TEDDY GOING GREEN

an Aularian-led sustainability survey

SEH Community Feedback Report
– JCR – MCR – SCR – Staff –

October 2019

Executive Summary

In response to growing interest to reduce the environmental footprint of the college, a group of students, fellows, and teachers (Aularians) of St Edmund Hall (SEH) designed and conducted a survey in the summer of 2019 to explore reactions to achieving greater environmental performance at the Hall. In parallel, the Governing Body and the Principal were developing a 10-year college strategy, launched on October 1, 2019 that incorporates environmental education, estates, and culture throughout the strategy, including an aim to become Oxford's greenest and most environmentally sustainable college. The 2019 "Teddy Going Green" survey created a unique opportunity to uncover ideas, insights, and concerns from SEH students, teachers, fellows, and staff related to the college's now boldly stated commitment to reduce the college's environmental footprint.

The Aularian-led survey gathers feedback from 157 members of the SEH community, or 18% of students, teachers, fellows, and full-time staff. Results provide a useful starting point for the next phase of work in implementation planning and action in pursuit of the strategic priorities established in the 2019-2029 college strategy.

Survey results reveal broad support for SEH efforts to reduce its impact on the environment through estates, catering, and operations while also boosting the college's impact and visibility by leading on environmentally focused academics and demonstrating measurable progress. While a number of respondents allege support for any path to reducing the college's environmental footprint, most urge a measured approach that is sensitive to the Hall's academic priorities and cultural heritage, and SEH community members' priorities of comfort, access, and choice.

In this context, the survey results illuminate a clear set of suggested approaches to drive environmental performance at the Hall. The SEH community favours energy conservation, especially improvements that will improve heating comfort and lighting quality, and procurement of clean energy and environmentally friendly products for college operations. SEH community members also express support for improved provision of recycling and food waste receptacles, including clarity on what items are or are not recyclable and increased scrutiny into the college's collection and disposal practices. In addition, the survey finds that the SEH community supports a more verdant, plant-filled college site, more plant-based meal options in college catering, and that meat is not presented as the default option. Findings also include an interest in greater scrutiny over the environmental impact of the college endowment and support for increased educational offerings for environmental awareness and action. Importantly, survey respondents suggest that these initiatives can be paid for, in part, by savings, by the returns accrued from these strategies, or by various proposed fundraising ideas. Many members of the SEH community have expressed an eagerness to help.

Project Contributors

A cross-community team of Aularians contributed to this project, from project inception and planning to survey design, dissemination, data collection, analysis, and visualisation. Individuals are listed by their common room affiliation and their year of matriculation or membership in the Hall. All photos included in this report are taken by Jeremy Sigmon.

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Acknowledgments

The team of JCR, MCR, and SCR Aularians would like to thank Principal Professor Dr. Katherine Willis for inspiring enthusiasm for this project by her initiative both to convene the provisional Environmental Working Group in January 2019 and to coordinate the installation of the living green wall in April 2019. Each of these has sparked dialogue amongst Hall communities about what the Hall is and could be doing to reduce our impact on the environment.

In addition, we would like to thank the following staff who have been helpful in seeding ideas and offering guidance on this Aularian-led project:

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Table of Contents

Introduction

On January 30, 2019, a provisional Environmental Working Group composed of Aularians and staff convened for an exploratory meeting about the environmental footprint of St Edmund Hall (SEH) and what could be done to make improvements. The meeting illuminated several areas in facilities, academics, catering, and programming where environmental strategies had been implemented, with varied success. Students attending the meeting concluded that, in order to move forward on future environmental projects at the Hall, it would first be useful to develop an understanding of SEH community support for and ideas on environmental initiatives. As a result, a group of Aularians took initiative to develop and conduct a survey of the Hall community in the summer of 2019.

In parallel, Principal Katherine Willis had already begun working with staff and Aularian members, particularly the Governing Body, to develop the Hall's first 10-year strategy in its 750-year history. This strategy, released on 1 October, 2019, establishes a bold new set of aims in order "to ensure that this historic and inspiring institution is fit for purpose for at least another 750 years" (Willis, 2019). Environmental objectives are included throughout the 2019-2029 strategy document, including in estates, where the aim is "To become the greenest and most environmentally sustainable college in Oxford, with a stock of high-quality student accommodation and an estate that fully meets the needs of the college community" (St Edmund Hall, 2019 p. 22).

Findings from the "Teddy Going Green" survey provide insight into how the several environmental goals and objectives in the new SEH 2019-2029 strategy can be realised. Importantly, findings reveal hopes, concerns, and needs shared by SEH students, teachers, fellows, and staff, as well as their insights, critiques, and ideas. As the 2019-2029 strategy clearly articulates, the college is currently bounded by a number of constraints that will make the achievement of this and other goals challenging, but not impossible. The authors' hope is that the findings from this survey provide a constructive starting point for dialogue within the Hall as the new strategy moves from ideas to action. Indeed, action is needed from institutions young and old, and from all of us if we hope to preserve and restore a greener, more sustainable world for the 750 years to come.

To view the 2019-2029 strategy, visit: https://www.seh.ox.ac.uk/discover/our-vision.

Methods

With input from staff, students developed and conducted a short, qualitative survey of the college community during 2019 Trinity and summer terms, titled "Teddy Going Green." The aim was to elicit suggestions, concerns and priorities regarding sustainability goals and actions for the college.

After an initial question gauging interest in the task of "greening The Hall", the main body of the survey consisted of three narrative questions in which respondents were encouraged to make suggestions and raise concerns. Finally, a number of questions assessed interest in being actively involved in college sustainability and whether respondents were still likely to be involved in college life in the coming years.

The surveys were distributed amongst the JCR, MCR, SCR, and staff communities by respective representatives through various channels, such as email and Facebook. Responses from the JCR, MCR, and staff were collected between 7 June and 15 July. Responses from the SCR were collected between 5 August and 30 August. The survey questions and response rates from each group are shown in **Table 1**. Responses were captured, reviewed and analysed and the results of this process are presented in this document.

From July, team members volunteered time to organise and analyse the data that is presented and summarised in this document. For the four questions with substantive, written responses, R was used to develop word cloud visualisations to illustrate data scaled by response frequency.[1]

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[1] The R code for data visualisations developed for this report can be found at <u>this link</u>.

Results

Out of a total SEH community of 888 individuals across the JCR, MCR, SCR, and staff, 157 (or 18%) participated in the survey. Responses are collected in this report and summarised in the following sections. A summary of findings from responses to the quantitative questions (1, 6, and 7) is first provided, followed by summaries of responses to the qualitative questions (2, 3, 4, and 5). Responses to question 8, which asks about housing locations and contact information for follow-up, is presented solely in **Appendix 8**, however names and emails have been excluded to maintain the anonymity of respondents. See **Table 1** for an overview of survey questions and SEH community participation.

All results incorporate feedback received from the 157 participants from the SEH community, except where otherwise noted. Individual responses and analyses of each group's responses are provided in numbered appendices that correspond with the numbered questions.

Table 1: "Teddy Going Green" survey overview and group participation

Q#	Question	Responses			
		JCR	MCR	SCR	Staff
All	**Total community [888]**	**396**	**296**	**99**	**97**
	Overall survey participation [157]	**53**	**63**	**24**	**17**
	Percent participation [18%]	**13%**	**21%**	**24%**	**18%**
1	How would you react to Teddy Hall possibly setting a goal to become the *greenest college* in Oxford? (0-100)	52	60	23	17
2	What specific actions or steps should we prioritise to lower our environmental footprint and achieve a greener, more sustainable Teddy Hall?	47	60	21	16
3	Please suggest any ideas you have for fundraising or how we can help finance sustainability interventions.	33	36	18	11
4	What would you consider to be *too much* or *too far* for the college in its efforts to "green the Hall"?	41	50	18	12
5	What questions, if any, do you have for the college about its current or future environmental initiatives?	17	25	16	9
6	Will you be studying[2] with Teddy Hall next academic year? (0 = another year with Teddy; 100 = last year with Teddy)	53	60	21	n/a
7	Are you interested in keeping informed or getting involved in our work to "green the Hall"?	53	62	23	16
8*	OPTIONAL: If you'd like, please share some information about yourself so that we can better understand your perspectives and so that we can follow up with you.	27	36	10	8
8a**	Name	21	32	10	8
8b*	This year's housing (name of SEH building or off-site)	27	34	5	4
8c*	Next year's housing (name of SEH building or off-site)	25	28	4	4
8d**	Email	20	33	7	8

Table note:
*Included in **Appendix 8** only.
**Not included in report but available for follow-up by Environmental Working Group team.

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[2] For the SCR survey, this question reads: "Will you be with Teddy Hall next academic year?"

Quantitative results (Questions 1, 6, and 7)

Survey question 1 invited respondents to rate their enthusiasm, on a scale from 1-100, for a bold environmental agenda at the Hall. Survey results from across the common rooms and staff reveal, on average, strong support for this goal. Participant data demonstrate that, on average, the JCR and MCR more favourably support this aim, awarding higher scores with a lower deviation from the mean. SCR and staff participants record a wider range of responses while still indicating generally strong support (see **Table 2** and **Figure 1**). In fact, more than half of JCR and MCR survey respondents indicate enthusiastic support (indicating a score of 100 on a 0-100 scale) for this goal.

Table 2: Summary of responses to survey question 1

Community	# of Responses	Average Score	Standard Deviation
JCR	52	89	18.96
MCR	60	90	19.88
SCR	24	72	29.74
Staff	17	76	27.54
Total	136	86.4	--

Figure 1: Support for SEH to set a goal to become the greenest college in Oxford
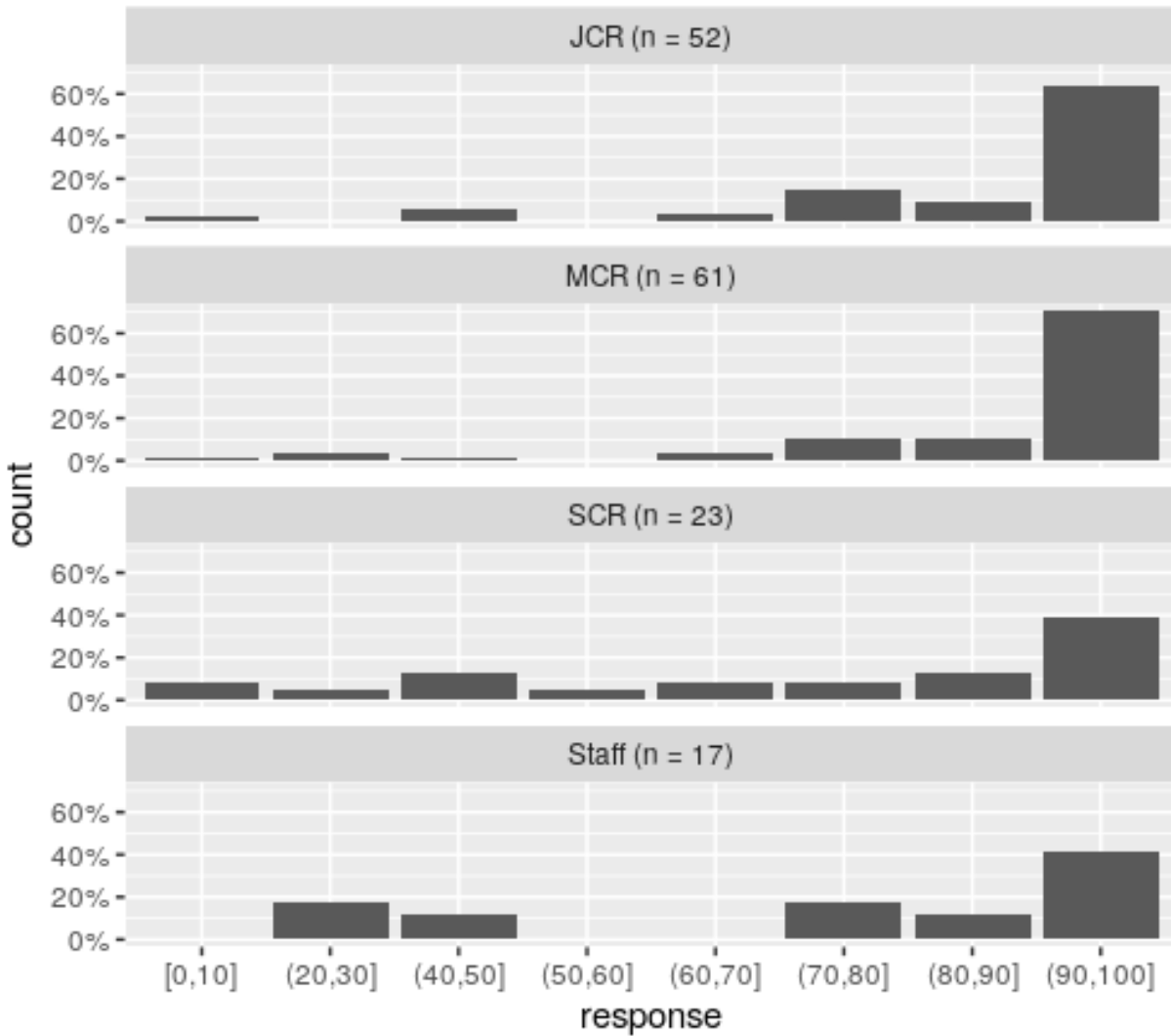
Survey results from question 6 reveal that most participants (94 of the 140 Aularians surveyed, or 67%) expect to be returning members of the JCR, MCR, or SCR in academic year 2019-2020. Additionally, there is a strong interest in keeping up to date with the environmental projects of the college. 86% of survey participants (135 individuals) across the common rooms and staff express an interest in keeping up to date with these projects. 55 of these 135 respondents (or 35% of all respondents) express a willingness to actively support these projects (see **Appendix 8**), however not all 55 identified a name and/or email to facilitate follow-up.

For more detailed information on quantitative questions (1, 6, and 7), including individual responses and data summaries, see corresponding appendices: **Appendix 1**, **Appendix 6**, and **Appendix 7**.

Qualitative results (Questions 2, 3, 4, and 5)

Q2: What specific actions or steps should we prioritise to lower our environmental footprint and achieve a greener, more sustainable Teddy Hall?

Data collected in response to narrative question 2 are summarised below and in **Figure 2**.

Energy and Carbon: The most commonly identified strategies to improve the environmental performance of the college are those related to energy efficiency of the college, especially in relation to heating and lighting. A common suggestion is to conduct an energy audit and monitor progress against a baseline. Many respondents also suggested setting a clear carbon reduction goal and setting clear, actionable steps to achieve it.

Waste Management: Survey results reveal broad interest in improving waste management, particularly through improved access to clearly labelled recycling bins, improved implementation of recycling collection and disposal, and reduced consumption of and waste from single-use plastics and paper. JCR, MCR, and staff identify problems in the execution of recycling. Staff respondents placed greatest emphasis on waste reduction from single-use plastics and paper.

Dining and Catering: Respondents from all groups identify interest in increasing the amount of vegetarian or vegan food on offer, suggesting various strategies to incent plant-based consumption and ensure the purchase of local, responsible foods, including meat. Respondents often suggest that meat is not presented as the default option. Food waste reduction – through various strategies including portion control, food donations, and composting – is also a commonly identified priority area for focus in the dining hall and in accommodations.

Vegetation: Respondents across all SEH groups expressed an interest in increased plants and gardens across the college, including praise of the new living green wall and several requests for more, similar enhancements to estates.

Sustainable Investing: Concerns are raised by participants from each common room about the college's investment portfolio and whether environmental responsibility is prioritised in investment decisions. Many responses also suggest evaluating SEH procurement practices to ensure that ongoing purchases are spent on products and with brands with a lower environmental footprint.

Academics and Culture: Respondents across all groups suggest various methods of increasing academic activities to focus on environmental topics, including public lectures, training for freshers on environmental practices, and a web page with tips and to track results. Several suggest establishing clear goals, measuring progress, and communicating results. One staff member summed up this panoply of ideas with the following: "This is a cultural undertaking" that requires all "to make this a collaborative, jointly-accountable project."

For more detailed information on narrative question 2, including individual responses and data summaries, see the corresponding **Appendix 2**.

Figure 2: Data visualisation of responses from all groups to survey question 2

Q3: Please suggest any ideas you have for fundraising or how we can help finance sustainability interventions.

Data collected in response to narrative question 3 are summarised below and in **Figure 3**. Across the JCR, MCR, SCR, and staff, many respondents approached this question with some degree of hesitation. Some point out that fundraising is a specific set of expertise. Others point out that college efforts to reduce waste and optimise efficiency can and should be cost-effective, thus paying for itself. A few prevailing fundraising recommendations emerge, however.

Alumni & Campaigns: Many survey participants identified alumni as a key target for fundraising initiatives. Related ideas include business sponsorships, partnerships with like-minded organisations or donors, and building an attractive brand for SEH around environmental sustainability that can attract investment. MCR and SCR members urge the college to develop an environmental projects "wish list", preferably prioritised for maximal impact and yield for the Hall, that clearly articulates the projects that could be invested in from any funding source.

Green Fees: Students often suggested introducing voluntary green fees that could be added to battels and help fund some of these projects, fund student-led environmental projects, or even pay back investments made into college green projects in the form of a 'green bond'.

Events: A number of suggestions propose various events that could help raise money for green projects, such as charity formals, garden parties, and an Earth Day 2020 celebration.

Sales: Several respondents suggest selling SEH branded merchandise, such as a green teddy bear, tours of a greening Hall, vegetarian food sales, or used books or goods sales.

For more detailed information on narrative question 3, including individual responses and data summaries, see the corresponding .

Figure 3: Data visualisation of responses from all groups to survey question 3

Q4: What would you consider to be *too much* or *too far* for the college in its efforts to "green the Hall"?

Data collected in response to narrative question 4 are summarised below and in **Figure 4**. Collected data reveal that some efforts have tried and failed due to lack of clarity and planning. The survey results find, therefore, that implementation plans for environmental projects must have clearly established goals and a clear process for measurement and review. Data also demonstrate the importance of clear and consistent communication about the initiatives that are being pursued, why they are important, and how everyone can help. A few prevailing comments and concerns also emerge.

Sky's the Limit: Many survey respondents cite the current urgency for environmental action and thus suggest that no measure is too much or too far should it help achieve these aims. Realistically, however, certain changes would likely be very unwelcome.

Academics First: Students, Fellows, and staff urge the college to avoid any environmental initiative that would compromise the learning environment at the Hall. Survey participants discourage any environmental effort that would decrease comfort through limits on heating or by excluding people from the SEH academic experience, including any increase in the cost of study.

Free Choice: Survey respondents often caution against any efforts to impose limitations on food, energy, or water consumption. Others also request that no overbearing schemes emerge to monitor personal habits or consumption patterns.

Meaningful, Measurable Improvements: Aularian respondents request that any environmental project be weighed against other possible investments, prioritising those with the most meaningful, measurable returns for the college. To do otherwise would be a step too far.

Inclusive, not Exclusive: One staff respondent points out that the environmental agenda "should be an inclusive initiative that brings people together," noting that if these initiatives are executed in a way that excludes people (within the community or detracts from the college's ambition to increase diversity), or if it degrades the character of the old college site, then this would be a step too far.

For more detailed information on narrative question 4, including individual responses and data summaries, see the corresponding **Appendix 4**.

Figure 4: Data visualisation of responses from all groups to survey question 4

Q5: What questions, if any, do you have for the college about its current or future environmental initiatives?

Many survey respondents used this question as an opportunity to ask difficult but important questions about the college's environmental footprint, where it is headed, and how green goals will be executed and measured. Several commonly asked questions emerge from the data (see also **Figure 5** below).

- *What is the plan?*
- *What are the baselines? (energy, carbon, waste…)*
- *How will impacts be measured?*
- *Who will lead it and how?*
- *Is SEH waste management working?*
- *What is the footprint of the endowment?*
- *How can SEH's environmental initiative be more visible?*

For more detailed information on narrative question 5, including individual responses and data summaries, see the corresponding **Appendix 5**.

Figure 5: Data visualisation of responses from all groups to survey question 5

Conclusions

The 2019 "Teddy Going Green" survey created a unique opportunity to uncover ideas, insights, and concerns from SEH students, teachers, fellows, and staff related to the college's commitment to reduce its environmental footprint. The 2019-2029 college strategy establishes a clear priority for making marked improvements in this area. The collected survey results provide a useful starting point for the next phase of work in implementation planning and action.

Survey results reveal broad support for SEH efforts to reduce its impact on the environment through estates, catering, and operations while also boosting the college's impact and visibility by leading on environmentally-focused academics and demonstrating progress. Most survey respondents urge a measured approach to achieve these aims that is sensitive not only to the Hall's academic priorities and cultural heritage, but also to SEH community members' priorities of comfort, access, and choice.

The survey results thus illuminate a clear set of suggested approaches to drive environmental performance at the Hall. Summarised in the above sections and explored in detail in the appendices, the following suggested actions to reduce the college's environmental footprint are likely to garner support:

- Energy conservation, especially improvements that will improve heating comfort and lighting quality;
- Procurement of clean energy for college operations;
- Improved provision of recycling and food waste receptacles, including clarity on what is accepted and increased scrutiny into collection and disposal;
- A more verdant, plant-filled college site, more plant-based meal options in college catering, and that meat is not presented as the default option;
- Increased scrutiny over the environmental impact of the college endowment; and
- Increased educational offerings for environmental awareness and action.

Importantly, these initiatives can be paid for, in part, by savings, by returns accrued from these strategies, or by various proposed fundraising ideas. Many members of the SEH community are eager to help.

Moving forward, survey results can feed into the early discussion stages that will include defining targets and action plans to achieve the goals outlined in the 2019-2029 college strategy, namely: "To become the greenest and most environmentally sustainable college in Oxford" (St Edmund Hall, 2019 p. 22). In this process, it will be important to define what "green" means for SEH and to establish short-term and long-term goals, milestones, budget requirements, and fundraising needs. This marks the beginning of our journey. Years of work and opportunities to help lie ahead.

References

St Edmund Hall (2019). *St Edmund Hall Strategy 2019-2029*. Available from:
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Appendix 1

Survey response data from Question 1

Q1: How would you react to Teddy Hall possibly setting a goal to become the *greenest college* in Oxford? (0-100)

    0   = "This is a distraction from more important SEH priorities"
    5
    …
    45
    50 = "Sure, I'm ok with it"
    55
    …
    95
    100 = "Jumping for joy"

Table 3: Data collected in response to survey question 1

JCR	JCR	JCR	MCR	MCR	MCR	SCR	Staff
45	100	100	80	100	100	75	50
100	70	100	100	100	90	5	75
100	100	100	90	100	100	0	25
100	80	blank	100	70	90	55	100
100	80	100	90	100	100	95	25
100	90	75	100	100	100	100	100
75	90	100	100	95	95	50	100
70	100	90	90	blank	100	90	30
100	95	100	0	100	100	100	80
100	100		80	25	100	blank	100
100	50		70	100	100	95	100
100	100		95	85	75	50	85
100	80		100	100	blank	100	85
75	85		100	100	100	85	80
100	100		100	100	80	95	100
100	100		50	100	100	25	50
100	75		100	100	100	95	
0	95		100	100	100	70	
100	75		25	80	100	50	
100	50		100	75		100	
90	100		100	100		85	
100	100		95	100		75	
						70	
						100	
Average:	89			90		72	76

Appendix 2

Survey response data from Question 2

Q2: What specific actions or steps should we prioritise to lower our environmental footprint and achieve a greener, more sustainable Teddy Hall?

JCR: Summary of responses, from most common to least common themes:

47 of 53 JCR respondents (87%) offer a comment on steps to lower the Hall's environmental footprint. Further ideas and details are listed in **Table 4** below.

Energy and Carbon: Of the 47 responses to this question, 26 students highlight the college's energy efficiency as a target for sustainability. Concerns include the constant heating of many rooms and accommodation blocks and the lack of ability to control the temperature, lights that cannot be (or are not) switched off, windows left open, heat lost through thin window panes, water waste in the bathrooms, and the lack of space to dry clothes resulting in tumble-dryer use. 3 students voice an interest in seeing more solar energy generated at SEH and another recommends procuring energy from clean energy providers. 1 student also suggests carbon offsetting for transport.

Waste Management: 18 JCR respondents urge increased recycling, and many raise concerns that the recycling is not correctly processed by the cleaning team. Students also express that it is unclear what can and cannot be recycled. 16 students raise concerns about college procurement. Chief among these are concerns about disposable coffee cup waste in the JCR, single use plastics around the college, printing, and the sourcing of the food served in hall. Some also suggest that environmentally friendly trashing materials should be promoted.

Dining and Food Waste: 15 JCR respondents request more vegetarian and vegan options to replace some meat options at meals, with the quality of the vegetarian food further improved to encourage non-vegetarians to try it. When meat is served, some suggest this could consist of meats with a lower environmental footprint, such as chicken. 11 students identify the issue of food waste, both in student kitchens and in the dining hall. Some suggest that leftovers in the dining hall could be donated to homeless shelters, and that food waste bins should be available for the waste on plates and in communal kitchens.

Other: 5 JCR respondents urge looking into the sustainability of the college's investment portfolio. 3 students express an interest in increasing vegetation and greenery around college, one requests more living green walls, and one suggests efforts to boost pollinators such as bees. Still other ideas include: rainwater collection, increasing communication about and education on environmental issues and actions, and defining a long-term strategy as a college.

MCR: Summary of responses, from most common to least common themes:

60 of 63 MCR respondents (95%) offer a comment on steps to lower the Hall's environmental footprint. Further ideas and details are listed in **Table 4** below.

Energy and Carbon: Of the 60 responses to this question, 26 students raise concerns about energy efficiency around the college. Suggestions include the use of automatic lights, improved insulation for buildings and windows, installing local heating controls, improving heating system efficiency, and reducing water wasted in accommodations. 7 students express interest in on-site clean energy generation, such as solar, and 6 suggest that the college purchase its energy from green power providers. 2 MCR members recommend that the college conduct carbon accounting and set a goal for CO_2 reductions, and 6 students recommend minimising SEH members' travel and its impacts, potentially through subsidies for public transport and better bicycle facilities.

Dining and Food Waste: 20 of the 60 MCR respondents flag food waste as an area of priority for environmental action. Some suggest that students could have smaller portions for a lower price, others suggest advanced meal bookings and penalties for non-attendance, and others suggest creating a college compost system and/or donating unused leftovers to a homeless shelter. 20 students also express an interest in more vegetarian and vegan options in the dining hall. Some students voice concern that meat is effectively the 'default' option in the college, suggesting that vegetarian meals at a lower price may create an incentive for selecting less meat. 5 respondents also request that that college make efforts to source food from responsible, sustainable sources.

Recycling and Waste Management: 18 MCR members express concerns that there are an insufficient number of recycling bins around college, that it is unclear what can and cannot be recycled, and that cleaning staff appear to mix recycling with general waste. 17 students express an interest in more sustainable procurement, including minimising purchase of single-use plastics (e.g. coffee cups in the MCR) and reducing printing.

Corporate Affiliations: 9 students question the sustainability of the college's investment portfolio, and urge that the college's investments align with a sustainable future. One respondent recommends that the college scrutinise the employers it promotes to ensure they align with sustainability values.

Vegetation: 8 students express interest in more greenery around the college, suggesting that plant diversity should be maximised, that bees be kept, and that the college promote tree planting around Oxfordshire. 2 MCR students praise the new living green wall.

Other: 4 MCR respondents recommend improving SEH educational offerings for sustainability topics and boosting communication about sustainability issues. One encourages the Hall to facilitate reuse via a clothing and student items swap at the end of term. One recommends that the Hall issue a declaration of climate emergency.

SCR: Summary of responses, from most common to least common themes:

21 of 24 SCR respondents (88%) offer a comment on steps to lower the Hall's environmental footprint. Further ideas and details are listed in **Table 4** below.

Energy and Carbon: Of the 21 SCR responses to this question, 13 encourage increased energy efficiency around college, with a particular emphasis on heating and lighting. 3

raise concerns over the footprint of travel associated with academic activities, proposing that web conferencing should be encouraged. One SCR member suggests that the college set a goal of net-zero emissions, another recommends avoiding the use of natural gas, and another recommends an electric vehicle for staff transport between college sites.

Education: 5 SCR respondents identify as an area of priority college leadership on student education on topics in sustainability, including partnerships to improve outcomes for the Global South. 1 suggests environmental awareness training for freshers.

Procurement: 5 SCR respondents suggest more sustainable college procurement of cleaning products. 4 respondents recommend sourcing less meat and more seasonal, locally-sourced, plant-based menus.

Recycling and Waste Management: 5 SCR members suggest increasing the amount of recycling in the college and the reduction of single-use plastics.

Flora and Biodiversity: 5 SCR respondents identify as a priority the increase in vegetation around the college, with one member asking how we may boost biodiversity. Another suggests planting a symbolic tree in the front quad as a symbol of college sustainability efforts.

Endowment: One SCR member recommends a closer look into the college's endowment, exploring options for a greener, more responsible investment portfolio through divestment.

Staff: Summary of responses, from most common to least common themes:

17 of 17 staff respondents (100%) offer a comment on steps to lower the Hall's environmental footprint. Further ideas and details are listed in **Table 4** below.

Waste Management: Of the 16 staff responses to this question, 9 identify reducing single-use plastics (e.g. bottled water) and installing water fountains as a top strategy. 7 identify paper use reduction as key, primarily in office operations. 7 others highlight a need for improved recycling facilities and especially implementation. One staff respondent recommends minimising food waste and another suggests increasing composting.

Energy: Electric energy, especially low-power lighting and appropriate controls, is raised by 5 participants, and one adds reducing dryer use in graduate housing by offering clothes lines. 5 responses identify efficient heating and proper insulation as key strategies.

Procurement: Staff participants identify more environmentally friendly office and cleaning products, clean energy sourcing, and asserting environmental commitments in contracts. In and around the dining hall, some staff also suggest reducing packaging waste, increasing reusable ware, and offering a greater proportion of vegetarian options.

Education and Culture: 2 staff participants suggest educational initiatives to train students and staff on how to reduce individual impacts and one suggests a web page for communicating and tracking progress. As one staff member puts it, "This is a cultural undertaking" that requires all "to make this a collaborative, jointly-accountable project."

Other: Staff also provide suggestions to invest in better or more bicycle racks, grow food in SEH gardens, and simply improve SEH offices.

Table 4: Data collected in response to survey question 2

JCR Responses to Question 2 (what steps should be prioritised?)
In Kelly and Emden the floor lights are constantly on. Surely, it would be better to install a movement sensor. To be honest, everything about the buildings energy efficiency looks bad. Not sure if that's changeable. I think dinner should change to two veggie options and one meat option as vegetarianism is more environmentally friendly.
Lights on timers, so not always on in corridors. For recycling bins to actually get recycled rather than just mixed in together by the scouts.
The heating efficiency around college needs to be massively improved. Some radiators permanently on
Split rubbish into recyclable and non-recyclable (the bins in rooms are separated yet scouts put the rubbish from both into the same bag). Less food waste - giving leftover food to food banks
I think energy consumption within the college buildings is a huge issue. The heating in Emden and most Kelly rooms is not adjustable for those living in the room. Therefore for most of Michaelmas, some of Hilary and all of trinity I have had my window constantly open to keep my room cool as I can't adjust the heating. I had to email the college in trinity asking them to turn the heating off but it was still kept on.
blank
Food/plastic Wastage. Continuing with more vegan options at ming. Improve recycling efforts but also reducing use in the first place e.g cereal in individually wrapped plastic, same with spreads etc
Sustainable investing and waste reduction (food and paper)
I think recycling would be good, less beef at meals (lower carbon footprint foods), reduce heating by double glazing. Have green awareness events.
Better insulation and more controlled heating. Often windows are opened when radiators are on full power.
More recycling and automatic lights in the halls
Lowering food waste, and using more environmentally friendly foods, more plant-based foods at ming. Greater encouragement of recycling, especially with larger scale events
My scout empties both my main rubbish bin and my recycling bin into the same bag which I can only assume she doesn't then separate again, and this is one of the easiest things to fix - I already separate the recycling and rinse the bottles out etc. Could be clearer about what should go in recycling though - not sure if it includes paper/card/cartons/all plastics etc. And the jcr coffee machine is the source of sooo much waste - if we had cups that weren't lined with plastic it would be so much better plus signs about how to use the machine with your own keepcup/mug etc. Also would be good to improve the vegetarian options at dinner - I don't know anyone other than vegetarians who consistently choose them. Outside of teddy hall I eat mostly vegetatian but the meat options at ming are so much more universally liked that I think it's hard for them not to be more popular. More pasta and tomato sauce/macaroni cheese and other simple dishes would be good. I think most of the tofu dishes are too niche to draw people away from meat.
I mean the amount of cups the JCR gets through for the covefe machine is a little silly
Unnecessary heating of rooms
- JCR coffee cups: the coffee machine in the jcr goes through hundreds of cups a day, currently is quite difficult to refill a reusable cup without using another paper cup, - constant heating: heating in college appears to be on all the time during the colder months through to the beginning of term. Whilst this is useful as it provides on demand heating, I believe there may be a more efficient system that matches heating supply and demand (i.e. when students have gone away but left radiators on and windows open), - better vegetarian meals: whilst the dinner service has drastically improved the vegetarian options by having days where there are 2 options instead of just the one, often people who aren't vegetarian are put off from having them due to their quality compared to the meat options. - solar panels on Emden and

Kelly (not sure if this is possible/worth the offset) or a heat recovery system to improve energy usage efficiency, - bees in the graveyard
1. Actually recycle our stuff: it all goes in the same bin!, 2. Turn off more radiators: the corridors and bathrooms in Bessie are always far hotter than they need to be, and whenever I come back to my room for the first time each term, my radiator has clearly been on for ages and the room is unbearably hot.
blank
- Decrease food waste - Encourage recycling - in the shared spaces like the JCR and the kitchens, but also in private accommodation - compost in the garden? -vegetables in boxes outside Doctorow? - not sure how the divesting from fossil fuels meeting panned out, but that also seems like a step to take - solar panels!! - rain water collection for toilets - regulate the heating - heating in the library and in college rooms is still on in June! - motion sensor lights in accommodation rather than having the hallway lights on all night - less meat at dinners - why not have a meat, a veggie and a vegan option?
- Encourage use of recycling bins (particularly in the JCR) and ensure that their contents are being recycled instead of thrown away with general rubbish. - Consider donating leftover food from hall meals to homeless outreach groups such as Just Love (I'm one of the leaders for JL Homeless Outreach at the moment and would love to help facilitate this) or Turl Street Homeless Action
Switch to green electricity and gas suppliers. Direct the college endowments to be moved to greener investments. Double glaze all the student rooms. Place recycling bins in all the kitchens (we have improvised one in the Whitehall 1 kitchen which has ~halved the waste being sent to landfill). Commit to all new college buildings being constructed to a standard that allows them to be certified by an organisation such as BREEAM as "green". More fundamentally, Decide whether the focus is on reducing the carbon footprint of the hall, or other goals (such as reducing plastic use). Sometimes these goals can be at cross-purposes, as plastic can have a much lower carbon footprint than some "greener" alternatives (for example, plastic bags vs tote bags due to the different energy consumption involved in their production).
Prioritise reducing food waste, put food bins in kitchens, have to plastic free jcr etc, reduce the amount of times scouts clean
Cut down on single use plastic (E.g coffee cups in the JCR and the plastic cups in the gym)
Actually recycle waste rather than having recycling bins with black bin bags in them and just binning all waste
Stop trashing after exams
blank
Focus on paper usage and waste (such as of food in the dining hall)
Minimise food wastage, economise heating & gas usage, minimise plastics usage (compostable cups in bar is good!), only recycled paper available for printing, automatic lightbulb timers. More advice on what can and can't be recycled in college room bins, and ensure scouts keep recyclable and landfill rubbish separate
Food waste, lights being on unnecessarily
Turn off the heating sooner in the year. The was a time at the beginning of trinity where the heating was still on in college, using energy even though rooms were boiling hot even in summery clothes. Put on a jumper and turn off the heating.
Better recycling, less heating in the Whitehall building (it's always baking in there)
Reduce electricity and water usage and food waste. Meatless Monday's. More green wall.
blank

Ensure recycling is kept separate! Reduce food waste, consider alternatives to disposable coffee cups in jcr, more space to dry laundry to avoid tumble drying, avoiding plastic e.g. in jcr,
Recycling. Sensor lights. Eco bulbs
Insulation & heating - reduce energy loss + happier students
blank
blank
making sure the hearing is only on when necessary and that windows aren't being left open all the time
Insulation if possible. Try and have more vegetarian options at ming. Solar panels
Moving to ensure all the hall's investments are in clean/non-environmentally damaging firms and holdings
Recycling bins next to the rest of the bins around college
Vegan ming
Coffee cups in JCR
Not wasting college food. Make it easier to turn off heating in the rooms because the heating is wasted out the windows. More vegetarian food. Automatic lights in bathroom so they're not kept on all the time
More recycling
less meat / more veggie options
it's unclear in rooms on site what can and can't be recycled which I imagine leads to problems further down the line or makes students think that things can't be recycled when they can. I guess Scouts and students have a lot of power in terms of recycling as they use or empty the bins. Students need to be encouraged to recycle and told what can and can't go in recycling. It also seems important that all Scouts are on board so that recycling definitely gets separated from main rubbish. Students could also be reminded to turn desk lights of in the library, so many must end up left on throughout the night!
Better and more vegetarian food
Heating in college when not needed. E.g in the vestry
Investment portfolio; Carbon offsetting (opt out jcr subscription fees); Sustainable packaging; Initiatives to minimise printing; Loads of plants everywhere; Build a [expletive] massive wind turbine in the middle of the front quad protruding out of the well; Sell environmentally friendly trashing gear at exam time
Lowering the amount of food waste if possible, with JCR tea or other events promoting buying foods with less packaging or at least packaging that is easily recycled. Perhaps having compost bins for some food waste and having food waste bins as an option for the accommodation bins as lots of food goes to landfill. Having more guidelines to reduce the amount of heating usage in the buildings as often the buildings on site are heated too much.
-More veg less meat -Less unnecessary heating -There's a lot of 24/7 lighting which just doesn't need to be in our accommodation. For instance when I lived in Kelly in 1st year the lights outside my room didn't turn off and I wish they did so it wasn't so bright out there if I got up in the night to use the loo

MCR Responses to Question 2 (what steps should be prioritised?)
It is completely stupid that you cannot print in black and white - i went to IT and they just shrugged their shoulder. How is it that you have to print in colour from your laptop at teddy hall? Super dumb.
Aim for all greenest options with all future procurement and phase out inefficient/wasteful/high-consumption infrastructure. Some sort of compost scheme, making green a part of everyone's daily jobs/ decision making and be proud of it as part of teddy's identity as a college.

sustainable meal choices in hall, reducing food waste, encouraging and supporting sustainable means of transportation
Stop serving meat as a default would be the obvious one; also better insulation of rooms
Subsidize train travels (on academic trips), use renewable energy, do not print so much stuff
much less meat consumption, remove plastics, go paperless (eg. no print newspaper subscriptions)
Less plastic used around the college
Shifting using their energies towards renewable energy and ensuring an efficient recycling program and a decrease in food waste by either curtailing the amount of food or donating it to charitable organizations.
I'd rather money be put into upgrading the infrastructure.
A better formal hall booking system that penalises people who book for dinner but then don't attend. Movement to all notices being electronic - I still occasionally get paper notices in my pigeonhole from the college. Zero tolerance approach to paper flyers in pigeonholes - the college should make it clear these are not acceptable. Intelligent lighting that switches off when no-one around to trigger movement sensors. Have more completely vegetarian days in the canteen. Install solar panels or other devices for local sustainable energy generation Invite a beekeeper from Oxfordshire Beekeeping Association to have a hive in the garden next to the library
Waste reduction
Renewable energy suppliers. Energy saving, eg efficient lighting, insulation etc. Completely green Kelly and Emden, with solar panels on the roofs would be a huge statement. More vegetarian/vegan food options. Work with investment managers of the Hall's portfolio towards stakeholder engagement.
1) Reduce food waste 2) More meet-free options & meat-free Mondays 3) Raise awareness of the recycling system in Oxford across students and staff 4) Raise awareness of individual people's environmental footprints.
Serve less meat and other animal products at all meals. Stop the promotion of employers who contribute to global warming at careers events.
food waste - donate/compost, recycling, greening spaces, solar panels/energy usage, More vegetarian meals - enforced vegetarian. Mondays, have one meat-based meal and two plant-based
blank
Commit to more vegetarian, vegan and local foods in hall. Why not a vegan, veggie and meat option instead of often two meats? Do we have a green energy provider? Does the recycling from rooms actually get recycled?
Environmental sustainability is a big investment that does not start at the higher level actions like a green wall. It starts at the most basic level like high quality buildings with insulation!, double glassing, renewable energy, how to use buildings and rooms etc. Very simple things people are often not aware of as it seems in Oxford. In my view not only for SEH but for Oxford Colleges in general sustainability and environmental friendliness are much too less of a priority that one would have expected of an excellence University like Oxford. Things like that are expensive I know, but where else does Oxford spend its money on? Those things, among others like good accommodation, facilities and offices are hugely relevant. Many people don't realize that, and, in fact many students don't even think of applying to Oxford due to the lack thereof, or at least tend to be disappointed like me. It might be part of the British culture, but if Oxford doesn't change in this regard in the future, it faces an uphill battle. It's a tough thing culture-wise I believe, but I'm very glad about your initiative.
Lights in accommodation (NSE) hallways do not need to be on 24/7. Heating also does not need to be on nearly as much as it is.
Improving the infrastructure - buildings should be better insulated to prevent loss of heat and energy, which in turn would reduce heating in winter, motion-detector lights in communal spaces such as corridors and kitchens in accommodations
-Consider ESOS assessment (if not already undertaken) -Set a net-zero target

-Measure emissions through a carbon accounting analysis under GHG protocol -Commit to reducing GHG emissions and offsetting current footprint -100% green electricity -Promote better recycling and initiatives to reduce waste across accommodation -Only sustainable investments for college - a lot of fossil fuels are at risk of becoming stranded assets in the next few decades
Deceasing the amount of meat consumed by the hall, this could be doing by decreasing the cost associated with eating as a vegetarian in hall (to match the decreased cost of food when not consuming meat).
- Food waste bins in College accommodation and in the canteen. - Better recycling in the common rooms - Get rid of machine in the JCR which sells coffee in single use cups (I assume it's in the JCR, there are always plenty of cups and a massive mess in the table football/billiard area) - charge less in the cafeteria if less courses are taken (currently lots of people don't finish their food) - penalise people for signing up to formals and just not showing up (unable to book again that term or sth along that line) - get bees or bee friendly plants in the gardens - invest money in green investment funds - have one veggie day a week
Improve food waste at formals/dinners Revisit the compost scheme - it could have been implemented much better Recycling bin in NSE common room Divest in fossil fuels Meat free days for college dinner Cycling promotion schemes for staff who may drive
Promote vegetarian and vegan meals
Waste reduction
Energy use of buildings, how we eat as a Hall (Vegetarian days etc) and waste disposal and how we choose suppliers (from the kitchen to the toilet roll - could we use Who Gives a Crap toilet roll?).
-Not replacing bin bags in rooms and kitchens when they're almost empty- only replace them if they're full or smelly. -More vegan/vegetarian food
easy options: e.g. lower food waste; inter-college re-use / swap of student needs for move in (plates etc. in kitchen)
Recycle the recycling. To quote the scouts 'it's too much effort carrying around 2 bags. The recycling ones are quite flimsy so I can't be bothered'.
The coffee machine also wastes loads of cups.
Cleaning up Teddy Hall's investments
Green energy provider. Efficient insulation/efficiency upgrades.
Declare a climate emergency. Divesting all funds from fossil fuels and the like. (Wadham already did). Making a statement that the university should declare a climate emergency and should divest. Offer vegan meals every day and stop/reduce serving beef and lamb. Reduce energy consumption in teddy housing by improving insulation where necessary. Partner with low carbon oxford north to plant trees (GTC already did). Partnering with too good to go or olio to prevent canteen food waste. Get solar panel and a roof top garden/green roof with bees. Set a goal for CO2 emission reduction and share progress. Improve the college's green areas in terms of wildlife and sustainability (more diverse plants, less lawn, more trees, more edible plants. Plant an apple tree in the grave yard).
blank
Heating is lost through incredibly poorly insulated windows in Kelly.
Coffee cup free machine in the JCR
Replace all lights with LED technology, reduce water waste maybe set timer on showers, solar panel for garden lights

1) Two vegetarian options every day at dinner (vegetarian food is greener, on average, than consuming meat). 2) Energy efficient light bulbs and appliances can be phased in as current models become obsolete. 3) Potential for solar panels on the roof of some of the less historic buildings. The top of the Doctorow looks flat and promising. Similarly Besse could be done. 4) Use green cleaning products 5) Ensure that all the scouts are recycling things appropriately (I have often seen scouts put recycling in the rubbish) 6) Undertake a green audit to work out how buildings can be made more energy efficient. I'm sure some parts of the college site won't be insulated properly etc. 7) I'm sure that there must be ways to reduce the heating and hot water bills. Are showers available to use at night? (i.e. is the hot water on all the time?) If it is then it should be cut down. 8) Signs in bathrooms reminding students that shorter showers are green could "nudge" them in the right direction and reduce shower use. 9) Even if the library is open 24 hours, it shouldn't be heated during the night. Especially in spring and summer.

Vegan and vegetarian days.

blank

Recycling is a big issue for me. I have noticed in the JCR that the waste from the recycling bins is not actually recycled but simply thrown in with all the rubbish. Combine this with that although each room contains recycling bins, often they are just put together in general waste. Another major waste is from heat.I live on floor 3 in college, and I have to have my two windows open to prevent my room from turning into a sauna

Reduce food waste

reduce food waste by donating leftover food to local charities (difficult to organise but some colleges, for example Wadham, have done it)

Cutting down on food waste - in the past we've been able to use up our mings as takeaways to then give to the homeless. This has since been stopped - would be good to figure out a way of bringing this back?

I am on my Year Abroad currently, but last year scouts would empty recycling and general waste into the same bin, making separating them in the first place pointless. I would like more meat-free options to be available at breakfast so getting six points' worth is easier, as well as more options for non-dairy milk. It would also be nice to get rid of the coffee machine so we can use our keep cups instead, perhaps coffee and tea (including non-dairy milk) could be provided instead.

Less food waste, Timed heating (not on all the time!), Better heat insulation, particularly in Wolfson

Plant trees within or outside the grounds, cover more vertical space with greenery (as has been done on the Wolfson Hall).

Removing supply of takeaway cups/containers. Improving heating efficiency and management of college rooms. Waste in communal areas, prioritising recycling.

How heating is controlled. Efficient radiators. Insulation

Lower heating temperatures in college buildings (e.g. Whitehall is unnecessarily tropical). Double glazing where possible (also quieter for students). Planters in Dawson would be lovely too.

Food waste

Porters can label parcels directly by writing on the parcels rather than sticking an additional label on them.

Clear recycling systems in all rooms akin to the ones in bedrooms
- reminders to turn lights/switches off because far too often they are left on pointlessly
- some sort of series of education on issues surrounding sustainability- like weekly or bi-weekly emails on different topics like food so the issues are brought into the day to day choices of students at the hall
- a cap on the amount of stash orders that can be placed, like one a term.
- a couple of pounds or so added to battels that goes to offsetting carbon footprints, like those which plant trees.

More veggie food (we don't always need two meat options) - maybe a veggie day per week ?

Lesser waste of electricity especially in NSE. More automation for light sources. More living walls.
Look at how much our fellows and administrative staff travel on official college business, and in what ways we could minimise the negative environmental impact of such travel. Look into other kinds of waste, such as foodwaste, and the sourcing of the products Teddy Hall buy and so forth.
Better bike parking (more of it, sheltered) might help more people cycle. More vegetarian food? Double glazing, modern insulation and working boilers in the grad accommodation!
Reduce energy consumption - a few easy things could be done e.g. motion sensors for corridor lights in Norham. They're always on 24/7 which is unnecessary. Heating in Norham also seemed really inefficient (I.e. was on full on days when it was already very hot). Reduce food wastage from kitchen at college. Admittedly this would be tricky.
minimising food waste at dinners- self service? minimising all plastic use
Actually recycling waste from students room instead of putting them into the same bin
Reduce the amount of meat served and wasted, adopt a sustainable investment policy
HIGH IMPACT: prioritize efforts with greatest sustainability rewards, focusing on how SEH spends its ££ by greening up investments and procurement and minimizing wasted ££ through energy use reduction and food waste reduction. VISIBILITY: visible actions that enhance sustainability should be interwoven with less visible procurement, investment, and efficiency projects to ensure that the sustainability intentions and actions are clear. This can include improving user-interface waste and energy management (e.g. competing in the university energy challenge an de Green Impact), visible installations like "living green walls" and signage, solar panels, a sustainability page on the SEH web site, and more. In addition, it's important that we tell the story of the things we are doing or have done.
Start with basic actions which reduce waste - insulation of hot water pipes, better managed food waste, more awareness around recycling, scouts who are trained, a better managed composting system, motion sensor lights (not on 24/7), more sustainable food options (seasonal veg, less beef and dairy, food that doesn't scare off the vegetarians, making a cheaper vegan option, allowing people to take less food for less money so that they only take what they can eat, etc.). Then scale these initiatives up. Start with the low hanging fruit. Also with subsidised trips, somehow make the option of train travel easier (e.g. rowing training camps, etc.).

SCR Responses to Question 2 (what steps should be prioritised?)
blank
Leading question
Make do and mend: there has never been a better leitmotif.
I should think that one of our biggest energy uses is space heating. It would be useful to survey how best we could reduce that and then take action, of course!). Change electricity supplier to "Good energy" or similar.
research and teaching... Sustainability literacy of SEH graduates is likely to have the biggest leveraged impact. Get ready for net zero carbon emissions - take the target seriously, as it is big radical and now law. Define what nature gets half means for SEH. At a lower level... Housing stock efficiency upgrades, Flight substitutes (WebEx) or offsets, Vegetarian meals
1. carry out an environmental audit to determine the footprint of the Hall, to cover travel, food, heating, waste etc 2. formulate a plan based on the above 3. make environmental studies a major priority for the Hall
blank
Reduce plastic and paper (encourage use of reusable cups rather than paper cups for hot drinks, water fountains to encourage use of reusable water bottles); lights with sensor/timer.
Has Teddy Hall divested from fossil fuels and related industries? If not, this should be a priority.

Recycling (preferably primary recycling where you pass a manufactured object on to another user), insulation, very importantly temperature controls in rooms to avoid windows being left open in winter to cool down, replace any old and inefficient heating equipment or other major power consumers such a cooking equipment, all lights to be LED if possible. We can not make the old buildings as efficient as a modern new building and we need to just accept this. We should not attempt to hermetically seal spaces as this is bad for health. Reduce the temperature of heated rooms a little. Reduce (but not remove) meat consumption.

Sell the college jet.

Place some bins for trash / disposables prominently yet discretely

set up a College travel agency which will actually advise on how to reduce air miles - be it by investing in up-to-date video conferencing to avoid overseas journeys or offering overseas students accommodation/ incentives to stay in Oxford/ England over the vacations; on the local scale subsidising public transport for staff and/ or bikes.

Green wall looks excellent - cover more of Kelly! Also - timers on lights, consider investing in electric vehicle for transport between Isis, Norham, Dawson, SEH etc. Some 'environmental awareness' training for incoming freshers.

Go paperless; eliminate plastics wherever possible; have an energy audit (if not already) and put in place actions (not sure what is feasible re: solar, replacement lighting etc); promote plant based eating and use local/seasonal produce; go green with cleaning products etc

blank

Insulation and other efficiency steps (eg light auto-off). Avoid gas. Reduce dairy in cooking.

Be an intellectual centre for discussion, knowledge, new models and initiatives, with the global south who suffer the consequences of global warming the most

Continue with green garden developments

Address heat loss from buildings/rooms esp in older parts of College. Plant a tree on the front quad, creating it as a symbol of looking to the future for a greener planet. Enhance plants in College indoor spaces, with the same idea, so that people continue to confronted with the agenda. Establish an entrepreneurial challenge competition- an annual Challenge for students across the university to compete to create the best idea for sustainable environment and reward them with a "seed" prize (£10,000?) and mentorship in develop idea into startup. Review use of plastics/packaging across College esp kitchen, estates. Annual lecture in Sustainable Futures or similar. Identify alumni who have become professionally involved in sustainable growth agenda in public and private world and get them in for an annual sustainable weekend. Work with chef to reduce use of meats, increase use of local produce in meals. Gradually switch to low energy light sources.

Energy conservation, emissions, gardens and trees.

When there is a list of ideas - someone should do some research (and back of the envelope calculations) to assess the actual impact of each action. Prioritise those with the most significant impact.

Start with a green audit; reduce plastic use. lots of other stuff

Use of electricity around college.

Staff Responses to Question 2 (what steps should be prioritised?)
Moving away from bottled water is definitely the main thing I can think of. Also making sure that recycling from offices is properly disposed of, as sometimes we've seen recycling jumbled in with general waste. Also, perhaps energy efficient lighting, where possible.
Electricity and Paper
Start with giving the staff better facilities. Thanks
education of students behavior, including turning off lights and turning down heating or closing windows.
blank
To completely cut out single-use plastics. To make the buildings more energy efficient and to improve the heating (many buildings have heating that is either on or off, with nothing in between!). To look into renewable/alternative energy sources, such as ground source

heating! To improve recycling facilities. I'm not convinced that the paper towels recently installed in some of the bathrooms to dry hands are the greenest option (but could be wrong). Comms- The Hall could could create a progress webpage dedicated to "greening up" the Hall showing our targets and how far/close we are to meeting the goals and to create a bit of branding around its efforts to become the greenest college.

better food recycling

Stop buying bottled water for staff, set PCs to hibernate at eg. 10pm to save energy, ensure housekeeping do indeed recycle the rubbish put in office recycling boxes (I've seen them put all rubbish from all bins in the same bag before - not sure if this still takes place).

Less paper, water fountains

More recycling bins around site, reduce the number of paper forms to e-forms. Automatic Lighting, LED's instead of halogen bulbs,

Reduce the paper heavy processes of the administrative offices, keeping digital files as an alternative where possible. Get rid of the plastic water bottles for staff (this is already happening, thankfully). Promote better recycling within the offices and public spaces - we have seen the dedicated recycling box we have in the College Office being emptied into the black bin liners with the household waste, which makes the whole point of the recycling redundant. Find plastic free alternatives to disposable cups in the bar. Introduce designated vegetarian days in the servery. Include information in staff contracts relating to sustainability in the workplace, and create a designated part of the website with energy saving and green tips (e.g; where to recycle, not printing unnecessarily, shutting down computers at night etc.)

1. Recycling kitchen waste; 2. Disuse of plastic water bottles; 3. Install water butts; 4. Offer students/staff a course in being greener; 5. Install more bike racks; 6. Install water stations; 7. Offer to provide carry your own water bottles; 8. Create an organic garden; 9. Install LED bulbs; 10. Provide a composting area; 11. Discontinue takeaway cartons in Hall; 12. Use Eco products (Housekeeping, Kitchen, bathrooms etc).

The usual stuff I guess, reduce waste, improve cycle racks, eliminate single use, reduce heating etc. But the key should be that this is a cultural undertaking - not simply the task of those who manage the estate and purchase products. We should all commit to reducing the impact we have and make this is a collaborative, jointly-accountable project.

could we have washing lines at the properties in norham gardens and make more use of gardens

Become more paperless

Management of energy loss/use in College
Reduce use of single use plastics
Improve buildings with a view to increasing sustainability

1. No longer buy water in plastic bottles, have water cooler dispensers, but encourage staff to fill up using their own cups (not the plastic cups that come with the water coolers!) 2. Make sure all light bulbs throughout college are energy efficient. 3. Try and help insulate areas of the College which lose heat, so as to avoid the need to run heaters for long periods of time. This may be difficult however with the restrictions placed on listed buildings. 4. As much of a paperless future as we can manage. Reducing paper contents in student files; electronic payslips. 5. Replace any taps that have to be turned off manually with those that turn off automatically after a short space of time to avoid overuse/wastage of water. 6. Consider what is used in the kitchens - think about what materials are single-use and if they can be replaced with reusable items (e.g the take away soup cups) - as an incentive, provide each staff member with their own reusable soup container. Can the baguettes be wrapped in brown paper without any plastic window? 7. Consider eco-friendly office supplies. 8. Use lights with motion sensors in all of the toilets. 9. Have a staff upcycling 'intranet' site, to avoid waste. 10. Use non-toxic cleaning products.

Appendix 3

Survey response data from Question 3

Q3: Please suggest any ideas you have for fundraising or how we can help finance sustainability interventions.

JCR: Summary of responses, from most common to least common themes:

33 of 53 JCR respondents (62%) offer a comment on fundraising for environmental initiatives. Further ideas and details are listed in **Table 5** below.

Events: The most common response (8 of 33) is for SEH to sell green event(s) or have them be sponsored, possibly including a green-focused "Access Hall Areas," a green-themed SEH ball, or an Earth Day 2020 celebration. 4 JCR respondents propose that proceeds from bake sales, garden parties, or carolling could be directed to support environmental projects.

Fundraising Campaigns: 6 respondents propose calling on alumni or parents to fund environmental projects. 3 suggest a college-wide fundraising campaign that calls on students to raise funds to meet a fundraising goal.

Green Fee: 6 respondents suggest a "green fee" added to battels so that students can assist in fundraising for environmental projects.

Green Saves: 2 say that less heat and meat could already be money savers. Another suggests reviewing procurement practices, such as energy, to find cheaper and greener alternatives. 2 JCR members identify fossil fuel investments as risky holdings and suggest moving the SEH endowment away from these investments could also be a good selling point for green donors and investors in the college.

Partnerships: One respondent suggests partnering with the university to establish an intercollegiate environmental investments fund. Another suggests partnering with companies that are keen to be seen as green.

MCR: Summary of responses, from most common to least common themes:

39 of 63 MCR respondents (62%) offer a comment on fundraising for environmental initiatives. Further ideas and details are listed in **Table 5** below.

Green Saves: The most common response (12 of 39) emphasises that less waste should pay for itself, urging investment in areas that have real and measurable environmental and economic returns for the Hall.

Traditional Fundraising: 7 respondents suggest seeking support from alumni. 4 suggest college fundraising events such as (vegan) bake sales, sporting events, or charity formals. Another suggests developing a list of environmental projects for an environmentally focused fundraising prospectus.

Green Fees and Green Bonds: 7 MCR respondents recommend introducing an optional "green fee" onto student battels that could fund student-led environmental initiatives, pay

down the cost of SEH environmental projects, or that could repay 'investors' who may offer up-front funds to finance projects, effectively creating a 'green bond'.

Boost Sales: 2 MCR respondents suggest the sale of SEH merchandise such as green teddy bears to raise funds for environmental initiatives. 2 respondents propose developing opportunities to sell extracurricular courses (such as vegetarian cooking), drinks receptions, or of tours of Teddy Hall and its work to address its environmental impacts. 1 respondent suggests retrofitting the college back gate to boost breakfast or lunch sales from Wolfson Dining Hall.

Partnerships: 4 MCR respondents encourage partnering with the university, the city, and like-minded organisations to achieve common sustainability goals.

Academics: 1 respondent suggests that SEH convene and teach a 0 week course on grant-writing that can then deploy students in putting skills to use by applying for SEH grants to fund environmental projects.

SCR: Summary of responses, from most common to least common themes:

18 of 24 SCR respondents (75%) offer a comment on fundraising for environmental initiatives. Further ideas and details are listed in **Table 5** below.

Alumni: 8 of the 18 respondents suggest that alumni could be a source of investment, with some focus on the subset of business or green-minded alumni who may be more likely to give. While 2 emphasise that many green projects should not have to cost money, 1 suggests that a fundraising prospectus of specific projects with associated price tags be developed for fundraising purposes, possibly using a student-led audit as a starting point.

Partnerships: 1 SCR participant recommends outreach to cultural heritage or building preservation organisations. Another recommends outreach to green technology manufacturers to use SEH as a showcase for new technology.

Academics and Sharing Success: 1 SCR participant suggests that these environmental projects could attract investment if they are tied to educational learning, especially if they can be directed at taking these lessons back to students' home countries.

Staff: Summary of responses, from most common to least common themes:

9 of 17 staff respondents (53%) offer a comment on fundraising for environmental initiatives. Further ideas and details are listed in **Table 5** below.

Green Branding: 4 of the 9 respondents suggest building an attractive brand around sustainability at SEH that can attract investment from alumni, from local businesses, or from crowdfunding.

Events and Challenges: 2 staff respondents identify games and challenges as methods for fundraising, such as quiz nights, raffles, fundraising walks, or office challenges. Another proposed idea includes the sale of used books, baked goods, or "jumble."

Savings: 1 staff respondent notes that waste reduction should help save funds, not cost money. Another suggests that eliminating the purchase of bottled water for staff can help.

Other: 1 respondent suggests raising funds from the sale of on-site energy generation. Another recommends something called DARO as a possible funding source.

Table 5: Data collected in response to survey question 3

JCR Responses to Question 3 (ideas for fundraising?)
College-wide annual green fund run, where everyone individually tries to find sponsors. In my school we raised 20k every year with that.
blank
Could develop a JCR, MCR and SCR sustainability fund - whereby members pay in £5 a term with the money going towards improving the college's sustainability. Charity, social, and art funds already exist
Bake sale, BBQ
Should speak to college to implement adjustable thermostats on at least each floor when they renovate Kelly and ask if they could put in Emden while doing it.
blank
Vegan eats garden party
blank
A sponsored cycle in the JCR on a cycle machine or rowing machine. A planting tree event. A completely green sustainable drinks event.
Can we use charities account? Garden party w pimms sales? Mulled wine sold at carols next year?
blank
blank
Alumni ??
Maybe a within Teddy sports event (e.g. 5-a-side tournament, each team pays an entry, cover the cost of the event and raises an extra as well?)
Optional inclusion into battels
- Green fundraising days, - JCR Green Fund, - invest parts of the endowment fund in Green initiatives. Whilst this would not directly effect the college or raise further funds, it would mean the external profile of the Hall is more climate friendly. It would also be a good selling point, - green initiative fundraising from telethon. Giving alumni the option to donate money to the college or a portion of it directly to a green initiative project, - raise dinner prices for meat meals and lower prices for vegetarian meals (could be problematic in terms of access)
blank
blank
- part of the funds raised through telethon or the Giving Day to be invested in sustainability of the hall / a push to ask alumni to sponsor specifically sustainability - make the next Teddy Hall Ball environment themed and charge an extra £5 per person - special vegan / veggie formals where the money usually spent on meat goes towards fundraising - celebrate earth day 2020 with fundraising concerts etc.
JCR event (e.g. themed bop in college to save on the cost of hiring a club?) with all profits going to sustainability interventions
Moving the college endowment should be a financially prudent choice in the long term anyway, assuming that the large fossil fuel reserves (which oil majors are valued on) must remain underground. Similarly, choosing a green energy supplier does not have to cost more than whoever the college currently obtains its energy from, due to reductions in the costs of renewables. I am also not entirely convinced that the college needs fundraising to be able to finance these interventions (as welcome as they might be), given that in the three years I have been at the college, the college's assets have grown by over £20m.
Telephone campaign, have a bop in aid of it, charity concert
The green wall is awesome, let alumni know about it
blank
blank
blank

blank
More events like 'Access Hall Areas' but targeted at green and sustainable projects. Tiny surplus battels charge (£1?) to go towards sustainability projects.
Alumni, fundraising social event
Fun nights out (eg bops) or day events like garden party or formals the price could go up by just £1 per person, would add to a couple hundred pounds per event.
Support a university-wide campaign for colleges to pool funds and improve sustainability across the board (so that the burden of costs does not fall on the poorer colleges and, by extension, on their students)
Apply to green companies or banks wanting to appear green for money.
blank
Sponsored green challenges, themed formal?
Alumni. Events
Unsure
blank
[expletive] knows
a small green charge on battels - no more than £5 per term
blank
blank
no
blank
blank
When you ring alumni for money ask then. Put an optional small amount of money for green stuff in the battels
blank
blank
Hmmm not too sure. Some kind of sustainability event with information stands / informative games/ competitions with prizes (sustainable ones of course....) ?
blank
blank
JCR opt out fee on battels (More important than rubbish like picture fund)
Using telephone fundraising as before but indicate that it's going into sustainability. Crowdfunding with the students and their parents - at events such as parents dinner or at the garden party.
Save money by reducing unnecessary heating and lighting and buying less meat

MCR Responses to Question 3 (ideas for fundraising?)
offer to give wasted food to food banks - norham gardens is full of food waste
Alumni, partnering/sponsorship with green companies or local Oxford initiatives.
cycle event
Not sure fundraising is needed for lots of these ideas.
blank
A lot of the changes could actually be beneficial financially, eg. less meat, more pulses/beans/tofu (cheaper). Other than that hosting a green day, showcasing all the changes college is wanting to do, doing a big twitter/instagram/email/phone campaign for donations
Sell merchandise (e.g. official teddy hall sweaters) in green colour or in a new style focused on sustainability. Substitute (NOT ADD) one of the current MCR charges in favour of a sustainability charge to finance sustainable interventions. One possibility would be to allow students, (especially postgrads) to spend the money that we pay for compulsory dinners for sustainability instead. I don't want to have dinner in college and yet I have to pay them. I'd rather give this money for sustainability interventions.

blank
blank
There is a business case for many of these: decreased printing costs, decreased energy bill if the college can generate its own power. You could have a range of college-branded re-usable coffee cups and cloth shopping bags, with a mark-up to fund other projects.
blank
I believe a college in Cambridge (after lobbying from a student) issued bonds to fund installation of energy efficient lighting. Improvements in efficiency like this, or insulation, could easily more than pay for themselves over the lifetime of the bonds
For the suggested actions no fundraising is needed. In contrast, it will actually pay-off in the short and long term. E.g. one could implement a monetary fine for no-shows at formal dinners.
blank
Green impact program - sponsorship for teams/university funding through this...engaging former enviro/engineering/architecture alumni to help out with bigger initiatives to do with buildings etc
blank
Other than alumni fundraising I'm not sure, many swaps potentially wouldn't cost money though?
Odd question. Eventually the state should be responsible and of course the University. Oxford is deemed to be rich, but can't spend money on sustainability and a qualitative environment? Something went wrong.
College should be interested in supporting this; reduced energy usage esp. should save money.
Alumni donations and partnership with the university/NGOs
-Targeted alumni drive -Sponsor a tree - alumni or students can sponsor a tree(s) to contribute to offsetting footprint -Everyone pays an annual amount (£1?) towards greener hall
blank
A lot of the sustainability interventions (reducing food waste) shouldn't cost money, but actually safe money. This is probably also true for meat free days in the cafeteria
blank
blank
blank
Set an optional (by opt-out) College green tax on fee and accommodation. Make this very transparent in terms of where/how it's being spent. Offer Alumni etc a "mini-green bond" where they upfront the money for several projects and get repaid through the Green tax.
Vegan food sale?
prioritise low cost actions, e.g. online pictures of where left-over food is; where students can pick up for free
Sustainability shouldn't be a cloak for fundraising. It should be a priority for our social consciences and not an excuse to raise money.
blank
Don't bother wasting money on nice sounding but little impact solutions like student compost bins. Money could be put to better use, like heat efficiency.
Save money by reducing consumption. Partner with the city council (they currently offer funds to renovate homes). Start a student fund where students can apply for money to do green projects. This should've comparatively cheaper than hiring professionals. Whatever work needs to be done, ask for student volunteers to join (don't expect them to organise everything though. It's much easier to help plant trees for an afternoon than to coordinate the tree planting). Ask alumni specifically about giving for green issues when calling them in the yearly fundraising.
blank

blank
Drinks reception in the Old Dining Hall
N/A
The JCR and MCR would donate towards them. If you ran sustainability events (e.g. a cake sale etc.) that would help to raise money. The college also has an endowment worth approximately £70 million, maybe that could be tapped up in order to save the planet?
blank
blank
No
Barbeques
Alcohol sale at the college office (assign part of the revenue to going green), charity drinks/cocktails at the bar, I am also pretty sure some things can be done for free as there already are some green student organisations college could cooperate with
Alumni donations
A JCR sustainability fund would be welcome
Not sure
blank
Suggested ideas did not require additional expenditure just procedural changes
blank
blank
blank
- sports day - sustainability charity formal - donors
blank
Name living walls after donors.
blank
blank
Potentially add in a small optional battels charge for sustainability projects - would need to be able to provide reports on how the money would be used
organise small relevant courses for staff or students to attend ran by volunteer teachers e.g. foraging/ wild eating/ vegan or veggie cooking classes/ outdoor yoga which would involve a voluntary financial contribution which could be used as funds. Vegan bake sale to raise funds and awareness of vegan alternatives. Sponsored college green challenges
blank
Issuing green bonds for energy efficiency programmes
1. A procurement and efficiency audit may reveal ways to improve environmental footprint and reduce costs. 2. Consider retrofitting the SEH back gate to invite other students and/or street traffic for lunch or other sales opportunities. This could boost revenue for far more than just sustainability projects. An Oxford Teddy bear with the SEH logo and colors could be a good selling item at Oxford gift shops! 3. Develop a wish list of sustainability projects and their expected costs in order to build a prospectus for sponsorship and fundraising. Having an established sustainability story and a plan with ambitious goals should help. 4. Some higher-Ed institutions add a voluntary "green fee" to tuition/battels that can generate funds for either priority green projects of the college or green projects voted on by the student body. 5. In partnership with the Saïd Business School or the Blavatsky School of Government, offer a Naught Week course (before any term) on grant-writing — a useful skill — and have students apply their skills to a short list of SEH priority projects, at least some of which should

be sustainability focused.
6. Sell a guided tour of sustainability in Oxford through Teddy Hall (maybe called "graveyard green") that covers sustainability history in the city, flooding, how the colleges and university and city make decisions and commitments, current leadership actions and pain points. An honest look, with a glowing example at the core of an old Hall doing its best to treasure its past and build a more sustainable future.

The low hanging fruit mentioned above largely improve efficiency - less waste should lead to these basic initiatives paying for themselves. I would guess that alumni would be a good place to start. Beyond that capitalising on the Oxford name and getting partnerships/sponsorships from green companies.

SCR Responses to Question 3 (ideas for fundraising?)
blank
again a leading question
I have none. I am not sure I know what 'sustainability interventions' are.
Sort out actions from (2) (my suggestion and others) into specific projects with a range of price tags and timescales, so that there's a wide choice of things for potential donors to buy into. Maybe target alumni year groups, so that "Year of X" could fund a project, even if individual donations might be relatively small?
The vision is a great start
1. break the plan (above) down into specific proposals with associated budgets 2. form an Environmental Development Committee to lead the fundraising effort 3. invite alumni and parents to support specific initiatives 4. Engage w Theresa Villiers as Sec of State for Environment, Food and Rural Affairs to discuss public funding
blank
blank
Letting alumni know that the college will manage endowment in an ethical manner
blank
Sorry not to have any. Perhaps we could buy an organic vineyard and market the stuff.
blank
teaming up with building firms who would like to trial new energy saving methods - we could be like a showroom for solar panels, green walls, energy saving windows and more.
Maybe it is a question which could be added to the standard script for the telephone campaign. E.g. 'Would you be interested a donating specifically for reducing environmental footprint at SEH?'
Use Oxford students or external students to do environmental audits etc as part of a project/consultancy course requirement.
blank
Alumni initiatives
Lead with the intellectual centrality and collaboration with new and cutting edge research, students, and countries where this innovation and support is needed, grants for these, and then funds raised off the outreach created
Should not cost much money
Involve the several alumni now in VC and related to ask their ideas. Link to international student recruitment- learning from experiences in developing work and helping those from these environment so bring something more back to their countries- potentially supported by overseas development money to UKDRI. Set up sustainable development projects that could be crowd-funded, but, but involving SEH faculty and students, would contribute to the agenda. Audit of what needs to be done in the College to reach 0 carbon target by 2025 and use to

prioritise and then highlight on webpage for donations by alumni/others. Approach major heritage organisations (including big players like the Getty?) with plan for combining preservation of our physical heritage in the College with approach to 0 carbon-- we are not the only people with aging buildings in the public sector.

Alumni and, in particular, those in the US.

blank

Ask alumni

Difficult!

Staff Responses to Question 3 (ideas for fundraising?)
blank
blank
No
blank
blank
Is there any scope for electricity generation (presumably solar) that can be sold back to the grid?
promote the college as the greenest college in Oxford, expand the green wall further
Not buying bottled water for staff will save money! Other suggestions will cost nothing
Crowdfunding!
Not my area of expertise
Emphasise the drive towards sustainability and "greening the Hall" in the telethon? Make it a key element of the fundraising aims for the College.
1. Used book sales; 2. Quiz Night; 3. Bingo; 4. Jumble sale; 5. Cake sale; 6. Contact local businesses for support
blank
blank
Crowd funding
DARO
Cake bake-offs Staff walks Raffles Quizzes Office challenges

Appendix 4

Survey response data from Question 4

Q4: What would you consider to be *too much* or *too far* for the college in its efforts to "green the Hall"?

JCR: Summary of responses, from most common to least common themes:

41 of 53 JCR respondents (77%) offer a comment on what environmental initiatives may be excessive and unwelcome. Further ideas and details are listed in **Table 6** below.

Sky's the Limit: 12 (28%) of JCR respondents share that no intervention could be too far, citing the urgency to act on climate and protect and restore the environment.

Academics First: 9 JCR members (21%) express concerns about the impact any environmental projects may have on study and learning, such as noisy renovations or anything that may take away from the Hall's primary focus as an academic institution.

Choice and Comfort: 9 respondents (21%) express that interventions that curb personal choices are a step too far. 6 respondents (14%) specifically mention that forced adherence to a plant-based or vegetarian diet would not be welcome. 6 JCR respondents (14%) raise concerns over any activities that may cause major discomfort, such as limiting heating during cold weather.

Managing Costs: 6 respondents (14%) express concern with the idea that the cost of environmental projects may be passed on to students through increased battel charges or more expensive meals. 4 JCR members (9%) urge that funds which made the college accessible (through funding or affordability) should not be diverted to sustainability efforts. Another respondent expresses concern with any diversion of funds away from athletics.

Prioritising Impact: JCR respondents also urge the college to focus on projects that can be proven to be effective, with real and measurable impacts. Some question the effectiveness of the living green wall, for example, in meaningfully reducing the Hall's environmental footprint.

Other: In addition, the following are identified examples from JCR respondents of steps too far in achieving environmental objectives: unattractive compact fluorescent light bulbs, too many different waste and recycling bins, "weird" toilet paper, and interventions which affected mobility (unclear whether this is in terms of accessibility or transport).

MCR: Summary of responses, from most common to least common themes:

50 of 63 MCR respondents (79%) offer a comment on what environmental initiatives may be excessive and unwelcome. Further ideas and details are listed in **Table 6** below.

Sky's the Limit: 17 MCR respondents (33%) state that no intervention goes too far while a further 5 (10%) indicate that they consider very little to be an overstep, given the current urgency for environmental action.

Choice and Comfort: 7 respondents (14%) state that interventions that curb personal choice are a step too far including, in particular, being forced to adhere to a plant-based

or vegetarian diet (specifically mentioned by 5 respondents). One respondent also expressed concern over any green initiatives that may result in fines for not complying with sustainability rules. 5 MCR respondents raise concerns over any green projects that may cause major discomfort, 4 of which refer to limits on heating in cold weather, while others reject limits on hot water use or length of showers. One respondent felt that any effect on personal lifestyle is too much, and another shares concerns about any effect on the typical Oxford experience.

Managing Costs: 6 MCR respondents (12%) shared that they would not support cost increases to student fees or more expensive meals, which, as 1 respondent argues, should also not raise any barriers to students' ability to study with SEH.

Academics First: 2 respondents (4%) are concerned about any effects of environmental projects on the quality of education at the Hall.

Prioritising Impact: 4 MCR respondents (8%) urge that environmental projects and interventions be meaningfully effective at reducing the college's footprint; 1 respondent says that no current intervention is effective. Another questions the effectiveness of the living green wall, compared to other possible investments. 1 respondent suggests choosing only affordable and cost-effective projects. 1 student raises a concern that food waste bins are too hard to manage and therefore should not be placed in college housing.

SCR: Summary of responses, from most common to least common themes:

18 of 24 SCR respondents (75%) offer a comment on what environmental initiatives may be excessive and unwelcome. Further ideas and details are listed in **Table 6** below.

Choice, Comfort, and Culture: 3 SCR respondents (13%) express concerns about how a set of environmental objectives may detract from the college's social atmosphere, including one respondent that requests avoiding no meat days. 3 members request that environmental activities not detract from the visual appeal of the college. Another SCR member warns that college-wide efforts may detract from the sense of personal responsibility (i.e. if the college is green, then I don't have to be). 2 SCR respondents also urged that environmental efforts not diminish comfort in college buildings, such as limiting heating and energy access.

Academics First: 3 SCR respondents (13%) express concerns about an overbearing environmental agenda that may detract from the college's educational mission and priorities. One respondent urged that the cost to study with SEH not increase as this may limit educational opportunity of current and future students.

Sky's the Limit: 3 SCR respondents (13%) report that no actions are too far to achieve these environmental sustainability aims.

Meaningful, Measurable Improvements: 2 SCR respondents (8%) urge the college to avoid measures that are environmental in appearance but that are insubstantial in their impact.

Staff: Summary of responses, organised by theme:

12 of 17 staff respondents (71%) offer a comment on what environmental initiatives may be excessive and unwelcome. No consistent themes emerge. Further ideas and details are listed in **Table 6** below.

Sky's the Limit. 3 staff respondents (18%) state that the urgency of environmental challenges compels big changes and thus there are few initiatives that may be too far.

Academics First: 2 staff respondents (12%) share that any impediments to academics and learning are a step too far.

Avoid Individual Oversight: 2 staff respondents (12%) identify overbearing methods of monitoring energy, water, and waste at the room or individual level or instituting no-choice menus as a step too far.

Inclusive, not Exclusive: One staff respondent points out that "it should be an inclusive initiative that brings people together," noting that if these initiatives are executed in a way that excludes people (within the community or detracts from the college's ambition to increase diversity), or if it degrades the character of the old college site, then this would be a step too far.

Table 6: Data collected in response to survey question 4

JCR Responses to Question 4 (what should we avoid?)
Prioritising this over academic, welfare and accomodation issues in terms of money and attention.
blank
blank
When it becomes too distracting for students working
Too far would be when it inhibits the working environment such as limiting paper consumption. I see how this is an issue and we need to reduce it but it should be a personal decision to do so as many projects need access to large amounts of paper.
blank
If it started to impact on college welfare/academic achievement. e.g bursaries/access stuff
Wouldn't want a fully vegan diet
Less heating in winter, going only vegetarian meals.
We wouldn't want to become too expensive as a college because access is important too
When it becomes impractical and affects work
Going fully vegetarian for dinners
I don't think any college money should be spent on visual things like the living wall, it's not worth it. If students take the hit financially it's also not worth it. For example, dinner shouldn't become any more expensive in order to offer more vegetarian options (plus more options would only increase the food waste).
Banning students from going on college funded trips if they required a plane would be excessive imo
Enforced veganism
- reducing funding for sport
No limit: lets plant more, recycle more, waste less.
blank
nothing
Sustainability is an issue of the utmost importance and, as students who are by nature investing a lot of time and effort with the hope that it will pay off in the future, we should be

doing everything possible to "green the Hall" and do our part to ensure our generation and future generations have a planet to live that future out in.
Interference with individual choice over meal consumption. Adopting policies that reduce plastic consumption at the cost of increasing the college's carbon footprint.
Honestly nothing, it's a climate emergency the Hall should do everything it can
Forced power outages
Nothing
Any expenditure which would be better spent on the academic curriculum at the college.
blank
If they stopped allowing people to print things off etc. or anything else that impacted people working
Using weird toilet roll, cutting off heating when colder weather is forecasted. Can't think of much that would be too far.
No such thing
Building up green spaces when the construction disrupts day to day life eg too noisy
Removing meat from the college menu entirely (although some better vegetarian options would be very welcome)
Not being able to cater for people with special needs
raising accommodation prices to fund it
Electricity curfews?
Jeopardising student studies or ease of studies eg printing restrictions
Raising battels unreasonably
blank
I don't think there are limits. Maybe when physical mobility is compromised
having loads of different bins everywhere
I don't think any reasonable effort is too far
Obstructing the learning environment of any of the JCR/MCR/SCR. If for example construction efforts need to be made to green the hall, ensure they are completed at times convenient for everyone.
Replacing all the light bulbs with very white energy efficient ones. I'm all about energy efficient bulbs, but if they're intensely white they're just physically painful
No such thing
blank
blank
blank
blank
If it begins to take away from access work or funds. If it affects study.
blank
blank
Financially Unsustainable initiatives (not including sunk costs on big investments like the wind turbine)
blank
No heating at all. Anything which would result in death

MCR Responses to Question 4 (what should we avoid?)
FOOD WASTE BINS - we have had these in norham gardens and they are a disaster. There are already too few kitchens for too many people hence it is impossible to organise cleaning between people you don't know. They will not be emptied and the flies will return.
blank
nothing comes to mind

Reducing the number of students
blank
Nothing is too far when it comes to saving the planet
Take even MORE money from students.
Becoming completely vegetarian or vegan for the whole hall or limiting warm water use for showers for example
I don't understand this question. What are the options?
Too much would be anything that adds to the termly battels.
blank
I don't think 'too much' or 'too far' are valid concepts in the context of sustainability. However, I would be disappointed if too much emphasis was placed on less effective actions, with less attention given to more meaningful changes
blank
We're in a climate emergency so I don't think we should be too concerned about this
nothing
Costs on students
A wind turbine in the quad is maybe too far?
nothing really.
Mandatory green policy (i.e. monitoring / fines etc). Students should be made aware of initiatives and trusted to follow
Substantially reducing basic college provisions such as accommodation and meals
Nothing! Set ambitious targets - they will help drive action. Research is suggesting putting off the action to meet 1.5oC targets will mean there is a greater cost later
blank
I think we are currently far from any initiative that I would consider going too far.
Very little
Having the principal tied to a tree
blank
Firstly and most importantly - ignoring our environmental responsibility would be too much. Otherwise enforced 100% vegetarian is probably a tad too much. But we should aim to be transparent about our impact and demonstrate that - eg if in a year the Hall serves xxx kilos of red meat, from xxx source it has xxx footprint.
blank
too far: paying much for an intervention that might not have the intended outcome
I don't think any of the efforts made have been very effective
If activities that are fundamental to delivering of high-class education are being impaired/hindered.
Increasing the number of vegetarian/vegan options at dinner. It isn't worth it!
Nothing. In my opinion we could transform the college into a green jungle (this would be such a tourist attraction!), serve only local vegan food (grown within college?!) and exclusively use green energy. I really don't see how we could go too far.
If it meant money had to be rerouted from education provisions or student services.
Nothing. It's the most important thing.
Turning off heating when cold
Nothing would be too much when it comes to making the hall greener
There is very little that I would consider too far. Anything which seriously disrupts students sleep and comfort, for example, turning the heating off for too long in the winter, or only allowing showers in the morning.
blank
Nothing would be too much or too far.

I would consider something too far if it starts to have a major impact on the students way of life, i.e sleeping in a cold room
Very little
I can't really think about anything. The only thing I would say would be increasing student battels as it may make the Hall even less accessible to some students (as our battels are already pretty high compared to other colleges)
blank
Nothing, it is very important
Nothing, as long as it is affordable
Anything detracting from the quintessential Oxford collegiate experience; meals, academic facilities, gardens and buildings, etc. Sustainability efforts should add to, not reduce, our comforts, or else they are harder for people to accept.
Restricting choice of students. Increasing fees for students
Anything that would impede anyone's lifestyle
Only vegetarian food, otherwise crack on.
blank
blank
Not sure, unlikely much.
Don't think there is too much
All the walls being painted green 😂
Not sure there is such a thing as too much or too far.
Is the green wall really helpful compared to spending money somewhere else?
blank
vegan/vegetarian meals all the time with no meat options
blank
blank
Forcing students or staff to change their behavior, at least prior to a cultural shift in expectations that must be shepherded by students, staff, and leadership alike. One method for facilitating this in student housing (JCR / MCR) could be through a welfare program to design greater ownership and accountability of shared spaces and solid waste/ energy/ water/ facilities management.
Only extreme measures would be too far - for example having no heating in winter.

SCR Responses to Question 4 (what should we avoid?)
blank
blank
I do not think we should be doing this. I fear it is a slogan which will risk encouraging people to think that their own personal responsibility has been discharged.
Don't know. Possibly excessively visually intrusive changes to the fabric of the older parts.
Very little
anything that could be interpreted as greenwash
Mandatory meat-free meals
blank
Can't think of anything
Demolishing the old buildings and replacing them. Allowing spaces to become too cold for work or socialising. Anything which makes the College dysfunctional which can include so boring and serious that many people to not want to be in College. This can include being percieved as being obsessed with being green rather than the academic and more general objectives of an Oxford college.
Probably following the suggestion by Simon Kuper in the FT that Oxford stops teaching undergrads would be going too far.

blank
nothing - make it something to pervades everything down to the ball decoration or merchandise, e.g. giving every fresher a flower-pot for their room, fitting the Lodge and all corridor corners with fitness bikes which can power usb chargers and more. Make it fun, colourful and comprehensive!
Digging up quad for solar farm
compost toilets and bans on flying
blank
Where it would interfere with the educational mission of the Hall - that is our charitable duty
Being insular and focussed on 'being a leader' too competitive and seeking branding rather than substance
damaging academic and social capability by diverting significant sums of money
We want to make it part of the way the College life is lived to enhance the lives of students and Fellows, not define a new asceticism that is unachievable or unsustainable
blank
see point 2
If it meant we became even more expensive
Any use of financial resources which bites into academic provision.

Staff Responses to Question 4 (what should we avoid?)
blank
blank
Making a no choice menus
anything that impacts too much on the students study time
blank
I don't think "too much" or "too far" exists given the precipice we find ourselves on environmentally.
nothing
Fixating on the aim to be 'the greenest College in Oxford' - being top for something unquantifiable and arbitrary such as 'being green' but lowest for diversity and consistently low for state intake, Norrington score, doesn't look very good
Don't know
metered rooms
Something that impacts our purpose as a College. No changes that have taken place so far such as the green wall and the introduction of water fountains has any negative implications.
I'm not sure there is a 'too much'. Something drastic needs to be done.
I am sure there are relatively easy financial calculations of investment versus cost saving and some more complicated methods of calculating investment versus well-being. So the question is what's a reasonable break-even point. My hunch would be 10 years, possibly 15. We may be considered to have gone "too far" if people start to feel excluded by this agenda. It should be an inclusive initiative that brings people together.
blank
blank
Knock down and rebuild a zero carbon site would be a step too far.
Nothing is too far as long as it is a priority for the college. I would however say that in order for staff to continue to be green following any implementation of new ideas, staff need to be kept informed of the effect any new ideas have had on the environment through maybe quarterly reports e.g on energy usage.

Appendix 5

Survey response data from Question 5

Q5: What questions, if any, do you have for the college about its current or future environmental initiatives?

JCR: Summary of responses, from most common to least common themes:

17 of 53 JCR respondents (32%) pose questions about current or future environmental initiatives at SEH. Further ideas and details are listed in **Table 6** below.

What is the plan? 6 JCR respondents request information about what the college is doing now and what plans are in the works. Detailed plans rather than "vague statements" are requested, including budgets, alignment with other college priorities, and how students can get involved. Responses reveal that better communication about the college's plans could help to engage more people in these initiatives.

What's the baseline? JCR respondents also request information about current recycling rates, college carbon footprint, volume of food waste, and the benefits of existing environmental strategies, such as the living green wall. One respondent suggests that this information may help to inspire awareness and individual action.

SEH money for the environment? 1 JCR respondent asks whether the college has investments in fossil fuels and 2 others ask if the college is willing to spend money on environmentally preferable goods and services.

Other: One respondent expresses positive reviews of the clothes charity bags used this academic year and hopes that this initiative would continue.

MCR: Summary of responses, by common themes:

25 of 63 MCR respondents (40%) pose questions about current or future environmental initiatives at SEH. Further ideas and details are listed in **Table 6** below.

What's the plan? 8 MCR respondents request details of the college's current and future plans for environmental action, further requesting information on how the college plans to implement and institutionalise these plans. These respondents further ask for information on key targets the college aims to achieve and details on how students could be involved.

What's the footprint of the endowment? 5 respondents ask about the college's investment portfolio and whether any consideration of the environmental impacts of such investments is taken into account. For instance, does the college know how much of its money is invested in fossil fuels?

How can SEH's environmental progress be more visible? 2 MCR respondents inquire whether the college's environmental initiatives might be helpful in promoting the Hall to prospective students and across the broader Oxford community.

What happens with leftover food? Building on the popular topic of food waste, some MCR students ask what happens to leftover food.

Plans for energy efficiency? Some students inquire about the college's plans to decrease energy consumption. These questions include mention of specific technologies such as lighting and heating controls, energy efficient lighting fixtures, and improved insulation.

Improved recycling communication? One respondent praises the college for the availability of recycling bins but states that the implementation of such an initiative failed it was not sufficiently explained or indicated. The suggestion is for a more organised launch at the beginning of each academic year and more clearly worded signage.

SCR: Summary of responses, by common themes:

16 of 24 SCR respondents (66%) pose questions about current or future environmental initiatives at SEH. Further ideas and details are listed in **Table 6** below.

What's the impact? 4 SCR respondents ask about impact, specifically emphasising measurement and suggesting that any interventions and investments consider the scale of potential impact, including looking into the college's investment portfolio.

How best to frame? 3 SCR respondents urge a careful framing of this project, noting that an aim of becoming the "greenest college" may be an unachievable goal; that certain metrics, such as CO2 targets, may not be appropriate; and that the greening project itself may be viewed as a pre-set agenda with little opportunity for meaningful input.

What is the plan? 3 SCR respondents ask about what the plan is, much less commonly than the JCR and MCR.

Who will lead it and how? 3 SCR respondents ask about ownership and leadership of these environmental initiatives, urging structure to help carry the projects forward, establish a model for best-practice, and aid in plan implementation.

How best to promote? 2 respondents ask about how the college could better communicate these initiatives, possibly through a more prominent place on the web site or by enlisting fellows to lecture on relevant environmental topics.

Staff: Summary of responses, by common themes:

9 of 17 staff respondents (53%) pose questions about current or future environmental initiatives at SEH. Further ideas and details are listed in **Table 6** below.

Who will lead it and how? 2 staff respondents inquire how these environmental projects will move forward and with what structure to ensure their success.

How will impacts be measured? 1 staff respondent asks what quantifiable metrics will be recorded and monitored. Another asks about the current baselines, for carbon footprint, energy consumption, solid waste, and the greenness of current college procurement. 1 staff respondent suggests focusing first on issues with staff offices.

Is SEH waste management working? 1 staff respondent identifies concerns that all waste is combined into a single rubbish bin, urging a closer look at the implementation of waste management practices.

Differentiation? 1 staff respondent suggests considering how environmental commitment can help the college differentiate itself from other colleges and attract students and investment.

Table 7: Data collected in response to survey question 5

JCR Responses to Question 5 (any questions for the college?)
blank
blank
blank
What are the colleges long term goals for reducing energy consumption
blank
blank
Would you still be doing this if it wasn't because of pressure from the student body. What are you each doing individually- we should be both a community that is sustainable but also individuals need to step up
blank
blank
Are there any?
blank
blank
Why don't scouts recycle?!?! It doesn't take much effort to empty my 2 bins into 2 separate bags.
blank
blank
blank
blank
blank
blank
What are the current plans for future environmental initiatives? What is the Hall currently actively doing? It would be great to have more communication about what the Hall is doing in an effort to be more sustainable and how students can get involved.
How can they be integrated with the college's long term redevelopment plan? Given summers are going to start getting hotter, how can the college maximise natural cooling effects in its buildings (old buildings are often not so good at this) while reducing heating requirements in the winter?
I'm unaware of its current initiatives so would be keen to have these better publicised
Will there be more green living walls going up?
blank
blank
blank
blank
blank
Do you prioritise cost effectivity or the environment?
Introducing sustainable energy sources?
blank
Is there a budget or sponsorship campaign to raise money for this?
blank
blank
Do the recycling bins actually go to recycling? Are we going to expand the green wall?
I haven't heard much about these initiatives beyond vague statements about being "greener", so I want to know what they actually entail
blank
blank

blank
Is the college willing to spend money/ make less money in order to be greener?
What current investments does the Hall hold - and are any of these in environmentally damaging areas such as oil.
blank
blank
blank
blank
blank
blank
Is the green wall really beneficial to reducing our carbon footprint ?
blank
blank
blank
I would be interested to see how much the college recycles and how much food waste is produced because I think a lot of students would probably be quite shocked. I think the charity bags that were used this term were a brilliant idea and I hope that it was used across all sites
blank

MCR Responses to Question 5 (any questions for the college?)
Please allow for black and white printing from laptops.
blank
divestment from fossil fuels?
blank
blank
What's the food waste situation like, particularly comparing SCR and normal dining?
blank
With 2030 fast approaching, how is the college (And the university at large) not doing more to save future generations from the effects climate change when its exact role is to help future generations?
What do they cost? Is there going to be an increase to battels to pay for them?
I presume the college has an investment portfolio? Has it given instructions for this to be spent on environmentally friendly purposes (i.e. are we investing in mines, fossil fuel companies?)
blank
blank
blank
blank
blank
blank
The key issues are emissions from food, electricity and heating, how is the college planning to reduce the carbon from each or these? How far is the college willing to go?
what are they?
What are they?! I cannot recall seeing them written anywhere
blank
blank
blank
Where is the college's money? Do we invest in fracking,...?
blank

blank
blank
Recycling/general waste and compost bins in NSE have been a failure it seems (24 NSE experience anyway) - introduction of food bin this year was a good initiative, withdrawn because of poor execution. Why for example was removal of food bins to outdoor bin a student responsibility (unlike other bins). It requires more than bins appearing with a poster. People from lots of different countries and cultures live in these buildings and meeting/demonstration or something on this might have made the scheme a success. Needed to be though about through a user-lens. 26 NSE is currently under development - what are the energy efficiency and insulation aspects to this? Double-glazing? Can we set a standard before the development investment is a sunk cost.
blank
blank
blank
How does Teddy Hall's investment portfolio contributes to mitigating climate change?
None.
None
blank
blank
blank
N/A
blank
blank
blank
They need to actually start recycling instead of just making it look like they do!
None
blank
Why is the heating consistently on in places around the college in the summer? Can that be controlled?
What is our energy consumption like? Can bulbs be replaced with energy saving ones?
Nothing
blank
How much planning is their across college sites/ student bodies
Do people actually recycle? What happens to leftover food?
Any timescales for turning the heating down in college buildings would be good.
blank
blank
what are its plans? could it outline what it is doing and what it plans to implement?
blank
What are the key areas the college is targeting? Also, the age of the main site might hinder some plans. How do you plan to target those? Also, how do you plan to include students in the initiative?
What is the college currently doing and what concrete plans do they have for the future?
blank
blank
Suggestions: - seminar/supervisor meetings during walks/in the wild to get people out into the environment -a college allotment or involving the students in some way in a welfare garden? -awards/studentships for students who take a proactive approach to improving the college or

university sustainability -a series of debates/seminars on sustainability to be held in the old dining hall
blank
Who provides our energy? Where is our money invested? How much waste do we produce?
How will you formalize student and staff participation in this sustainability campaign? How/when will you announce and launch these initiatives? How can SEH more visibly compete against other Oxford colleges (and maybe other higher-Ed institutions) on sustainability performance?
How much is the college interested in actually being sustainable and how much is it simply about window dressing and appearing green for publicity purposes?

SCR Responses to Question 5 (any questions for the college?)
blank
That more and more people are being put off by campaigns with a pre-set agenda
How do we justify spending money on new furniture, new fitting out of rooms and offices, every year or two? It is a waste of money, and a misuse of resources.
Apart from the "Green Wall", I don't know what they are at all. I would be good to know! (Retired Fellows like me don't get to hear everything...)
Is it going to boringly local or actually think seriously about the potential for leveraged impact
blank
blank
blank
Has the college divested from fossil fuels and related industries?
Please, please be careful in how you brand this. SEH could be the strongest college on green research and awareness. We can never be the "greenest" college with so many old buildings and several much newer colleges built to more modern standards. Branding as "The Greenest College" is risking publicity pointing out that 1400's rooms cannot be as well insulated as modern ones.
How efficient are the heating and cooling systems in the buildings in the back quad?
blank
how best to set it up as model for best practice - encourage other Colleges and institutions to join in.
Would be good to have a regular feature on the website about green activities. Is this possible?
How can we ensure the environmental baton is passed on from departing students?
blank
How will it measure the effectiveness of its steps as it goes along? What initial financial budget for this is the college able to afford prior to fundraising.
blank
don't get involved in CO2 targetry
Can a coherent, over- arching plan with prioritisation and measurable deliverables be defined?
How would it possible for Fellows to give lectures on environmental issues?
blank
How much do we know about how green we already are (or aren't)?
Who will be responsible?

Staff Responses to Question 5 (any questions for the college?)
blank
blank
Can we address the staff problems first
blank
blank
blank
blank
How will the impact be measured? What quantifiable metrics (such as electricity consumption, gas usage, amount recycled) will be recorded and monitored?
none
Most of the trash we have is thrown in a single bin. What evidence is there that it gets recycled? What about kitchen and Maintenance waste?
Who will lead the initiatives? I imagine there will be involvement from students, staff and academics, but what format will this take?
1. Will there be a 'green' committee? 2. What is the College's carbon footprint? 3. How green are our current products? 4. How do we stand compared to other colleges? 5. Is the College currently tracking it's energy use? 6. Is the College currently tracking it's food wastage? 7. What happens to food waste or unsold products?
Be good to think about how this differentiates us from other colleges and taps into the zeitgeist so that we get benefit in the number and quality of student applications to the college
blank
None
None
blank

Appendix 6

Survey response data from Question 6

→[*jump back to: Quantitative results (Questions 1, 6, and 7)*]

Q6: Will you be studying[3] with Teddy Hall next academic year?

```
0   = "Teddy, Teddy, Teddy! :)"
10
…
40
50  = "Uncertain :|"
60
…
90
100 = "Alumni Aularian-to-be! :("
```

Table 8: Data collected in response to survey question 6

JCR	JCR	JCR	MCR	MCR	MCR	SCR	Staff
0	100	0	0	0	0	0	n/a[4]
0	100	0	100	0	100	90	
90	100	0	0	100	0	20	
0	0	50	0	10	0	100	
0	0	0	blank	100	0	0	
0	100	0	100	0	100	100	
10	0	0	0	0	0	0	
0	0	0	0	100	0	100	
0	0	0	50	0	100	100	
0	100		0	10	0	0	
50	0		0	100	100	50	
0	0		0	100	0	0	
100	0		100	0	0	0	
0	0		blank	0	0	blank	
0	0		100	0	0	blank	
100	100		10	100	0	0	
50	0		100	100	0	0	
100	0		0	0	100	blank	
0	0		0	10	0	0	
60	0		0	0		0	
100	0		blank	0		0	
			10	0		100	
						100	

---

[3] For the SCR survey, this question reads: "Will you be with Teddy Hall next academic year?"
[4] Staff were not asked this question.

JCR: Summary of responses:

Among the 53 JCR members who responded to the survey, 40 (or 75%) will be spending at least another year with Teddy Hall; 11 (or 22%) expect this to be their final academic year studying with Teddy Hall; and 2 (or 4%) were unsure. The survey results thus reflect a large proportion of returning students.

MCR: Summary of responses:

Among the 62 MCR members who responded to the survey, 42 (or 68%) will be spending at least another year with Teddy Hall; 17 (or 27%) expect this to be their final academic year studying with Teddy Hall; 1 (or 1.5%) was unsure; and 3 (5%) did not respond. The survey results thus reflect a large proportion of returning students.

SCR: Summary of responses:

Among the 24 SCR members who responded to the survey, 12 (or 50%) will be spending at least another year with Teddy Hall; 6 (or 25%) expected this to be their final academic year with Teddy Hall; 2 (or 8%) were unsure; and 4 (17%) did not respond. The survey results thus reflect the views of more returning SCR members than of those who may be departing.

Appendix 7

Survey response data from Question 7

Q7: Are you interested in keeping informed or getting involved in our work to "green the Hall"?

Survey data reveals a strong interest in keeping up to date with the environmental projects of the college and fifty members across the common rooms express an interest in helping support the projects, however not all fifty identified a name and/or email to facilitate follow-up.

See **Table 9** and the paragraphs below, including **Figure 6** – **Figure 9** below for summaries of responses from each group.

Table 9: Summary of responses to survey question 7

Community	Thanks, but no thanks.	I'm keen to be green (but just keep me posted)	Yes, and I want to help!
JCR	5	33	18
MCR	12	27	26
SCR	5	13	6
Staff	5	7	5
Total	27	80	55

JCR Responses:

Most JCR respondents (48 of 53 or 91%) expressed an interest in keeping informed of sustainability initiatives at the Hall; while 5 (or 9%) politely declined. Of the group of MCR members that wished to keep informed, 18 (or 34%) expressed an interest in helping support these initiatives, usually providing contact information for follow-up.

Figure 6: Visual of JCR data collected in response to survey question 7

Are you interested in keeping informed or getting involved in our work to "green the Hall"?

Answered: 53   Skipped: 0
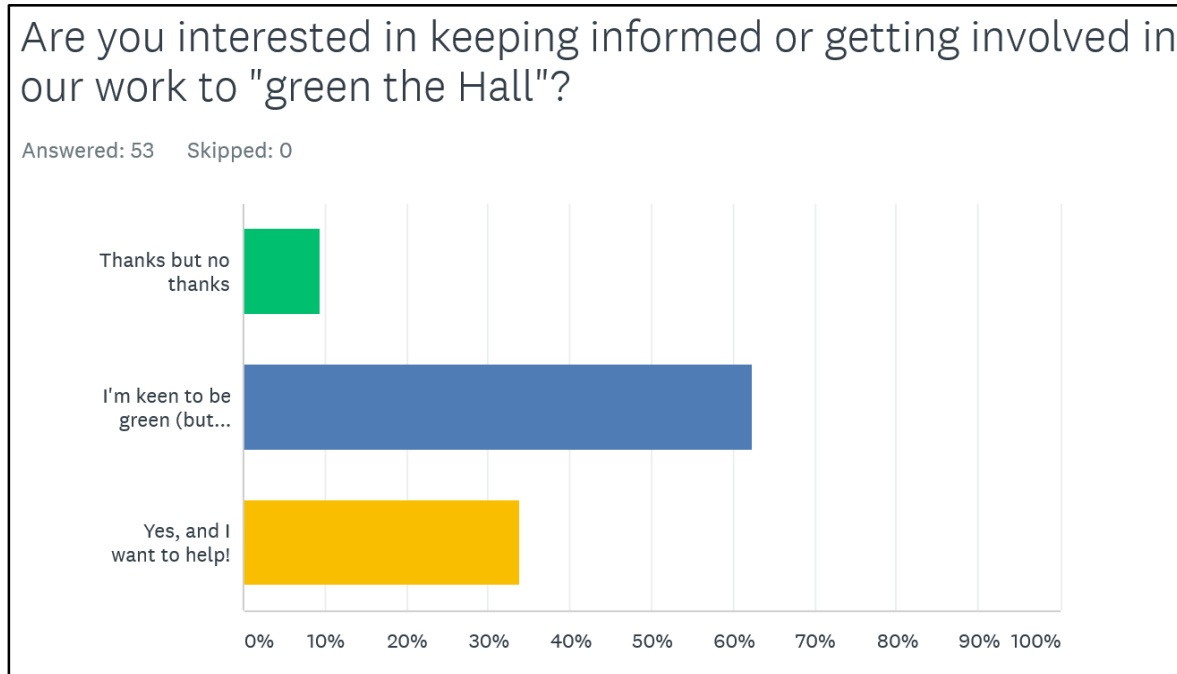
MCR Responses:

Most MCR respondents (52 of 63 or 84%) expressed an interest in keeping informed of sustainability initiatives at the Hall; while 12 (or 19%) politely declined; and 1 (or 1.5%) did not respond. Of the group of MCR members that wished to keep informed, 25 (or 40%) expressed an interest in helping support these initiatives, usually providing contact information for follow-up.
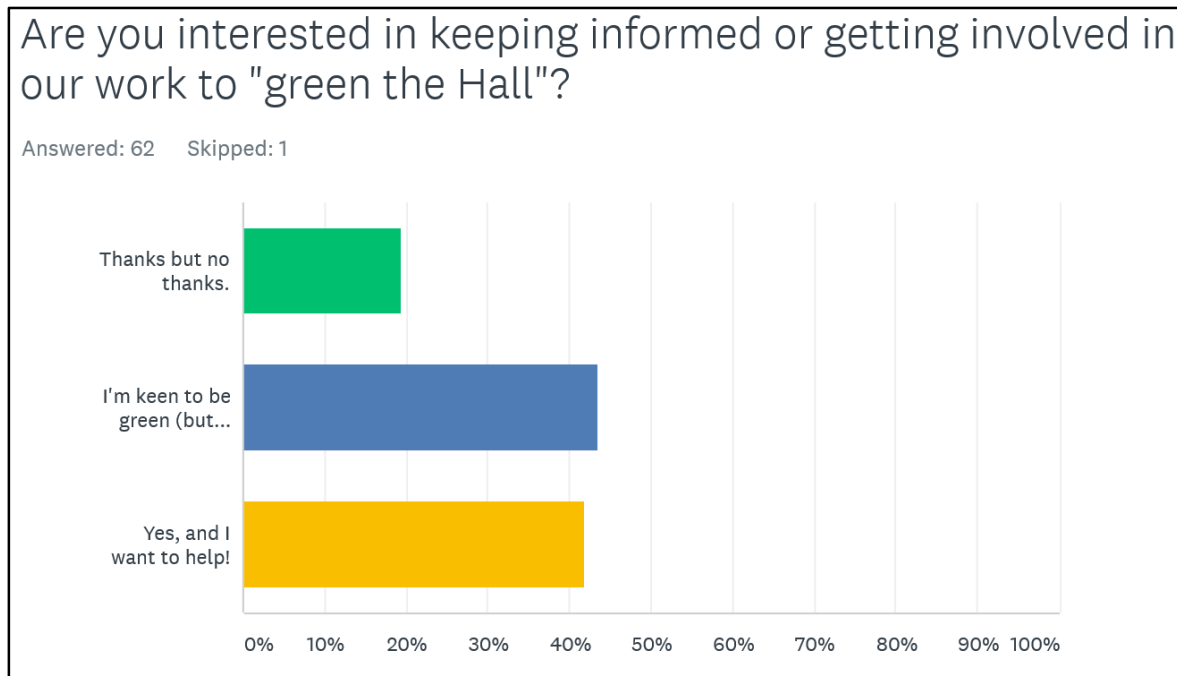
Figure 7: Visual of MCR data collected in response to survey question 7

Are you interested in keeping informed or getting involved in our work to "green the Hall"?

Answered: 62   Skipped: 1

SCR Responses:

Most SCR respondents (13 of 23 or 57%) expressed an interest in keeping informed of sustainability initiatives at the Hall; 5 (or 22%) politely declined further involvement; and 1 did not respond. Of the group of SCR members that wished to keep informed, 6 (or 26%) expressed an interest in helping support these initiatives, half of whom provided contact information for follow-up.

Figure 8: Visual of SCR data collected in response to survey question 7

Are you interested in keeping informed or getting involved in our work to "green the Hall"?

Answered: 23   Skipped: 1

Staff Responses:

Among the 16 staff respondents to this question, 12 (or 71%) expressed an interest in keeping informed on sustainability initiatives at the Hall and 5 (or 29%) politely declined. Of the group that expressed an interest in keeping informed, 5 (or 29%) expressed an interest in helping support these initiatives, four of whom provided contact information for follow-up.
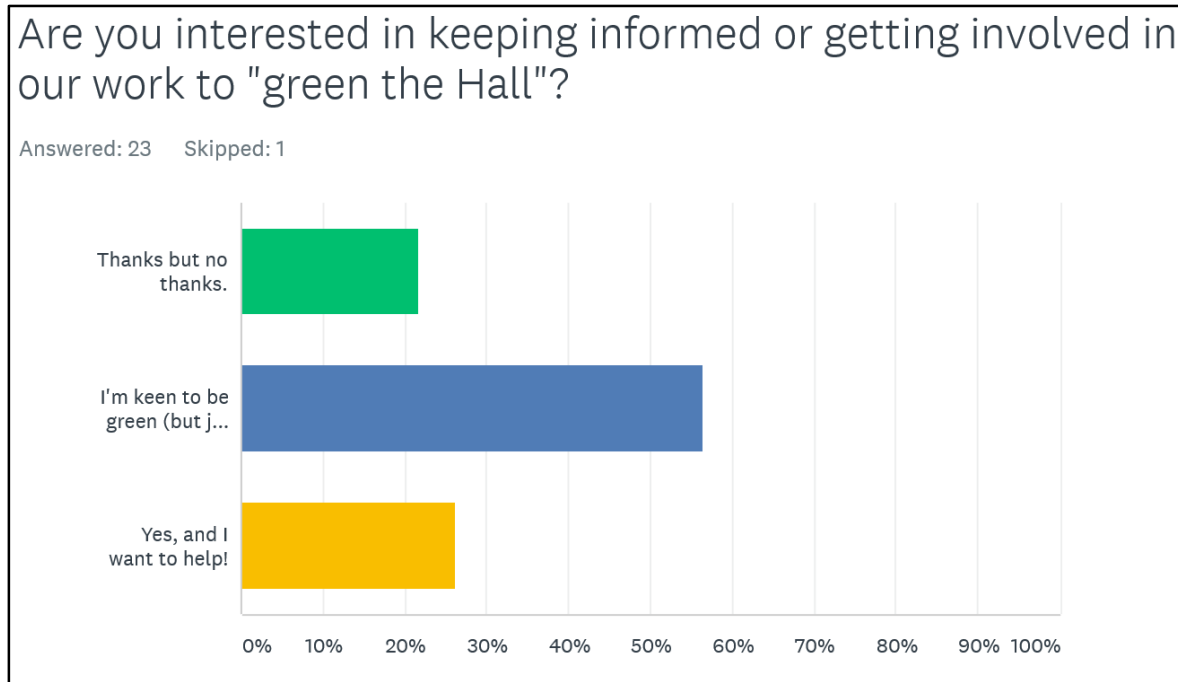
Figure 9: Visual of Staff data collected in response to survey question 7

Are you interested in keeping informed or getting involved in our work to "green the Hall"?

Answered: 16   Skipped: 1

Thanks but no thanks	(green bar, ~31%)
I'm keen to be green (but j...	(blue bar, ~44%)
Yes, and I want to help!	(yellow bar, ~31%)

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
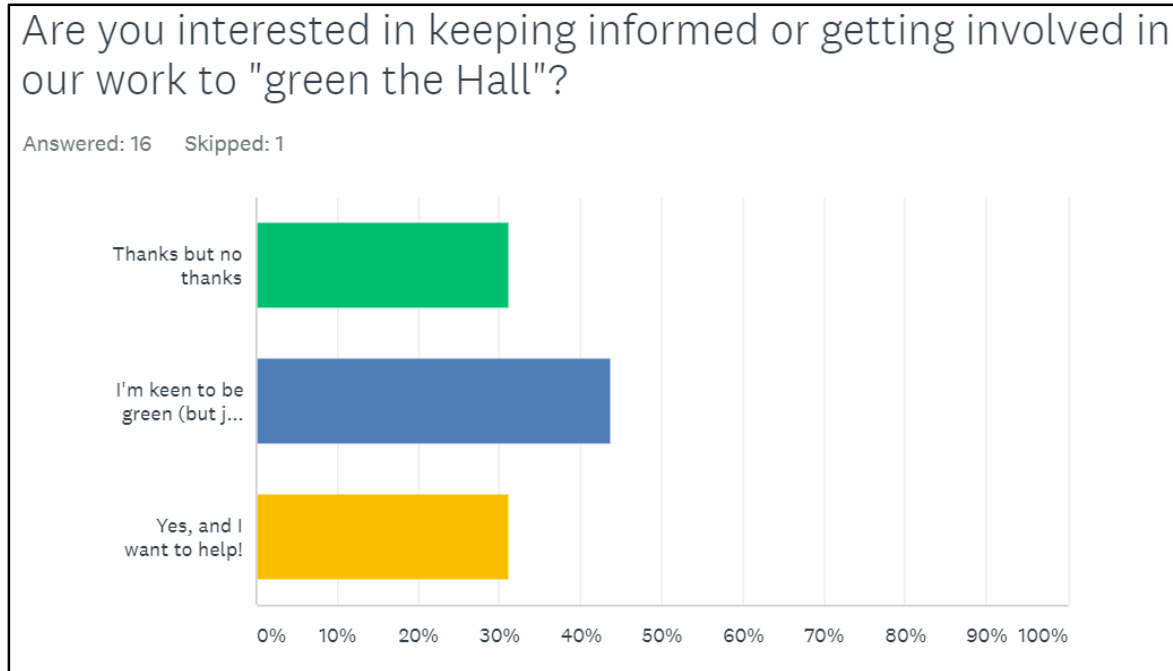
Appendix 8

Survey response data from Question 8

Q8: OPTIONAL: If you'd like, please share some information about yourself so that we can better understand your perspectives and so that we can follow up with you?

Survey results reveal many survey respondents with perspectives informed by residence in SEH accommodations, both at the SEH main college site and at off-site accommodations. When connected with feedback from questions 2, 4, and 5, the college may be able to identify certain concerns or ideas that may result from experience within particular SEH accommodations.

This question was labeled "optional" and combined with a question about contact information which may have decreased the response rate. After reviewing the results, it appears that the question may not have been sufficiently clear to the respondents that were being asked to voluntarily specify if they had been or expected to live in SEH managed accommodations (and, specifically, which ones) or if they had been or expected to live elsewhere, in non-SEH accommodations. This question was not modified for the staff survey, thus resulting in very few responses, however office locations could be a reasonable substitute, and two respondents interpreted the question in this way. Where possible, these data have been cleaned to attempt to correct for errors.

See below for summaries of responses from each group.

JCR: Summary of responses:

27 (or 51%) of the 53 JCR members that responded to the survey provided context for their responses with some information on where they resided this past academic year. The number of respondents in named residences include: 2 in the Front Quad (including Staircase 1); 1 in St VIII; 3 in Whitehall; 3 in Besse (including Besse 3); 3 in Kelly; 3 in Dawson; 1 in Emden; 1 in SEH building; 1 in 17 Norham Gardens; and 9 living off-site in non-SEH accommodations. 25 (or 47%) of the 53 JCR respondents provided information on their expected accommodation for next year, including: 7 in SEH accommodations in Cowley (including 3 at Dawson, 2 at Circus Street, 1 at Hurst Street); 5 at Norham Gardens; 3 in SEH main site (including 1 in Besse and 1 in Whitehall); and 7 who expect to live in non-SEH accommodations. 20 JCR respondents provided contact information for follow-up.

MCR: Summary of responses:

33 (or 53%) of the 62 MCR members that responded to the survey provided context for their responses with some information on where they resided this past academic year. The number of respondents in named residences include: 10 at Norham Gardens (including 2 at Brockhues, 5 at 17 Norham, 1 at 24 Norham, and 1 at Crick Road); 3 in SEH main site (including 1 at Whitehall, 1 in Staircase 8, and 1 in Kelly); 1 at Regent Street; 3 at Dawson; and 16 in non-SEH accommodations. 27 (or 44%) of the 62 MCR respondents provided information on their expected accommodation for the next academic year will be, including: 3 in SEH main site (including 1 at Besse and 1 at Staircase 1); 1 at

Norham Gardens; and 23 who will be living in off-site in non-SEH accommodations. 32 MCR respondents provided contact information for follow-up.

SCR: Summary of responses:

Of the 10 (of 24) SCR respondents that answered this question, one also lives in college accommodation, specifically the Fellows' Room. Eight SCR respondents provided contact information for follow-up.

Staff: Summary of responses:

Of the 8 (of 17) staff respondents that answered this question, one identified the development office and another the front quad, presumably as office locations. Eight staff respondents provided contact information for follow-up.

Table 10: Data collected in response to survey question 8

JCR Responses to Question 8 (contact info, including your SEH housing?)	
This year's housing (name of SEH building or off-site)	Next year's housing (name of SEH building or off-site)
blank	blank
Besse	Circus St
blank	blank
blank	blank
Emden	off-site
blank	blank
Dawson	Norham
blank	blank
Dawson	Circus St
off-site	Whitehall
off-site	college
off-site	Dawson
Kelly	off-site
blank	blank
Kelly	blank
Besse	Norham Gardens
blank	blank
blank	blank
blank	blank
Off-site (private rent)	Off-site (Dawson)
St VIII	On a one year detachment to London, but will be back.
blank	blank
blank	blank
blank	blank
blank	blank
blank	blank
blank	blank
Front Quad	Graduating
off-site	Queens Lane
blank	blank

Whitehall	Private accommodation in Cowley
Whitehall	Hurst Street
blank	blank
Suspended student	Besse
Whitehall	Off-site
off-site	Off-site
blank	blank
blank	blank
blank	blank
Off-site	Off-site
blank	blank
17 Norham	17 Norham
blank	blank
WRM	Norham
blank	blank
blank	blank
blank	blank
SEH building	Off-site
blank	blank
blank	blank
Off-site	Dawson
Besse 3	Norham Gardens
Staircase 1	Off-site

MCR Responses to Question 8 (contact info, including your SEH housing?)	
This year's housing (name of SEH building or off-site)	Next year's housing (name of SEH building or off-site)
blank	blank
17 Norham Gardens	blank
off-site	off-site
off-site	off-site
blank	blank
blank	blank
off-site	off-site
blank	blank
blank	blank
off-site	off-site
blank	blank
off-site	off-site
blank	blank
NSE	blank
17 NSE	blank
blank	blank
blank	blank
off-site	off-site
blank	blank
blank	blank
blank	blank
Offsite	Offsite

Off-site	Off-site
Crick Road	Off site private renting
blank	blank
blank	blank
24 NSE	blank
17 Norham Gardens	blank
Brockhues lodge	Off site
blank	blank
off-site	off-site
blank	blank
Off-site	I'll be an alumni
blank	blank
Kelly	Off-site
Regents Street	Besse
William R Miller Building	Norham Gardens
William R Miller Building	blank
blank	blank
blank	blank
St 8 in college	Off-site
blank	blank
blank	blank
Private House Accom	College/Queens Lane
Year Abroad	Staircase I
blank	blank
Off-site	Off-site
blank	blank
blank	blank
WRM, Dawson St	N/A
blank	blank
Whitehall	Off-site
blank	blank
Off-site	Off-site
17 Norham Gardens	blank
blank	blank
blank	blank
Off-site	Off-site
17 Norham gardens	Off-site
blank	blank
Brockhues Lodge	Off-site
Off-site	Alumni
Norham	Off-site (on fieldwork until Trinity)

SCR Responses to Question 8 (contact info, including your SEH housing?)	
This year's housing (name of SEH building or off-site)	Next year's housing (name of SEH building or off-site)
blank	blank
blank	blank
blank	blank
off-site	off-site

blank	blank
blank	blank
blank	blank
blank	blank
blank	blank
blank	blank
blank	blank
blank	blank
off-site	off-site
blank	blank
blank	blank
blank	blank
blank	blank
blank	blank
blank	blank
London	Oxford environmentally re-conditioned old cottage renovation complete in Nov and I can move back to become more involved with College!
Fellow' room	Fellow's room occasionally
blank	blank
blank	blank
blank	blank

Staff Responses to Question 8 (contact info, including your SEH housing?)[5]	
This year's housing (name of SEH building or off-site)	Next year's housing (name of SEH building or off-site)
blank	blank
blank	blank
blank	blank
blank	blank
blank	blank
Development Office	Development Office (hopefully)
blank	blank
blank	blank
blank	blank
Lodge	Lodge
not relevant - staff member	not relevant - staff member
blank	blank
blank	blank
blank	blank
blank	blank
Front Quad	Front Quad
blank	blank

---

[5] For the few who responded to this question, it appears to have been interpreted as "office location."

Teddy Going Green:
an Aularian-led sustainability survey

SEH Community Feedback Report (JCR, MCR, SCR, Staff)

October, 2019