

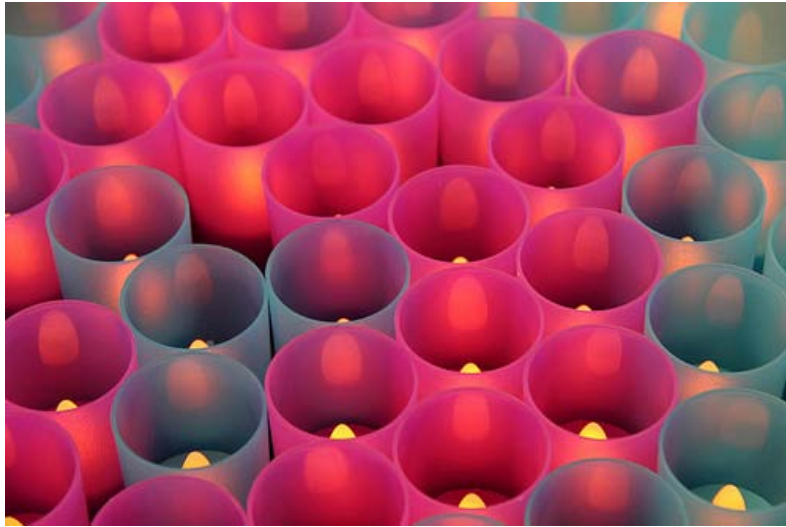


# **Sustainability Benchmarking Survey FINAL REPORT**

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On behalf of the Sustainability Unit,  
Property and Campus Services

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Executive Summary & Recommendations



Introduction & Demographics



Issues Facing Australia



Sustainability at the University of Melbourne



Staff and Student Contributions to Sustainability



Suggested Sustainability Initiatives



Detailed Findings and Verbatims



Survey Results by Segment



## 1. Environmental sustainability, climate change and the economy considered to be the most important issues facing Australia today

- *Within the context of the environment, carbon emissions, energy and water considered to be the most important issues*

## 2. Staff and students are polarised about environmental sustainability at the University the Melbourne

- *Over half believe that campus sustainability had improved in recent years*
- *However, views were split on whether environmental sustainability was top priority for the University and whether staff and students were knowledgeable about environmental issues*
- *Majority believed that communications need to be worked on and that there was a lack of leadership in the area of environmental sustainability*

## 3. Key differences noted between staff and students in their attitudes towards environmental sustainability (see over):

- *Staff more concerned with immediate impacts, e.g. food, land and water quality whereas students more concerned with the bigger picture, e.g. carbon emissions*
- *Staff were more likely to undertake sustainability related activities, and had fewer reasons for non participation than students*
- *Students less aware of, and feel less included in, University sustainability activities. They place a higher value on sustainability events, but have lower levels of awareness and participation*



# Executive Summary

## Staff vs Students Views

	STAFF	STUDENTS
GENERAL CONCERNS	Higher levels of concern regarding: ageing population; healthcare; education; climate change	Higher levels of concern regarding: unemployment; immigration policy; racism
ENVIRONMENTAL CONCERNS	Higher levels of concern regarding: water; land degradation; food production	Higher levels of concern regarding: carbon emissions
VIEWS ON SUSTAINABILITY AT UOM	Generally more positive: articulation of targets; improvements in recent years; communications	Generally less positive about sustainability at UoM
ACTIONS	More likely to: use own mugs; actively reduce paper consumption	More likely to: use PT; use water fountains; use reusable crockery
MOTIVATIONS	More likely to: want to set a positive example; find sustainability activities personally rewarding	More likely to: see personal benefit in sustainability actions
REASONS FOR INACTIVITY	Provide less reasons for inactivity, and generally participate more	Generally provide more reasons (excuses): need more information; too busy; too expensive; inconvenience
AREAS OF IMPORTANCE	More interested in: improving environmental leadership	More interested in: event participation
SATISFACTION WITH UNIVERSITY ACTIVITIES	Generally higher levels of satisfaction: reducing carbon footprint, provision of information; event participation	Generally lower levels of satisfaction with University activities
EVENT AWARENESS	Generally higher levels of event awareness	Generally lower levels of event awareness
EVENT PARTICIPATION	Generally higher levels of event participation: Earth Hour; World Environment Day	Generally lower levels of event participation

4. **‘Waste reduction, reuse and recycling rates’ considered most important sustainability activity, with 60% satisfied with the University’s performance in this area**
  - *However, ‘reducing the University’s carbon footprint’, while considered the second most important sustainability activity, was the area respondents were least satisfied with*
  - *There was also low satisfaction with ‘the development of an environmental sustainability leadership and culture’*
5. **Earth Hour the most well-known and participated-in sustainability initiative**
  - *But concerns do exist about its effectiveness and the message it promotes. Reduction in electricity consumption should be promoted for every weekend, not just once a year*
6. **Word of mouth and direct email best performing communication channels about University run sustainability initiatives**
7. **In terms of the personal contribution of staff and students, some sustainability activities heavily embraced**
  - *recycling, switching off lights*
8. **Respondents are motivated to participate in sustainability activities because they believe it will make a difference and it is personally rewarding for them**
9. **The biggest barrier to participation is a lack of information about what to do and the perceived inconvenience**

## 1. Address concerns about environmental leadership and culture at the University

- *The University should appoint a Senior Executive champion to be the face and voice of the sustainability agenda*
- *Regularly communicate how the University is performing against its sustainability targets, increasing visibility and accountability of reporting*
- *Embed sustainability in University processes (e.g. HR induction process, student orientation)*
- *Greater inclusion of all parts of the University and all campuses in initiatives (i.e. not just Parkville)*

## 2. Better communicate the University's sustainability agenda and educate staff and students on how they can contribute. The key to increasing participation is communication:

- *Provide clear information on what to do (e.g. 'tip of the week' email communication)*
- *Make sustainability activities as easy and convenient as possible to participate in*
- *Articulate the 'what's in it for me benefit' and how individual contributions will 'make a difference'*
- *Encourage positive behaviours through competitions and minor rewards*

## 3. Enable a two way conversation and dialogue about sustainability

- *Implement a 'listening' system to ensure opportunities identified by staff and students are captured, assessed and implemented where appropriate*
- *Offer small grants to students to undertake projects / research / publicity with full reporting at end of year*



## 1. Increase engagement in the **sustainable transport debate**

- *Reduce incentives for driving / parking*
- *Increase incentives for PT / cycling*
- *Sustainable overhaul of University's vehicle fleet (hybrids)*
- *Carbon-offsetting of flights*

## 2. Address food waste and food packaging **waste concerns**

- *Staff and student-accessible composting*
- *Food Co-op as a model for minimising packaging waste*
- *Food gardens*
- *Financial incentives for using own containers*

## 3. Greater effort to reduce **paper waste**

- *Development sustainable procurement guidelines*
- *Encourage suppliers to offer sustainable (recycled or Fair Trade) alternatives*
- *Investigate / encourage moves to a paperless office*
  - *Banks of iPads to use in meetings*
  - *Greater use of scanning*
  - *Shift focus from printing emails for records*
  - *Assignments to be submitted online (with electronic feedback)*





4. More instruction / education about what can and can't **be recycled**
5. Investigate reuse / recycling of **pre-used office furniture and equipment**
  - *Donations to students / charities / schools – development of a register*
  - *Reuse across the university*
6. Sustainable **energy procurement and generation**
  - *Investigate feasibility of switching to 100% green energy*
  - *Opportunities for self-generation, particularly solar panels*
7. More visible **accountability and reporting back**
  - *Dashboard of progress towards measurable targets, easily visible and regularly updatable*
  - *Online tool that allows areas to calculate their environmental impact and understand the contribution changes in behaviour can make to*
8. **Mandate some basic actions** where possible
  - *Double-sided printing to be default*
  - *All computers, printers, lab equipment must be shut down over the weekend*
  - *Penalties for departments / areas who are found to be non-compliant*





## INTRODUCTION



## Introduction

As sustainability beliefs and practices are increasingly embedded in the University's day-to-day operations, an information gap was identified with regards to staff and student views on sustainability, and more specifically, sustainability at the University of Melbourne.

It was decided that a benchmarking survey of staff and student attitudes towards sustainability should be undertaken, to be updated on a yearly basis.

## Methodology

An online survey methodology was employed. The survey was publicised via a number of channels, including Staff News, on the University's Sustainability website, via the Staff Environmental Advocates, through the Student Portal, and on LCD display screens across the University

A total sample of **n=1,856** was achieved.

### Objectives

1. To identify issues of general and environmental concern for staff and students
2. To understand staff and student behaviours and views towards sustainability
3. To benchmark awareness and performance of current University sustainability initiatives
4. To identify opportunities for new sustainability initiatives

### Note on the Sample

Whilst all attempts were made to achieve an unbiased representative sample of staff and students, it should be acknowledged that a self-selection sample bias for staff and students with a pre-existing interest in sustainability issues exists within the survey sample.



## SAMPLE DEMOGRAPHICS





# Demographics - Overall

## Relationship with University

	%
Staff Member	33%
Student	67%
<b>TOTAL n=</b>	<b>1,856</b>

## Gender

	Staff	Student	TOTAL
Male	32%	40%	38%
Female	68%	60%	62%
<b>TOTAL n=</b>	<b>610</b>	<b>1,246</b>	<b>1,856</b>

## Age

	Staff	Student	TOTAL
18 and under	0%	12%	8%
19 - 24	6%	52%	37%
25 - 29	13%	18%	16%
30 - 39	36%	11%	20%
40 - 49	24%	4%	10%
50 - 59	17%	2%	7%
60 +	4%	1%	2%
<b>TOTAL n=</b>	<b>610</b>	<b>1,246</b>	<b>1,856</b>



# Demographics - Staff

## Staff type

	%
Professional Staff	69%
Academic Staff	27%
Other	4%
<b>TOTAL n=</b>	<b>610</b>

## Campus

	%
Parkville	96%
Southbank	1%
Werribee	1%
Other	2%
<b>TOTAL n=</b>	<b>610</b>

## Faculty / Graduate School / Division

	%
Medicine, Dentistry and Health Sciences	30%
Office of the Senior Vice-Principal	14%
Provost	10%
Faculty of Science / Graduate School of Science	8%
Office of the Deputy Vice-Chancellor (Global Engagement)	6%
Melbourne School of Land and Environment	4%
Faculty of Arts / Graduate School of Humanities and Social Sciences	4%
Melbourne School of Engineering	4%
Faculty of Business and Economics / Graduate School of Business and Economics	3%
School of Graduate Research	3%
Melbourne Graduate School of Education	3%
Office of the Deputy Vice-Chancellor (University Affairs)	2%
Architecture, Building and Planning / Melbourne School of Design	2%
Faculty of Veterinary Science	1%
Faculty of the VCA & MCM	1%
Office of the Vice-Chancellor	1%
Office of the Deputy Vice-Chancellor (Research)	1%
Melbourne Law School	1%
Other	2%
<b>TOTAL n=</b>	<b>610</b>



# Demographics - Students

## Degree Level

	%
Undergraduate	54%
Postgraduate Coursework	31%
Postgraduate Research	14%
Other	1%
<b>TOTAL n=</b>	<b>1,246</b>

## Undergraduate Students by Course

	%
Bachelor of Science	30%
Bachelor of Arts	22%
Bachelor of Commerce	20%
Bachelor of Biomedicine	10%
Bachelor of Environments	8%
Bachelor of Engineering	2%
MBBS	2%
Bachelor of Music	1%
Bachelor of Fine Arts	1%
Other	3%
<b>TOTAL n=</b>	<b>668</b>

## Graduate Students by Faculty / Graduate School

	%
Medicine, Dentistry and Health Sciences	22%
Graduate School of Humanities and Social Sciences	16%
Melbourne Graduate School of Education	13%
Melbourne School of Engineering	13%
Melbourne School of Land and Environment	8%
Graduate School of Business and Economics	7%
Melbourne Graduate School of Science	7%
Melbourne Law School	5%
Architecture, Building and Planning / Melbourne School of Design	4%
Faculty of the VCA and MCM	2%
Faculty of Veterinary Science	1%
Melbourne Business School	1%
<b>TOTAL n=</b>	<b>562</b>



## ISSUES FACING AUSTRALIA



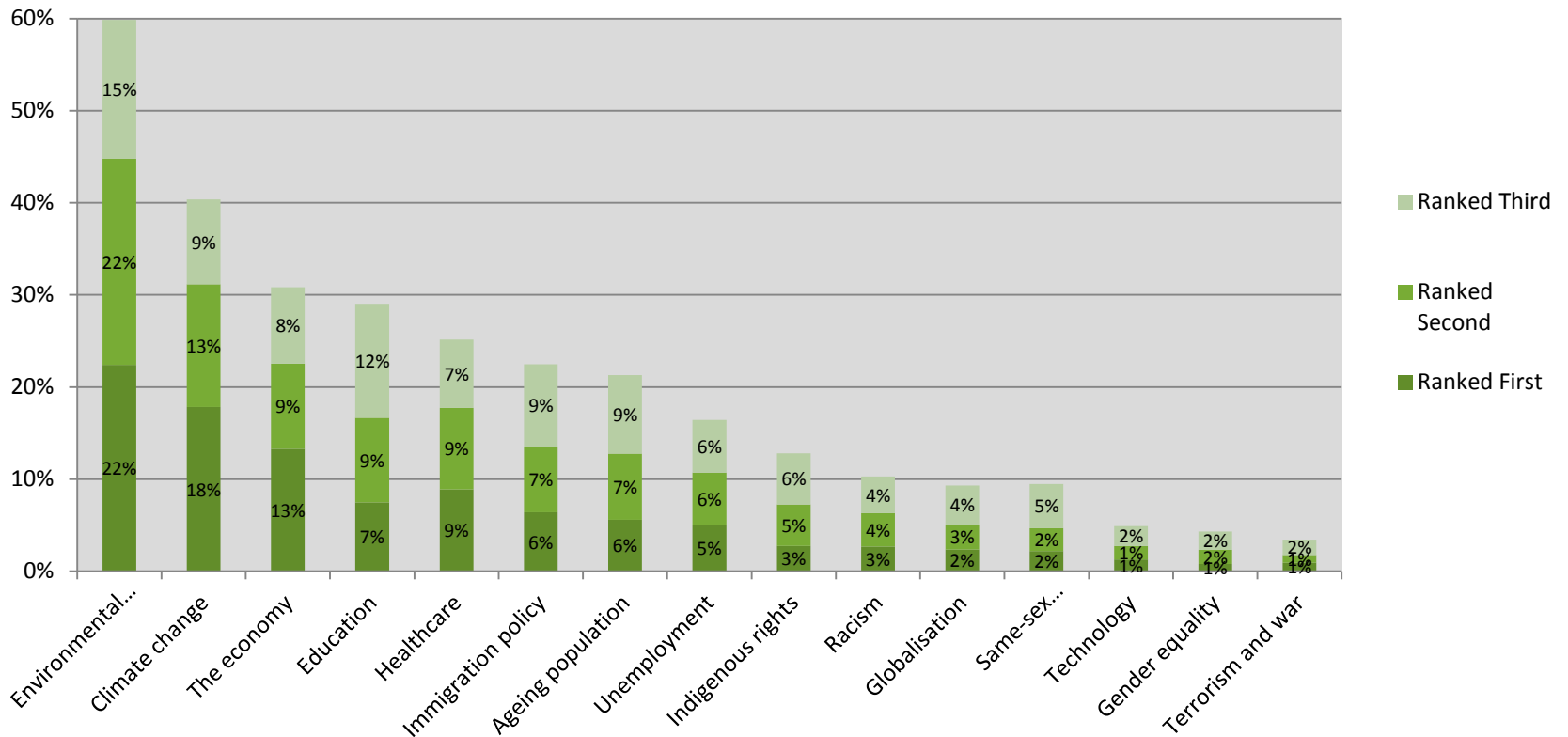


# Important Issues Facing Australia

Environmental sustainability (mentioned by 59% overall) and climate change (40%) were named as the two most important issues facing Australia today

- They were closely followed by the economy (30%) and education (28%)

Most Important Issues Facing Australia Today (n=1,856)



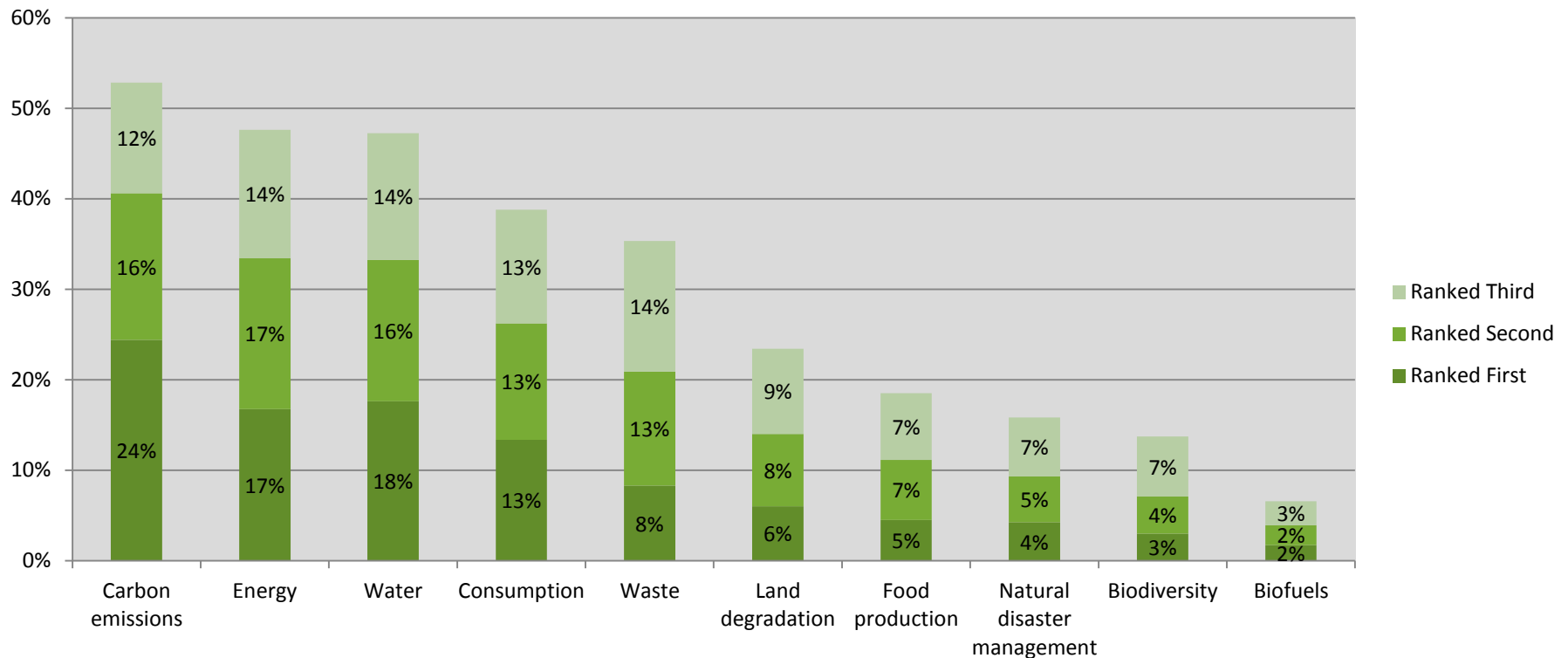


# Environmental Issues Facing Australia

Carbon emissions (mentioned by 52% overall), energy (48%) and water (48%) identified as the most important environmental issues facing Australia

- Biofuels (7%) and biodiversity (14%) seen as the least important

Most Important Environmental Issues Facing Australia (n=1,856)





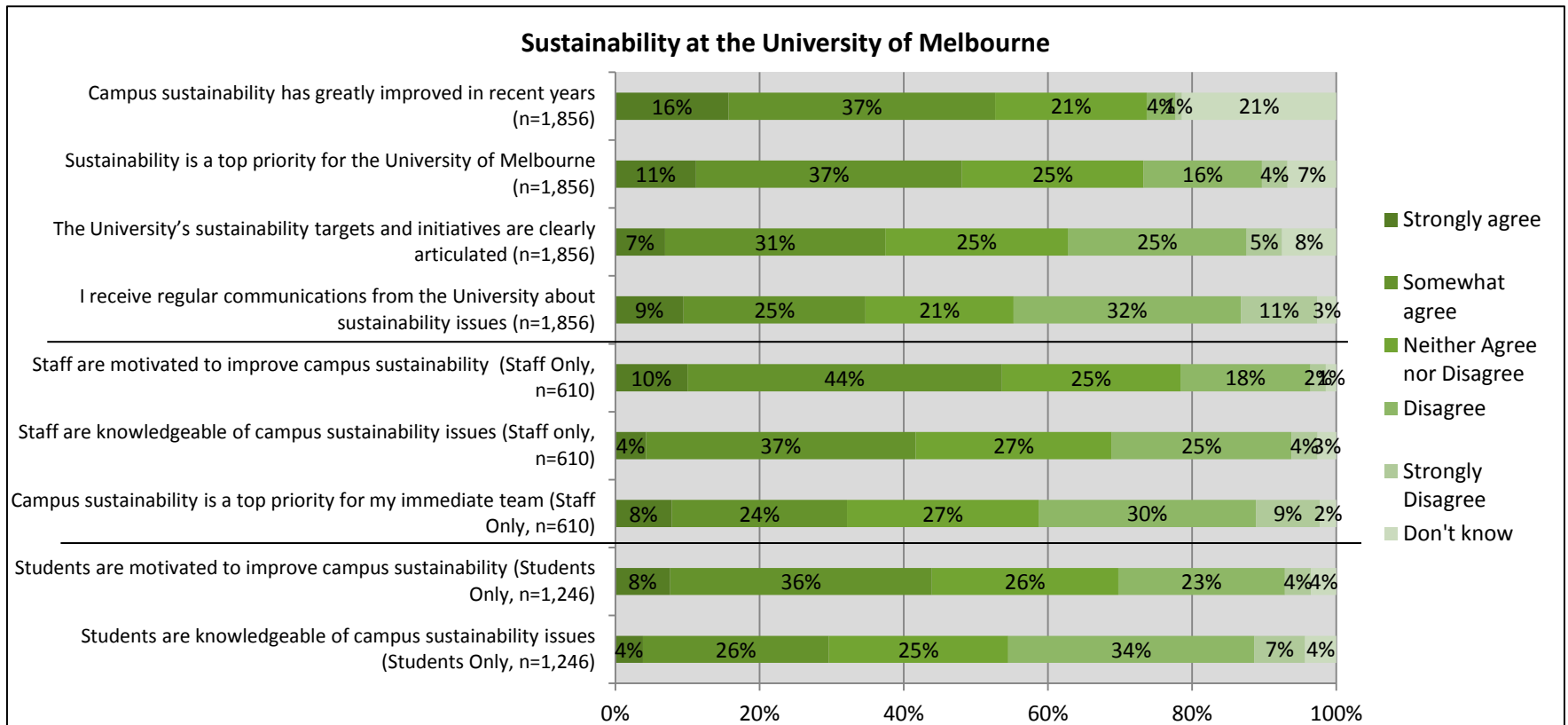
## SUSTAINABILITY AT THE UNIVERSITY OF MELBOURNE





Just over half of all respondents agreed that campus sustainability had improved in recent years

- Only 1 in 3 respondents felt that they received regular communications from the University about sustainability



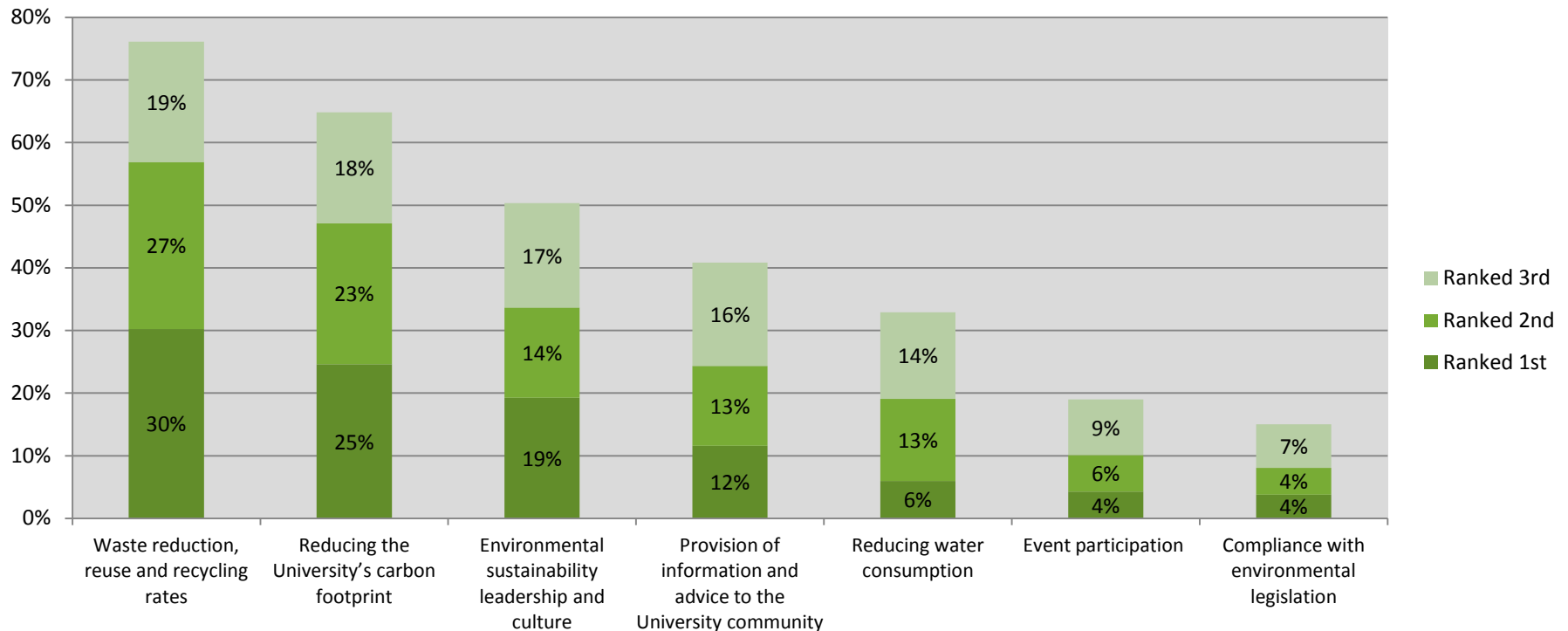


# Sustainability Areas of Importance at the University of Melbourne

Waste reduction, reuse and recycling considered the most important area to address to achieve sustainability at the University (mentioned by three quarters of respondents)

- Event participation (19%) and legislative compliance (15%) considered the least important

Sustainability Areas of Importance at the University of Melbourne (n=1,856)

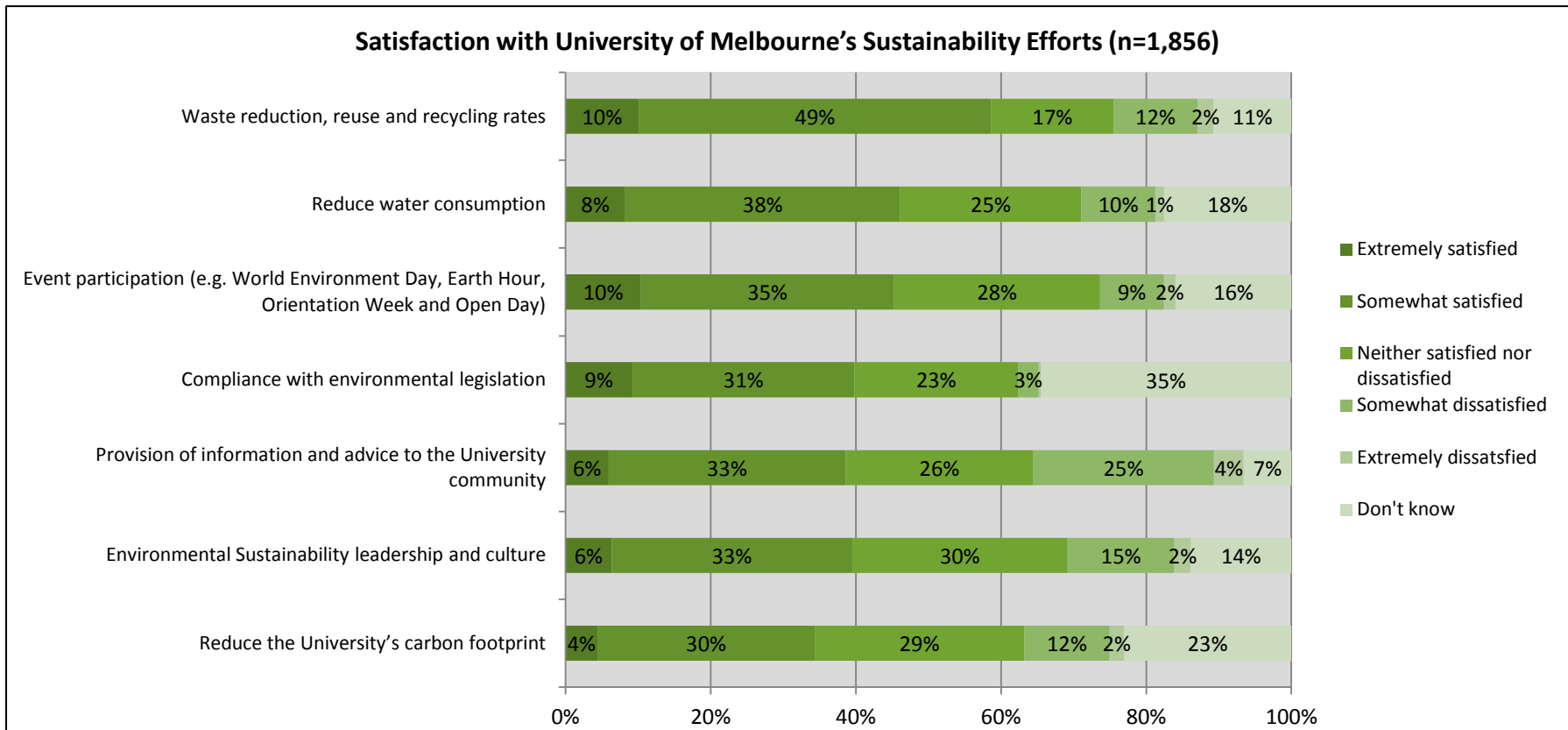




# Satisfaction with University of Melbourne Efforts

Level of satisfaction highest with the University's efforts in reducing waste and recycling (59% satisfied) and reducing water consumption (46%)

- Many respondents felt unable to comment on the University's efforts to comply with environmental legislation, or on our efforts to reduce our carbon footprint

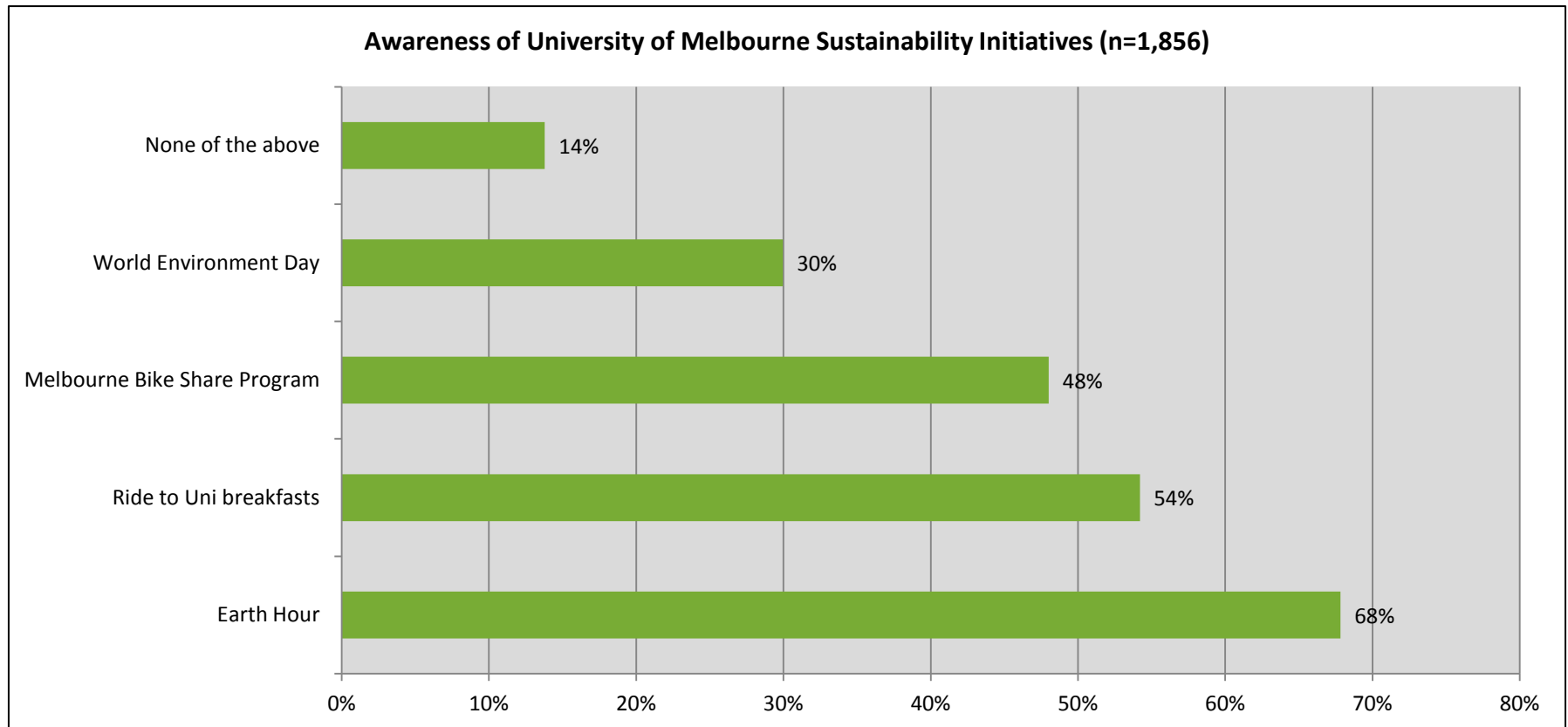




# Awareness of Sustainability Initiatives

Earth Hour (68%) and the Ride-to-Uni breakfasts have the highest penetration with respondents

- Only 14% of respondents had not heard of any of the named University of Melbourne initiatives

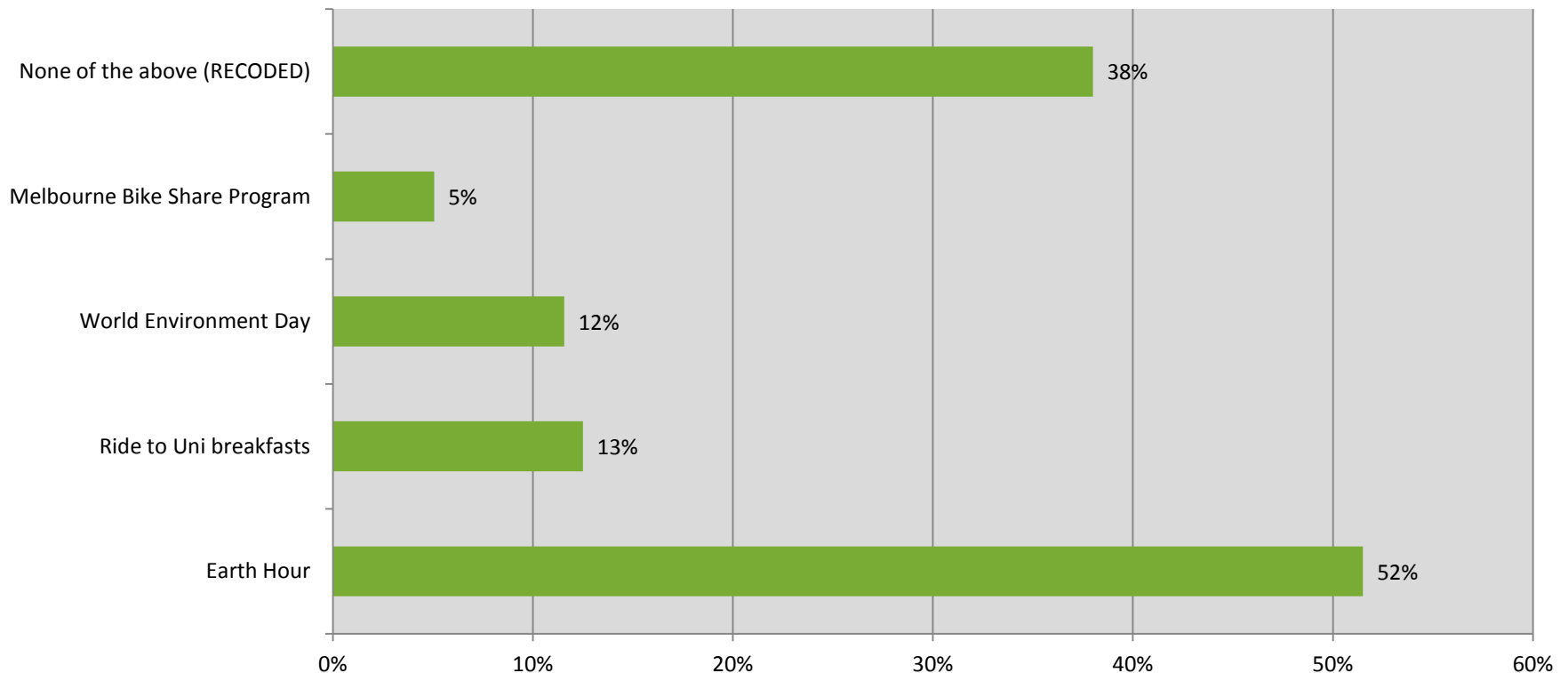




Half the respondents aware of Earth Hour indicated that they had participated in the initiative

- Participation levels for other initiatives quite low

Participation in University of Melbourne Sustainability Initiatives (n=1,600)





Word of Mouth, direct email, and Staff News the main forms of awareness for sustainability activities

- Communication channels do vary according the activity of interest

	Earth Hour	Ride to Uni breakfasts	World Environment Day	Melbourne Bike Share Program
Word of Mouth	33%	26%	28%	32%
Email from the Sustainability Unit	31%	35%	36%	15%
Staff News	31%	23%	32%	7%
Poster/billboard advertising on campus	21%	29%	24%	19%
Facebook	16%	16%	10%	9%
Staff environmental advocates	7%	5%	11%	1%
Sustainability website	7%	6%	12%	6%
Student environmental group	3%	8%	2%	4%
Farrago	2%	5%	3%	4%
Other	12%	9%	7%	27%
Don't know / can't recall	6%	3%	8%	10%
<b>TOTAL n=</b>	<b>824</b>	<b>200</b>	<b>184</b>	<b>81</b>



Interesting events and personal interest in the area are key drivers for participation in sustainability initiatives

- Recommendation also an important communication channel, particularly for the Melbourne Bike Share program

	Earth Hour	Ride to Uni breakfasts	World Environment Day	Melbourne Bike Share Program
The event sounded interesting	36%	49%	33%	31%
I have a special interest in this area	25%	41%	29%	32%
The event was recommended to me	16%	19%	16%	23%
I attend all / most sustainability events	9%	10%	18%	6%
Other	17%	6%	5%	16%
Don't know / can't recall	16%	4%	18%	12%
<b>TOTAL n=</b>	<b>824</b>	<b>200</b>	<b>184</b>	<b>81</b>



## STAFF & STUDENT CONTRIBUTION TO SUSTAINABILITY



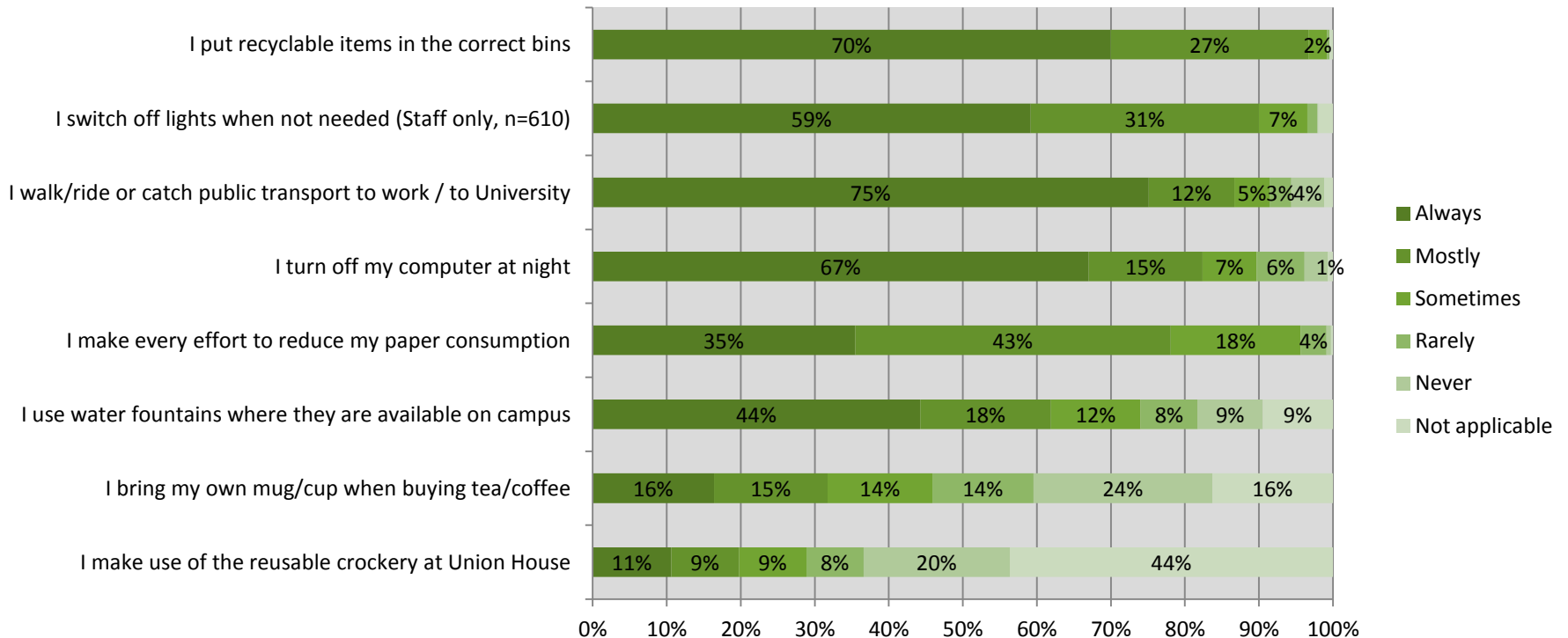


# Personal Undertaking of Sustainability Activities

Recycling (97% almost or mostly) and switching off lights (90%) are the most frequently carried out sustainability-related activities at the University

- Only small numbers of staff and students make use of the reusable crockery at Union House (20%) or choose to bring their own reusable coffee cups (31%)

Personal Undertaking of Sustainability Activities (n=1,856)



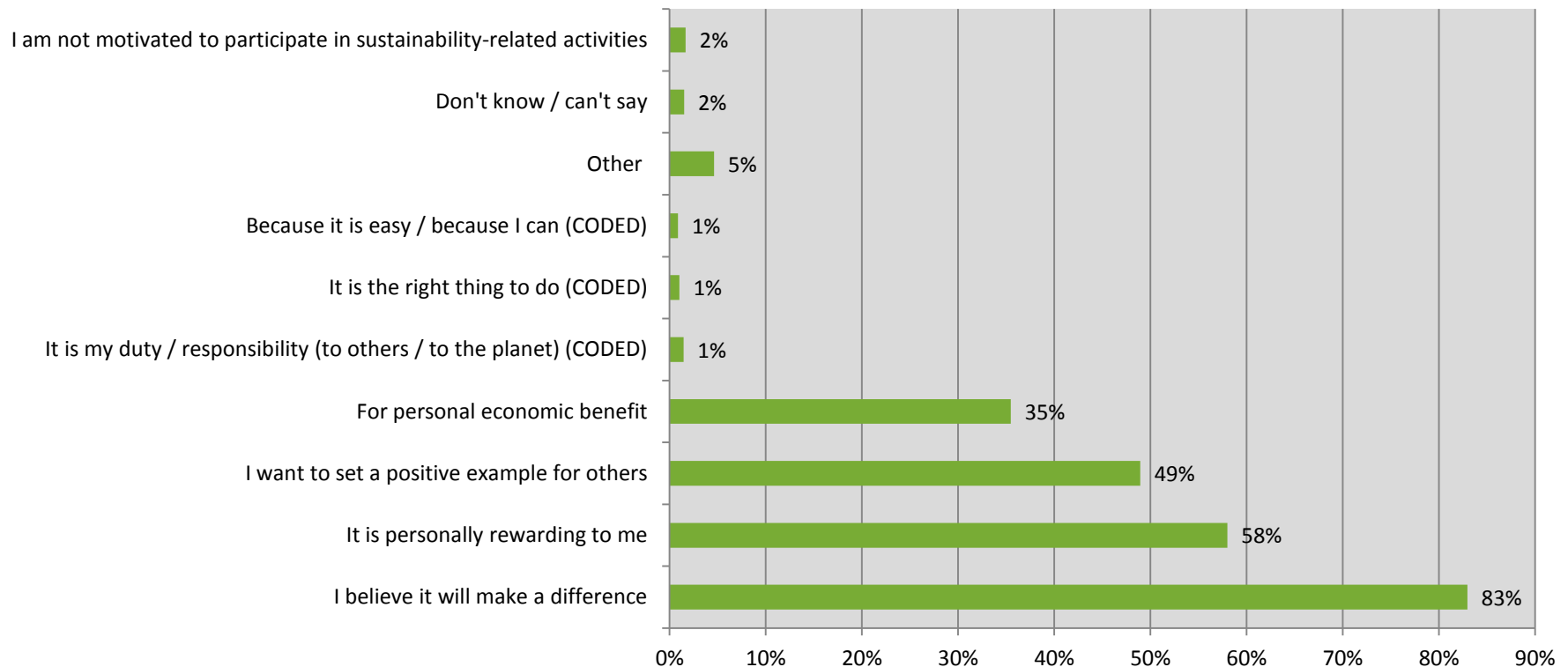


# Motivations for Undertaking Sustainability-related Activities

The majority of respondents believe that participating in sustainability-related activities will make a difference

- Only 2% stated that they were not motivated to participate in sustainability-related activities

**Motivations for Undertaking Sustainability-related Activities (n=1,856)**

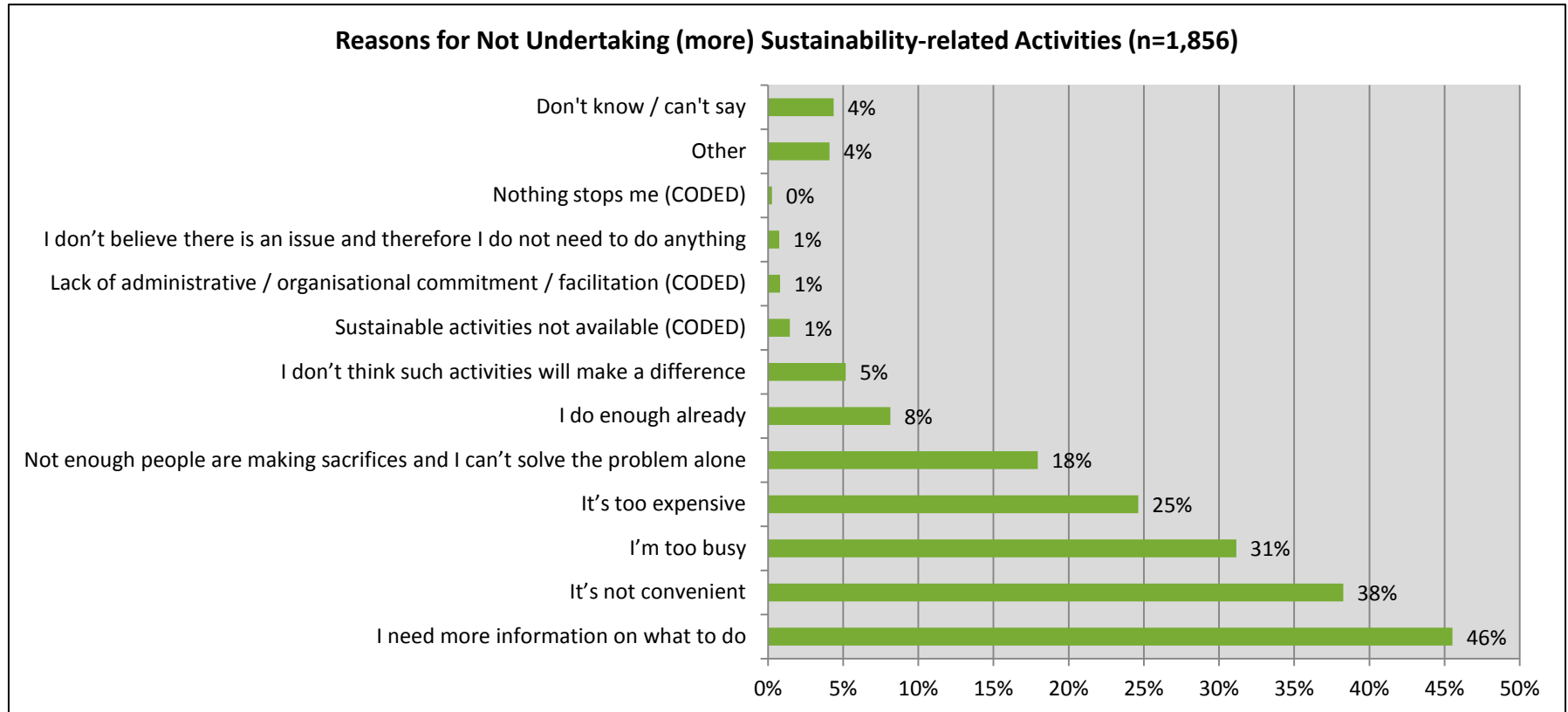




# Reasons for Not Undertaking Sustainability-related Activities

A lack of information (46%) and the inconvenience of it (38%) are the main factors preventing participation in sustainability-related activities

- Only a small number believe that no sustainability issue exists (1%) or that their activities will not make a difference (5%)







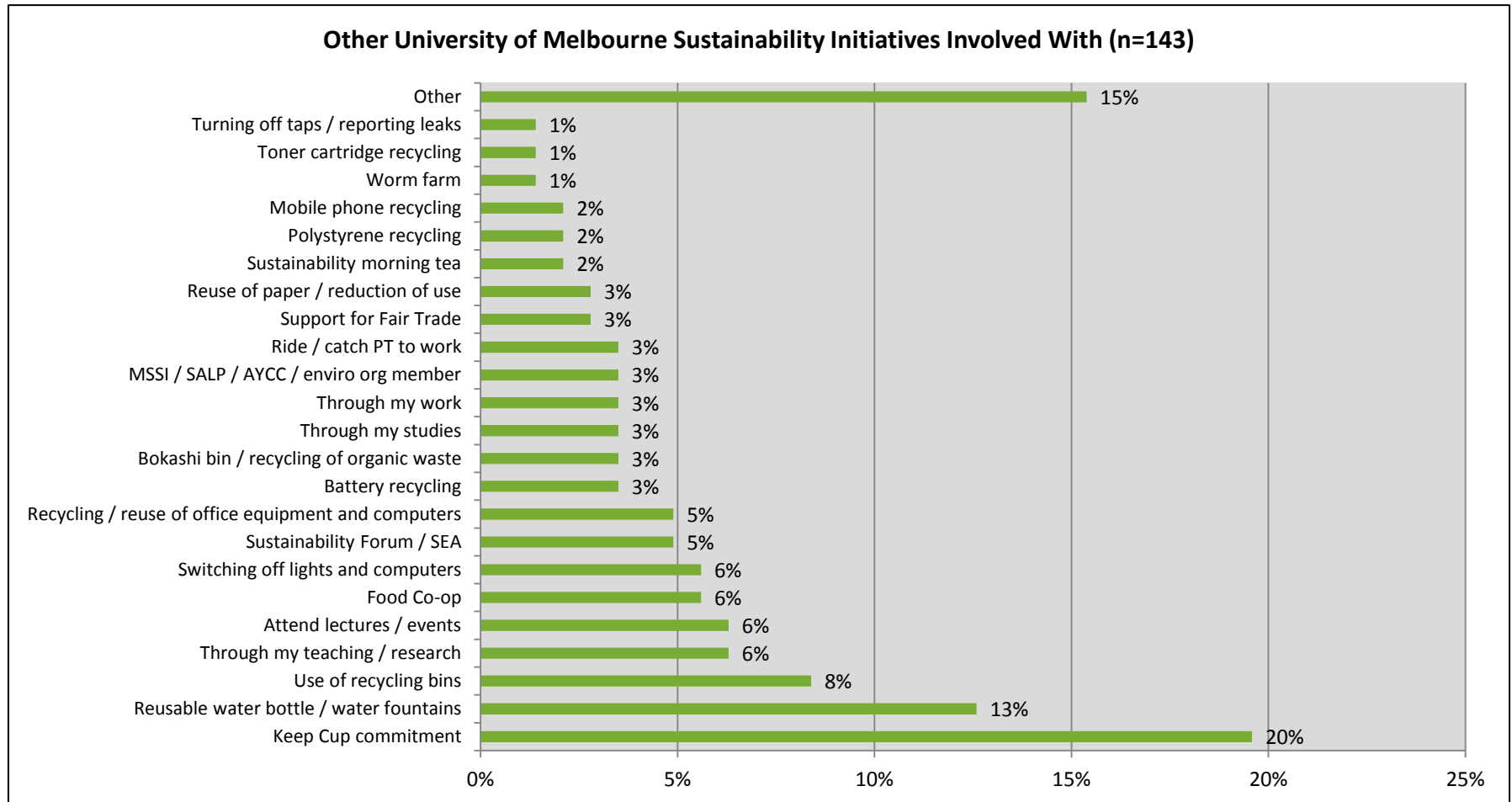
## SUGGESTED SUSTAINABILITY INITIATIVES





# Other University of Melbourne Sustainability Initiatives

Of the 143 respondents who had participated in additional sustainability initiatives, 20% mentioned the keep cup initiative

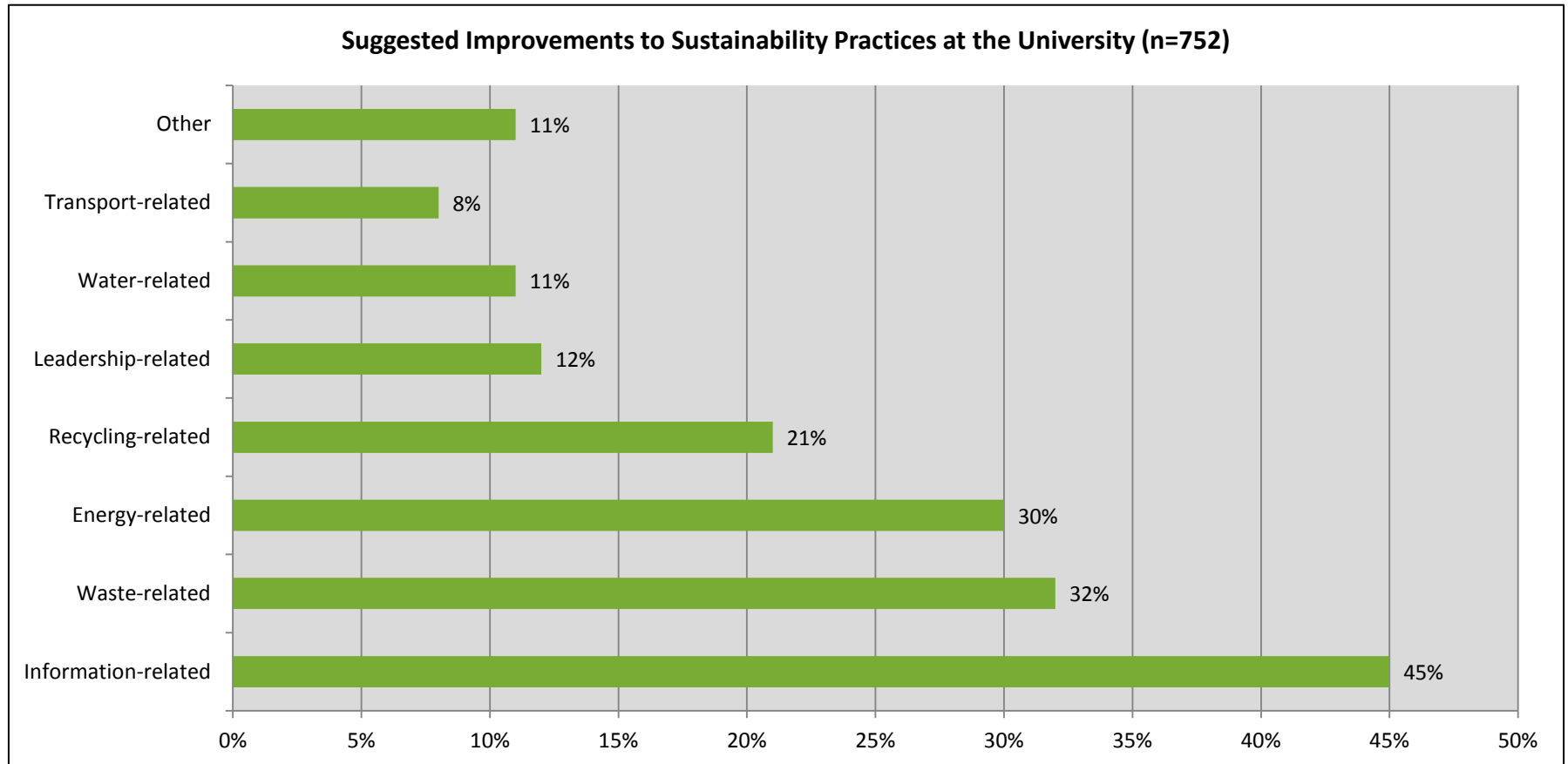




# Improving Environmental Practices Summary

Improvements to the information-related aspects of environmental practices at the University seen as key

- Waste and energy practices also highlighted as areas requiring improvement

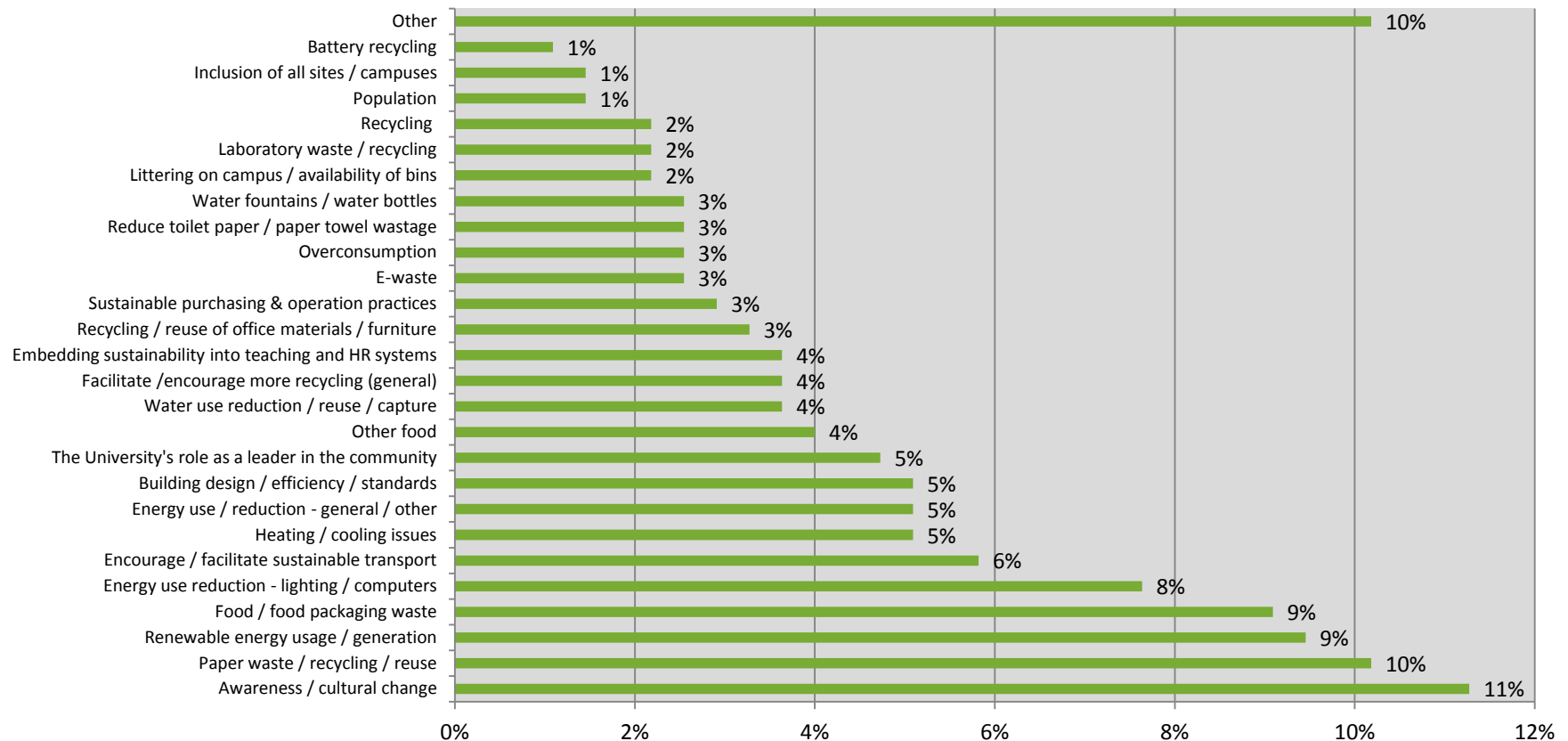




# Issues Needing to be Addressed

The need for increasing awareness and cultural change about sustainability was highlighted by a number of staff and students

Other Sustainability Issues that Need to be Addressed (n=275)





**DETAILED FINDINGS AND VERBATIMS FROM OPEN-ENDED QUESTIONS**





## Keep Cup Commitment (20%)

*"I joined the Keepcup offer to pledge to be more sustainable!" (Current Student)*

*"The Keepcup initiative was fantastic, I bring it to uni when I get coffee as often as possible" (Current Student)*

## Reusable water bottle / water fountains (13%)

*"I do not buy bottled water, fully supporting the bottled-water free zone the uni aims to be. Everyone should have their own bottle to refill when necessary!" (Staff Member)*

*"Through running a union club, indirectly aware of the banning of selling bottled water on campus. Think it's a great idea! However, given this, the introduction of more water fountains/taps would be handy." (Current Student)*

## Use of recycling bins (8%)

*"In our office, we have tiny red waste bins and bigger yellow recycling bins which I think is a great initiative for waste education, and I encourage the use of these in our offices" (Staff Member)*

*"Polystyrene recycling, mixed recycling bins usage, landfill bin usage, cd/dvd recycling, visy/cardboard recycling." (Staff Member)*

## Other comments of interest ...

*"As part of my involvement in the Student Ambassador Leadership Program I worked with a group of students to create a climate change and sustainability awareness day." (Current Student)*

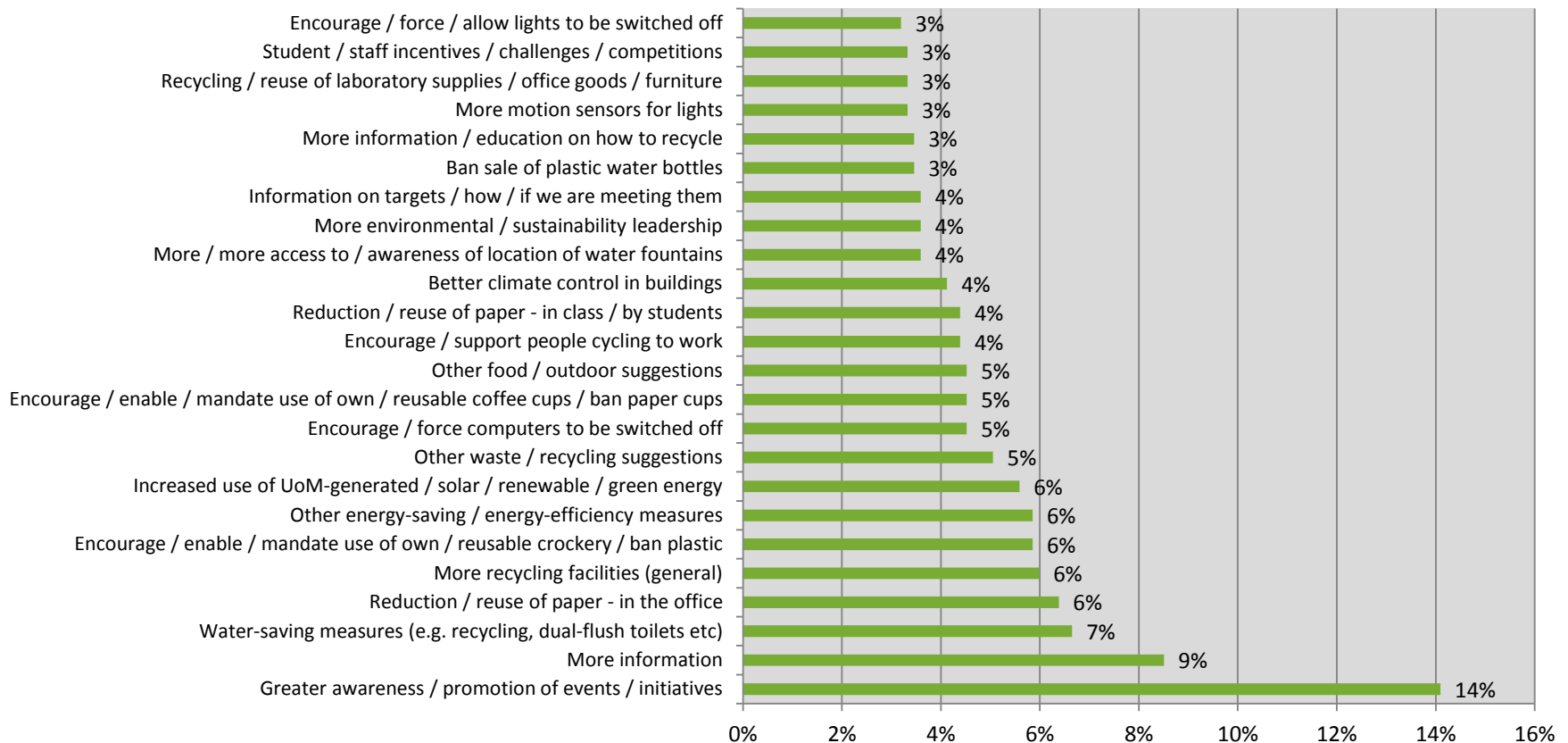
*"Recycling by donating to charities/schools, rather than throwing things out as waste. Our department recently gave computer monitors to a local Primary school. These monitors were initially earmarked to be thrown out. The donated monitors have been set up and are being used by the students." (Staff Member)*



# Improving Environmental Practices Detailed - Chart 1

Creating greater awareness of sustainability events and initiatives, and providing more information identified as key improvements to sustainability practice

**Suggested Improvements to Sustainability Practices at the University (n=752)**



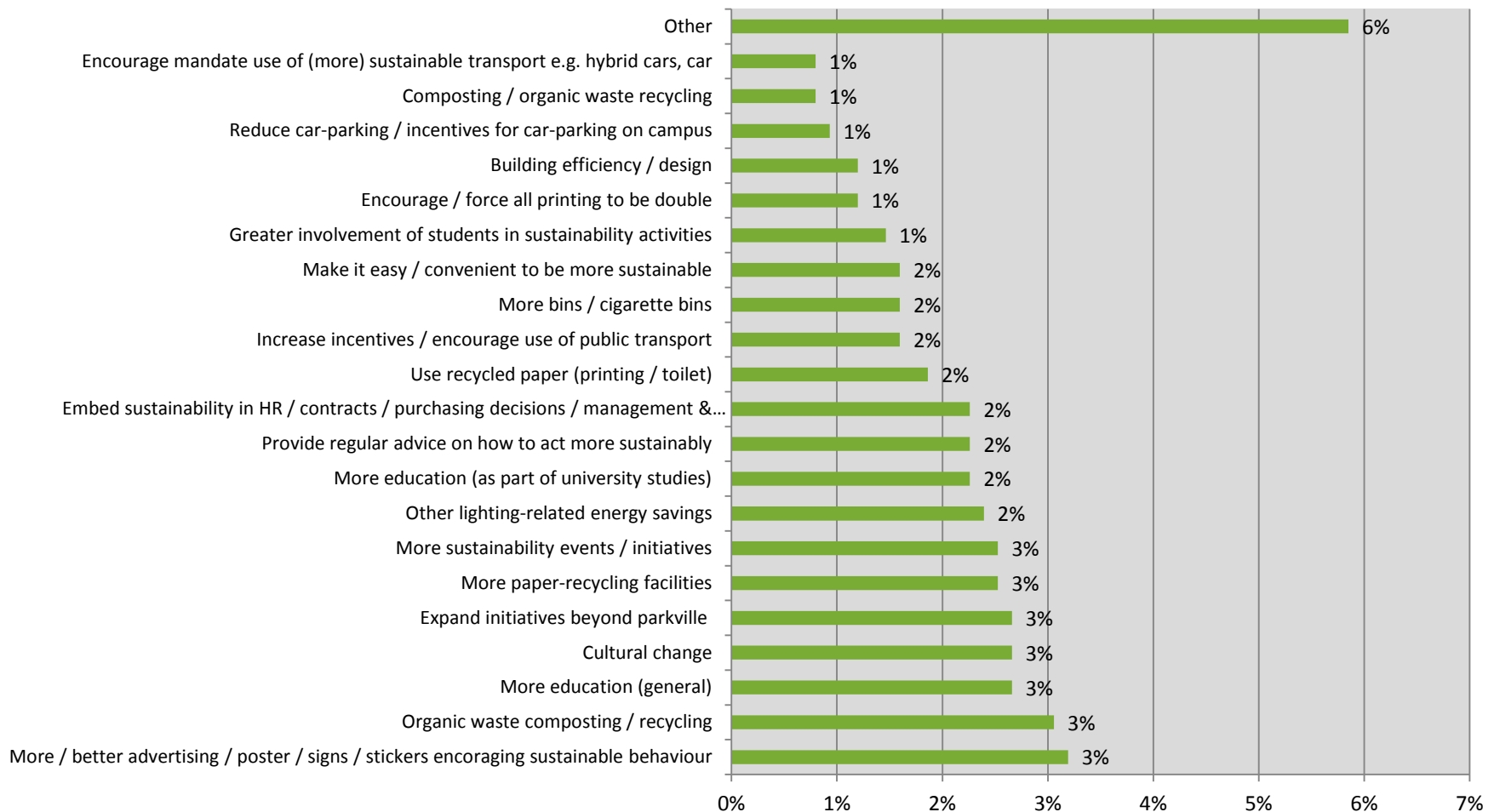




# Improving Environmental Practices

## Detailed - Chart 2

**Suggested Improvements to Sustainability Practices at the University (n=752)**





## Greater awareness / promotion of events / initiatives (14%)

*“Spread the word about this. Prior to this survey, I had no idea that sustainability was even existent at Melbourne University” (Current Student)*

*“Not that I can currently think of other than creating awareness of how everyone can improve environmental practices (from individuals to whole departments) and the environmental improvements this will result in” (Staff Member)*

## More information (9%)

*“More two-way information (a better feedback loop) is needed - not just amongst environment leaders, but with all staff. The challenge is to increase participation from those who don't care about these matters (for various reasons). There needs to be a better understanding of what is seen as 'sustainable' and 'unsustainable' behaviour - e.g. some may see taking the stairs instead of the lift as sufficient contribution, some don't understand the waste/recycling system, etc. Incentives and disincentives for sustainable and unsustainable behaviour also need to be made clearer” (Staff Member)*

*“More information provided to students. Advocate the need for sustainability so it is constantly echoing in students' minds” (Current Student)*

## Water-saving measures (7%)

*“More water storage tanks, using untreated rainwater for toilet flushing, installing low energy light bulbs in tutorial rooms, using environmentally friendly inks and paper” (Current Student)*

*“Install more water efficient toilets. Have grey water recycling or rain water tanks for toilets. Put in rain gardens to reduce stormwater run off” (Staff Member)*



## Other suggestions to improve environmental practices at the University ...

*"Ban all plastic bags in the Union building. Ban all take away containers in the Union building (The Food Co-Op provides an excellent example of the unnecessary nature of take away food packaging)" (Staff Member)*

*"Better regulation of temperatures in working spaces and public spaces (eg. library). At the moment, it's often too cold in summer and too hot/too cold in winter inside. This leads people to put on individual heaters or open windows and make the heating/cooling systems work even harder than they need to. Better staff consultation about individual buildings will help solve the problem (as it's not always effective to just set all thermostats across all university buildings at one particular temperature)." (Staff Member)*

*"Contact the Environment Protection Authority (EPA Vic) to get their sustainable purchasing/procurement framework and establish policies for each faculty and administrative division for sustainable product procurement. Make sustainability training compulsory as part of all professional and academic staff training and orientation. Raise the profile of staff and students around campus who have been/are involved in sustainability initiatives such as the Centre for Sustainability Leadership course ([www.csl.or.au](http://www.csl.or.au))" (Staff Member)*

*"More advice, help for off campus sites to participate more in Environmental Sustainability programs" (Current Student)*

*"Recycling within the University Community. Perhaps a register of times such as furniture, etc which are no longer needed by one department, but which could be used by another. To date, we hear about such items by word of mouth, emails or through contacts by chance. If there was a register, everyone in the university community could view this register before purchasing new items. 'date available' and 'pick up by' fields would be needed as departments cannot hold on to unwanted goods indefinitely. Also, provide a listing of local second-hand retailers who could be contacted to take away unwanted goods, therefore recycling these rather than placing them in dumpster" (Staff member)*

*"The University of Melbourne has an opportunity to be a leader in environmental issues, the profile the university has in the community, combined with the opportunity to educate future generations places great responsibility onto the university. I believe that additional workshops for students on how to reduce their impact on the environment would go a long way in not only improving the universities practices but the broader communities in the future." (Current Student)*

*"1. Reduce available car parking for staff and students. The university is well connected to public transport, and only by reducing incentives for people to drive cars will people actually drive less. 2. Lobby Vic/Comm governments for the completion of the Melbourne Metro station, which will improve PT access to campus" (Current Student)*



## Awareness / Cultural Change (11%)

*“Sustainability is not just about environment, but also about culture - a more holistic view and more robust discussion about what sustainability means should be encouraged at an institution like the University of Melbourne. We should be taking a much stronger thought and practice leadership position in this” (Staff Member)*

*“I think an increase of environmentally friendly culture is integral for people to change. People, are like herds of cattle. Once someone does something, the rest will follow and I feel there isn't enough 'guidance'. People are sceptical, therefore we need to gradually help the topic of sustainability grow into our culture.” (Current Student)*

## Paper waste / recycling / reuse (10%)

*“Reams and reams of non recycled paper is used on printers throughout the university and no one ever picks up the printing. Meaning there was no real need to print. 100% recycled paper should be used and people need to be educated about over consumption” (Staff Member)*

*“I think the use of electronic resources to replace paper was not fully addressed [in the survey], and is important for the reasons above and the fact that despite increased sustainability awareness at the university, unnecessary printing is way too common” (Current Student)*

## Renewable energy usage / generation (9%)

*“Does the university get its energy from green sources? Could the university get solar panels? Are new university buildings built to be energy efficient and sustainable?” (Staff Member)*

*“Solar electricity panels, more electricity produced to offset usage by the uni and setting high standards for other organisations to follow” (Current Student)*

## Food / food packaging waste (9%)

*"... I think a lot of waste comes from food consumption on campus. Things are boxed and then bagged etc, unnecessarily. Perhaps some guidelines for food providers?" (Staff Member)*

*"Food waste. It would be good to donate left over food from the Union building to homeless shelter (or similar)" (Staff Member)*

## Energy use reduction – lighting / computers (8%)

*"Many people don't turn their computers off at the end of the day, or off at the power point. I've heard conflicting information about these issues - i.e. whether or not switching off at the power point actually saves energy. Some hard facts posted around the place would be great. Many people do believe that they should keep computers on overnight, or are at least unaware of how much electricity would be saved if they switched off. MOST people don't switch screens off. Proper clear stats would help, e.g. 'if you switch your computer off each night, at the end of the month you've saved ....kj in energy/reduced your carbon footprint by blah.. etc.'" (Staff Member)*

*"An education campaign (particularly, maybe only, staff based) on switching lights & computers (or just screens) off when not needed - there are mixed ideas on this amongst everyone, and we need to be given some up-to-date facts & recommended policies to flow." (Staff Member)*

## Encourage / facilitate sustainable transport (6%)

*"Driving to the university needs to be actively discouraged. Individualised motor transport and the creation and maintenance of the infrastructure that supports it is a far greater waste of resources than paper coffee cups can ever be, yet the University provides thousands of parking spaces at subsidised rates tax free." (Staff Member)*

*"The amount of car parking spaces is ridiculous, does everybody really need to drive to uni each day? why is there not a train station at uni? Need a clearly marked bike route through and around campuses and better shower facilities for bike users, please." (Staff Member)*



## SURVEY RESULTS BY SEGMENT





# Important Issues Facing Australia - Detailed

	TOTAL	Relationship with University		Staff Type		Staff Campus Location		Student Type			Gender		Age			
		Staff	Student	Professional	Academic	Parkville	Other	UG	PG CW	HDR	M	F	18 and under	19 – 24	25 – 39	40 plus
Environmental Sustainability	60%	63%	58%	58%	73%	63%	65%	56%	59%	65%	57%	61%	63%	54%	63%	65%
Climate change	40%	45%	38%	44%	51%	46%	42%	37%	38%	40%	41%	40%	45%	34%	42%	48%
The economy	31%	32%	30%	36%	25%	32%	27%	30%	30%	31%	39%	26%	26%	32%	29%	35%
Education	29%	33%	27%	33%	31%	33%	19%	29%	25%	23%	32%	27%	25%	32%	26%	31%
Healthcare	25%	30%	23%	31%	29%	30%	35%	22%	23%	28%	22%	27%	21%	24%	25%	29%
Immigration policy	22%	13%	27%	13%	13%	13%	12%	29%	27%	23%	20%	24%	22%	29%	21%	12%
Ageing population	21%	30%	17%	31%	29%	30%	19%	15%	18%	19%	23%	20%	13%	16%	22%	34%
Unemployment	16%	10%	20%	11%	6%	9%	23%	23%	17%	13%	16%	17%	24%	22%	12%	11%
Indigenous rights	13%	12%	13%	11%	15%	12%	12%	11%	15%	15%	7%	16%	7%	12%	16%	11%
Racism	10%	6%	13%	5%	5%	6%	4%	13%	13%	12%	11%	10%	16%	13%	10%	3%
Same-sex marriage	9%	8%	10%	9%	4%	7%	15%	11%	10%	9%	7%	11%	15%	10%	12%	2%
Globalisation	9%	8%	10%	8%	8%	8%	12%	8%	12%	12%	12%	8%	6%	8%	11%	9%
Technology	5%	4%	6%	3%	4%	4%	0%	6%	5%	5%	8%	3%	4%	6%	4%	4%
Gender equality	4%	3%	5%	2%	5%	2%	15%	5%	5%	5%	2%	6%	7%	5%	4%	2%
Terrorism and war	3%	4%	3%	4%	4%	4%	0%	5%	2%	1%	4%	3%	7%	3%	3%	4%
TOTAL n=	1856	610	1246	421	164	584	26	668	390	172	699	1157	152	681	669	354

Q. Which of the following do you consider to be the most important issues facing Australia today?

Please rank your top three in order from 1 – 3. [MR]

Marketing Research, Strategy & Planning

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# Environmental Issues Facing Australia - Detailed

	TOTAL	Relationship with University		Staff Type		Staff Campus Location		Student Type			Gender		Age			
		Staff	Student	Professional	Academic	Parkville	Other	UG	PG CW	HDR	M	F	18 and under	19 – 24	25 – 39	40 plus
Carbon emissions	53%	47%	56%	46%	51%	47%	38%	58%	56%	45%	54%	52%	71%	55%	51%	44%
Energy	48%	48%	47%	47%	51%	49%	35%	48%	47%	48%	53%	44%	45%	48%	49%	46%
Water	47%	51%	45%	49%	57%	50%	73%	42%	48%	50%	47%	48%	35%	45%	48%	55%
Consumption	39%	38%	39%	36%	41%	39%	31%	37%	43%	38%	36%	41%	39%	39%	41%	34%
Waste	35%	32%	37%	34%	26%	32%	35%	41%	34%	31%	30%	38%	39%	41%	32%	30%
Land degradation	23%	29%	21%	29%	30%	29%	35%	19%	21%	24%	23%	24%	22%	19%	23%	34%
Food production	19%	23%	16%	26%	16%	23%	27%	16%	16%	17%	19%	18%	11%	17%	19%	23%
Natural disaster management	16%	14%	17%	16%	7%	14%	4%	16%	16%	22%	14%	17%	14%	16%	17%	13%
Biodiversity	14%	14%	13%	12%	21%	14%	23%	14%	12%	17%	16%	12%	13%	11%	14%	17%
Biofuels	7%	4%	8%	5%	1%	4%	0%	9%	7%	8%	7%	6%	10%	8%	6%	3%
TOTAL n=	1856	610	1246	421	164	584	26	668	390	172	699	1157	152	681	669	354

Q. Which of the following do you consider to be the most important environmental issues facing Australia today? Please rank your top three in order from 1 – 3. [MR]





# Sustainability at the University of Melbourne - Detailed

	TOTAL	Relationship with University		Staff Type		Staff Campus Location		Student Type			Gender		Age			
		Staff	Student	Professional	Academic	Parkville	Other	UG	PG CW	HDR	M	F	18 and under	19 – 24	25 – 39	40 plus
Staff are motivated to improve campus sustainability (Staff only)	54%	54%	-	57%	43%	53%	73%	-	-	-	53%	54%	-	42%	51%	58%
Campus sustainability has greatly improved in recent years	53%	66%	46%	72%	51%	66%	69%	48%	41%	53%	52%	53%	41%	50%	52%	65%
Sustainability is a top priority for the University of Melbourne	48%	51%	47%	56%	37%	51%	54%	47%	46%	49%	48%	49%	53%	46%	49%	50%
Students are motivated to improve campus sustainability (Students only)	44%	-	44%	-	-	-	-	43%	46%	45%	42%	45%	46%	41%	49%	40%
Staff are knowledgeable of campus sustainability issues (Staff only)	42%	42%	-	45%	34%	42%	42%	-	-	-	45%	40%	-	42%	43%	41%
The University's sustainability targets and initiatives are clearly articulated	37%	46%	33%	52%	32%	46%	58%	31%	34%	39%	36%	38%	34%	33%	41%	40%
I receive regular communications from the University about sustainability issues	35%	53%	26%	58%	41%	52%	62%	27%	22%	29%	32%	36%	38%	25%	37%	48%
Campus sustainability is a top priority for my immediate team (Staff only)	32%	32%	-	34%	26%	31%	50%	-	-	-	32%	32%	-	36%	29%	35%
Students are knowledgeable of campus sustainability issues (Students only)	30%	-	30%	-	-	-	-	28%	30%	35%	30%	29%	33%	29%	31%	25%
TOTAL n=	1856	610	1240	421	164	584	26	664	389	171	696	1154	151	679	666	354

Q. To what extent do you agree or disagree with the following statements about sustainability at the University of Melbourne? [SR] % answering 'Agree' or 'Strongly Agree'



# Sustainability Areas of Importance at the University of Melbourne - Detailed

	TOTAL	Relationship with University		Staff Type		Staff Campus Location		Student Type			Gender		Age			
		Staff	Student	Professional	Academic	Parkville	Other	UG	PG CW	HDR	M	F	18 and under	19 – 24	25 – 39	40 plus
Waste reduction, reuse and recycling rates	76%	77%	76%	75%	83%	77%	73%	77%	73%	78%	76%	77%	75%	79%	76%	73%
Reducing the University's carbon footprint	65%	68%	63%	67%	73%	69%	62%	65%	62%	58%	61%	67%	75%	62%	65%	67%
Environmental sustainability leadership and culture	50%	59%	46%	61%	59%	59%	58%	41%	50%	53%	51%	50%	43%	41%	56%	61%
Provision of information and advice to the University community	41%	38%	42%	38%	39%	39%	35%	39%	44%	52%	40%	41%	32%	42%	41%	42%
Reduce water consumption	33%	35%	32%	35%	31%	35%	42%	33%	32%	31%	34%	32%	28%	35%	33%	31%
Event participation	19%	8%	24%	9%	6%	8%	4%	27%	23%	17%	19%	19%	32%	25%	15%	10%
Compliance with environmental legislation	15%	14%	16%	15%	9%	13%	27%	18%	15%	10%	18%	13%	15%	16%	13%	17%
TOTAL n=	1856	610	1243	418	164	581	26	668	389	172	694	1156	152	680	667	351

Q. Which of the following areas do you consider to be of the greatest importance for achieving sustainability at the University of Melbourne? Please rank your top three in order from 1 – 3. [MR]



# Satisfaction with University of Melbourne - Detailed

	TOTAL	Relationship with University		Staff Type		Staff Campus Location		Student Type			Gender		Age			
		Staff	Student	Professional	Academic	Parkville	Other	UG	PGCW	HDR	M	F	18 and under	19 – 24	25 – 39	40 plus
Waste reduction, reuse and recycling rates	59%	63%	57%	66%	56%	63%	65%	61%	51%	56%	57%	60%	65%	57%	60%	58%
Reduce water consumption	46%	43%	48%	50%	29%	43%	54%	52%	42%	45%	49%	45%	65%	47%	44%	42%
Event participation	45%	56%	40%	59%	48%	56%	54%	43%	38%	39%	40%	48%	49%	41%	46%	51%
Compliance with environmental legislation	40%	44%	38%	50%	30%	44%	62%	41%	34%	34%	44%	38%	44%	39%	39%	42%
Environmental Sustainability leadership and culture	39%	45%	37%	52%	29%	45%	46%	38%	33%	40%	37%	41%	44%	36%	42%	40%
Provision of information and advice to the University community	39%	50%	33%	56%	38%	51%	42%	32%	33%	34%	39%	38%	40%	32%	42%	45%
Reduce the University's carbon footprint	34%	40%	31%	46%	26%	40%	65%	33%	28%	30%	36%	33%	41%	33%	34%	35%
TOTAL n=	1856	610	1243	418	164	581	26	668	389	172	694	1156	152	680	667	351

Q. To what degree are you satisfied with the University of Melbourne's efforts towards sustainability in the following areas? [SR] % 'Extremely Satisfied' and 'Somewhat Satisfied'



# Awareness of Sustainability Initiatives - Detailed

	TOTAL	Relationship with University		Staff Type		Staff Campus Location		Student Type			Gender		Age			
		Staff	Student	Professional	Academic	Parkville	Other	UG	PG CW	HDR	M	F	18 and under	19 – 24	25 – 39	40 plus
Earth Hour	68%	88%	58%	91%	82%	88%	92%	62%	50%	63%	66%	69%	68%	61%	68%	81%
Ride to Uni breakfasts	54%	77%	43%	78%	76%	77%	62%	45%	41%	44%	48%	58%	43%	47%	56%	68%
World Environment Day	30%	43%	24%	46%	38%	43%	54%	22%	23%	32%	28%	31%	26%	20%	29%	54%
Melbourne Bike Share Program	48%	59%	43%	60%	58%	59%	54%	44%	41%	42%	50%	47%	39%	48%	46%	55%
None of the above	14%	4%	19%	4%	4%	4%	0%	16%	22%	18%	17%	12%	13%	16%	14%	10%
TOTAL n=	1856	610	1246	421	164	581	26	668	390	172	699	1157	152	680	667	351



# Participation in Sustainability Initiatives - Detailed

	TOTAL	Relationship with University		Staff Type		Staff Campus Location		Student Type			Gender		Age			
		Staff	Student	Professional	Academic	Parkville	Other	UG	PGCW	HDR	M	F	18 and under	19 – 24	25 – 39	40 plus
Earth Hour	52%	66%	43%	69%	55%	65%	81%	43%	40%	50%	49%	53%	46%	43%	55%	62%
Ride to Uni breakfasts	13%	16%	11%	14%	20%	16%	0%	9%	13%	12%	15%	11%	8%	10%	15%	14%
World Environment Day	12%	17%	8%	19%	12%	17%	23%	7%	9%	13%	11%	12%	9%	6%	11%	23%
Melbourne Bike Share Program	5%	4%	6%	3%	8%	4%	4%	6%	4%	4%	8%	3%	9%	5%	5%	3%
None of the above (RECODED)	38%	24%	46%	23%	29%	25%	19%	47%	47%	38%	37%	38%	46%	47%	33%	27%
TOTAL n=	1600	586	1014	408	157	560	26	561	303	141	583	1017	132	574	574	320



# Personal Undertaking of Sustainability Activities - Detailed

	TOTAL	Relationship with University		Staff Type		Staff Campus Location		Student Type			Gender		Age			
		Staff	Student	Professional	Academic	Parkville	Other	UG	PGCW	HDR	M	F	18 and under	19 – 24	25 – 39	40 plus
I put recyclable items in the correct bins	97%	99%	96%	99%	98%	99%	100%	95%	97%	98%	96%	97%	91%	96%	98%	99%
I switch off lights when not needed (Staff only)	90%	90%	-	90%	91%	90%	92%	-	-	-	89%	90%	-	89%	87%	94%
I turn off my computer at night	82%	83%	83%	84%	79%	83%	81%	81%	82%	90%	81%	84%	85%	81%	81%	88%
I make every effort to reduce my paper consumption	78%	84%	75%	85%	83%	84%	85%	72%	78%	84%	73%	82%	72%	72%	82%	85%
I walk/ride or catch public transport to work / to University	77%	50%	90%	47%	58%	51%	38%	94%	88%	82%	81%	74%	94%	90%	76%	45%
I use water fountains where they are available on campus	62%	52%	67%	51%	51%	51%	69%	67%	69%	66%	66%	60%	68%	67%	61%	51%
I bring my own mug/cup when buying tea/coffee	32%	43%	26%	42%	44%	43%	50%	18%	31%	46%	28%	34%	15%	23%	40%	41%
I make use of the reusable crockery at Union House	20%	16%	22%	17%	13%	17%	8%	20%	21%	29%	21%	19%	16%	20%	21%	20%
TOTAL n=	1856	610	1240	421	164	584	26	664	389	171	696	1154	151	679	666	354



# Motivations for Undertaking Sustainability-related Activities - Detailed

	TOTAL	Relationship with University		Staff Type		Staff Campus Location		Student Type			Gender		Age			
	TOTAL	Staff	Student	Professional	Academic	Parkville	Other	UG	PG CW	HDR	M	F	18 and under	19 – 24	25 – 39	40 plus
I believe it will make a difference	83%	85%	82%	86%	85%	85%	92%	79%	83%	88%	78%	86%	76%	81%	86%	85%
It is personally rewarding to me	58%	63%	56%	61%	66%	62%	73%	55%	59%	53%	57%	58%	57%	57%	58%	60%
I want to set a positive example for others	49%	56%	46%	56%	54%	55%	62%	44%	48%	47%	50%	49%	43%	44%	52%	55%
For personal economic benefit	35%	28%	39%	29%	29%	28%	27%	39%	41%	38%	39%	34%	38%	41%	33%	28%
Other	5%	5%	4%	4%	6%	5%	12%	4%	5%	3%	5%	5%	8%	4%	4%	6%
Don't know / can't say	2%	1%	2%	1%	2%	1%	0%	3%	1%	1%	2%	1%	4%	2%	1%	1%
I am not motivated to participate in sustainability-related activities	2%	1%	2%	2%	0%	2%	0%	2%	2%	0%	2%	2%	4%	1%	2%	1%
It is the right thing to do (CODED)	1%	1%	1%	1%	1%	1%	8%	1%	1%	1%	1%	1%	1%	1%	1%	2%
It is my duty / responsibility (to others / to the planet) (CODED)	1%	2%	1%	2%	1%	2%	4%	1%	2%	3%	1%	2%	1%	1%	1%	3%
Because it is easy / because I can (CODED)	1%	1%	1%	1%	1%	1%	0%	1%	0%	0%	1%	1%	2%	1%	1%	1%
TOTAL n=	1856	610	1246	420	164	583	26	668	390	172	698	1157	152	681	668	354

Q. Which of the following motivates you to participate in sustainability-related activities? [MR]

# Reasons for not Undertaking Sustainability-related Activities - Detailed

	TOTAL	Relationship with University		Staff Type		Staff Campus Location		Student Type			Gender		Age			
		Staff	Student	Professional	Academic	Parkville	Other	UG	PG CW	HDR	M	F	18 and under	19 – 24	25 – 39	40 plus
I need more information on what to do	46%	40%	48%	37%	46%	41%	35%	50%	46%	45%	43%	47%	47%	51%	43%	39%
It's not convenient	38%	32%	41%	31%	38%	32%	31%	42%	42%	33%	37%	39%	43%	44%	36%	29%
I'm too busy	31%	23%	35%	21%	27%	23%	23%	41%	29%	26%	35%	29%	54%	36%	26%	22%
It's too expensive	25%	14%	30%	14%	12%	14%	8%	32%	26%	28%	25%	24%	31%	32%	22%	12%
Not enough people are making sacrifices and I can't solve the problem alone	18%	11%	21%	12%	10%	10%	23%	26%	18%	12%	22%	16%	34%	24%	12%	10%
I do enough already	8%	10%	7%	10%	10%	10%	12%	6%	8%	8%	9%	8%	8%	6%	9%	11%
I don't think such activities will make a difference	5%	4%	6%	4%	4%	4%	0%	6%	5%	6%	8%	3%	7%	6%	5%	3%
Other	4%	7%	3%	7%	6%	7%	4%	3%	3%	3%	4%	4%	3%	2%	5%	7%
Don't know / can't say	4%	7%	3%	9%	4%	8%	4%	3%	2%	5%	4%	4%	2%	3%	4%	8%
I don't believe there is an issue and therefore I do not need to do anything	1%	0%	1%	0%	0%	0%	0%	1%	1%	1%	1%	0%	1%	1%	1%	1%
Sustainable activities not available (CODED)	1%	2%	1%	2%	2%	2%	0%	1%	1%	2%	1%	1%	0%	1%	2%	2%
Lack of administrative / organisational commitment / facilitation (CODED)	1%	2%	0%	2%	1%	2%	0%	0%	1%	0%	1%	1%	0%	0%	1%	1%
Nothing stops me (CODED)	0%	0%	0%	0%	1%	0%	4%	0%	1%	0%	0%	0%	0%	0%	0%	1%
TOTAL n=	1856	610	1246	421	164	584	26	668	390	172	699	1157	152	681	668	354

Q. Which of the following prevent you from participating in (more) sustainability-related activities? [MR]





THE UNIVERSITY OF  

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