



# WORKSHOP SYNOPSIS

## TOWARDS A SUSTAINABILITY STRATEGY FOR GMIT

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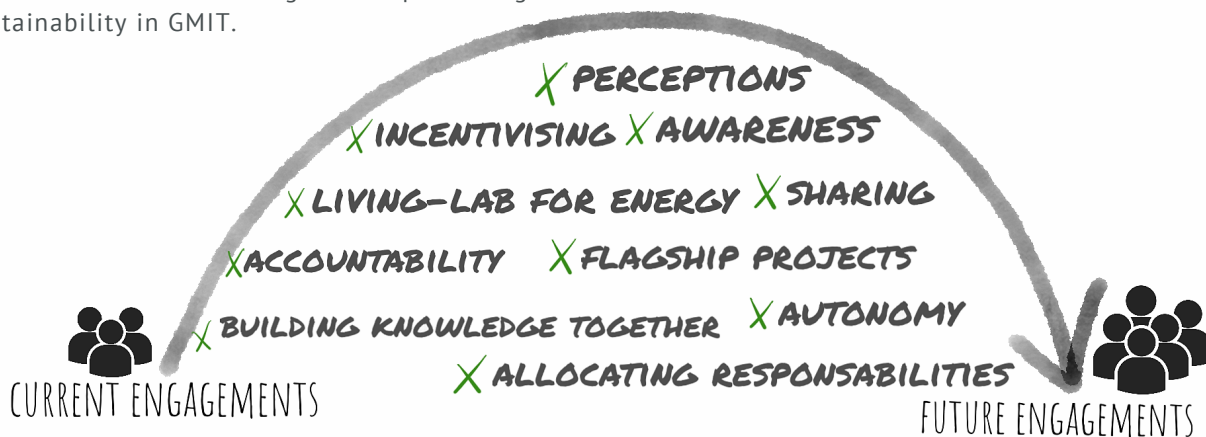
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### INTRODUCTION

The proceedings of the workshop '*Towards a sustainability strategy for GMIT*' was co-developed with eighteen GMIT students and staff. The workshop (held 3rd Oct. 19) was organised by GMIT Green campus and facilitated by the Imagining2050 team in UCC, and Holistic Urbanistes Galway. The proceedings offer a set of recommendations and insights into promoting sustainability in GMIT.

### PRIORITIES & CONCERNS

Participation as a means to promote sustainability in GMIT was recognised as a priority with a number of steps suggested to encourage greater levels of engagement. Figure 1 below offers an overview of key factors to secure more engagement with sustainability issues from staff and students.



**Figure 1:** illustration on bridging the gap from current practices towards greater future engagements  
**Workshop discussion themes included:**

- looking at existing areas of interest and initiatives in GMIT around climate change and sustainability;
- exploring values and attitudes towards the local environment, aesthetics and developing pathways that are coherent with a collective vision of change;
- sharing and debating other strategies with examples from UCC;
- establishing some determinants of community engagement around these core issues.

Students and staff expressed concern over the disruptive impact of strategies to tackle climate change. key issues included:

- jobs for the future;
- cost and resources to promote change;
- intergenerational issues;
- interaction with Galway city,
- Air & water pollution and waste.

## CHANGE PATHWAYS

A series of pathways to promote change were developed (see below visual pathways). The process included connecting with existing strategies, identifying innovations, breaking down possible steps and exploring possible cascade effects. Cascade effects can include both the tangible and intangible impacts of initiatives in terms of behaviour, working practices, local environment, and resources.

For GMIT, as a third level educational institution, many of the initiatives looked at also explored synergies between teaching, learning and sustainability. This involved looking at different pathways as opportunities to enhance teaching and support future leaders through education.

## VISUAL PATHWAYS FOR GMIT

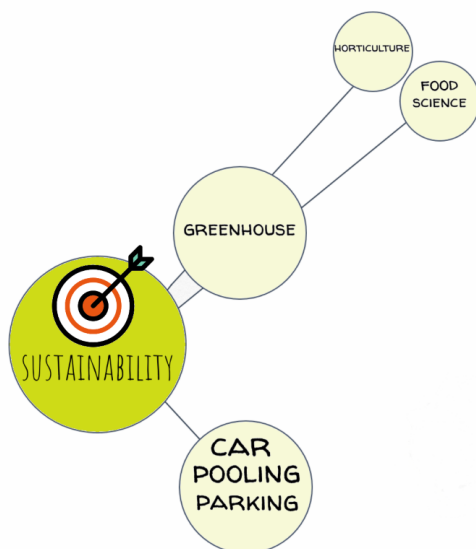


Figure 2: illustration of sustainability pathways for GMIT

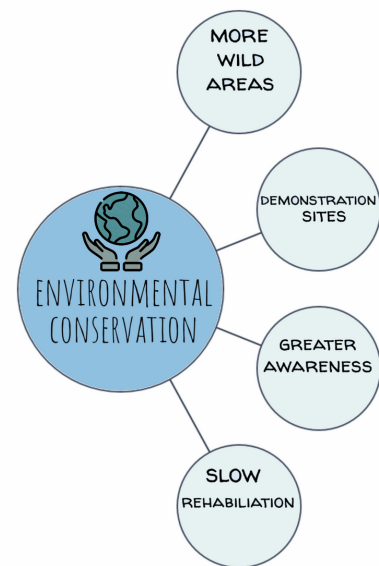


Figure 3: illustration of environmental conservation pathways for GMIT

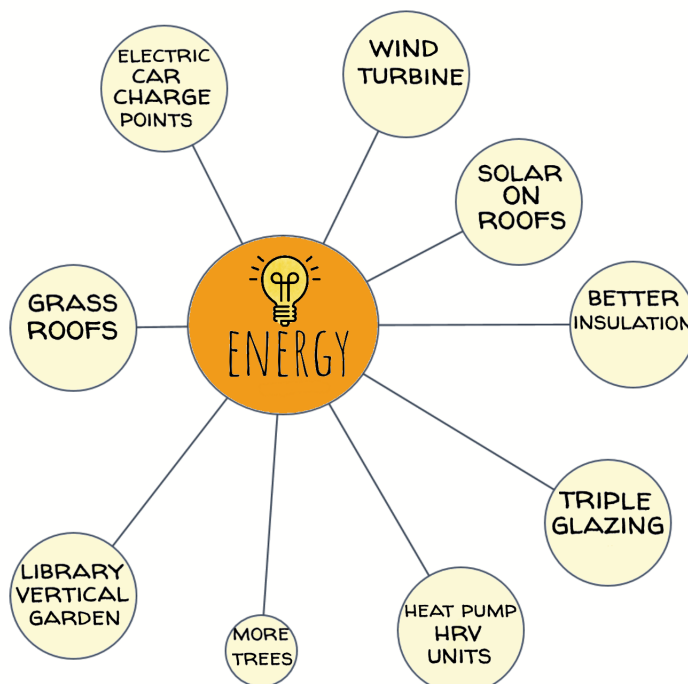


Figure 4: illustration of energy pathways for GMIT