



# NUS Students' Green Fund: engaging academics

15 September 2014, 12:00-13:00

## Speaker(s):

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**Stephanie Lynch**, Environmental coordinator (SU), University of Liverpool

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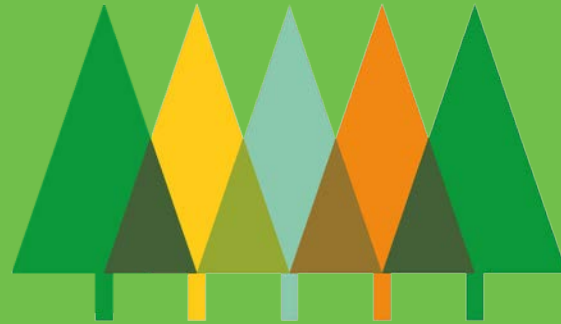


national union of **students**

# Students' Green Fund

Engaging Academics

# Exeter Students' Guild



# STUDENTS' GREEN UNIT

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UNIVERSITY OF EXETER  
STUDENTS' GUILD

*A professional unit empowering students to shape  
sustainability through behaviour change*

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# How have we engaged academics? Four ways of academic supervision for our projects...



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## 'THE MENTOR'

Approached prior to projects beginning.

Academic mentor acts as advisor to many projects.



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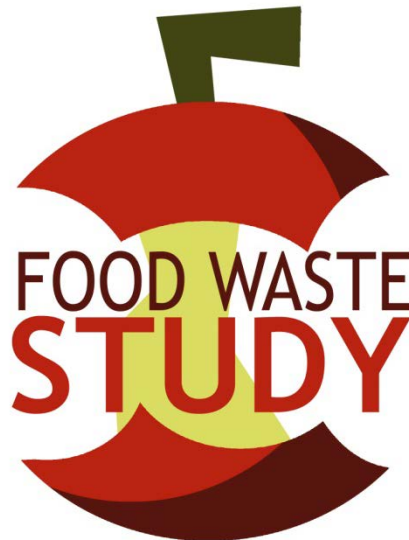
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# 'THE TUTOR'

Style-Cycle, Face 2 Face, Food Waste Study

Student has idea, applies for funding and support from SGU

Student approaches their own tutors and lecturers for help



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## 'THE LEADER'

Four students won Grand Challenges 2013 with the idea of a competition between halls to use less water. PhD student already involved as a supervisor



This year the project came to SGU with PhD student to put plan into action

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# GRAND CHALLENGE

Tackling 21<sup>st</sup> Century challenges together



# 'THE READER'

## Going Wildwards

Student leader and coordinator use academic papers to design their own research.

Links with external communities and conducts citizen science



## Slow Food Cooking Classes

Students leaders provide education from research (local food, less packaging) while teaching students to cook.



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# Student Led Action Research on ESD

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Samantha Oxford

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Students

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Charity Number: 1137398  
Company Number: 07324992



# Liverpool Guild of Students

# Aims of ESD Strand

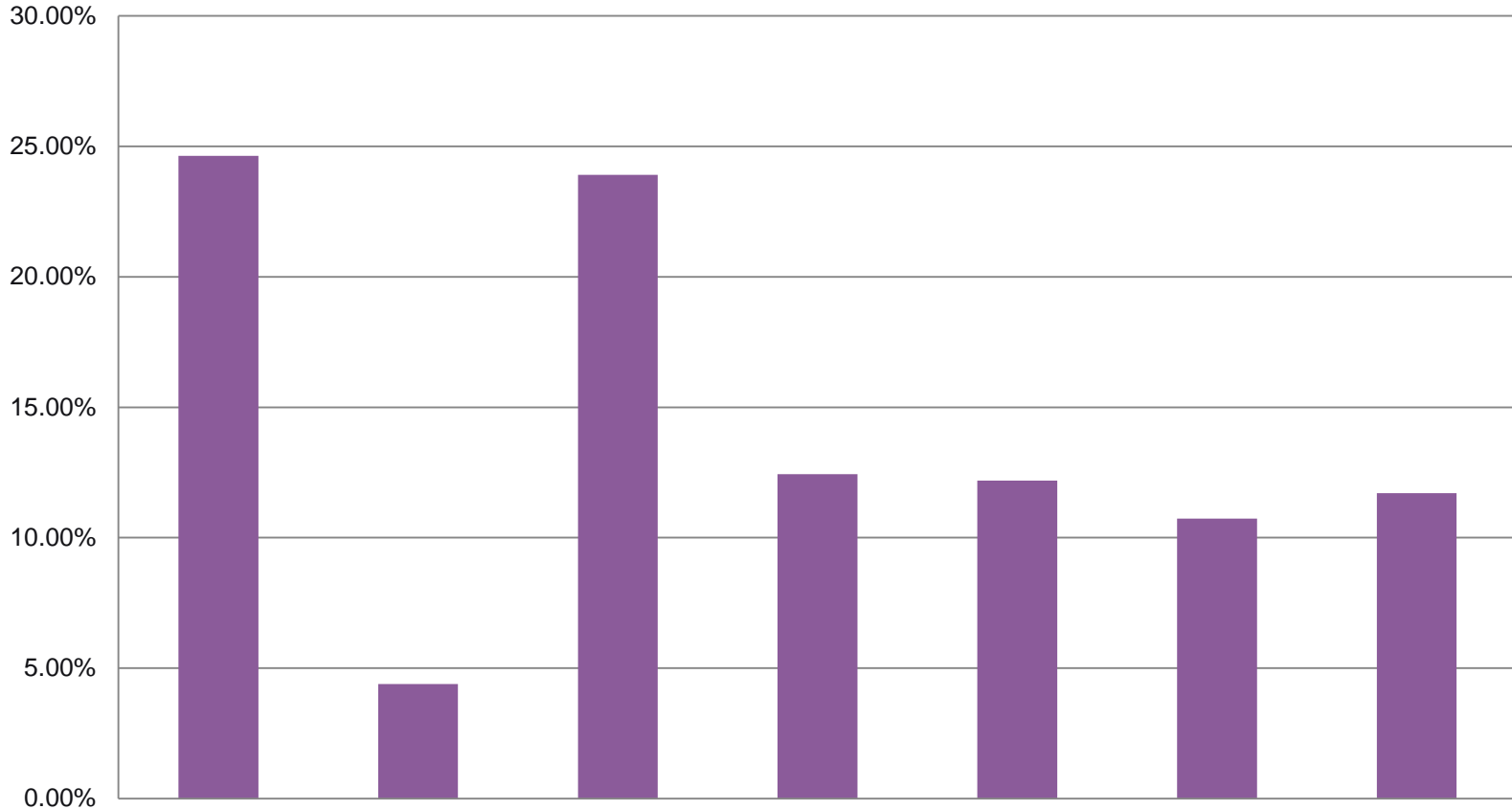
- **Aim 1(Baseline):** To determine the level of awareness of and engagement in student 'pro sustainability' attitudes and behaviours
- **Aim 2 (Research):** To research student perspectives on ESD in the curricula.
- **Aim 3 (Planning):** Inform University curriculum planning.

# Methodology

- Quantitative - Questionnaire Survey
- Qualitative – Focus Groups
- Student led

# Values and Attitudes

## Segments (defra)



Liverpool  
Guild of  
Students

Positive Greens  
Liverpool Guild of Students  
160 Mount Pleasant, L3 5TR  
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www.liverpoolguild.org

Concerned Consumers  
Charity No: 1137398  
Company Number: 07324992

Green  
Guild

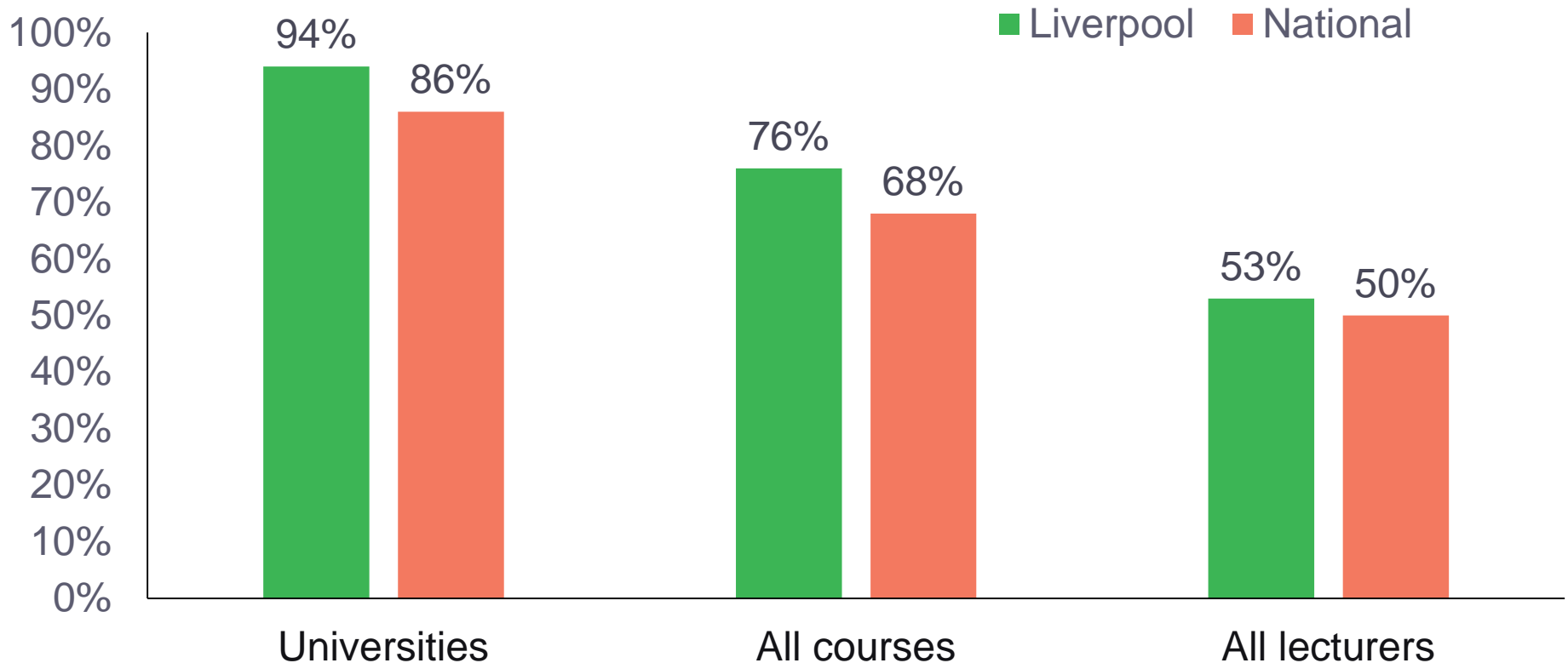
Honestly Disengaged  
nus  
Students'  
Green Fund

# Outcomes

- Working Group including CLL, Academic, Facilities and Guild staff
- 21 Green Course Ambassadors recruited across all 3 Faculties
- 592 responses to ESD Survey
- 4 focus groups held

# ESD Survey Findings

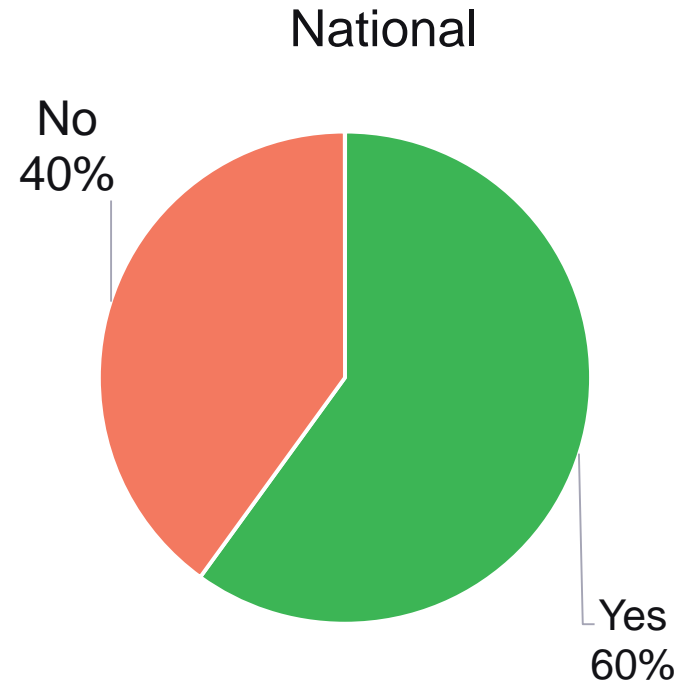
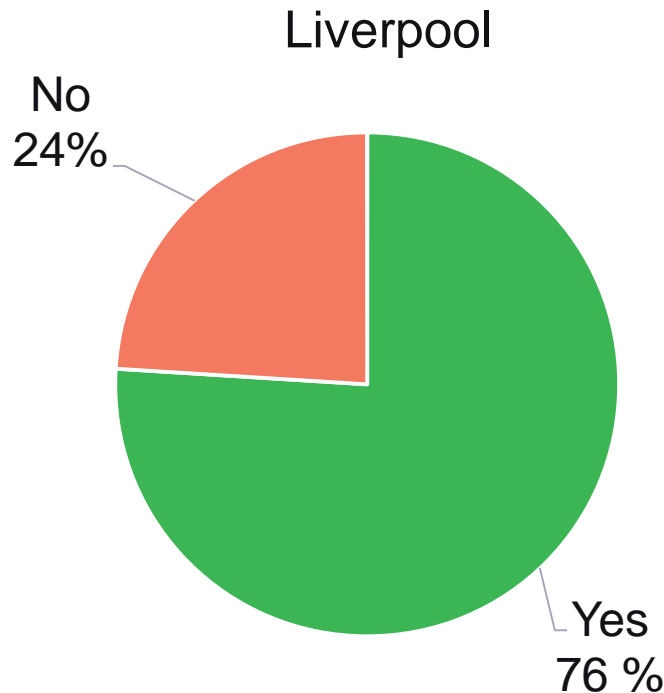
Who should actively incorporate and promote sustainable development? N=592



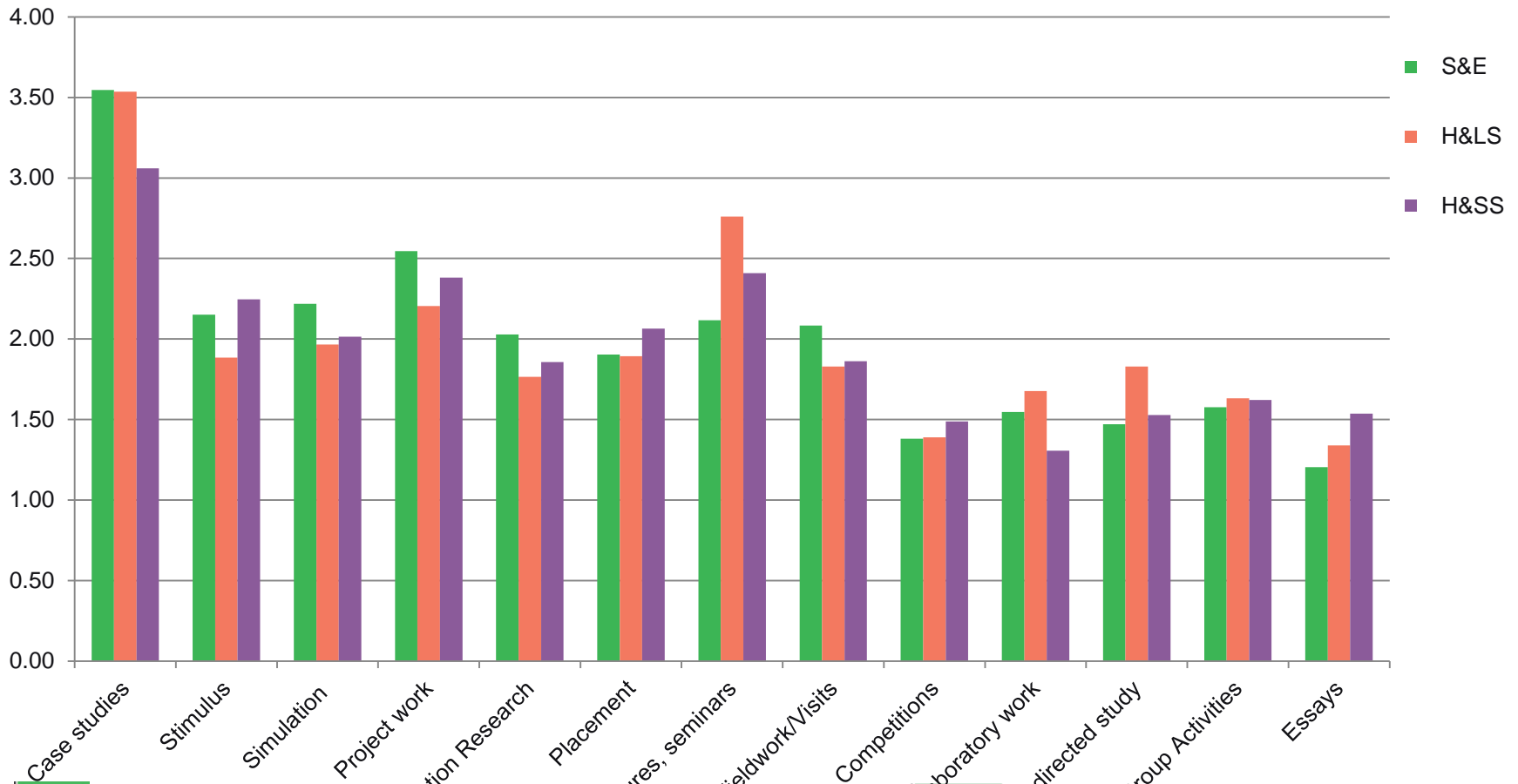


# ESD Survey Findings

**I would like to learn more about sustainable development,  
n=592**

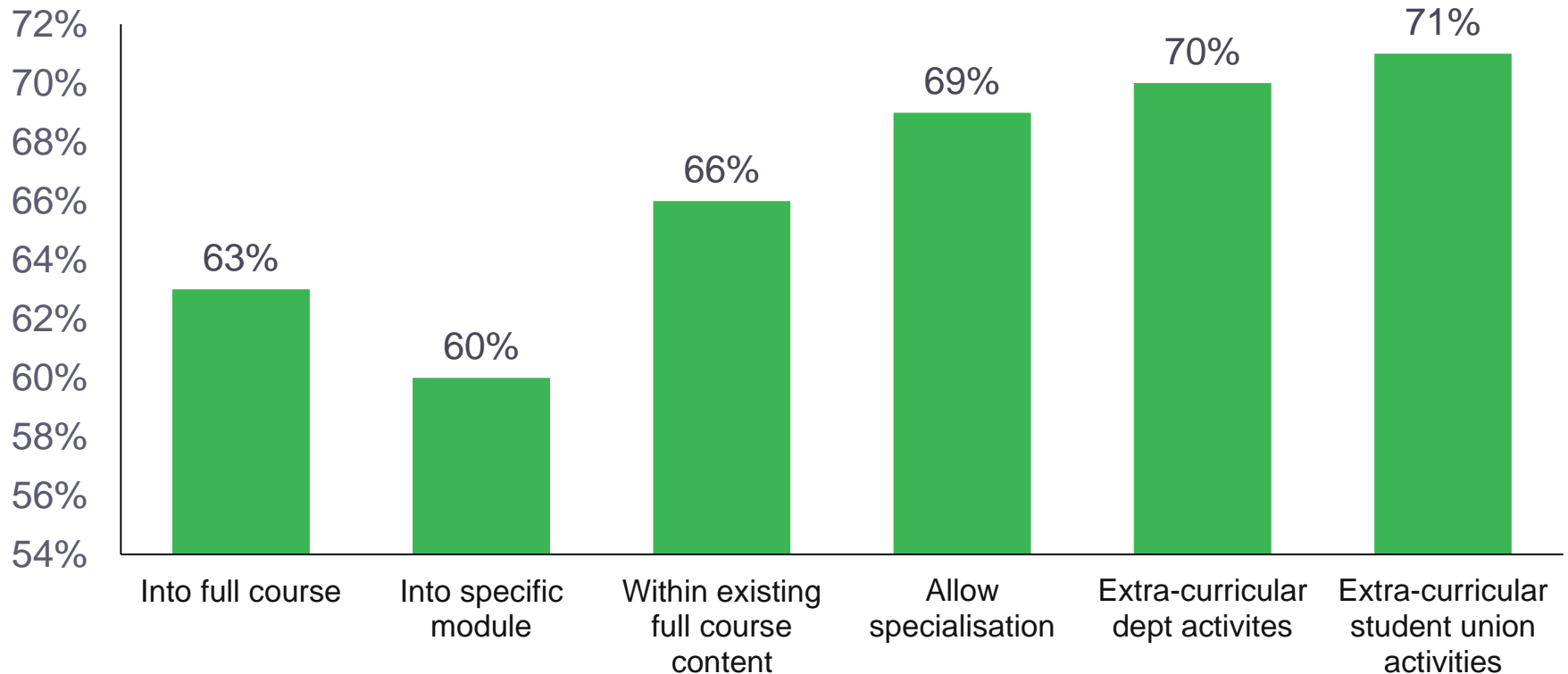


# Preferred Learning Method by Faculty



# Preferred mode of Inclusion

**Inclusion of social, economic and environmental skills into your course, n=592**



# Focus Group - Understanding

.....there is a greater need for awareness and understanding

Sustainable Development is an oxymoron

Many do not even watch the news!

# Focus Groups - Learning

On-line resources are important

an integrated model rather than discrete module

Group work using case studies can be linked to your own discipline

we hope that there was more sustainability incorporated into the courses in business studies

a lecture would be a little bit boring

Motivation by lecturers is very important

We had primary school classes (in China) on how to live a better life and how to protect the environment...

# Focus Groups - Relevance

There are a lot of theories and you can't relate theory to sustainability or sustainable development

There are links with sustainability and the economy in making the whole society

They are teaching us that you have to save the environment because your customer would like you to do so

It is not what you do but **WHY** you do it

Sustainable development is important on any course

# Recommendations

1. Increase communication - awareness and understanding of the relevance of ESD to all disciplines and levels, both students and staff.
2. Develop self-assessment diagnostic tool which signposts appropriate resources at suitable level of activity.
3. Make future focus groups available in additional languages including Mandarin.

# Next Steps

1. Distribute Report
2. Engage with institutional response to QAA Guidance
3. Further staff and student engagement events including recruitment of Green Course Ambassadors



# Bristol Students' Union



# Engaging Academics through ESD

The University of Bristol Students' Union

Quinn Runkle

Student Green Fund Project Coordinator

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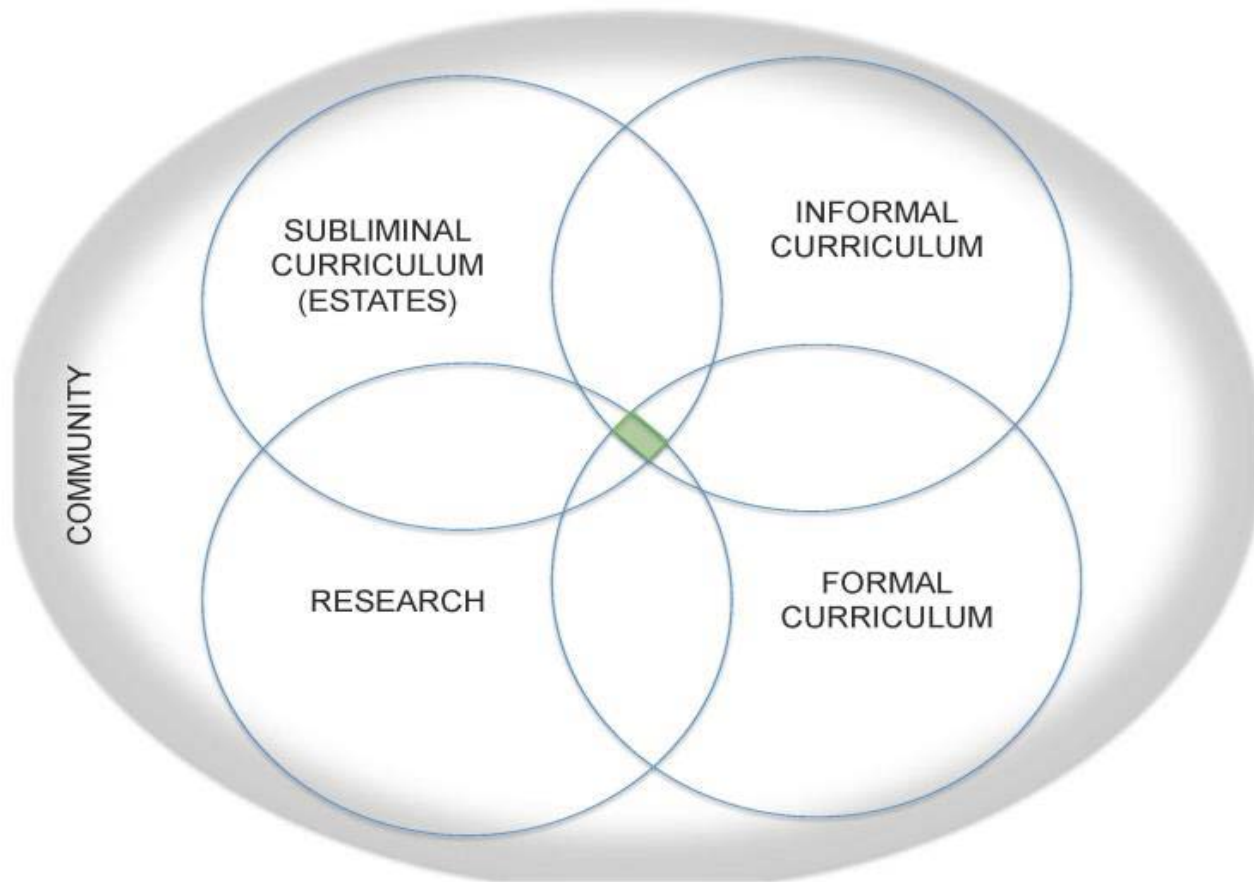
# What is ESD?



## Our Approach:

- Student led
- Partnership focussed
- Utilising existing systems and processes
- Open access resources

# A Holistic Experience



# The Student Learning Path

## LEARN

- A student may learn about ESD for the first time via their formal curriculum. By making a connection between what they are already interested in studying and sustainability they better understand the importance in their own life.

## ACT

- Once they have a grasp of the importance, they need to be compelled to act. Through fun and exciting programmes, students are pushed to adopt new sustainability behaviours. This incorporates behaviour change and community based social marketing strategy.

## ENGAGE

- Students who are either already 'positive greens' or have become especially involved in the two earlier strands are then encouraged to volunteer. This can be through the UBU Get Green core team or through other specific programmes which we support. This strand is focused on student leadership and skills development.

## CREATE

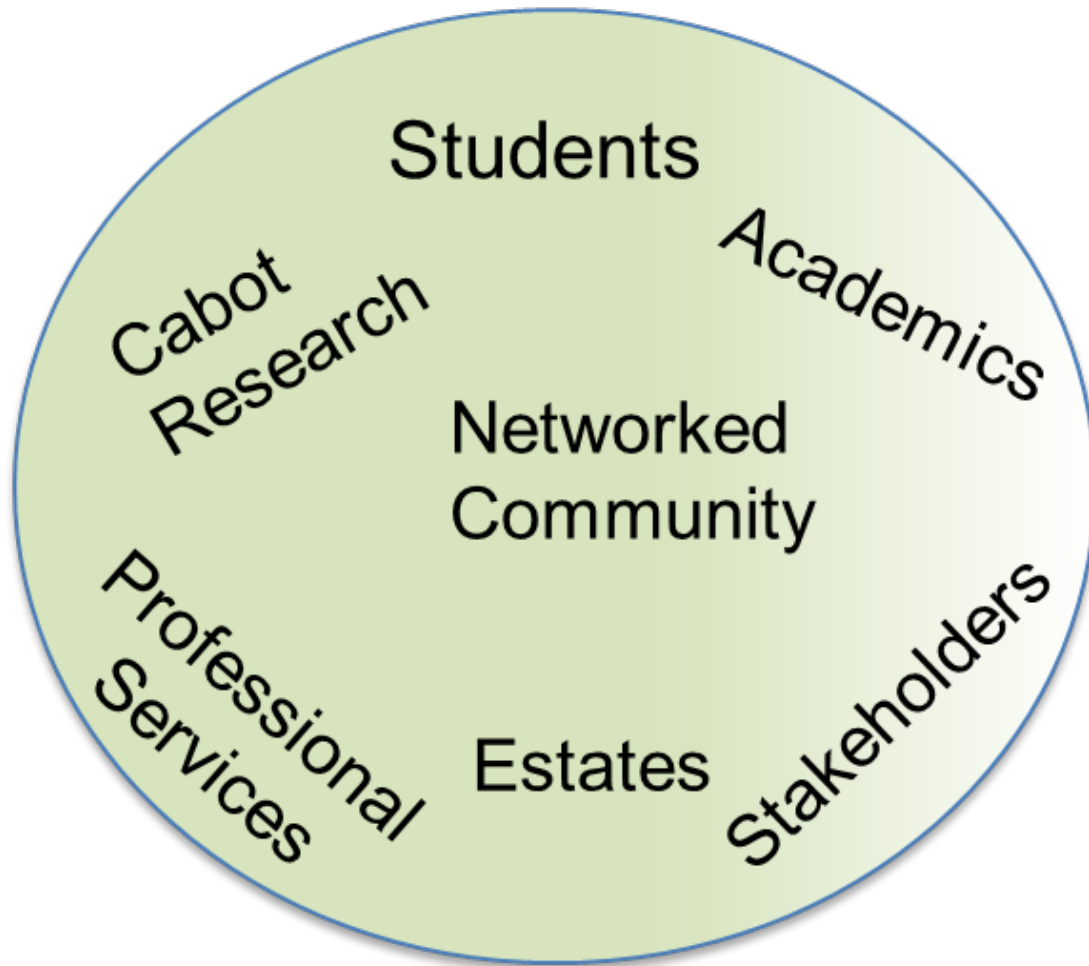
- Finally, student leaders can access financial and staff support to make their own campaigns, projects, or programmes a reality!

# Skills students felt they gained from UBU Get Green:

- Future thinking
- Interdisciplinarity
- Critical thinking
- Social / collaborative thinkers
- Making a difference
- Creative solutions
- Innovation
- Empowerment
- Self belief
- Partnership
- Empathy
- Self efficacy
- Adaptive capacity
  - evidence based thinking
  - Ability to handle risk, uncertainty
- Holistic /integrative thinking
- Personal ethical code
- Vision, motivation and resourcefulness

Collaboration and team work	100%
Event planning	90%
Meeting other likeminded people	90%
Creativity	70%
Oral communication	70%
Made a difference in my University	70%
Fun	60%
Greater sense of belonging in Bristol	50%
Persuading others	50%
Individual work	30%
More prepared for future career	30%
Leadership	20%
Budget Planning	20%
Promotions	20%
Public speaking	20%
Problem solving	10%
Prioritisation	10%
Time management	10%

# A Collaborative Approach



# Our Strategy

- Conduct a baseline of the formal curriculum
- Conduct a baseline of the informal curriculum
- Conduct a survey of student opinion
- Facilitate curriculum change agents
- Engage 500 students in ESD





# Working with Academics

- Start the conversation with the baseline results
- Let students lead the process
- Be cautious about use of language
- Make use of existing systems





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**Thank you!**

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Any questions?