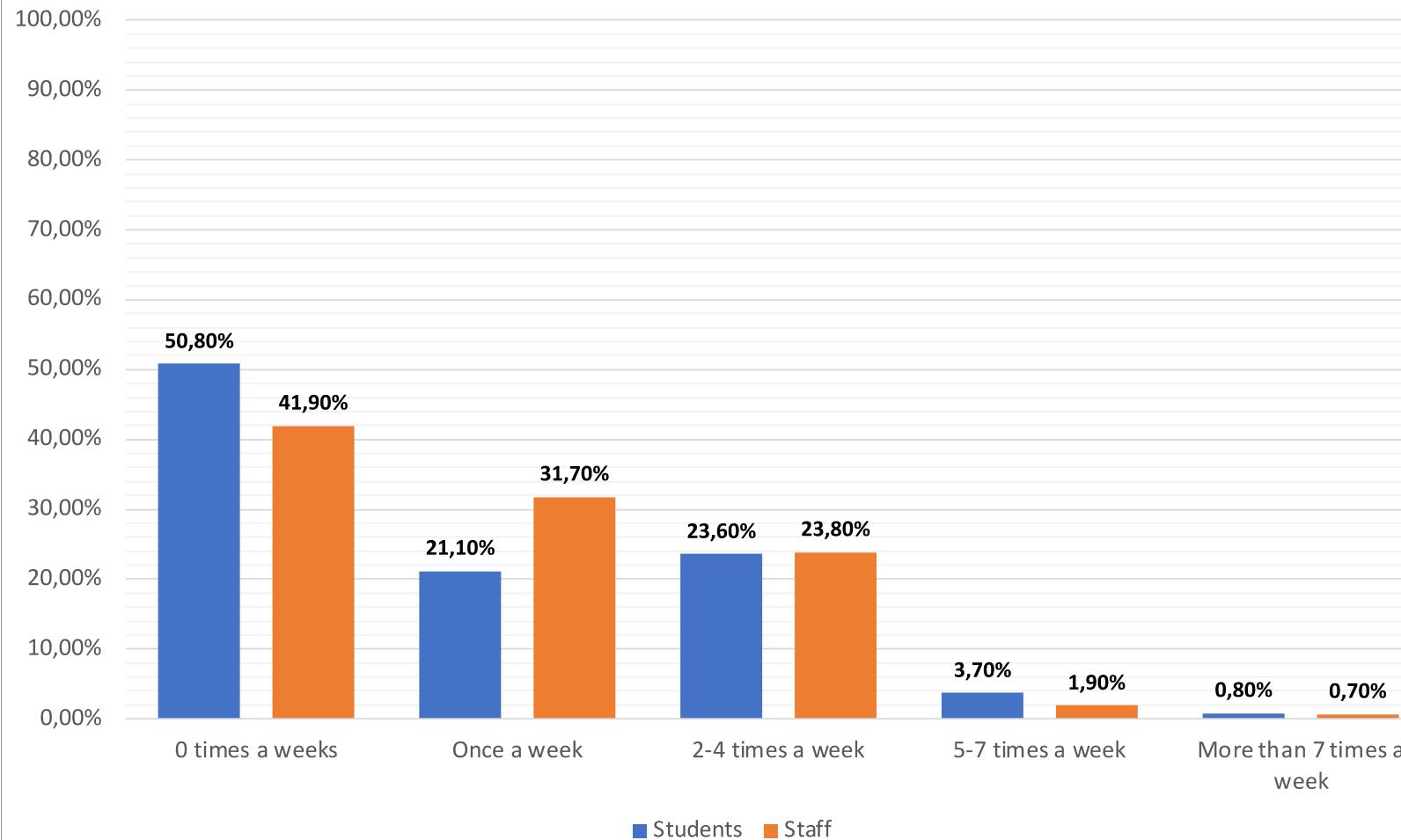


Consumption of ruminant meat (beef, lamb) in a week



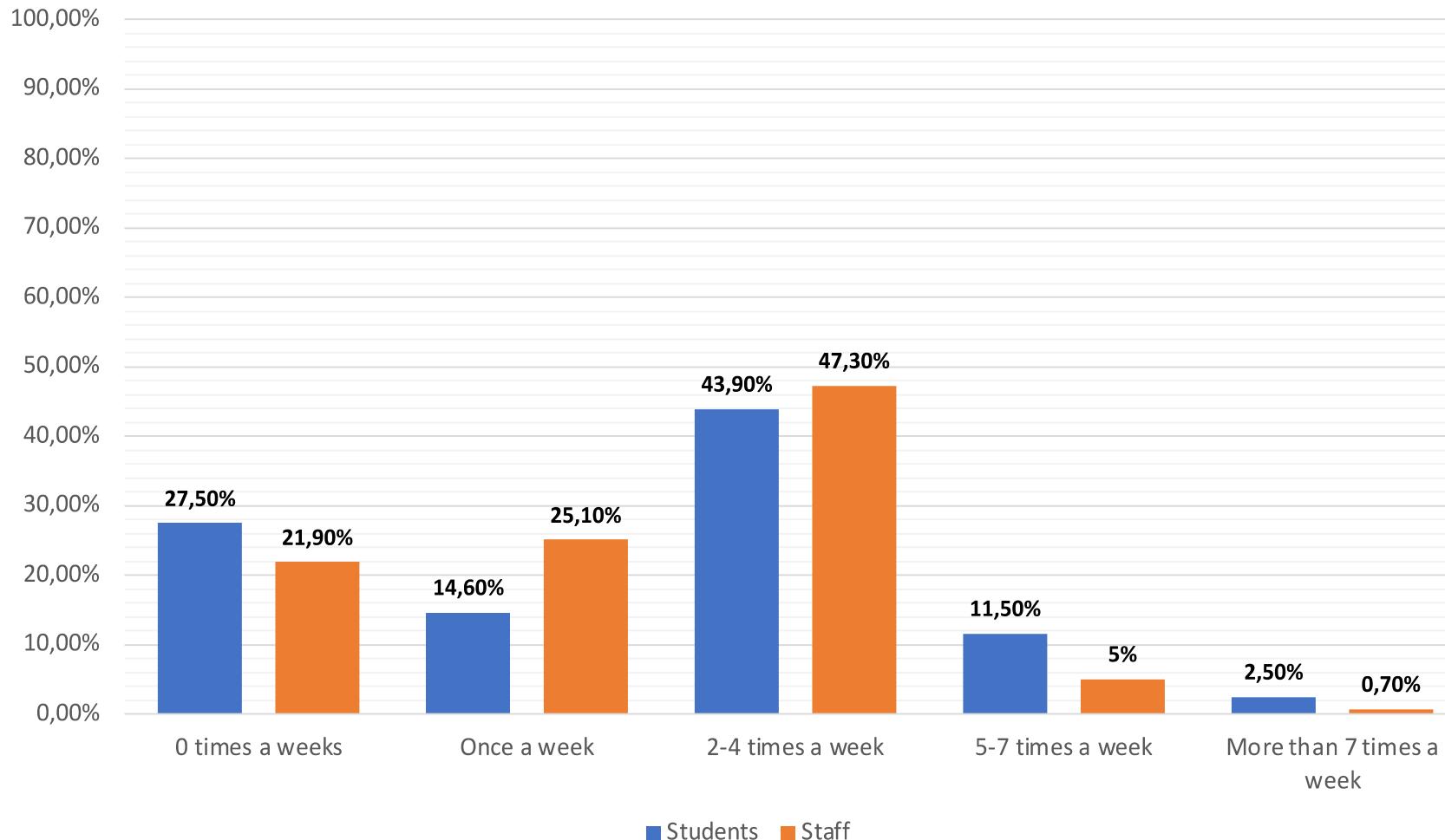


Consumption of other red meat (pork, bacon, etc.) in a week



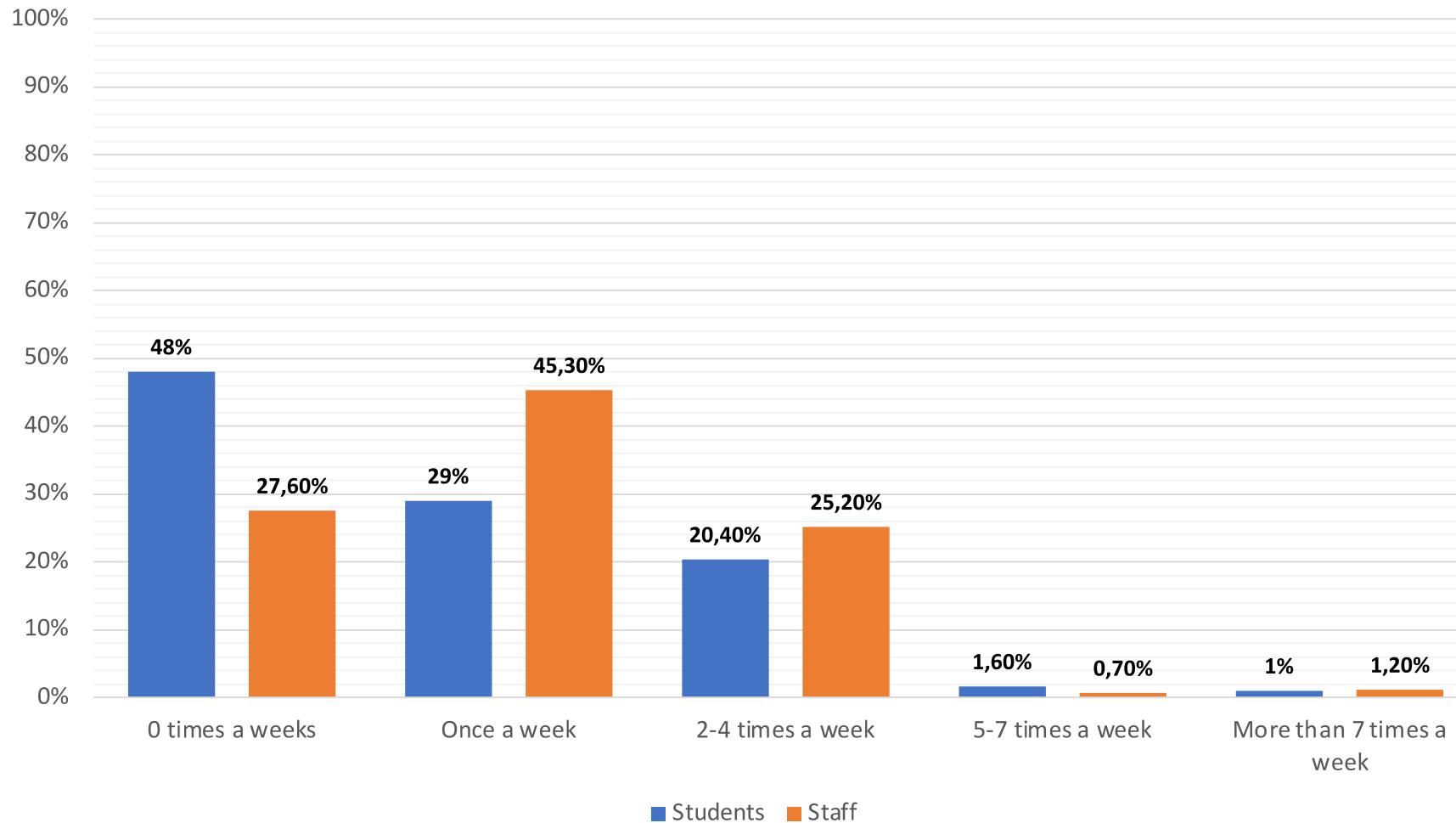


Consumption of white meat (chicken, turkey) in a week



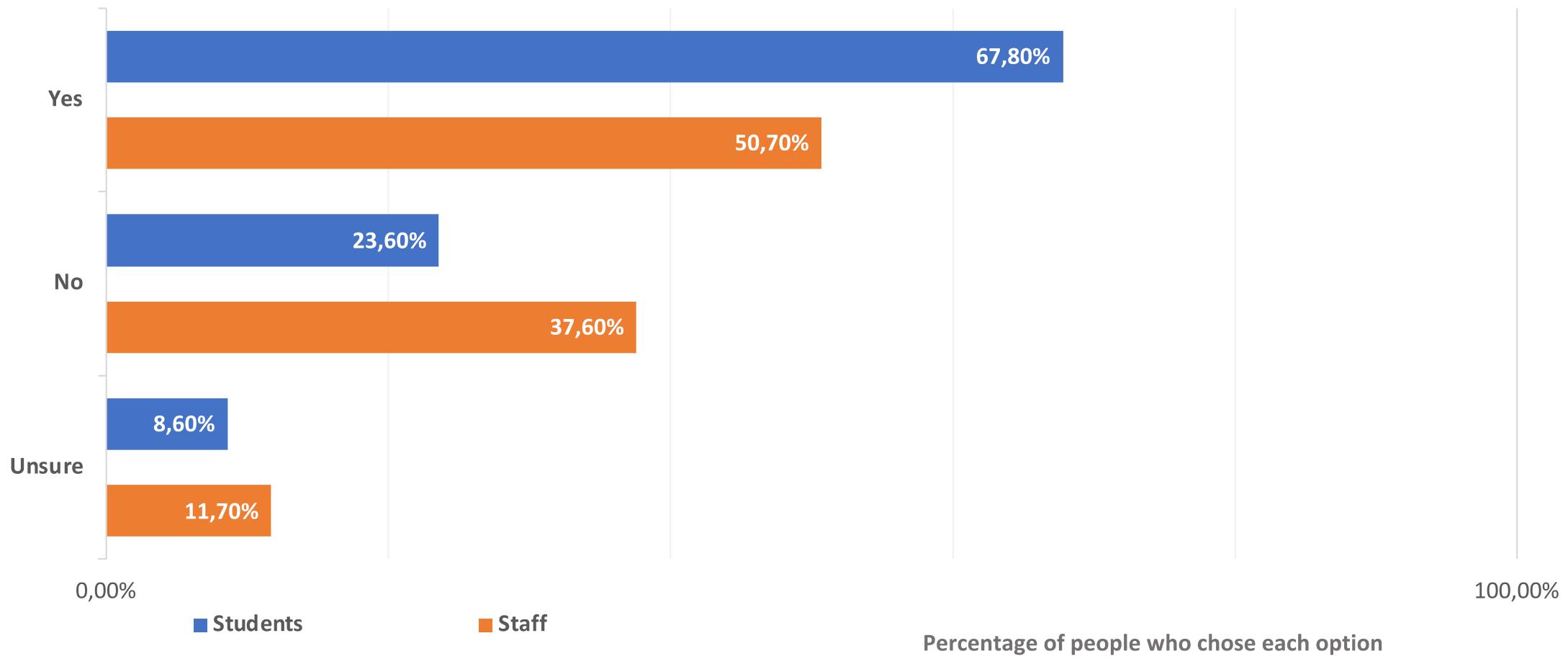


## Consumption of fish (including shellfish) in a week



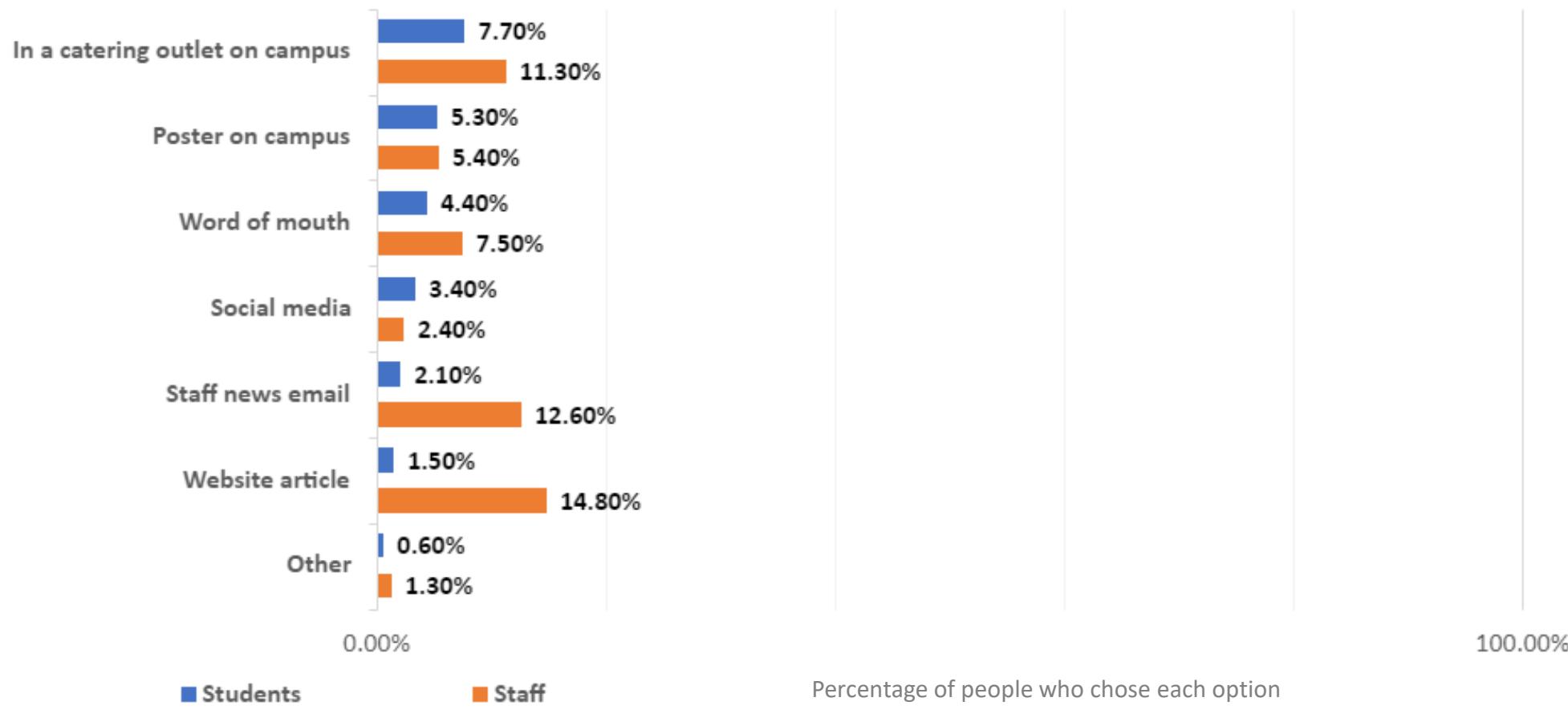


Before today, were you aware of the Sustainable Food Commitment at the University?





## Where have you seen information about the Sustainable Food Commitment?





## Reducing packaging

55% students and 44% staff have noticed an impact in this area

23% students and 16% staff have chosen food/drink differently as a result of changes in this area

## Food waste

47% students and 28% staff have noticed an impact in this area

19% students and 8% staff have chosen food/drink differently as a result of changes in this area

## Meat consumption

38% students and 32% staff have noticed an impact in this area

14% students and 11% staff have chosen food/drink differently as a result of changes in this area



## Seasonal and local food

28% students and 17% staff have noticed an impact in this area

10% students and 6% staff have chosen food/drink differently as a result of changes in this area

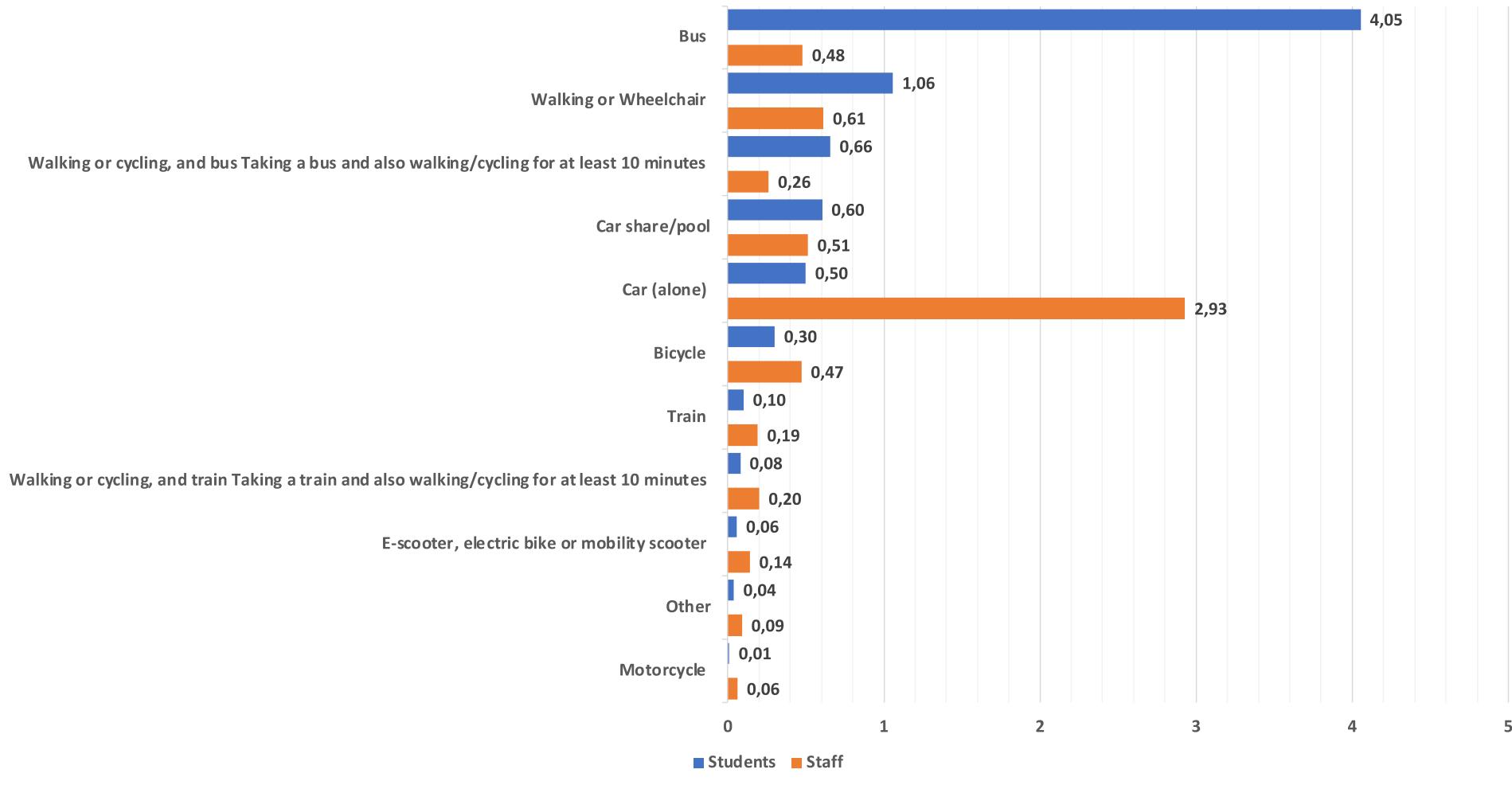
## Sustainable fish

16% students and 9% staff have noticed an impact in this area

6% students and 3% staff have chosen food/drink differently as a result of changes in this area

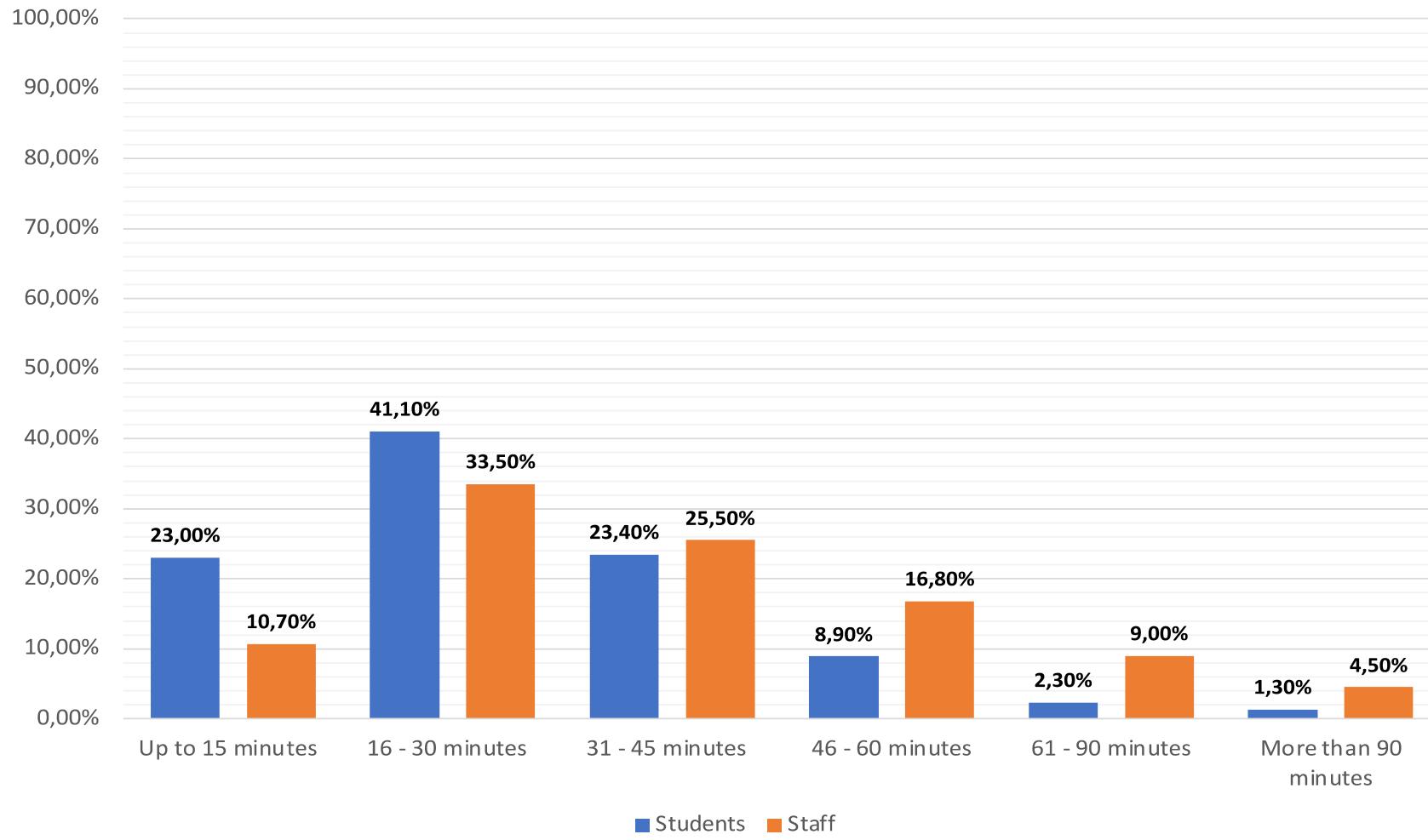


Average return trips commuting to the University in a week



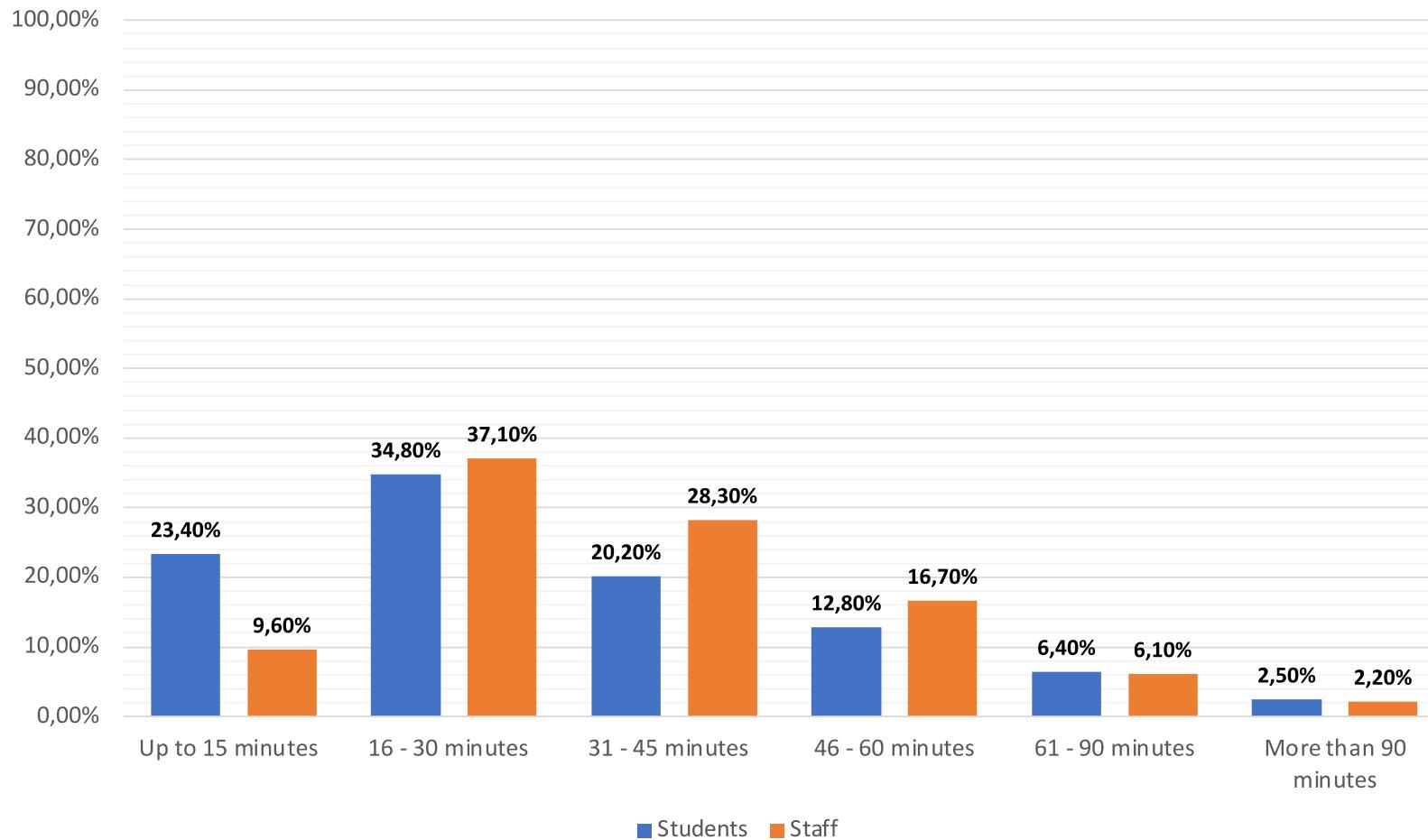


How long does your journey to work usually take?



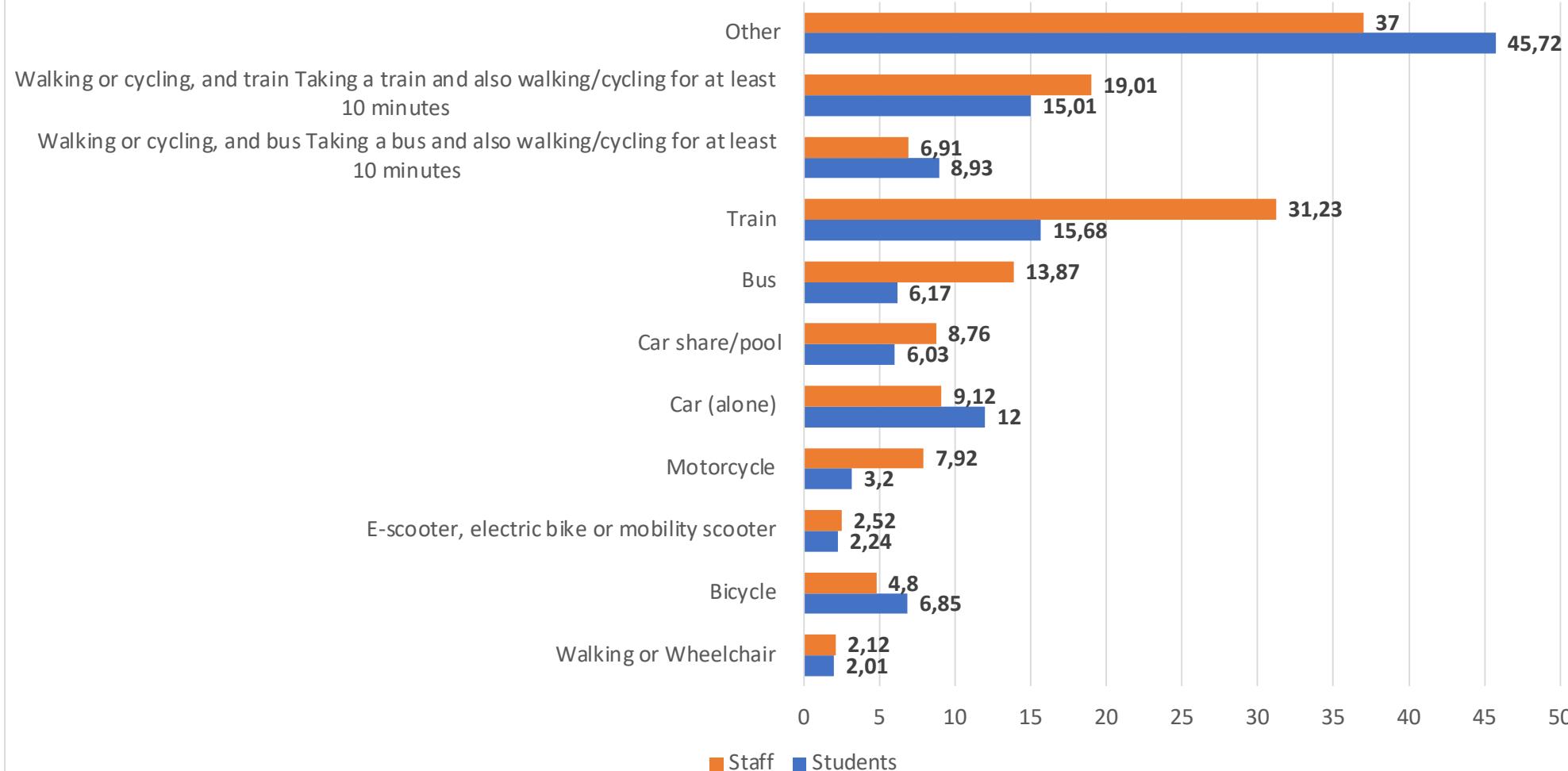


How long does your journey to work usually take? (data only for people who commute to work alone with a car)



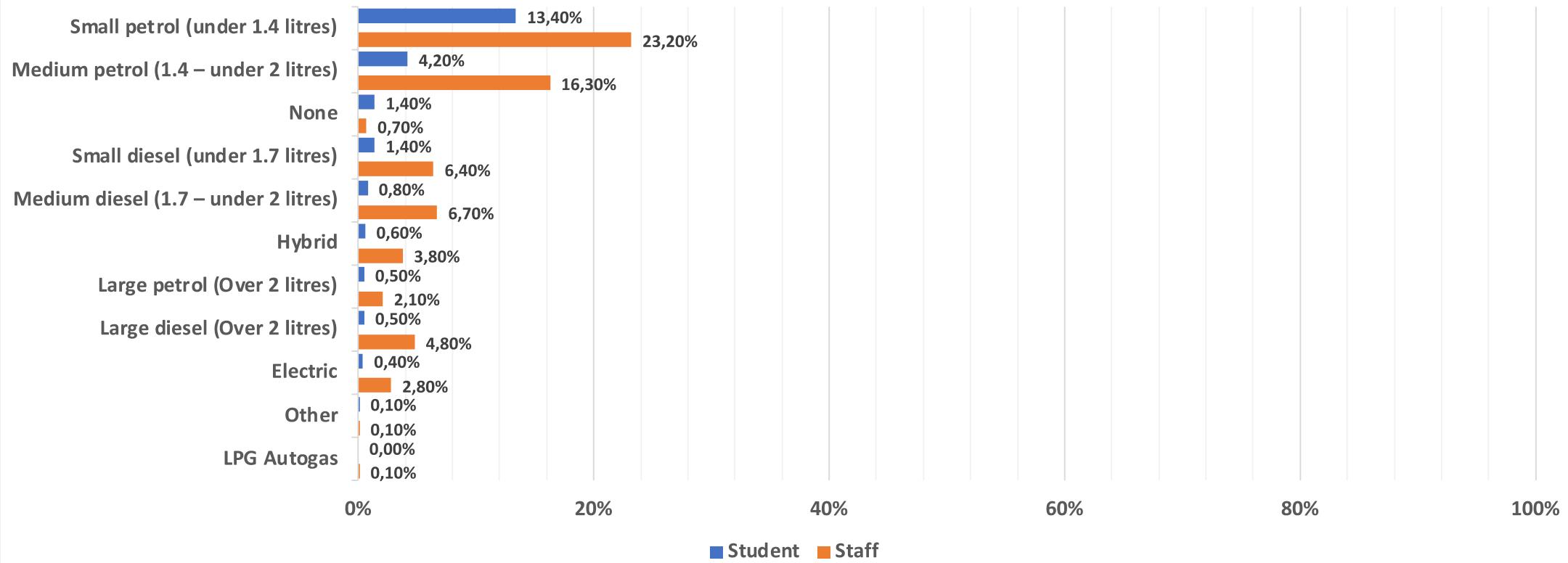


Average distance (in miles) travelled to university by staff and students according to mean of transport



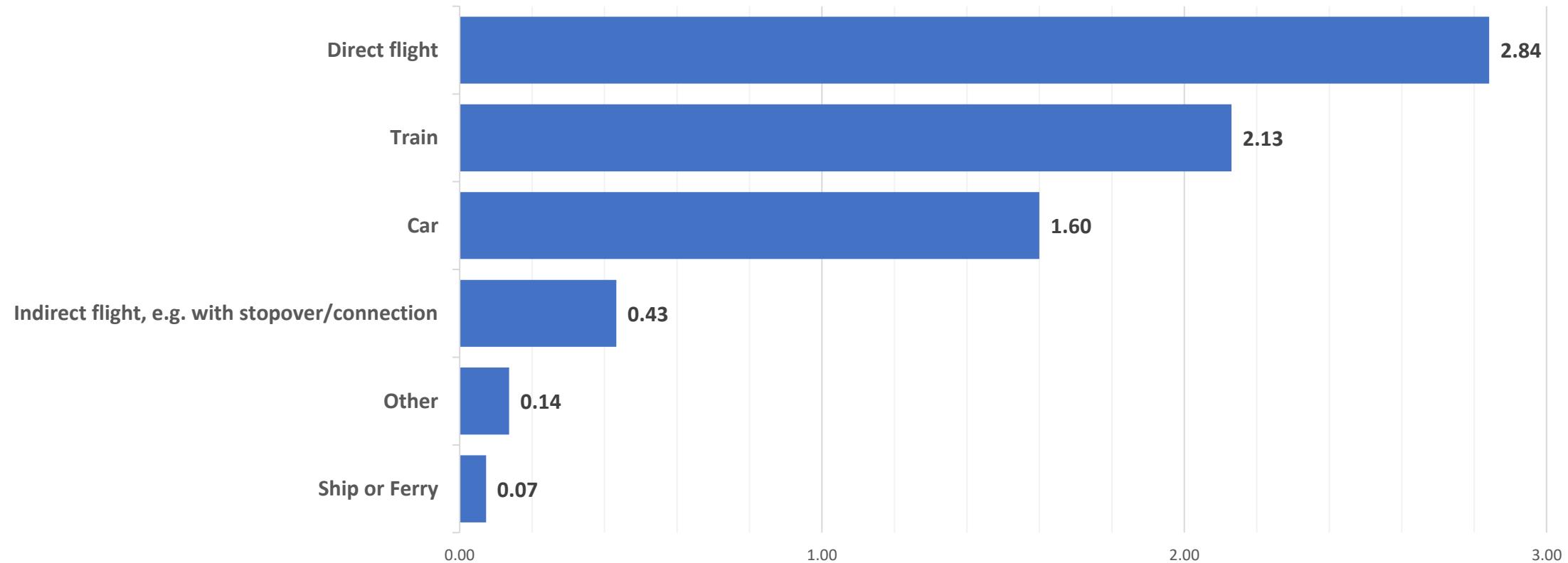


Types of cars used for commuting



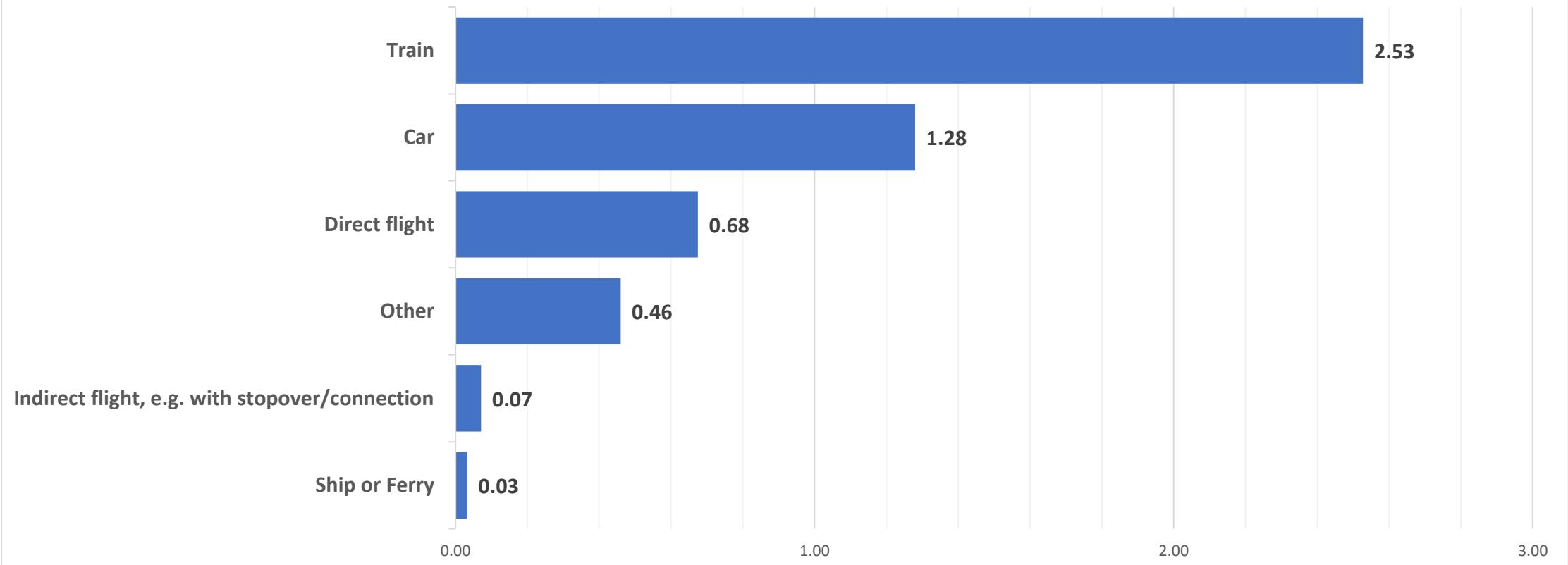


Average number of trips home per year by international students (by transport mode)



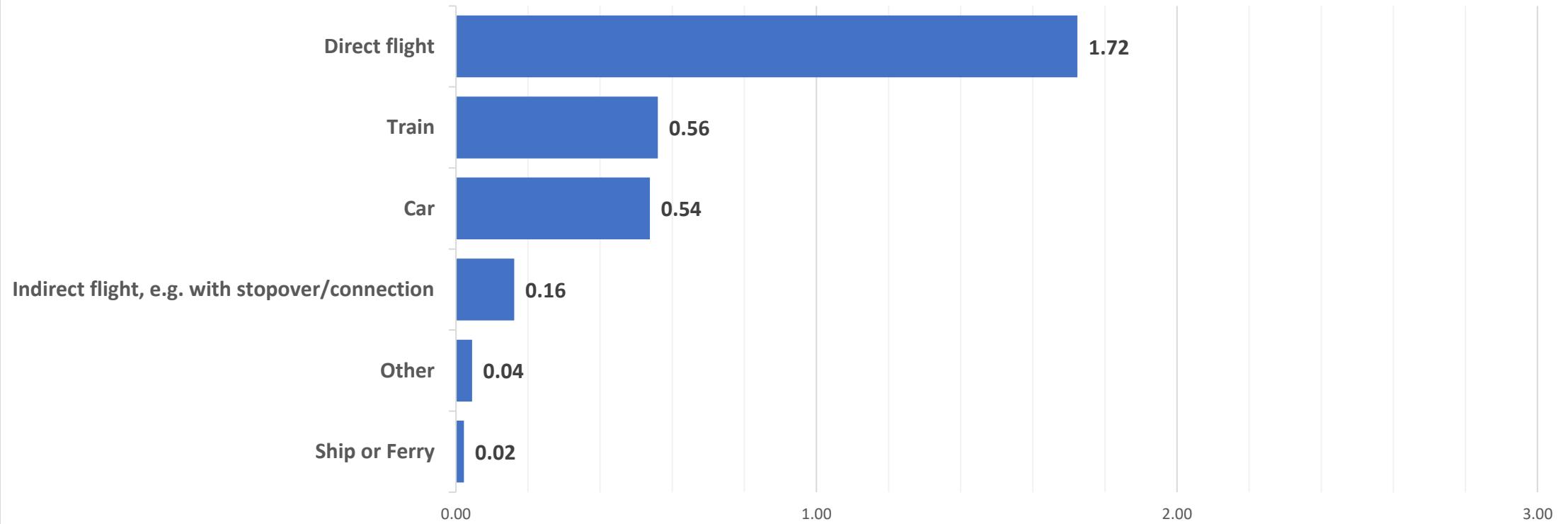


Average number of trips home per year by students on placement (by transport mode)



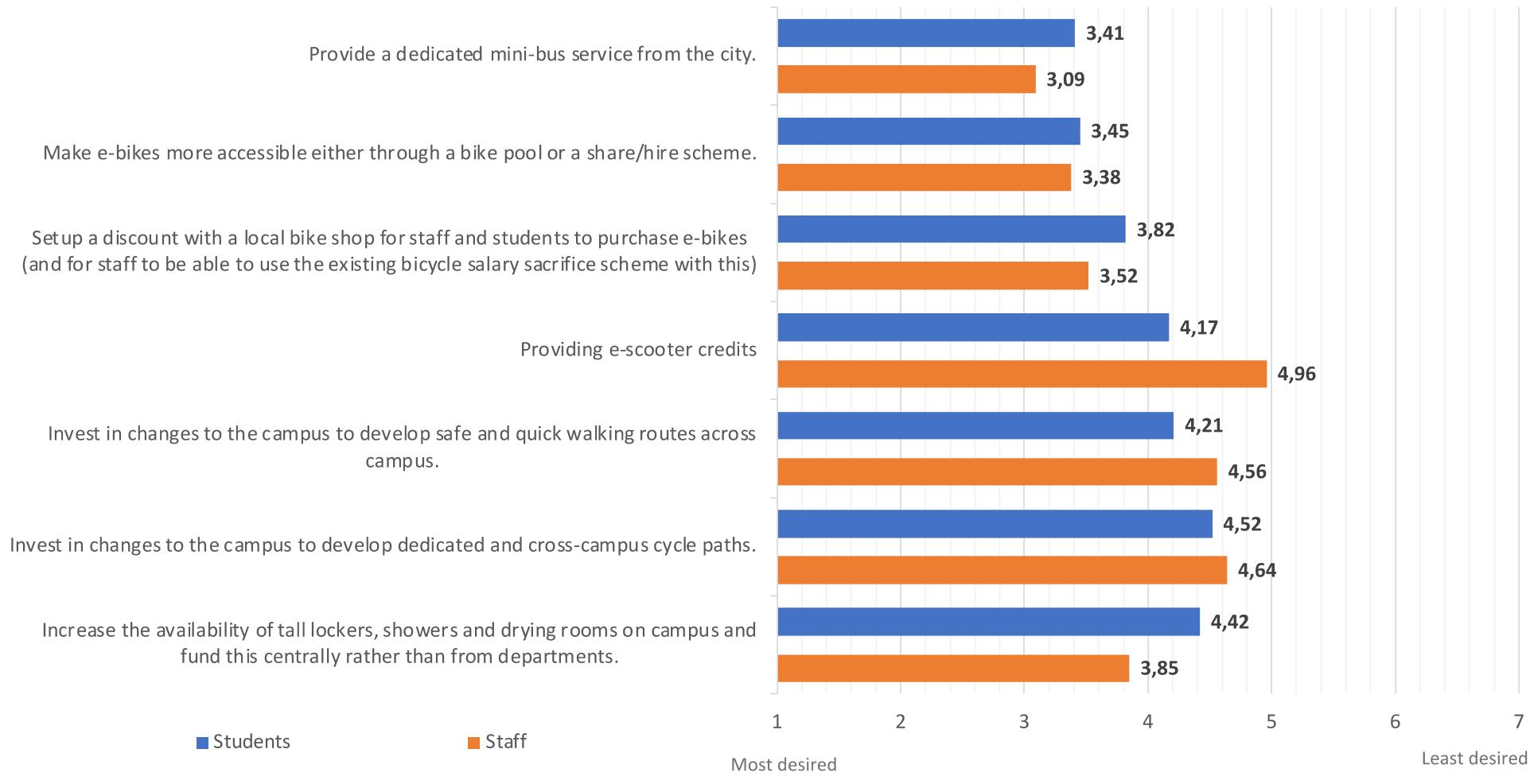


Average number of return trips made by family/friends of international students to visit the UK each year (by transport mode)





### Preferences for policies to support low carbon travel alternatives.





## Preferences for policies to disincentivise higher carbon transport options on campus by staff.

Increase the amount of electrical charging available for electric vehicles on campus, with a differentiated parking charge policy.

2,27

Increase parking charges on campus for higher earners, based on a sliding scale.

2,76

Increase parking charges on campus based on whether the staff member lives near a public transport alternative.

3,19

Increase parking charges on campus for more polluting cars (consider that lower polluting cars are often newer and more expensive).

3,21

Reduce available parking and use the space to offer more cycle storage and green space.

3,57





Please list any other ways for reducing University travel emissions that you would support:

## STUDENTS

1. More buses/e-buses
2. Bikes/e-bikes
3. Incentives
4. Safe walking paths
5. Improve campus facilities to support active travel
6. More cycling paths
7. Improve e-scooter provision
8. Car sharing facility
9. Increase work/study from home
10. Increase e-transport support/provision

## STAFF

1. More buses/e-buses
2. Increase work/study from home
3. Incentives
4. No penalties
5. More support for people living outside Bath
6. More cycling paths
7. Car sharing facility
8. Car scheme
9. Bikes/e-bikes
10. Improve campus facilities to support active travel

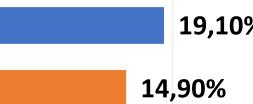


Which approach to achieving Net Zero do you think the University should take?

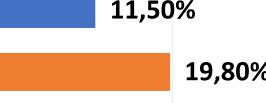
After taking all practical steps to reduce emissions, the University should pursue both insetting and offsetting with a long-term aim to phase-out or reduce offsetting in favour of insetting.



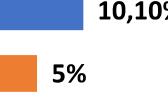
Offsetting should only be used to address residual emissions after all practical steps to reduce emissions have been taken



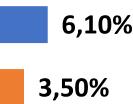
I don't have sufficient knowledge in this area to make an informed decision.



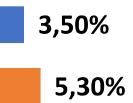
The University should use offsetting to address more than just our residual emissions, also covering emissions from areas where it is technically possible to reduce emissions but may be difficult to do so...



The University should use offsetting to address all our emissions, as an alternative to reducing our emissions and to investing in a low carbon campus.



Offsetting is never acceptable; the University should instead take a different approach to reach Net Zero. (If you have an approach in mind, please write this in the box below.)



■ Students

■ Staff

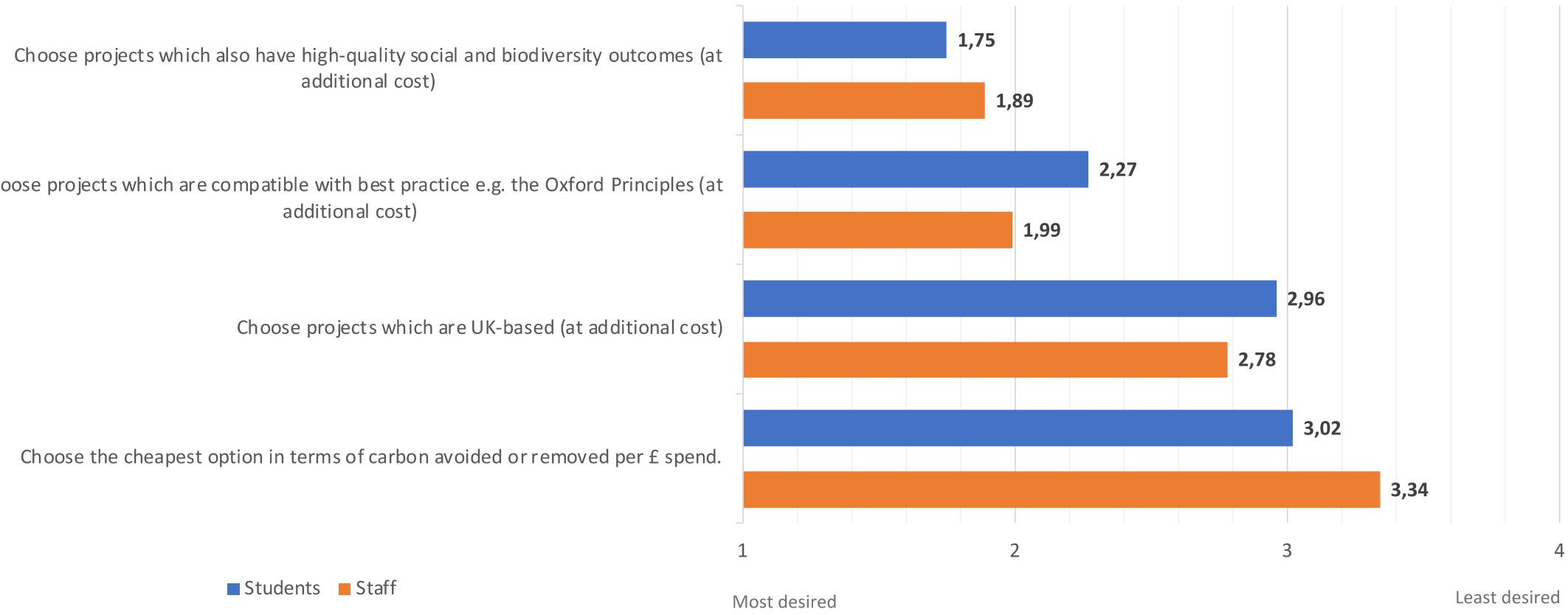
0,00%

100,00%

Percentage of people who chose each option



What do you think the University should prioritise if it chooses to offset?





## Partnerships

Staff and students support the development of policies to guide who the University partners with, including for:

- **Research funding** – supported by 69% students and 61% staff
- **Alumni funding** – supported by 55% students and 59% staff
- **Other partnerships** – supported by 59% students and 59% staff

31% students and 33% staff think the University should fully commit to the **Fossil Free Careers Campaign**



## How do you think the University of Bath should respond to the Fossil Free Careers campaign?

The University should continue to work with a wide range of companies, including fossil fuel companies, but work harder to empower students with the skills and knowledge to be able to work for them and...

26,30%

27,60%

17,90%

24,80%

I don't have enough information to answer this question.

The University should fully commit to this campaign and also develop a policy that prevents partnering with any organisation or company responsible for causing social and environmental harm.

16,20%

19,70%

The University should fully commit to this campaign and stop supporting those companies most responsible for climate change.

14,60%

13,10%

The University should seek to offer career and work placement opportunities and guidance in alternative industries as much as possible but still allow some representation from fossil fuel companies.

14,30%

7,80%

The University should support students in accessing information about as wide a range of career opportunities as possible, regardless of the company's impact on climate change.

10,70%

7,00

■ Students

■ Staff

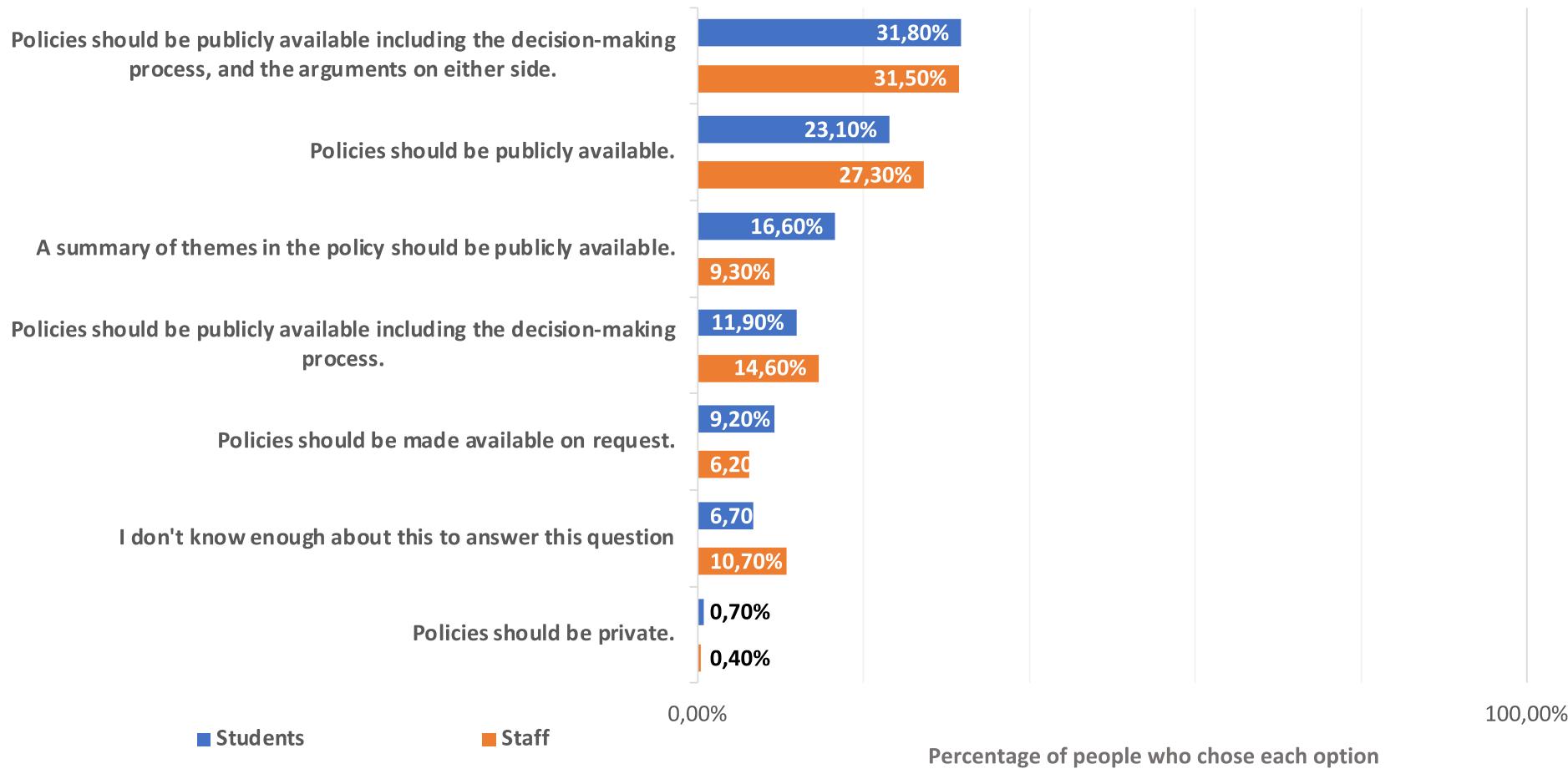
0,00%

100,00%

Percentage of people who chose each option



If we developed policies to guide who we partner with, should they be open and transparent?



Find out more:  
[bath.ac.uk/topics/climate-change-and-the-university-of-bath/](https://bath.ac.uk/topics/climate-change-and-the-university-of-bath/)

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For any queries, please contact  
[climateaction@bath.ac.uk](mailto:climateaction@bath.ac.uk)



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