



THE UNIVERSITY OF
MELBOURNE

Sustainability Survey

2020

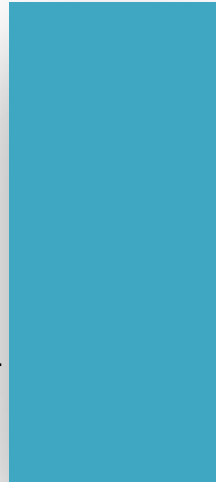
FINAL REPORT

The Sustainability Team
Campus Services



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3. Issues facing Australia
4. Sustainability at the University of Melbourne
5. Staff and student contributions to sustainability
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Introduction





Introduction



Welcome to the 2020 Sustainability Survey Report. Please note that this report has been divided into two documents; this **Report** which provides an analysis of the data collected from the 2020 Sustainability Survey and the **Executive Summary and Recommendations** which summarise the key insights and opportunities identified through the analysis.

Access the [Executive Summary and Recommendations](#).

PURPOSE

The biennial Sustainability Survey is voluntarily completed by current staff and students at the University of Melbourne. Its purpose is to gauge University of Melbourne student and staff views, awareness and behaviours towards sustainability relative to the University's sustainability targets and objectives, and to sustainability issues in general. The results are used to evaluate the University's existing sustainability initiatives and the development of future initiatives, ultimately informing the priorities and targets of the University's Sustainability Plan 2021–2025.

In 2020 the fifth survey was promoted and completed online while most students and staff worked and studied remotely due to COVID-19 related restrictions. Five waves of sustainability tracking have now been undertaken. This report presents the findings from the 2020 survey with some comparisons with 2012, 2014, 2016 and 2018.

Key findings



This is a summarised version of the key findings from the 2020 Sustainability Survey results. Access the full [Executive Summary and Recommendations](#).

- 1. Awareness of sustainability-related issues has increased** both in general and within the University context. Staff are significantly more likely than students to be aware of the University's sustainability initiatives/events, and staff participate in initiatives/events in significantly higher numbers than students.
- 2. Just over half of respondents believe that sustainability is a 'top priority' for the University.** Fewer students than staff believe that the University sees sustainability as a top priority.
- 3. Reducing the University's carbon footprint and reducing waste outputs remain top priorities** for improving sustainability at the University. Where reducing waste has the highest satisfaction levels for staff and students, satisfaction levels for how well the University is reducing its carbon footprint can be improved.
- 4. Although staff and students are motivated to improve campus sustainability, they experience similar key barriers to personal participation:** convenience, expense and a need for more information and/or technical support. Word of mouth, emails from the Sustainability Team and posters on campus are key communication channels that can be leveraged to educate and support the University community in participating in sustainability-related activities.
- 5. 1078 suggestions were made about how the University can improve engagement and environmental practices across all campuses.** Suggestions for improvement centre around improving reach of sustainability-based communications, embedding sustainability across the University and providing resources and infrastructure to encourage participation in sustainability activities.



Introduction

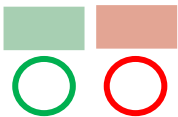
METHODOLOGY

An online survey methodology was employed. The survey was publicised via several channels, including Staff News, the University of Melbourne Sustainability website, Staff Hub, Student Portal, Sustainability and faculty mailing lists, through graduate and undergraduate student communications **and by the University's Vice-Chancellor**.

The survey was conducted from 25 May to 19 June 2020 with a \$150 Visa Voucher, three \$50 Readings gift vouchers and a \$30 plant voucher offered as incentives.

A total sample of **n=1216** was achieved.

SIGNIFICANCE TESTING



represents statistical significance between subgroups



represents statistical significance for year-on-year comparisons

Significance testing is performed at the 95% confidence level.

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. Evaluate the University's performance in embedding sustainability practices.
4. To measure awareness and performance of current University sustainability initiatives.
5. To identify opportunities to improve sustainability-related practices at the University.

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.



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Sample demographics





Staff profile

Key: Division abbreviations



FACULTIES AND SCHOOLS

ABP/MSD	Faculty of Architecture, Building and Planning and the Melbourne School of Design
Arts/HASS	Faculty of Arts and the Graduate School of Humanities and Social Sciences
FBE/MBS/MSPACE	Faculty of Business and Economics, the Melbourne Business School and the Melbourne School of Professional and Continuing Education
Science	Faculty of Science
FFAM/VCA	Faculty of Fine Arts and Music, the Victorian College of the Arts and the Melbourne Conservatorium of Music
FVAS	Faculty of Veterinary and Agricultural Sciences
MDHS	Faculty of Medicine, Dentistry and Health Sciences
MGSE	Melbourne Graduate School of Education
MSE	Melbourne School of Engineering and the Melbourne School of Computing Information Systems.
MLS/MSG	Melbourne Law School and the Melbourne School of Government

UNDERGRADUATE DEGREES

Arts	Bachelor of Arts
Agr	Bachelor of Agriculture
Biomed	Bachelor of Biomedicine
Commerce	Bachelor of Commerce
Design	Bachelor of Design
Env	Bachelor of Environments
FA	Bachelor of Fine Arts
Music	Bachelor of Music
Science	Bachelor of Science

DEPARTMENTS

COO	Chief Operating Officer Portfolio
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DEGREE LEVEL

UG	Undergraduate
PG	Postgraduate
PGCW	Postgraduate by coursework
GR	Graduate researcher

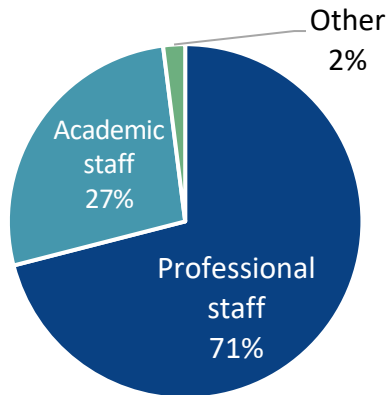


Staff profile

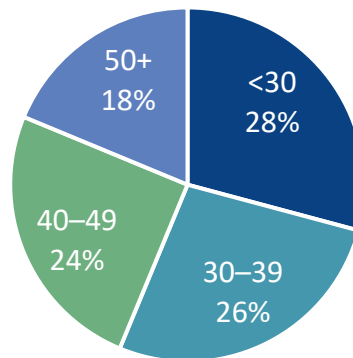


45% of the total sample are staff members.

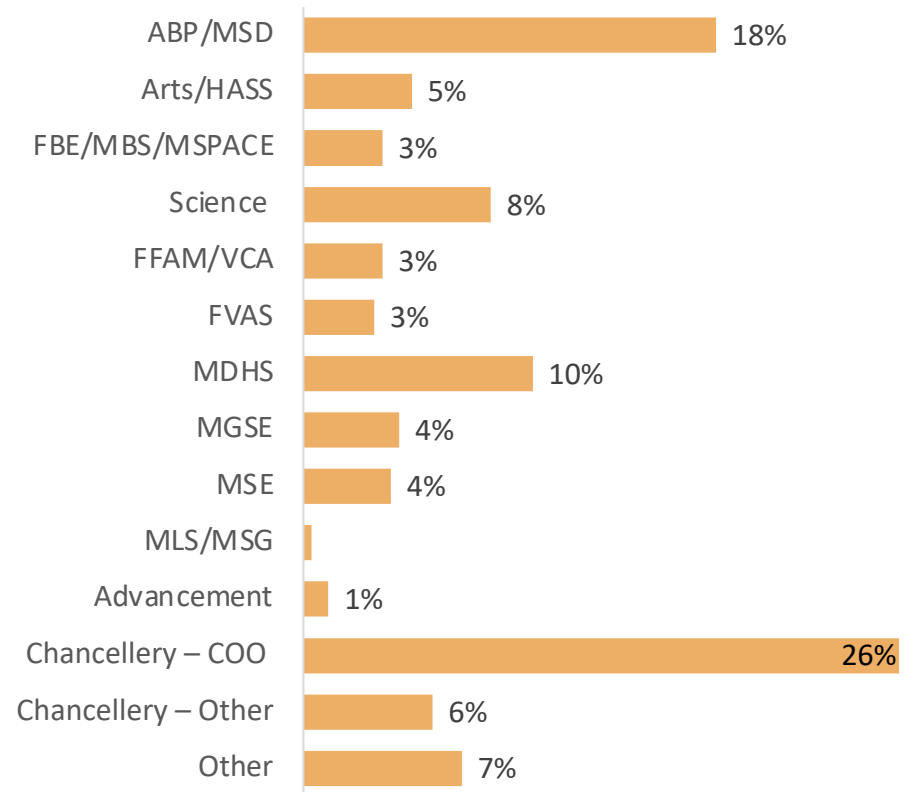
STAFF TYPE



AGE



DIVISION



GENDER



58% Female
37% Male
4% Prefer not to say
1% Other

CAMPUS



91% Parkville
3% Southbank
1% Werribee
1% Dookie
3% Other

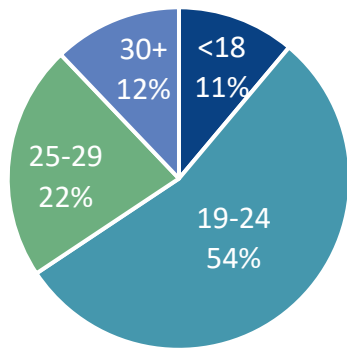


Student profile



57% of the total sample are students (includes 2% who are both staff and students).

AGE



GENDER



71% Female
26% Male
2% Prefer not to say
1% Other

DEGREE TYPE



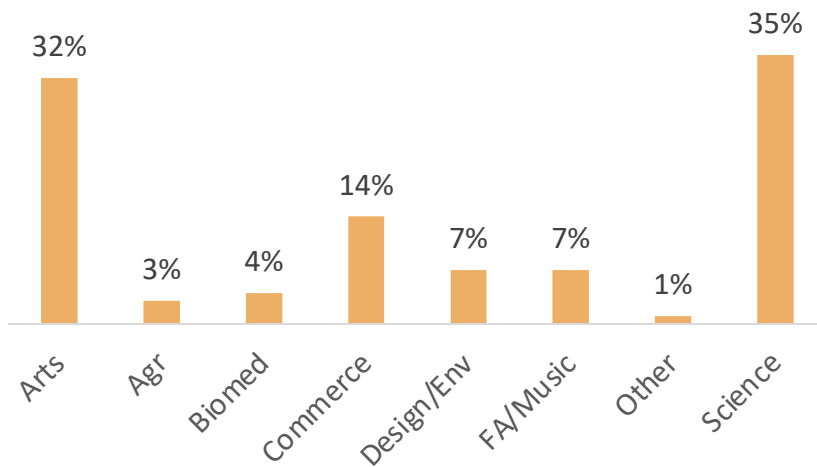
45% Undergraduate
45% Postgraduate by coursework
9% Postgraduate by research

MAIN CAMPUS

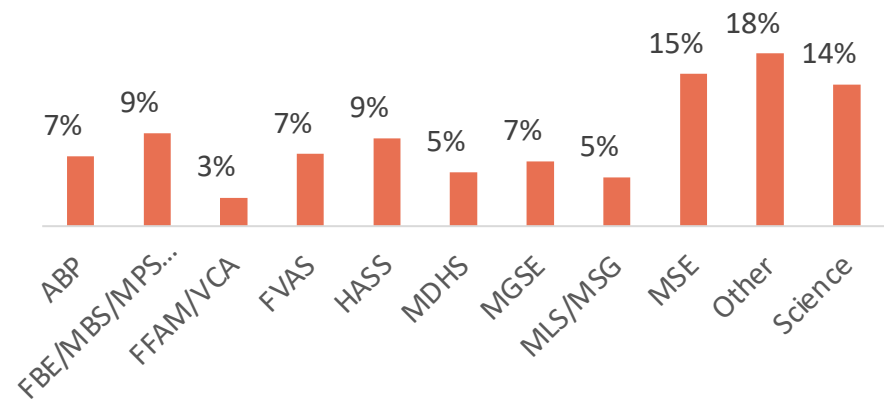


94% Parkville
4% Southbank
1% Burnley
1% Werribee
1% Other

UNDERGRADUATE DEGREES



POSTGRADUATE FACULTIES AND SCHOOLS



Key demographic splits



STAFF VS STUDENTS

- Staff have a higher awareness of sustainability-related issues in general and at the University.
- Staff are also more likely to know about sustainability initiatives than students which is reflected by their higher levels of engagement with the University's sustainability activities.
- Students have relatively low awareness and participation in sustainability initiatives.
- However, students are more likely to engage in personal undertaking of sustainability activities and are motivated by the need to do the right thing and protect the environment.



MALES VS FEMALES

- Males have a higher level of awareness of sustainability issues in general and at the University. However, females are more likely to undertake sustainability-related activities.
- Females are more concerned about climate change and waste.
- Although environmental issues are important, males are also concerned about the economy and education.



UNDERGRADUATES VS POSTGRADUATES

- Undergraduates are more aware of sustainability-related issues in general than postgraduates, however, both have limited awareness of sustainability issues at the University.
- Postgraduates are more likely to undertake sustainability activities because they believe they have the skills to do so.
- Postgraduates and undergraduates have similar satisfaction levels across all areas of sustainability at the University.

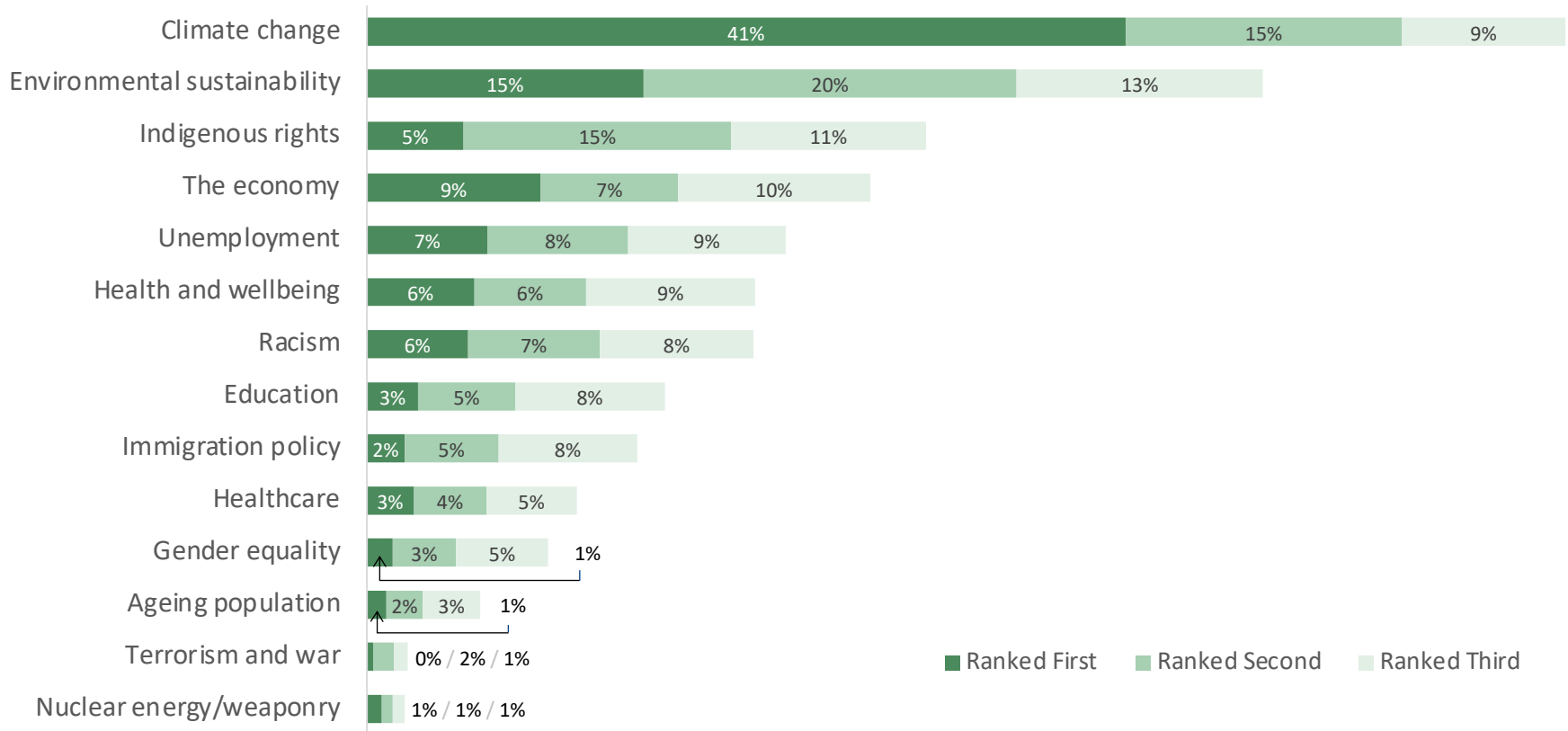


Image source: Murra Warra Wind Farm

Issues facing Australia

Important issues facing Australia

Staff and students felt that climate change is the most important issue facing Australia.



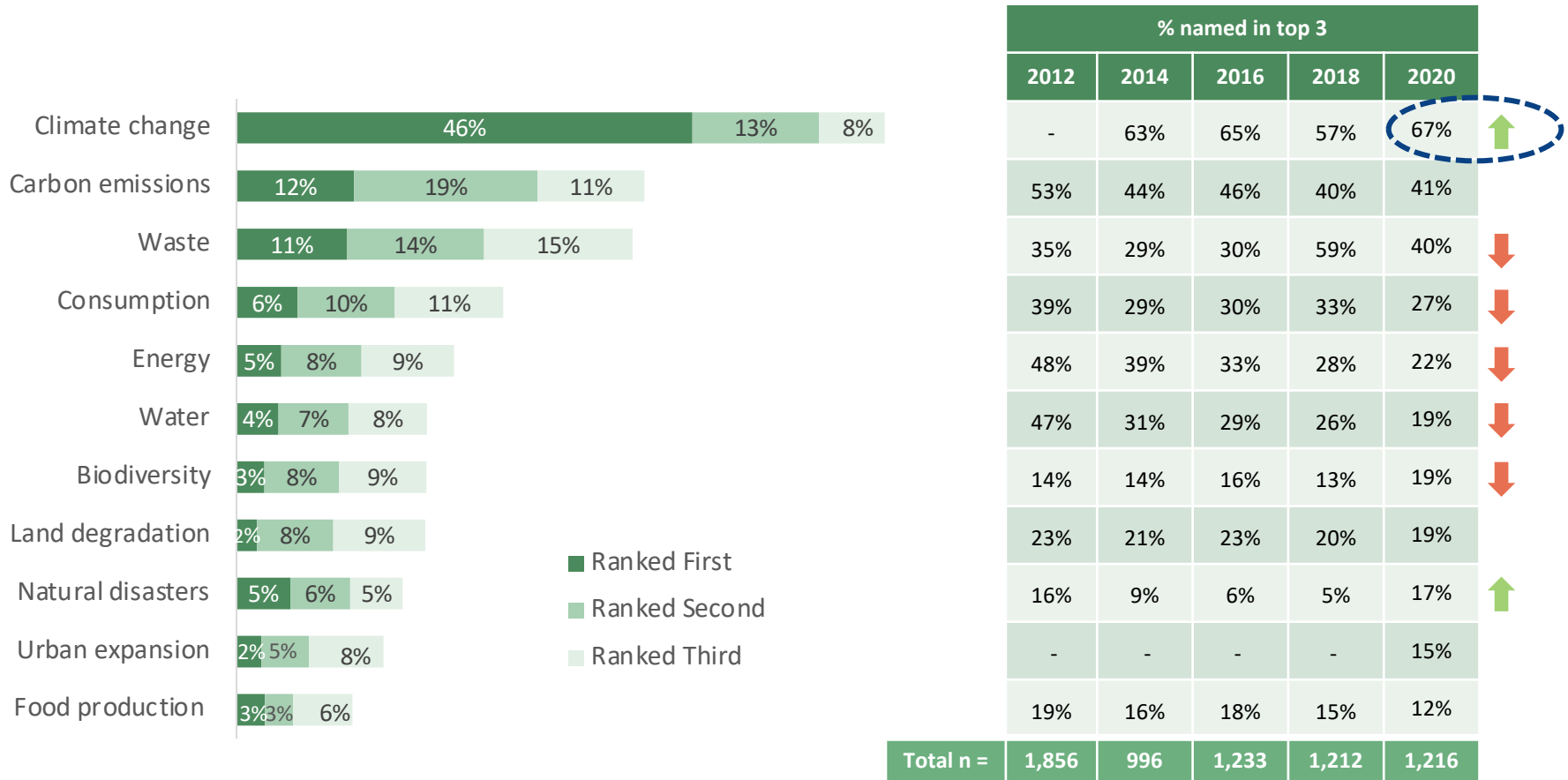
Important issues facing Australia

Where concerns around climate change has increased significantly since 2018, the number of staff and students that consider environmental sustainability as an important issue has decreased. Indigenous rights and the economy are also among the top issues that have seen a significant increase in 2020.

	% named in top 3				
	2012	2014	2016	2018	2020
Climate change	40%	47%	57%	51%	65% ↑
Environmental sustainability	60%	53%	53%	56%	49% ↓
Indigenous rights	25%	31%	19%	21%	30% ↑
The economy	31%	24%	24%	20%	27% ↑
Unemployment	16%	20%	15%	18%	23% ↑
Health and wellbeing	-	-	-	-	21%
Racism	10%	11%	16%	18%	21% ↑
Education	29%	36%	29%	27%	16% ↓
Immigration policy	22%	24%	35%	29%	15% ↓
Healthcare	13%	11%	18%	21%	11% ↓
Gender equality	21%	18%	13%	15%	10% ↓
Ageing population	4%	6%	-	15%	6% ↓
Terrorism and war	3%	2%	8%	7%	2% ↓
Nuclear energy/weaponry	-	-	2%	2%	2%
Total n =	1,856	996	1,233	1,212	1,216

Environmental issues facing Australia

Concerns about climate change have increased significantly. This issue has also consistently been a highly ranked issue for individuals over the years.





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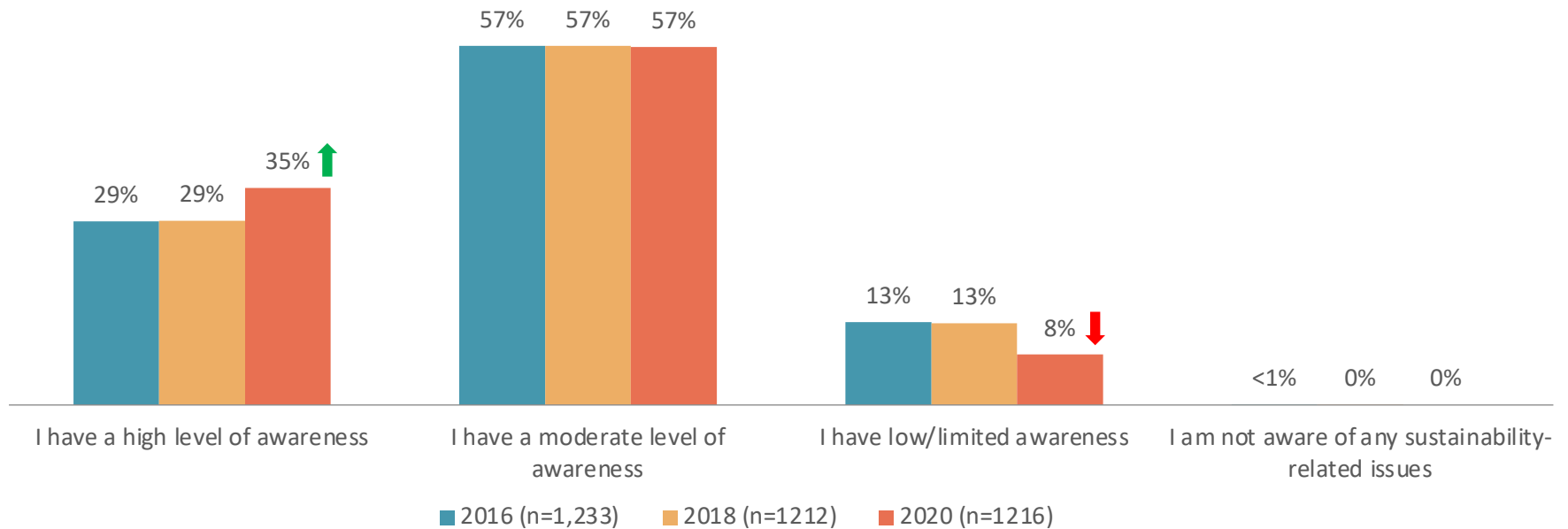
Sustainability at the University of Melbourne





Awareness of sustainability-related issues

There has been an increase in staff and students' general awareness of sustainability-related issues.

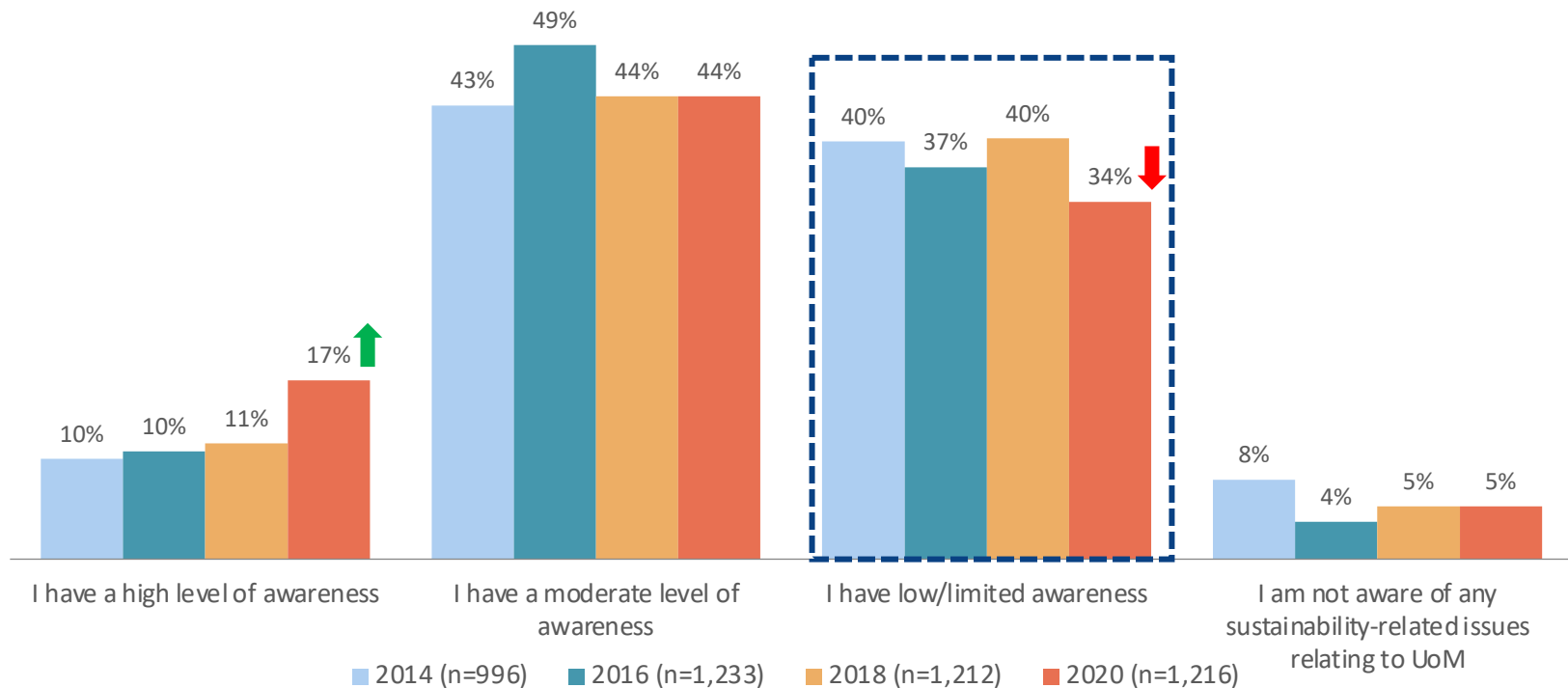




Awareness of University sustainability-related issues

Year on year

Furthermore, there has been an increase in high level of awareness and a decrease in low level of awareness on sustainability issues at the University.



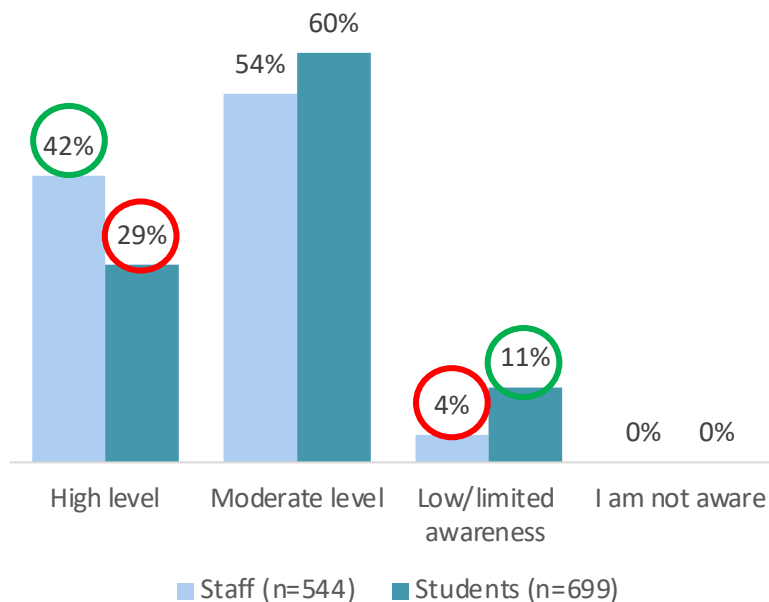


Awareness of sustainability-related issues

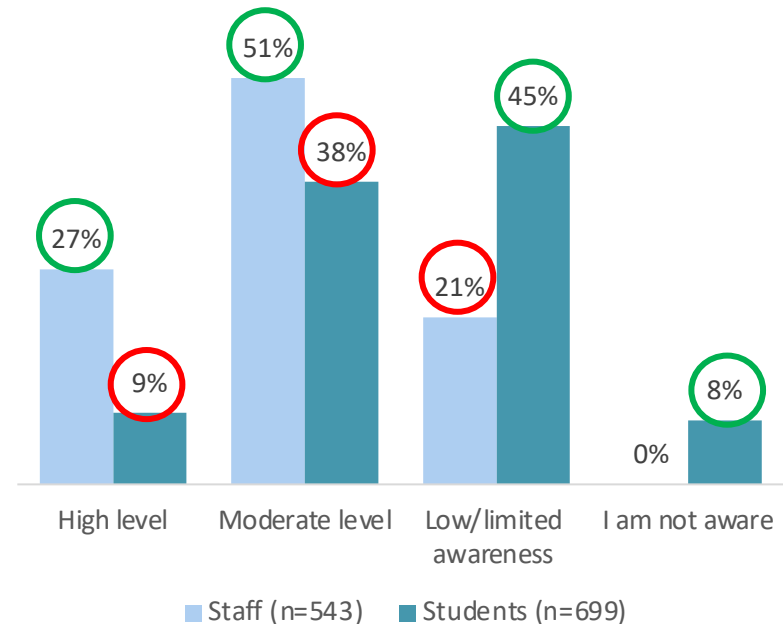
Staff vs students

Staff are more aware of sustainability-related issues in general and, more notably, sustainability-related issues at the University than students.

IN GENERAL



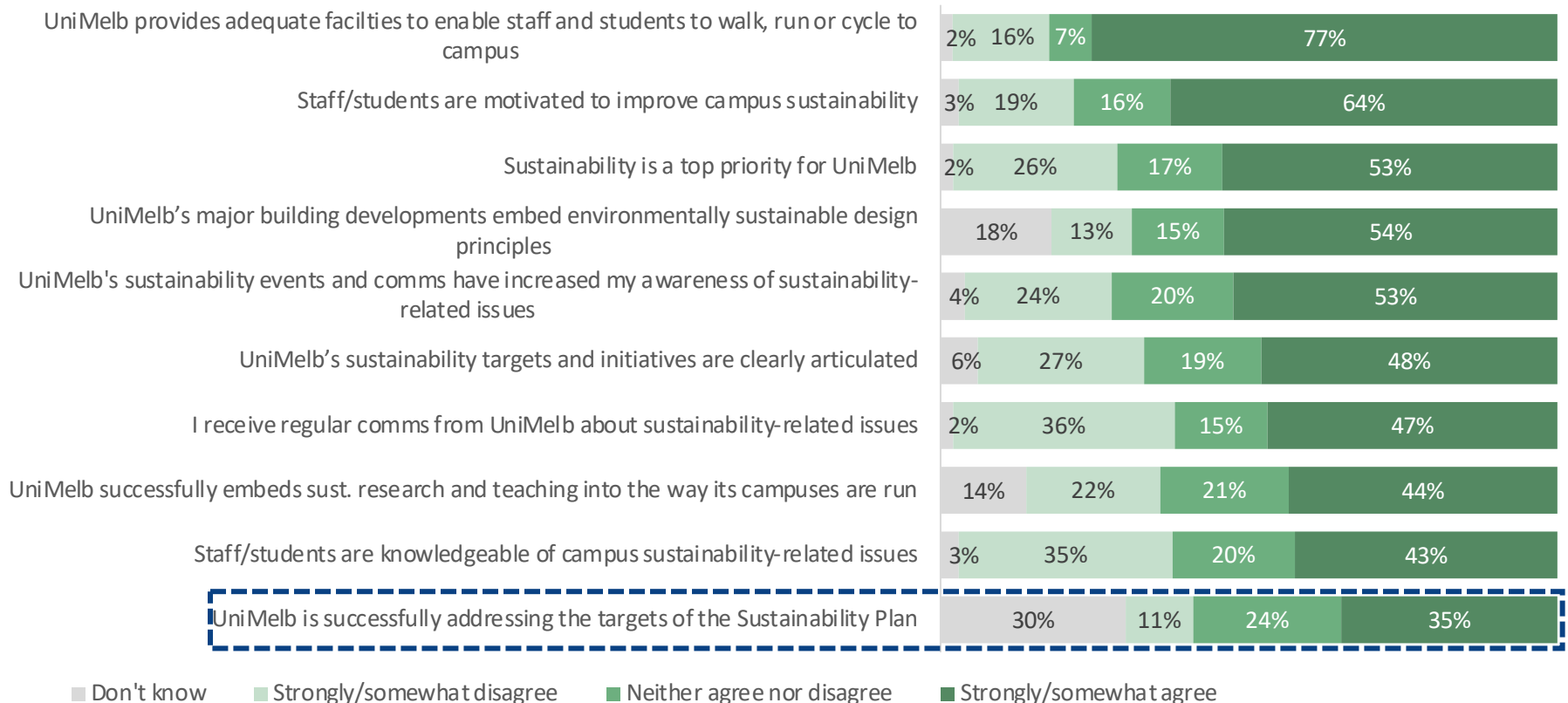
AT THE UNIVERSITY OF MELBOURNE





Sustainability at the University of Melbourne

Staff and students believe sustainability is a top priority for the University and that there is adequate support for active transport on campus. However, for 30% of participants it is unclear if the University is addressing the targets of the Sustainability Plan. Hopefully, with the release of the 2019 Sustainability Report and consultation for the new Sustainability Plan, this will provide some clarity on the University's position.

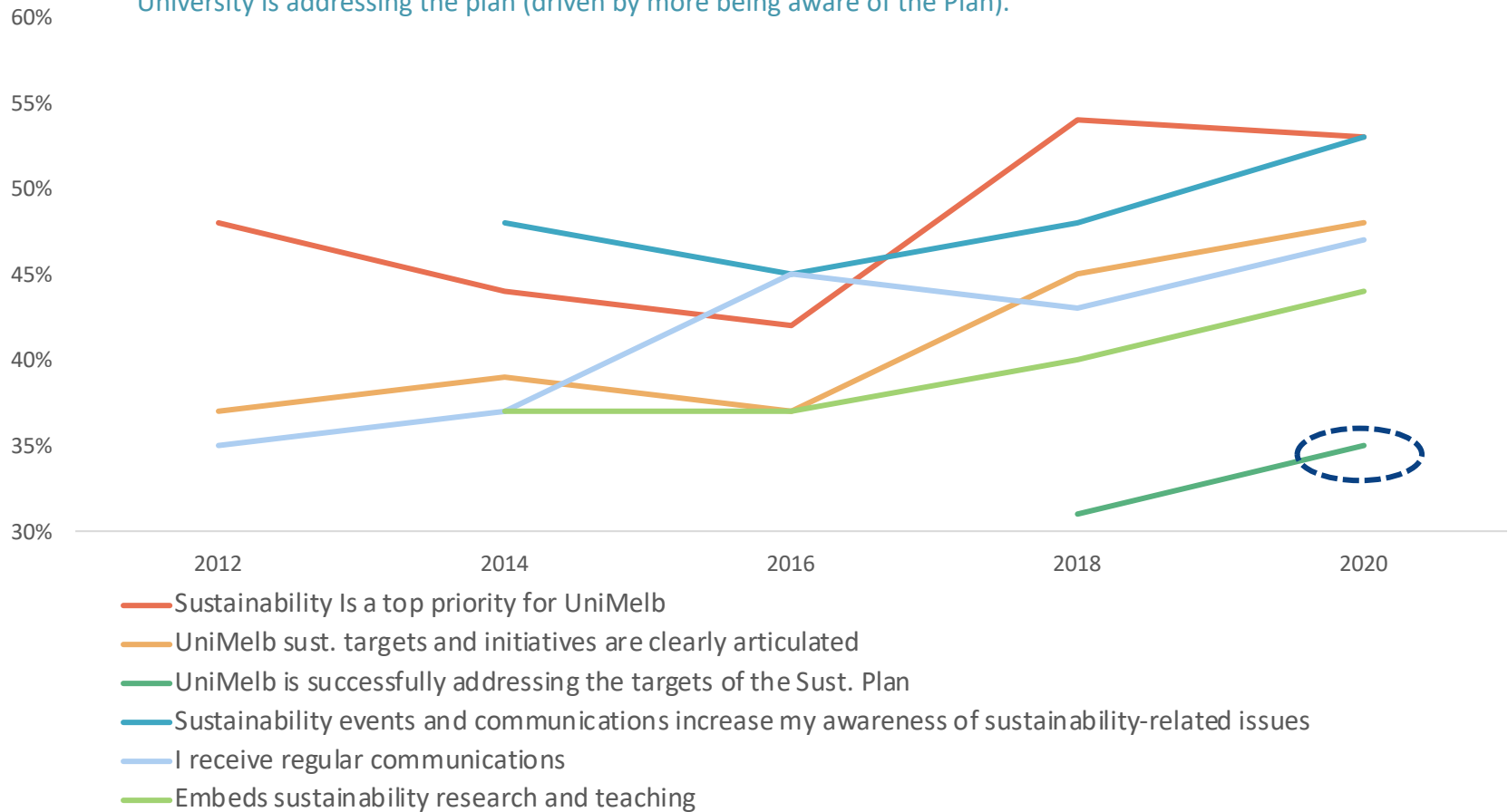




Sustainability at the University of Melbourne

Year on year

Despite there being a portion of staff and students that are unaware of how the University is addressing the Sustainability Plan, compared to 2018, there has been a significant increase in those that do believe the University is addressing the plan (driven by more being aware of the Plan).

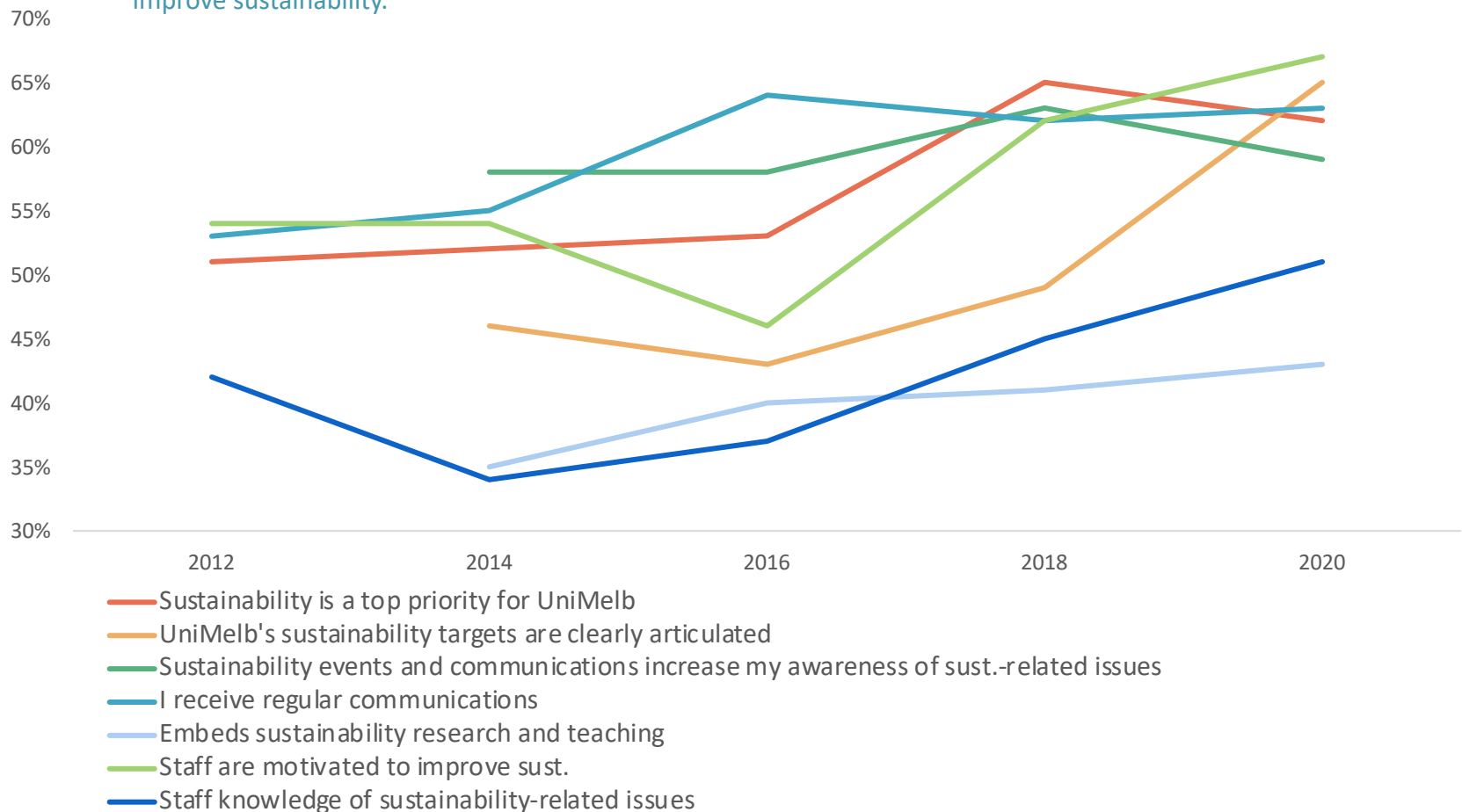




Sustainability at the University of Melbourne

Year on year – staff only

Staff have increased knowledge of sustainability-related issues and are now more motivated to improve sustainability.



Q5. To what extent do you agree or disagree with the following statements about sustainability-related issues at the University of Melbourne? [SR] % Answering 'Somewhat agree' and 'Strongly agree'

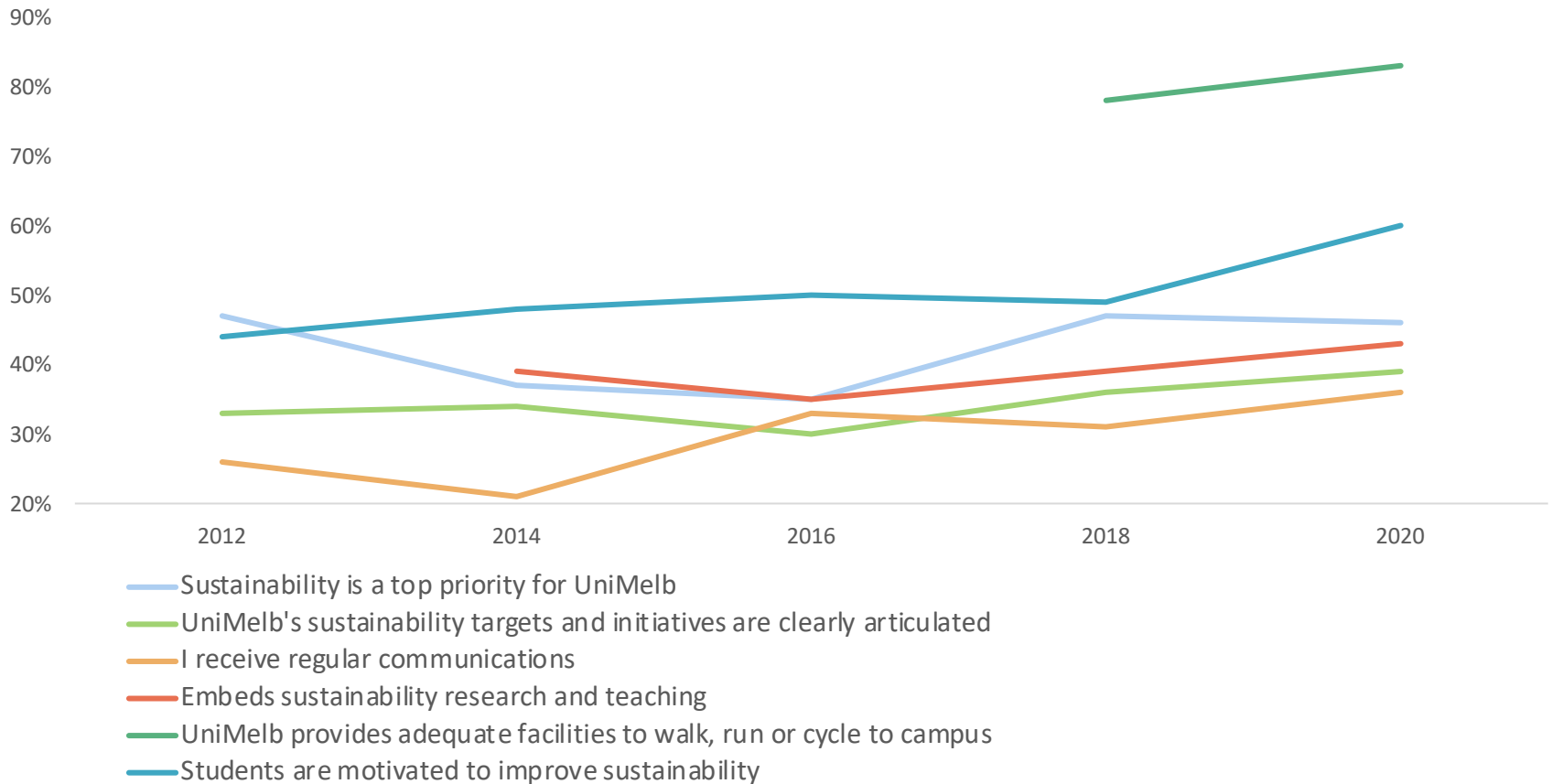
Base: Staff n=544



Sustainability at the University of Melbourne

Year on year – students only

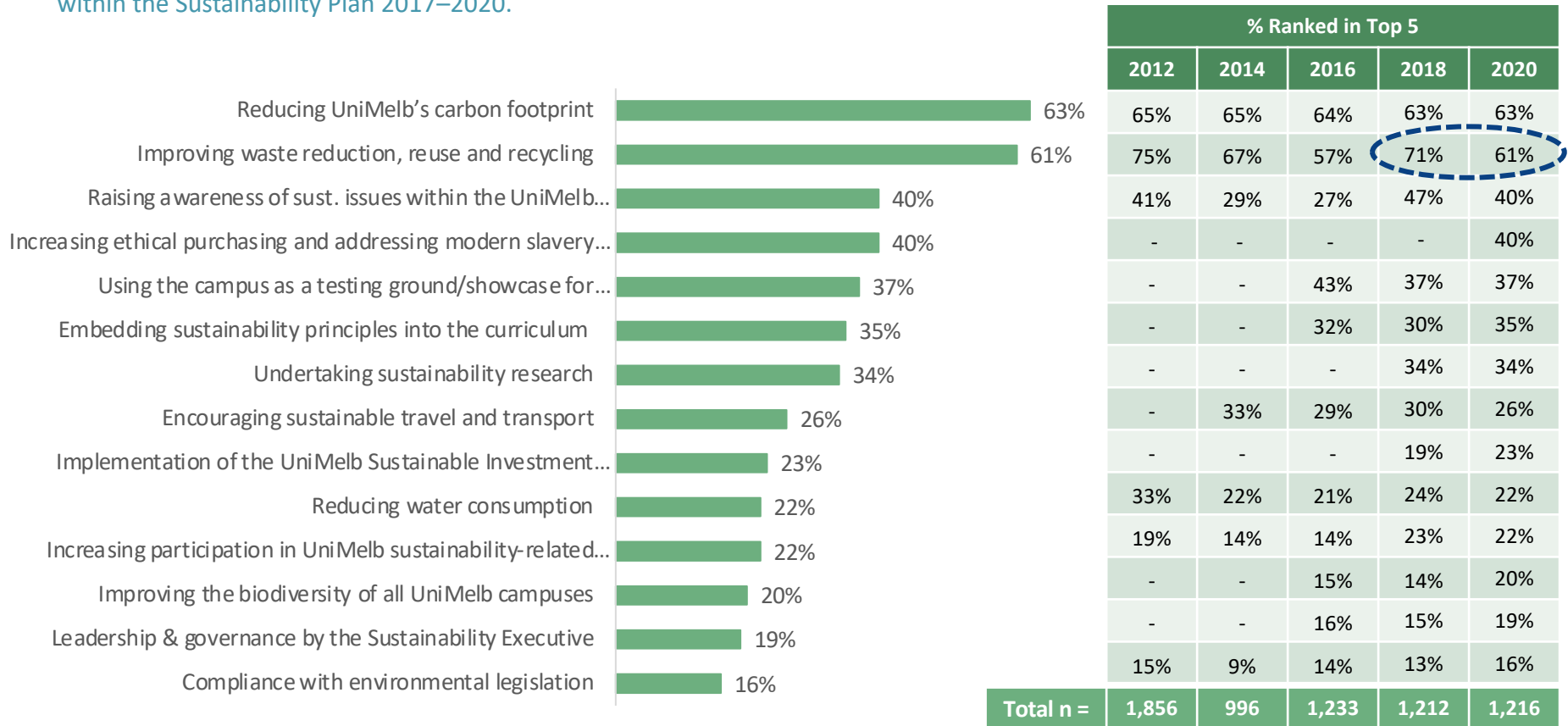
There has been a significant increase in students agreeing that active transport and regular communications has improved. Students are also more motivated to improve sustainability.





Sustainability areas of importance at the University

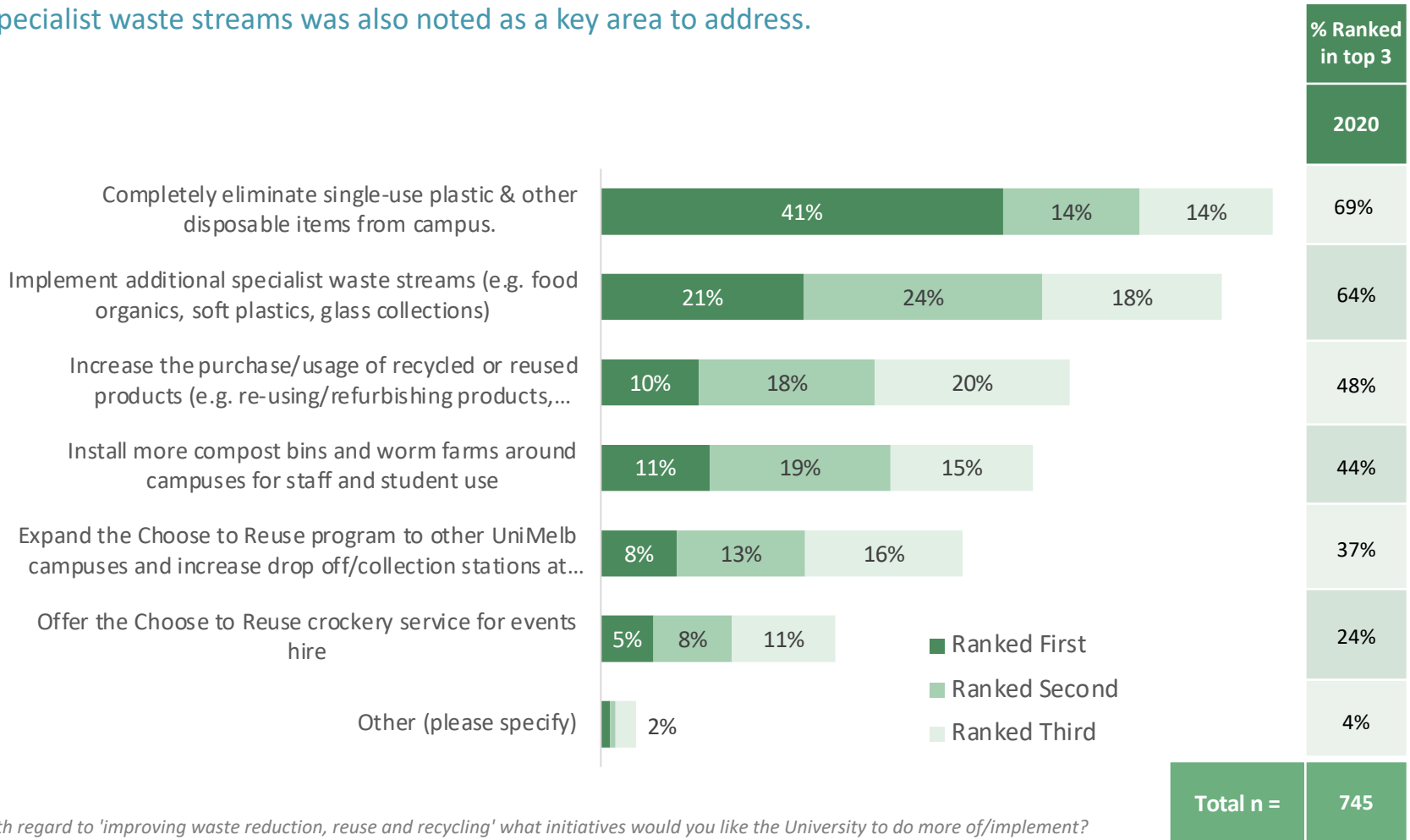
Reducing the University's carbon footprint has surpassed waste as the top area of importance for achieving sustainability at the University. Although remaining a top priority, improving waste reduction is seen as less of an issue than in 2018. This may be due to the increase in waste-related communications and the perception the University is addressing this issue to some degree, with the implementation of the Choose to Reuse Plate Program in 2019 which supports the University in achieving its waste-related target within the Sustainability Plan 2017–2020.





Areas of importance at the University Waste

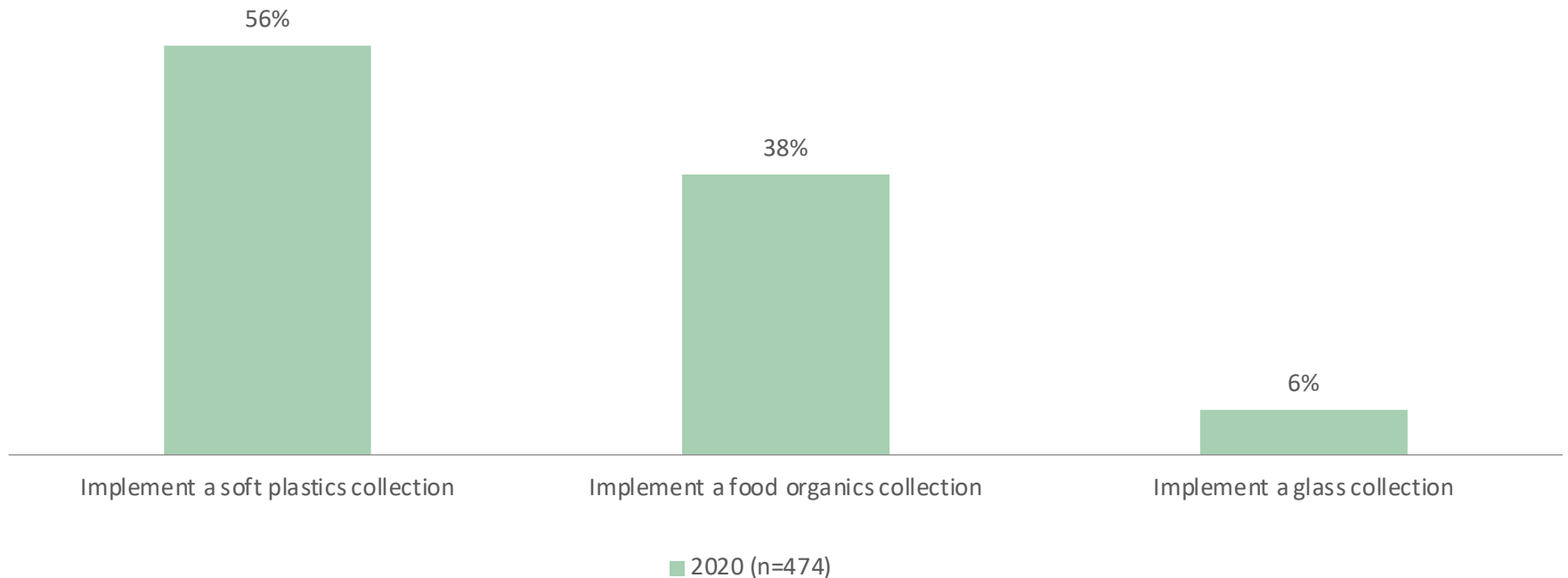
Regarding improving waste reduction on campus, completely eliminating single-use plastics was the most important waste stream to address, with 69% including it in their top three responses. Implementing additional specialist waste streams was also noted as a key area to address.





Areas of importance at the University *Waste*

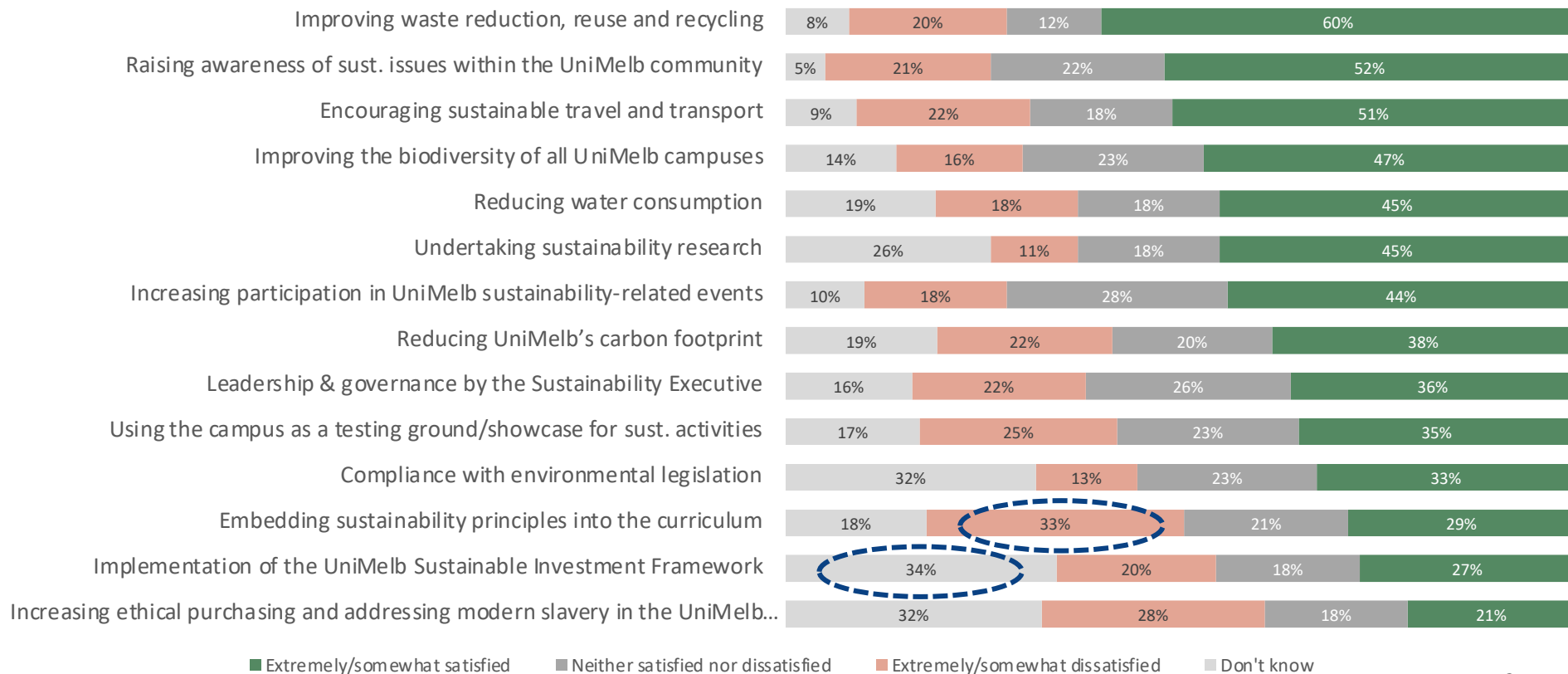
For those that selected implementing additional waste streams as a priority, over half would like the University to implement a soft plastics collection.





Satisfaction with the University's efforts

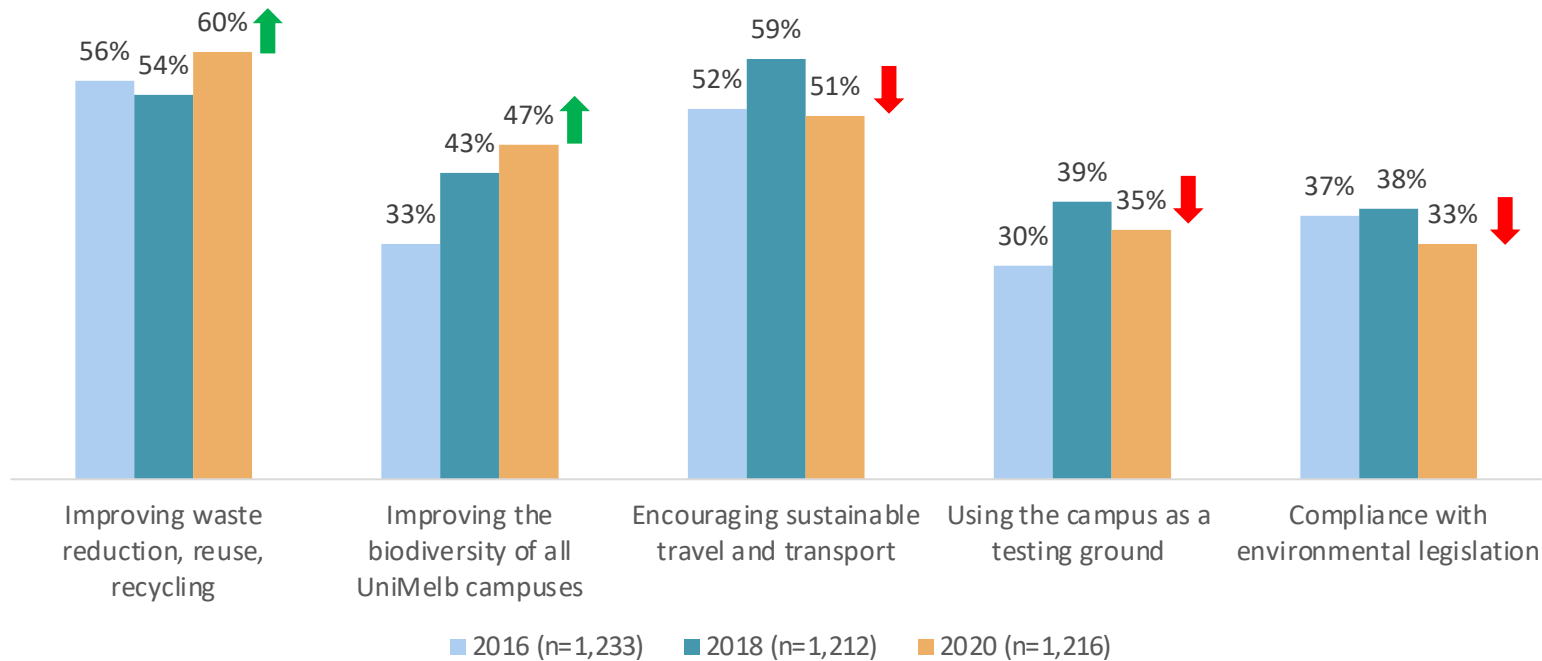
Given that improving waste reduction and reducing the University's carbon footprint is an area of importance for staff and students, it is good to note the high level of satisfaction in these areas. Embedding sustainability principles into the curriculum should be addressed as it has the highest percentage of dissatisfaction, as well as how the University is implementing the Sustainable Investment Framework, as this is unknown to over 30% of the community.



Satisfaction with the University's efforts

Year on year

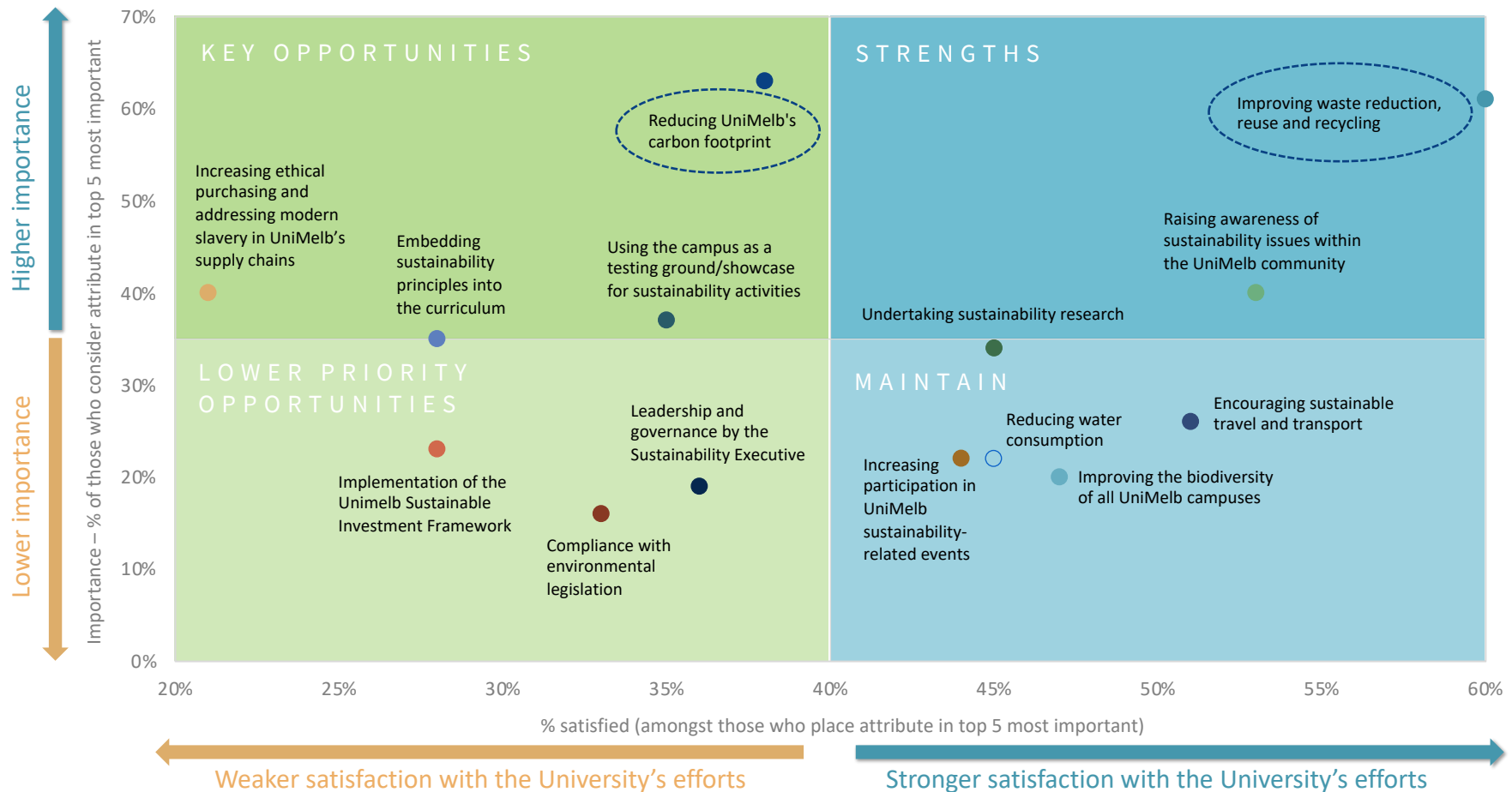
While more are satisfied with the University's efforts in improving biodiversity and waste reduction, satisfaction has decreased for encouraging sustainable transport, using the campus as a showcase for sustainability and complying with environmental legislation.



The University's sustainability efforts

Importance vs satisfaction

Positively, waste reduction was noted as an important issue at the University and has high satisfaction levels. However, the most important area for staff and students, reducing the University's carbon footprint, has a lower satisfaction level.





Satisfaction with the University's efforts

Staff and student engagement

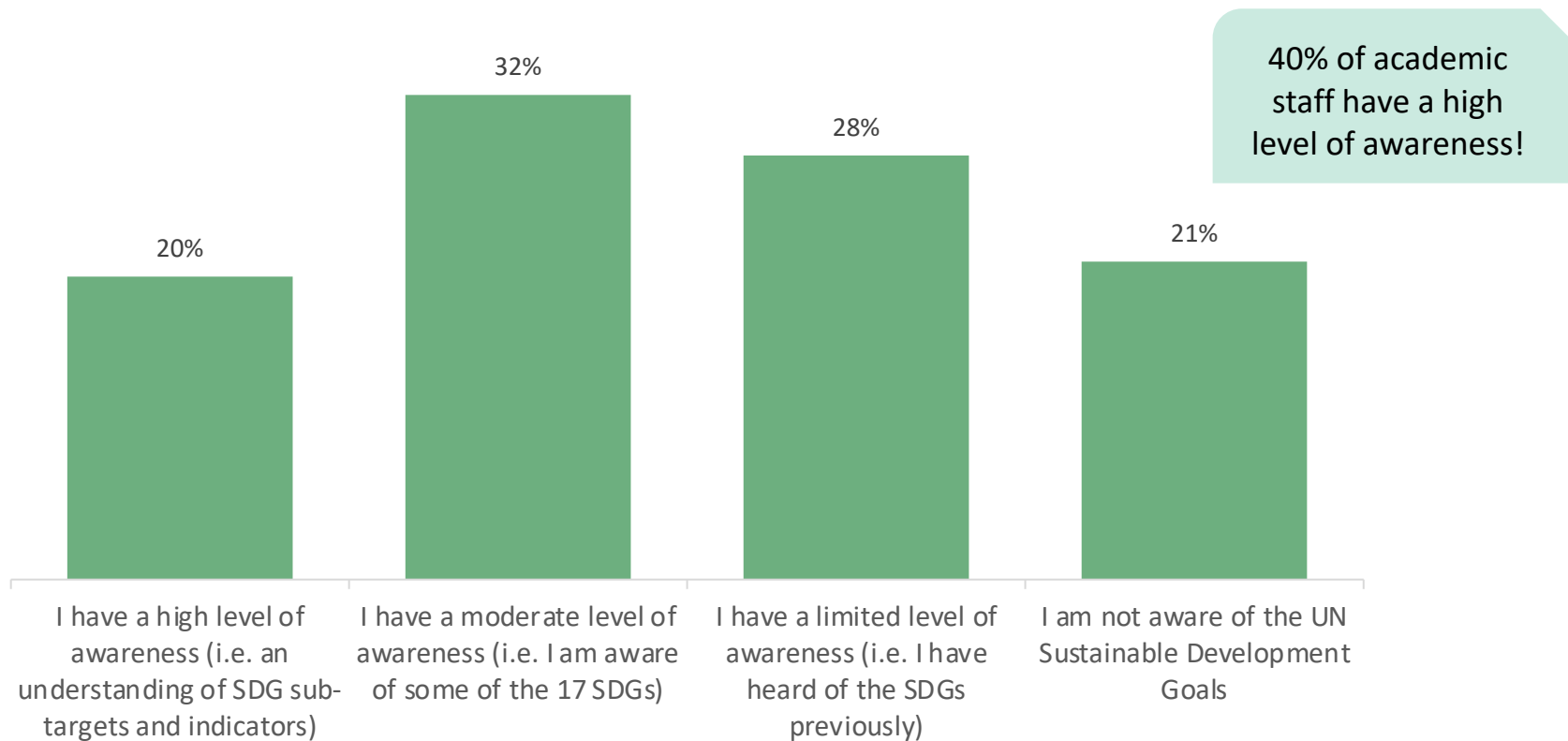
Over a third of staff and students are satisfied with engagement efforts by the University to increase awareness, participation and personal undertaking of sustainability issues. However, a portion of them are either unsure or dissatisfied with the University's efforts, indicating this should continue to be a key focus area for the University.





Awareness of the Sustainable Development Goals

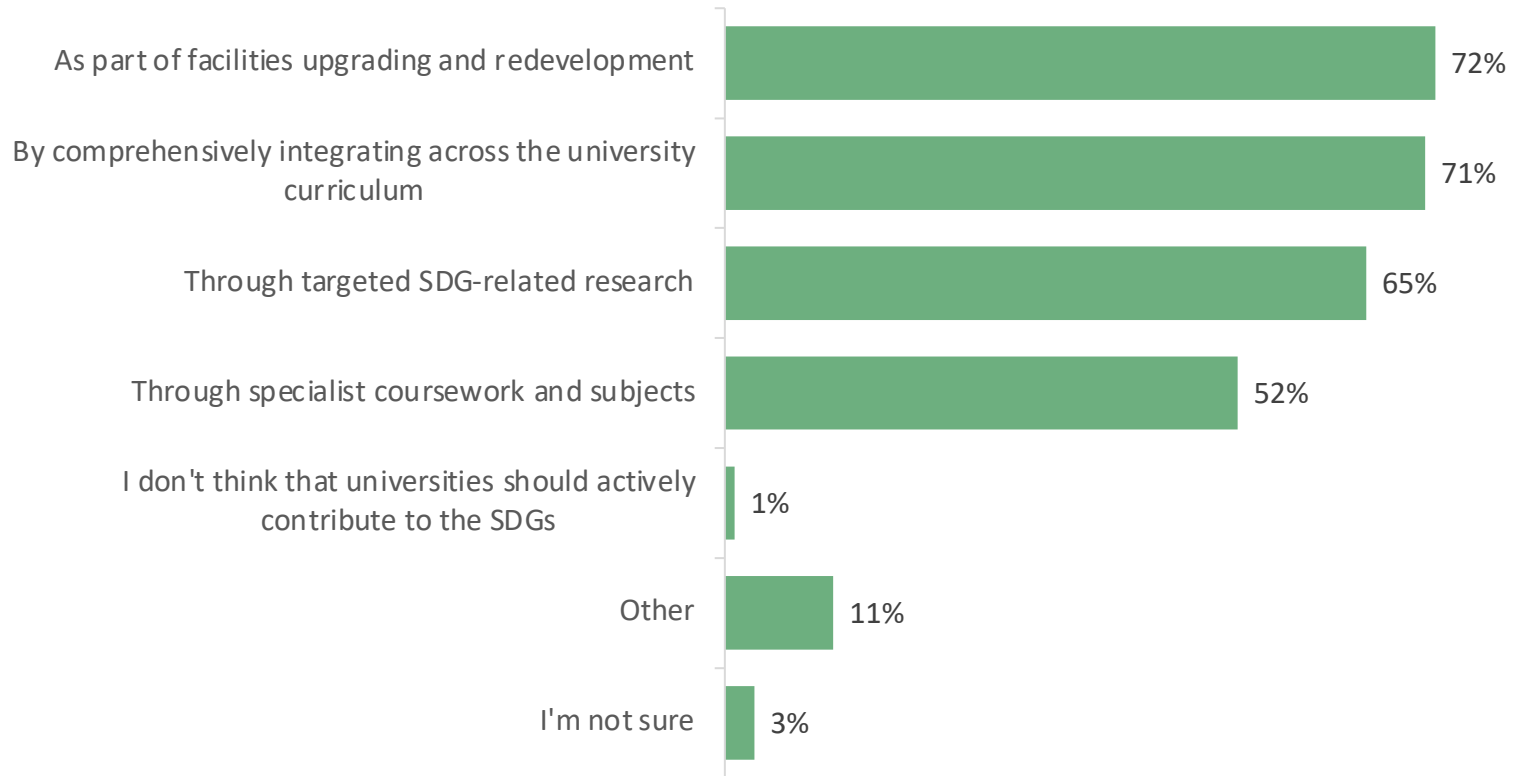
Just over half of staff and students have a high to moderate awareness of the Sustainable Development Goals (SDGs), indicating that more engagement is required around the SDGs at the University.





Awareness of the Sustainable Development Goals

Facility redevelopment, University curriculum and targeted research should be utilised to actively contribute to the SDGs.



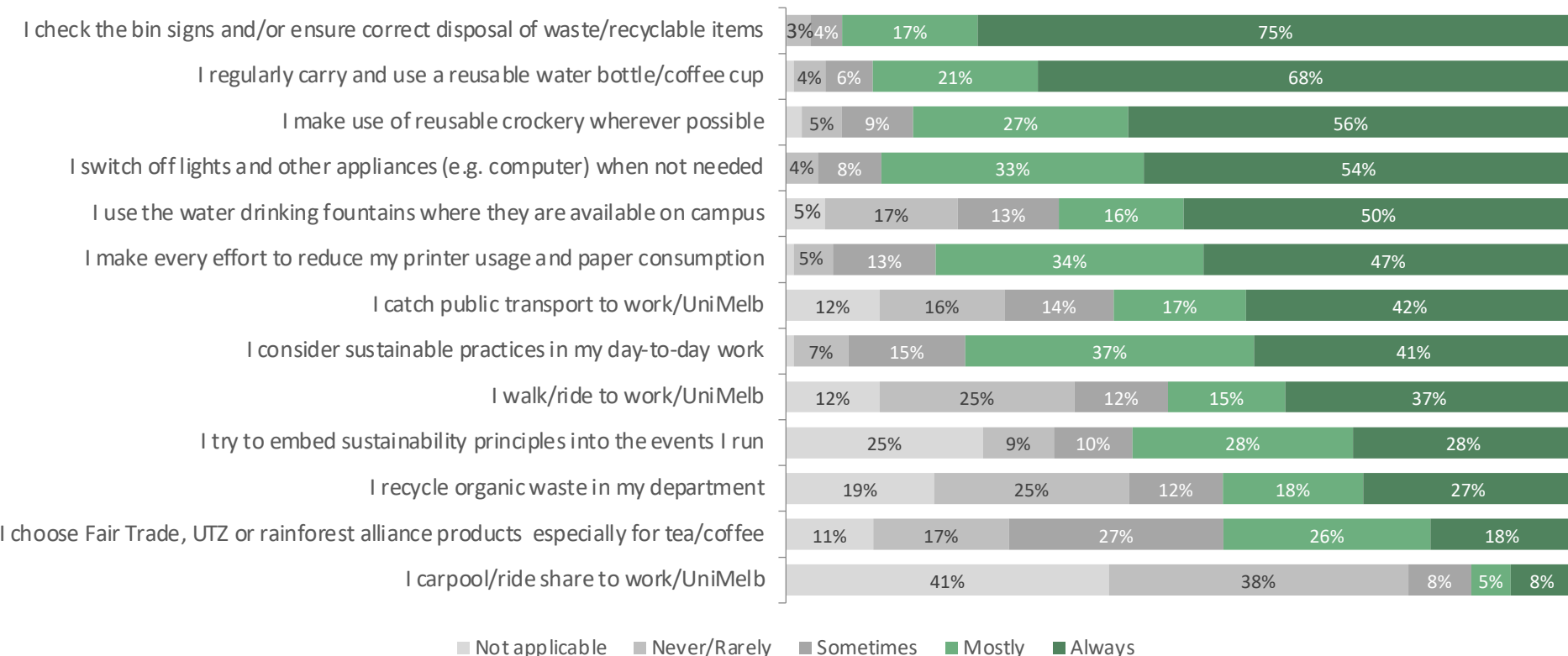


**Staff and student
contributions to
sustainability**



Personal undertaking of sustainability activities

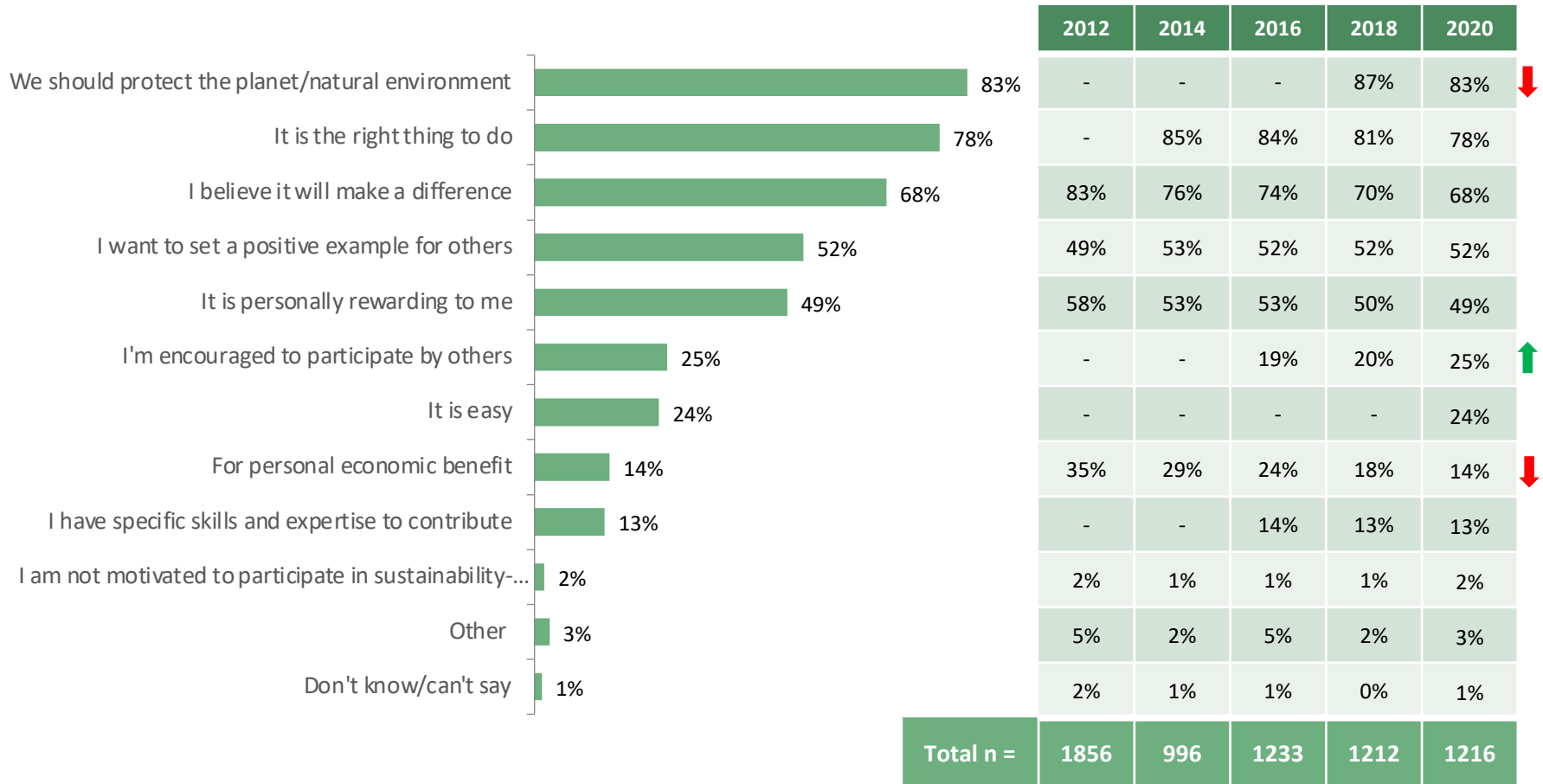
Many activities are undertaken, mostly/always correct recycling and using a reusable bottle being the most popular. The less popular activities, including choosing certified products and attending sustainability events, could be the focus of improved community offerings as well as a wider communications push.



Motivations for undertaking activities

Year on year

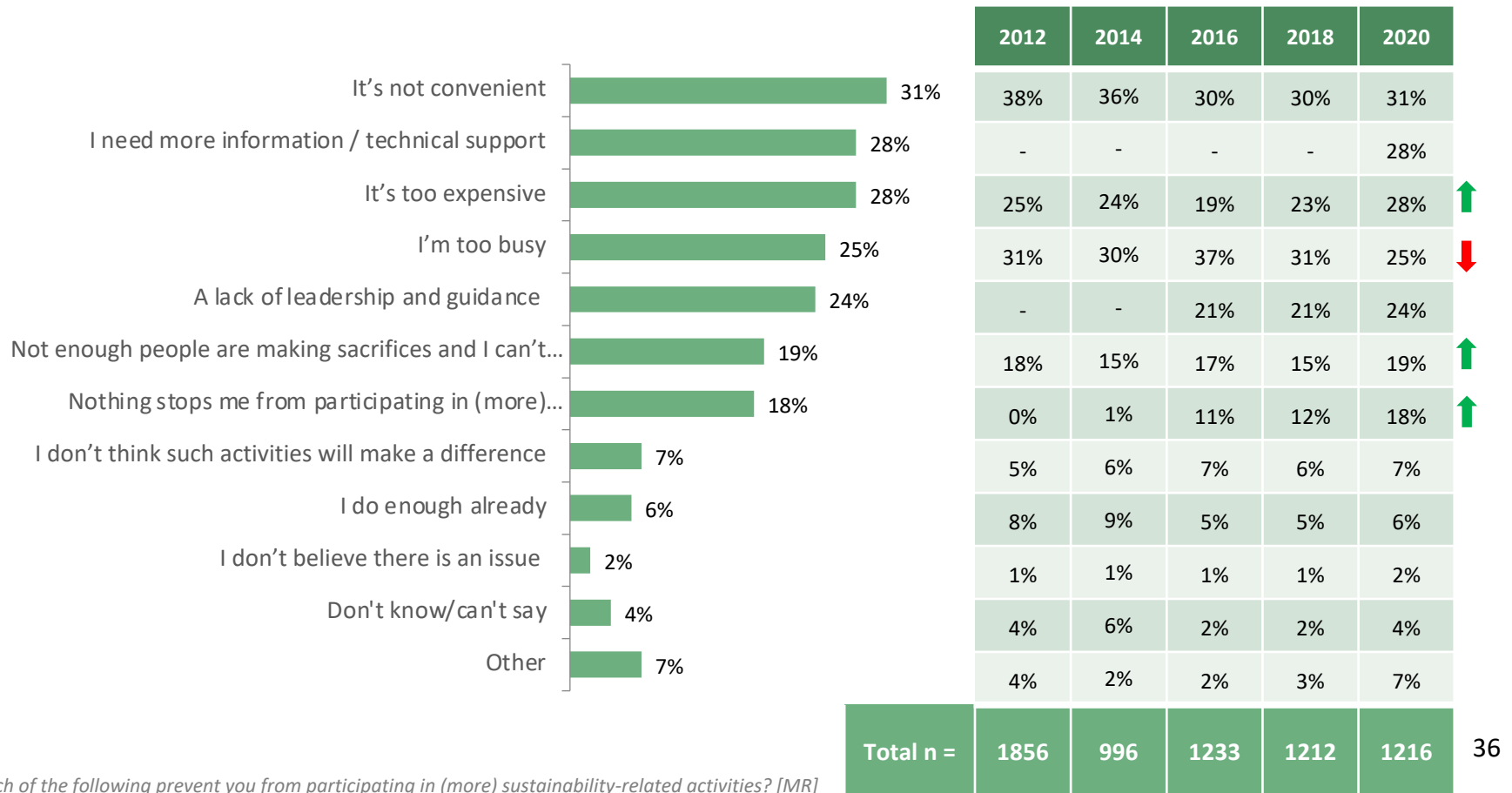
Protecting the natural environment and because it's the right thing to do, remain the top motivators for staff and students.



Reasons for not undertaking

Year on year

Being inconvenient and/or need for more information are the key barriers for staff and students, along with concerns about the expenses associated with undertaking sustainability-related activities, which has increased. There has been an increase in staff and students who believe others do not do enough, hindering participation. However, on a positive note, there has been an increase in individuals who have no barriers for completing sustainability activities.



Reasons for not undertaking activities

“Though I try my best, there is only so much we can do as individuals. About 70% of CO² emissions are produced by just **100 companies**. We need legislative and furthermore **systemic change** in order to achieve collective action and make the changes we need!”

Student

“A **lack of physical infrastructure** & policy support by the university.”
Staff member

“I **don't know enough** about related activities to partake in them.”
Student

“Often activities are **not available to non Parkville campuses**.”
Staff member

“It is **difficult** to juggle time with current work demands.”
Staff member



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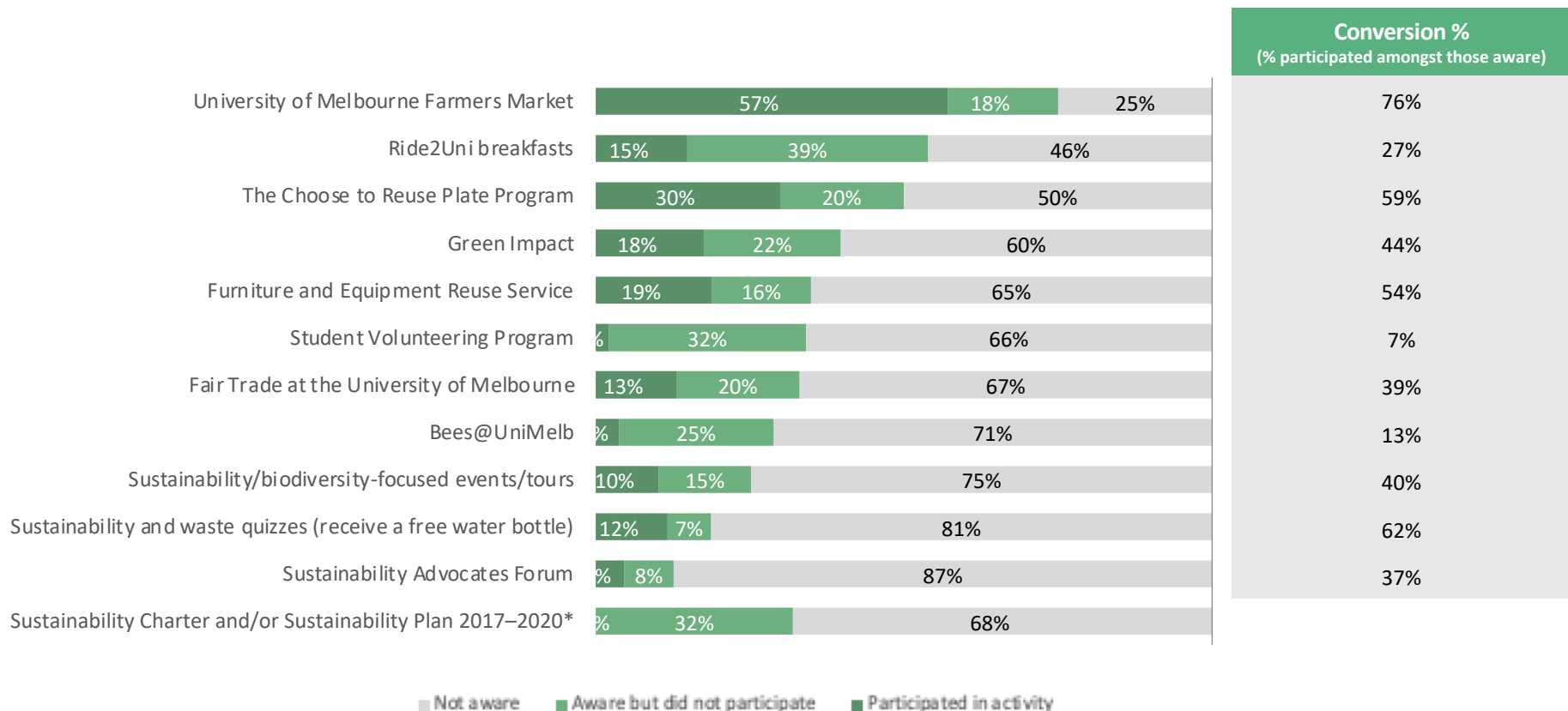


Sustainability initiatives



Participation in University sustainability initiatives

The Farmers Market remains the most popular initiative for staff and students. Given the new nature of the Choose to Reuse Plate Program, it is positive to see the high participation rates. Exploring how to increase participation across all other initiatives should be a key focus area moving forward.

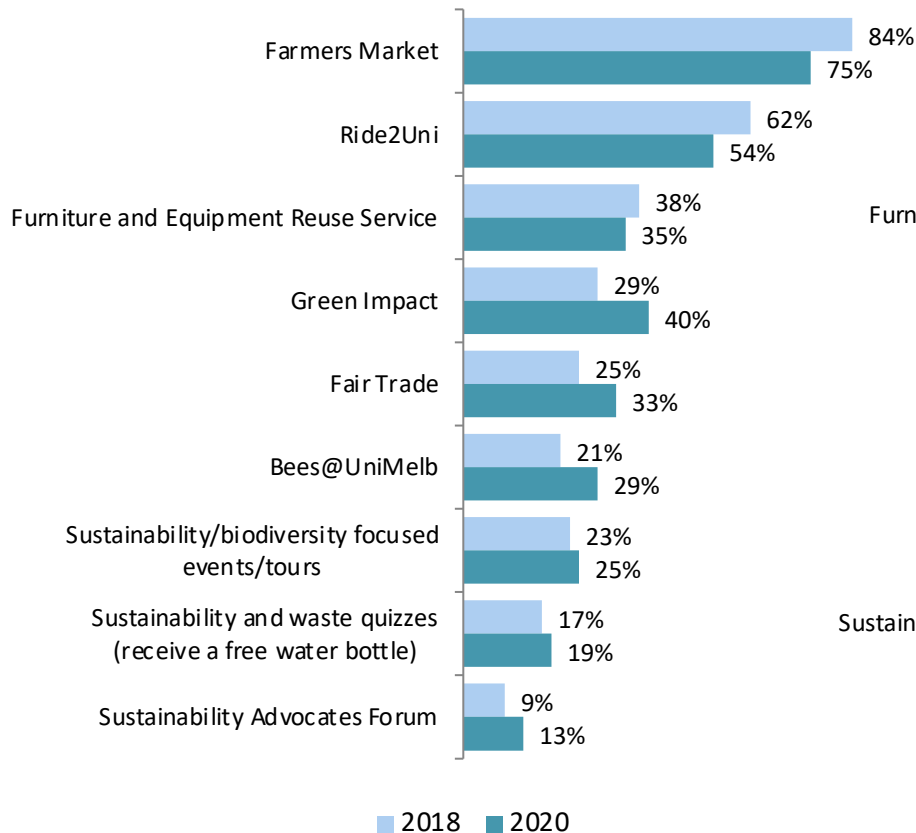




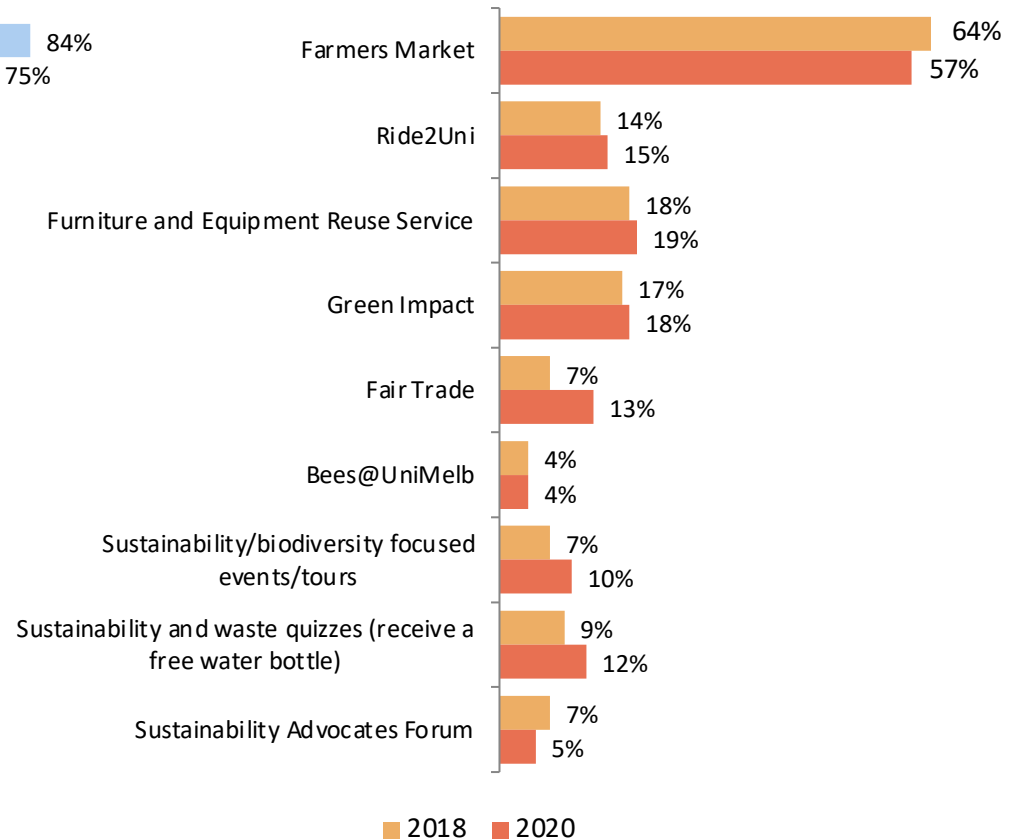
Awareness & participation of University sustainability initiatives

Year on year

AWARENESS



PARTICIPATION

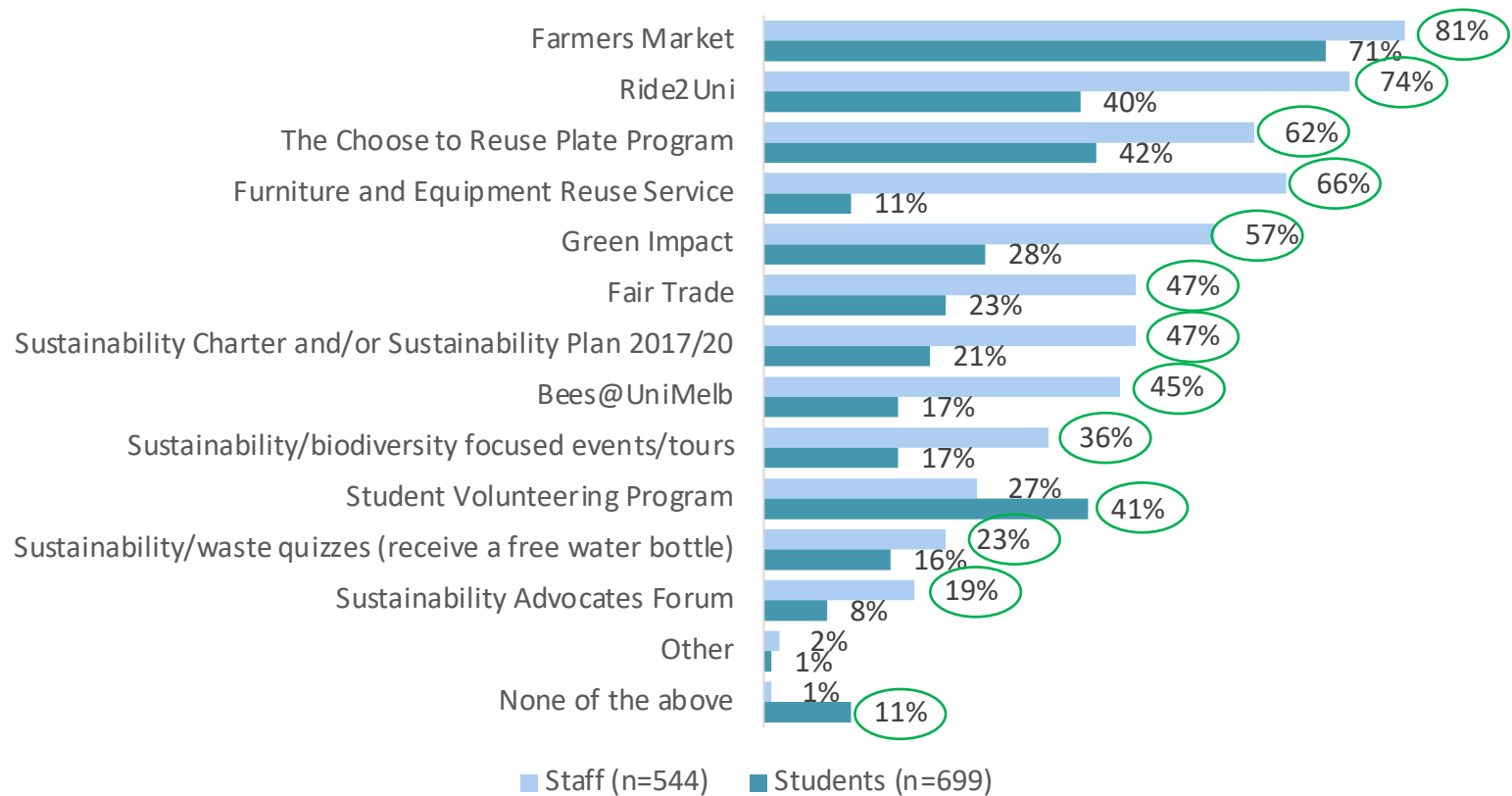




Awareness of University sustainability initiatives

Staff vs students

Awareness is significantly higher for staff across most initiatives.

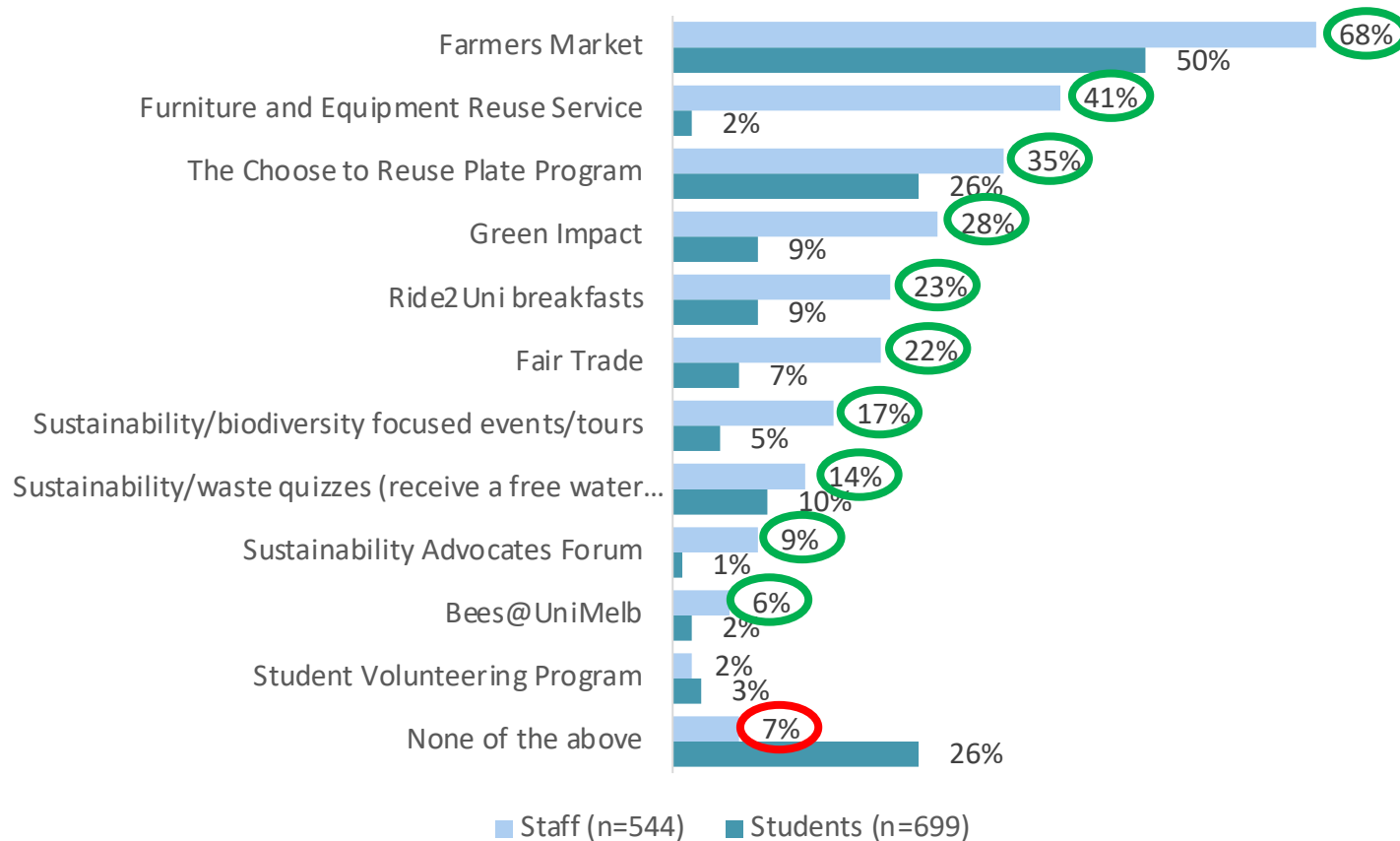




Participation in University sustainability initiatives

Staff vs students

Similar to awareness, staff are more likely to participate in sustainability initiatives at the University.

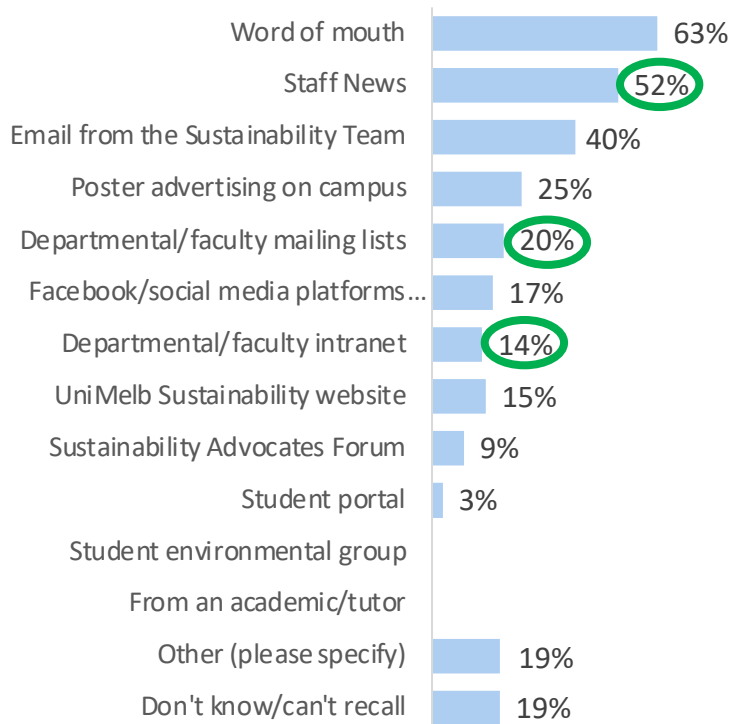




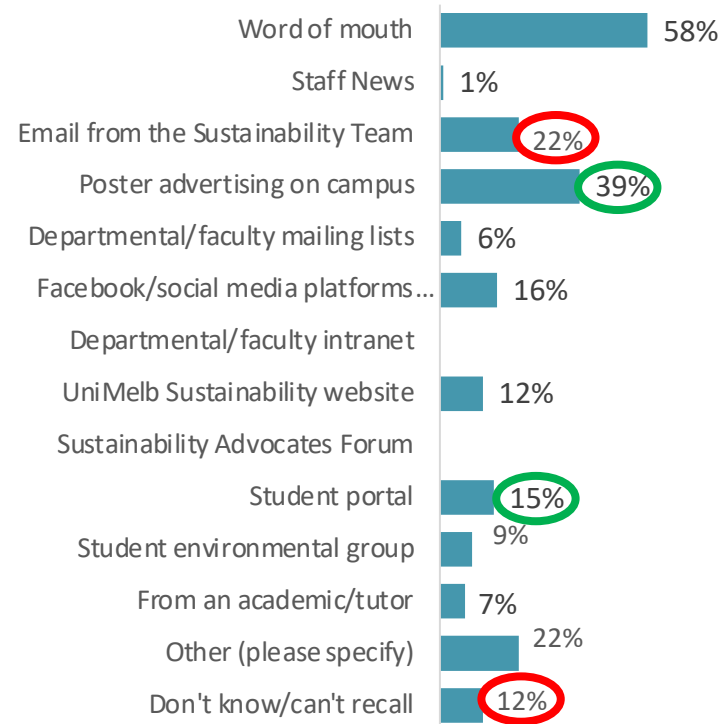
Sources of awareness of University sustainability initiatives

Word of mouth is the most popular source of awareness for both staff and students. Staff are more likely to find out about initiatives from Staff News and the Sustainability Team emails whereas posters on campus are more likely to catch the eye of students.

STAFF



STUDENTS





How can we build awareness amongst students?

“Have more seminars, workshops, posters, with incentives so that students want to engage, maybe free food or like a prize draw or lottery or meeting a public figure who would speak about the topic.”

Student

“Using different kinds of visual communication to show us, the students, what you are doing to create change. To me it seems like we have to purposefully look to find out any information about the universities sustainability initiatives and often when talking to my fellow students, they have little faith in the Universities interest in sustainability interests.”

Student

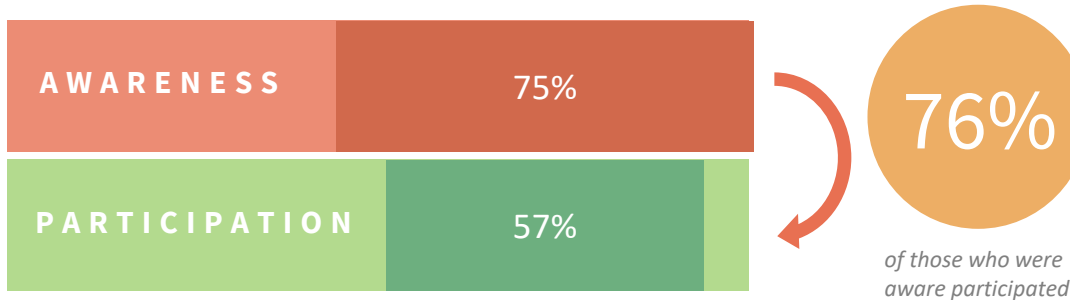
“Communicate the achieved results with the students, as it will encourage them to continue participating in these activities...let the results speak for themselves...communicate through email, social media.”

Student

“Hire students as ambassadors to walk around campus and inform students of new initiatives the Uni has implemented or warn people about what they may be doing wrong environmentally and how they can fix it.”

Student

Farmers Market



TOP 3 AWARENESS CHANNELS

- Word of mouth 54%
- Staff news 45%
- Email from the Sustainability Team 16%



MAIN REASONS FOR PARTICIPATION

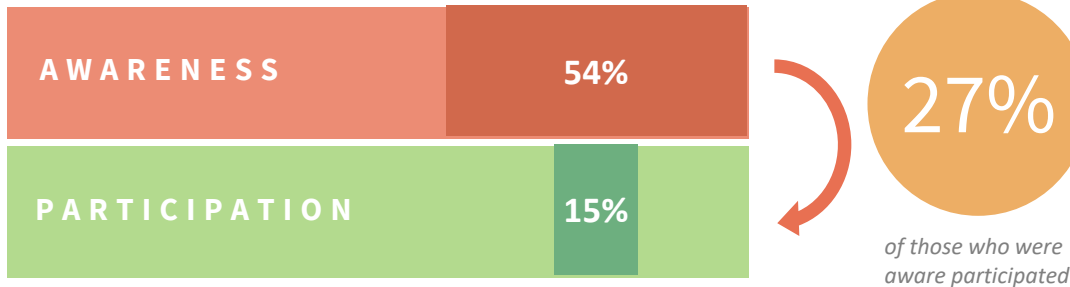


AWARENESS/PARTICIPATION SKEWS

- Awareness & participation higher for staff (81% and 68%) than students (71% and 50%), and for professional staff (87% and 72%) compared to academic (67% and 56%)
- Females (81%) more likely to attend than males (62%)
- Undergraduate (76%) students more likely to attend than postgraduate (67%)



Ride2Uni Breakfast

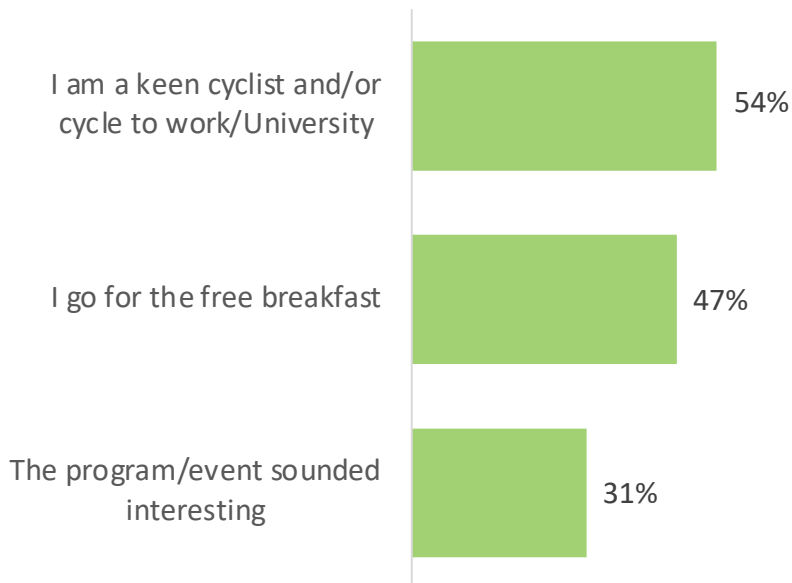


TOP 3 AWARENESS CHANNELS



- Staff News 49%
- Email from Sustainability Team 39%
- Word of mouth 25%

MAIN REASONS FOR PARTICIPATION



AWARENESS/PARTICIPATION SKEWS

- Awareness and participation higher for staff (74% and 23%) than students (40% and 9%)
- Awareness higher for professional staff (78%) than academic staff (63%)
- Awareness and participation higher for postgraduate students (63% and 20%) than undergraduate students (35% and 4%)
- Staff more likely to have found out from Staff News (49%) or Sustainability Team emails (45%)
- Students more likely to have found out from posters on campus (25%) or word of mouth (27%)

Choose to Reuse Plate Program

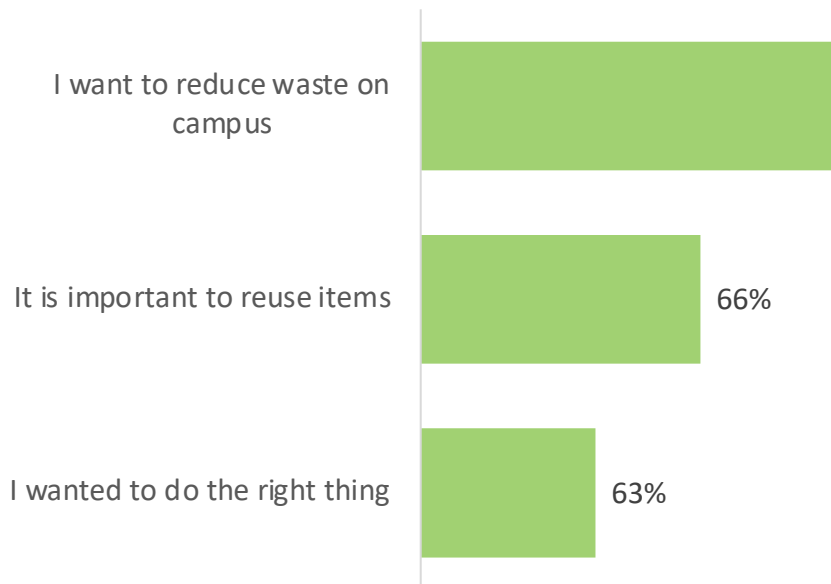


TOP 3 AWARENESS CHANNELS



- Poster on campus 40%
- Word of mouth 34%
- Email from the Sustainability Team 19%

MAIN REASONS FOR PARTICIPATION

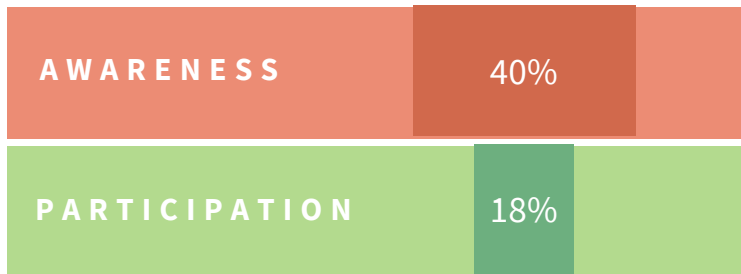


AWARENESS/PARTICIPATION SKEWS

- Awareness higher for staff (62%) than students (42%), and for professional staff (68%) than academic staff (50%)
- Awareness higher for those at Parkville (52%) than other campuses (34%)
- Participation higher for staff (35%) than students (26%), and females (32%) than males (24%)
- Students (52%) more likely to find out about the program on posters than staff (30%)



Green Impact



44%

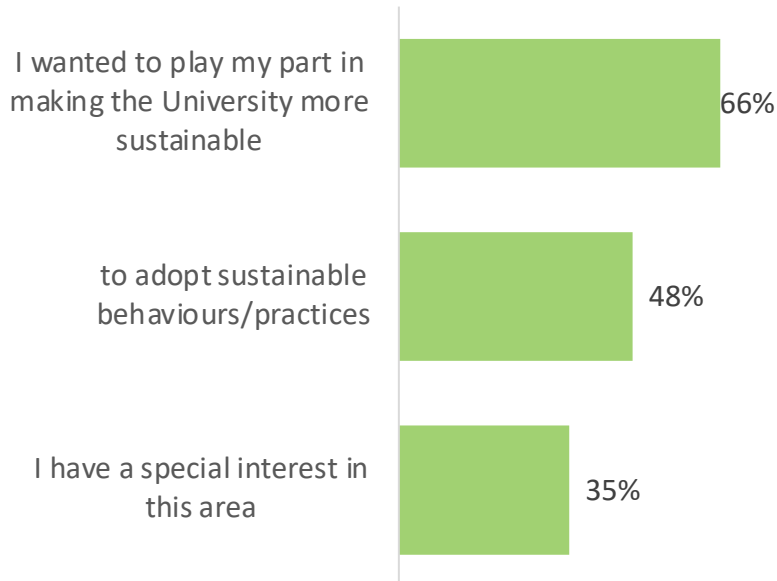
of those who were aware participated

TOP 3 AWARENESS CHANNELS



- Email from Sustainability Team 45%
- Word of mouth 31%
- Staff news 26%

MAIN REASONS FOR PARTICIPATION

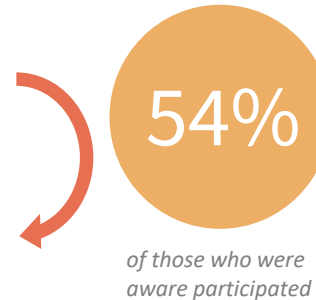
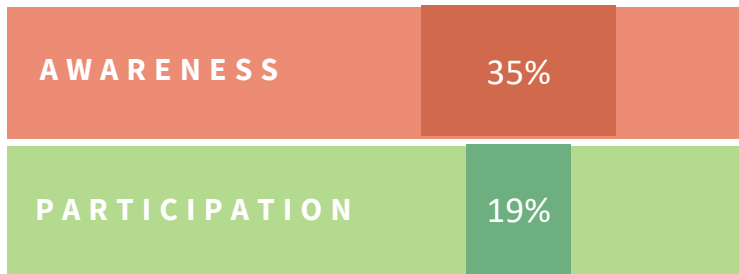


AWARENESS/PARTICIPATION SKEWS

- Awareness and participation higher for :
- Staff (57% and 28%) than students (28% and 9%)
- Postgraduate (31% and 20%) than undergraduate (21% and 4%) students
- Professional staff (65% and 35%) than academic (34% and 11%)
- 40+ (31%) year olds more likely to participate than 19–29 year olds (7%)
- Females (21%) more likely to participate than males (11%)
- Staff (35%) more likely to hear about the program from word of mouth than students (16%)



Furniture and Equipment Reuse Service

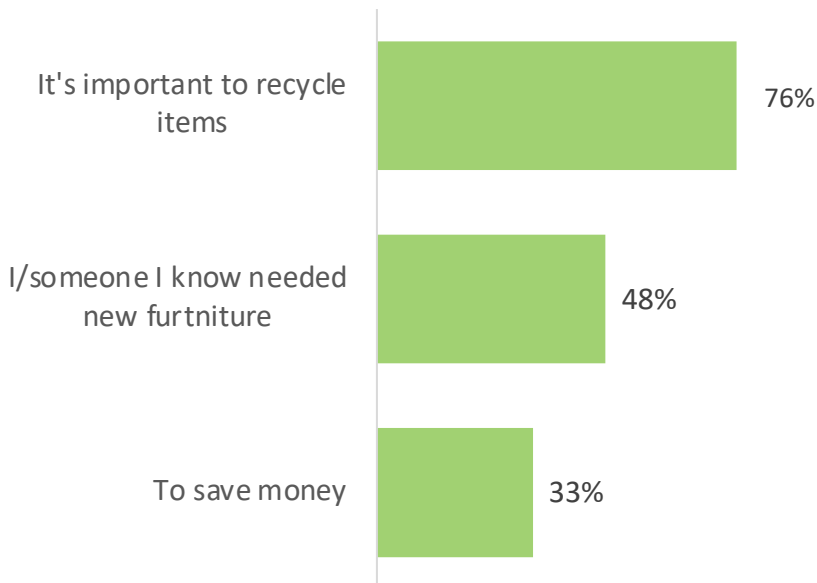


TOP 3 AWARENESS CHANNELS



- Word of mouth 51%
- Staff news 34%
- Email from Sustainability Team 17%

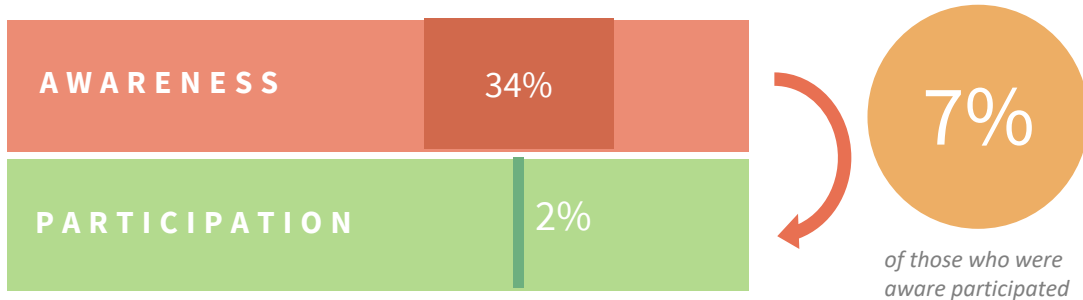
MAIN REASONS FOR PARTICIPATION



AWARENESS/PARTICIPATION SKEWS

- Awareness and usage higher amongst staff (66% and 41%) than students (11% and 2%), professional staff (72% and 46%) than academic (50% and 29%)
- Awareness higher for postgraduate students (28%) than undergraduate (6%)
- Staff use the service it because it is important to recycle (76%) and students (64%) use the service as they need new furniture
- Students (79%) more likely to hear about the service from word of mouth than staff (51%)

Student volunteering program

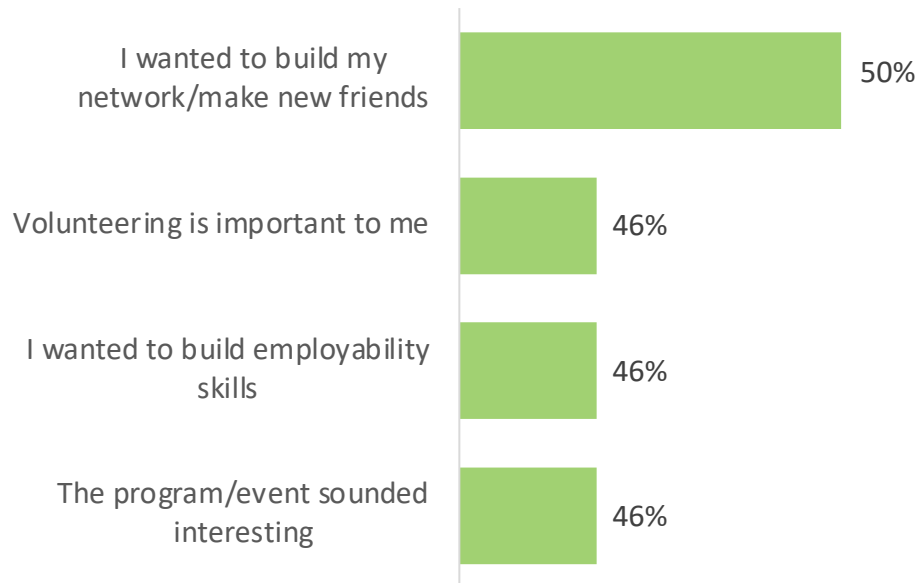


TOP 3 AWARENESS CHANNELS



- Departmental/group postings or information on Departmental Staff Hubs 46%
- Staff News 44%
- Email from the Sustainability Team 42%

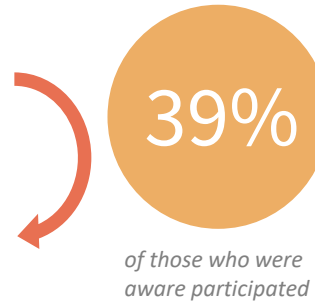
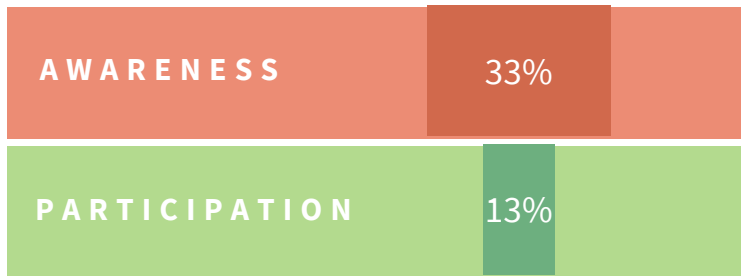
MAIN REASONS FOR PARTICIPATION



AWARENESS/PARTICIPATION SKEWS

- Awareness for students (41%) is not reflected by how many participate (3%)
- Awareness higher for undergraduate (40%) and postgraduate coursework students (46%) than postgraduate research (25%)
- Students are likely to have found out from emails from the Sustainability Team (28%) or student environmental groups (22%)

Fair Trade at the University

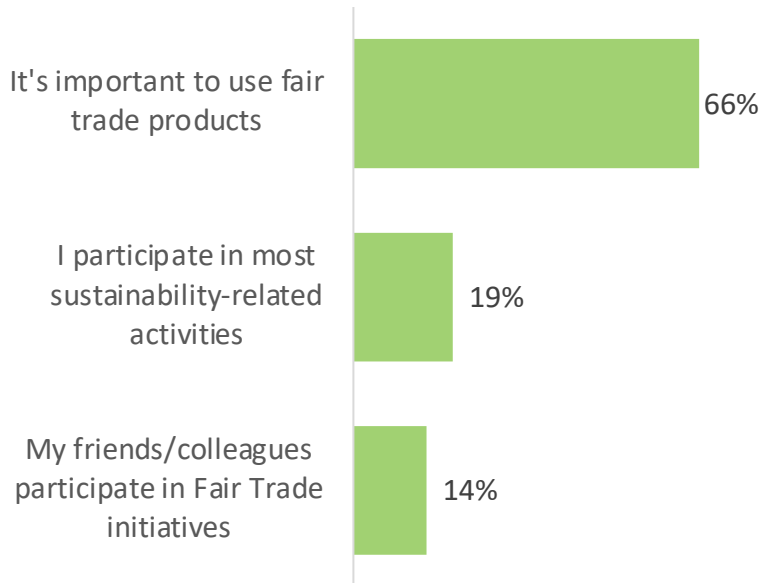


TOP 3 AWARENESS CHANNELS



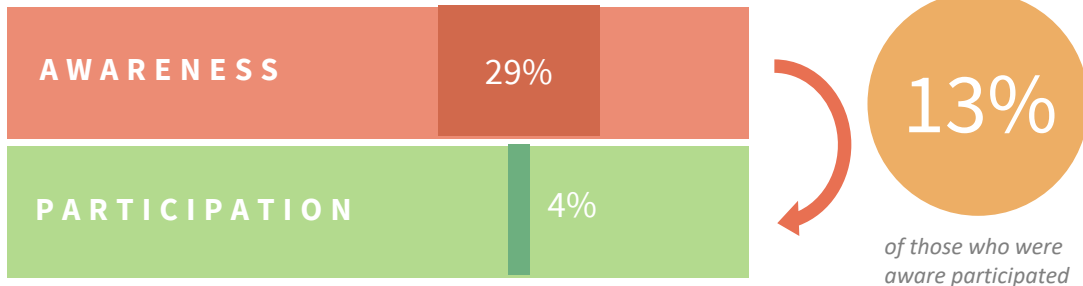
- Staff News 31%
- Email from Sustainability Team 30%
- Word of mouth 28%

MAIN REASONS FOR PARTICIPATION



AWARENESS/PARTICIPATION SKEWS

- Awareness and participation higher for staff (47% and 22%) than students (23% and 7%).
- Awareness is also higher for professional (51%) vs academic staff (38%) 40+ years old (53%) than 19–24 years old (22%)
- Both staff (66%) and students (62%) participate in Fair Trade because it is important to use fair trade products.

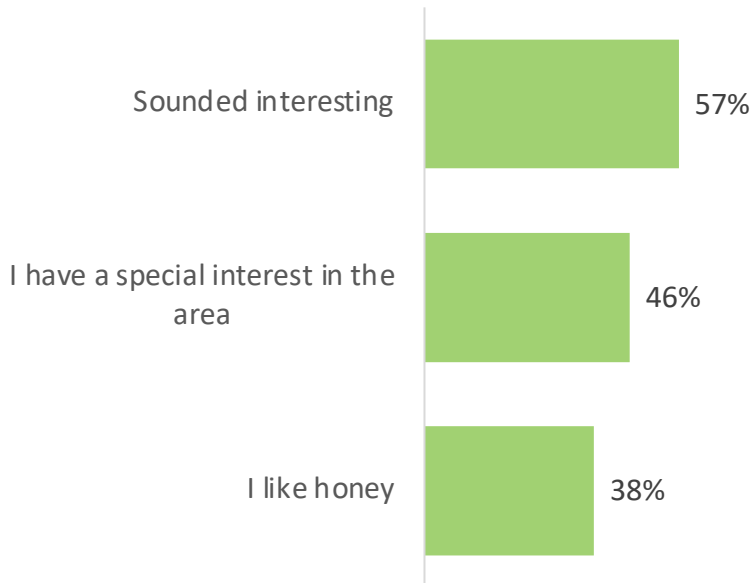


TOP 3 AWARENESS CHANNELS



- Word of mouth 28%
- Email from Sustainability Team 26%
- From an academic/tutor 17%

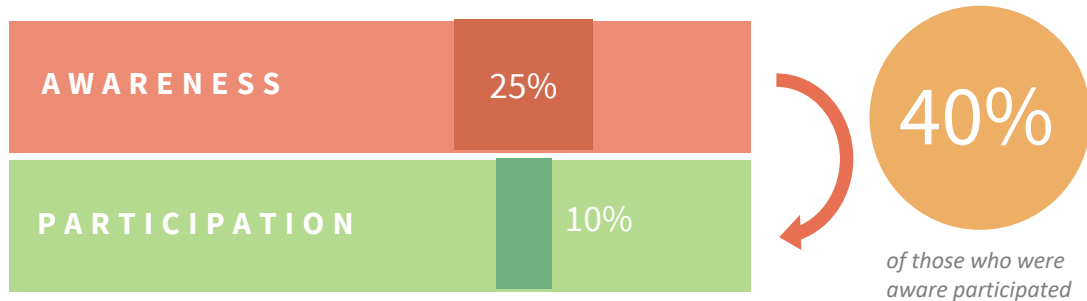
MAIN REASONS FOR PARTICIPATION



AWARENESS/PARTICIPATION SKEWS

- Awareness and participation higher for staff (45% and 6%) than students (17% and 2%)
- Awareness higher for professional (50%) compared to academic staff (33%)
- Staff more likely to have found out about initiative via Sustainability website (17%) than students (0%)
- 57% of participants participated as they thought the program sounded interesting.

Sustainability and biodiversity events/tours

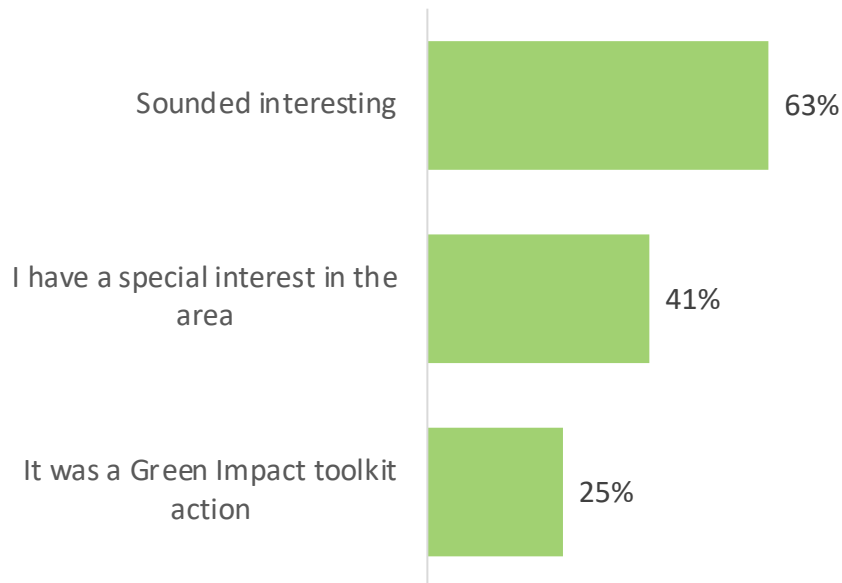


TOP 3 AWARENESS CHANNELS



- Email from Sustainability Team 54%
- Staff News 29%
- Word of mouth 20%

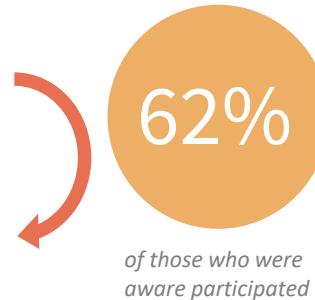
MAIN REASONS FOR PARTICIPATION



AWARENESS/PARTICIPATION SKEWS

- Awareness and participation higher for staff (36% and 17%) than students (17% and 5%)
- Participation higher for PG (8%) than UG (2%)
- Staff are more likely to find out about tours from emails from the Sustainability Team (60%) than students (38%)
- Students (16%) are more likely to attend to make new friends than staff (3%)

Sustainability and Waste Quizzes

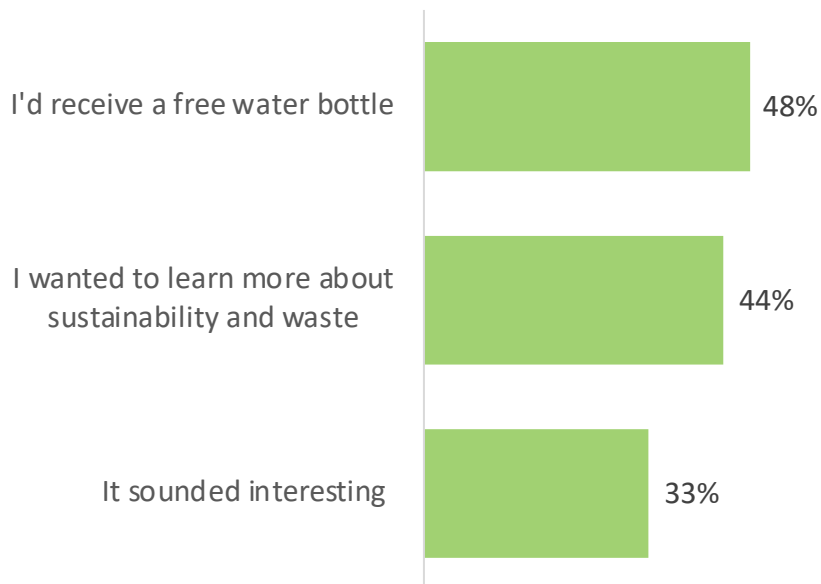


TOP 3 AWARENESS CHANNELS



- Email from Sustainability Team 47%
- Student Portal 17%
- Staff News 29%

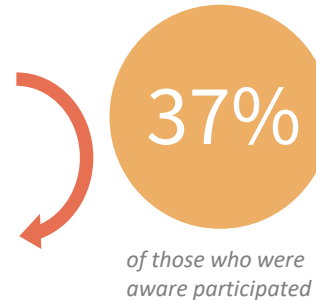
MAIN REASONS FOR PARTICIPATION



AWARENESS/PARTICIPATION SKEWS

- Awareness and participation higher in staff (23% and 14%) than students (16% and 10%) and professional staff (12%) more likely to be aware than academic staff (12%)
- Students (46%) are more likely to participate than staff (21%) because it sounded interesting
- Males (33%) more likely to hear about the quizzes from word of mouth (33%) than females (9%)

Sustainability Advocates Forum

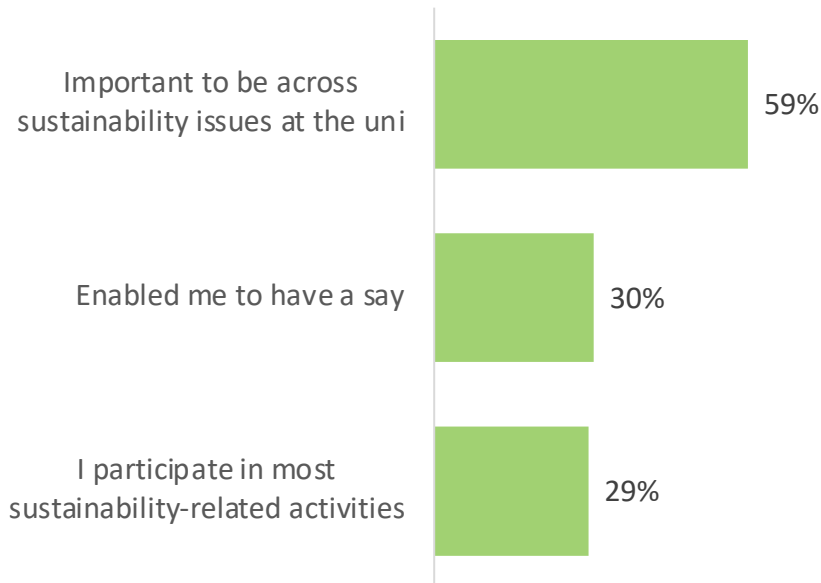


TOP 3 AWARENESS CHANNELS



- Email from Sustainability Team 46%
- Word of mouth 25%
- Student environment group 17%

MAIN REASONS FOR PARTICIPATION



AWARENESS/PARTICIPATION SKEWS

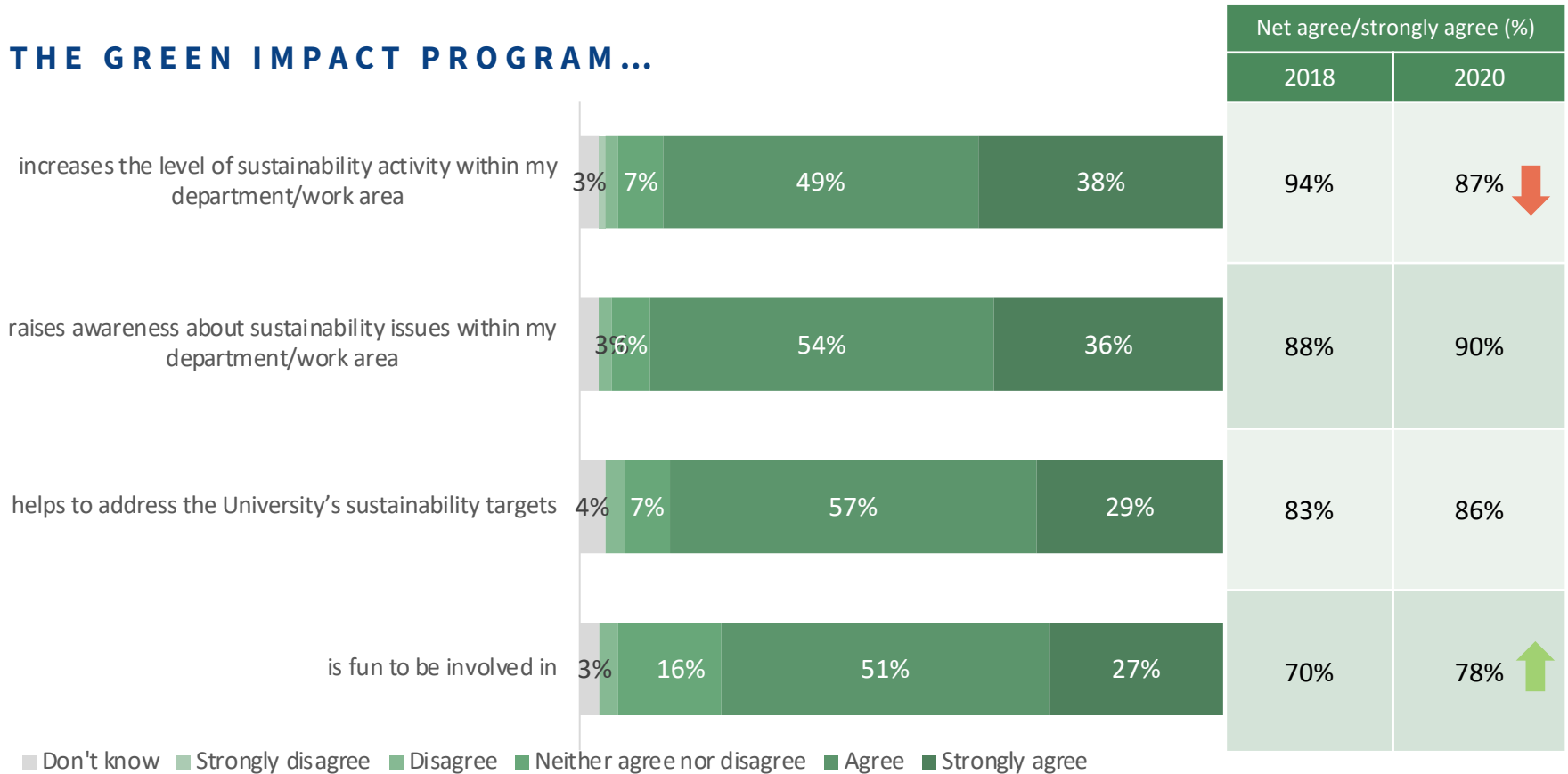
- Awareness and participation higher for staff (19% and 9%) than students (8% and 1%)
- Students more likely to find out about event via websites (43%) or student environmental groups (14%)
- Participation higher in those aged 50+ (14%) compared to 19–24 (1%)
- Students (33%) more likely to hear about SA from department/ faculty mailing lists than staff (10%)



Green Impact evaluation

Despite a decrease in staff believing that Green impact increases the level of sustainability activity in the workplace, participants are happy with the program. Given the positive feedback about the program, the University should leverage it to increase awareness and engagement levels of sustainability across its campuses.

THE GREEN IMPACT PROGRAM...





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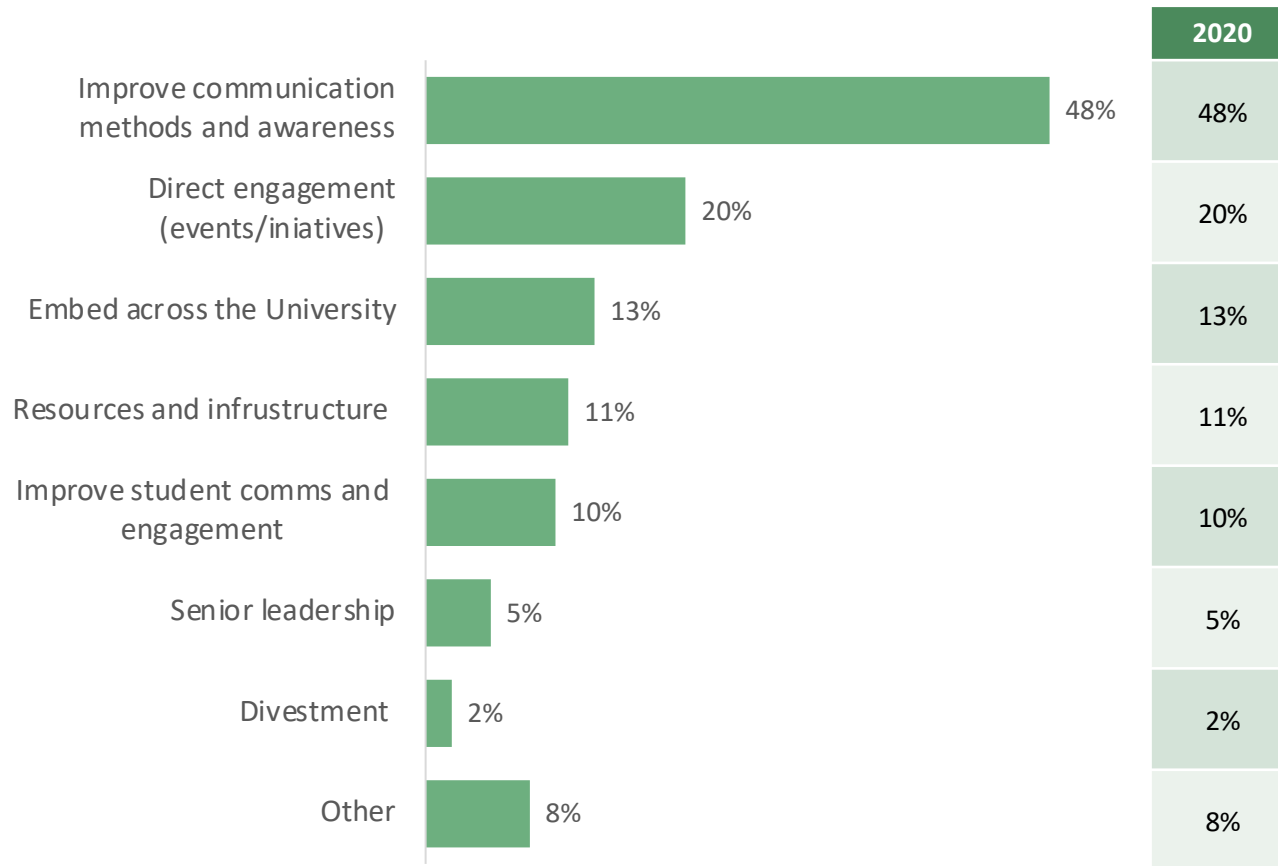
Suggestions for improvement





Improving engagement and communication

Improving how communication is delivered, who by, the frequency and reach of information were highlighted as the most important ways to address how the University communicates sustainability-related issues to the community.



46% of respondents provided a suggestion

Suggested improvements

Engagement and communication

“Provide **resources/ guidance** and close cooperate with student/staff groups, for example UMSU.”
Student

“**The sustainability newsletter should not be an opt-in**, it should go to all staff and students, otherwise it feels like only those with an interest have to try and persuade other staff/students to help with office in-house initiatives. But if everyone is more educated it may.”
Staff member

“Stop cancelling research programs that **directly tackle environmental issues and indigenous rights**. Support programs that integrate accessible options for anyone to get involved, actively contribute and learn about sustainability from more than just the white perspective (i.e. research initiatives such as the Living Stage).”
Student

“Embedding the strategy more deeply in division-specific activities, **develop local strategies** and find **innovative** ways to engage different disciplines in sustainability issues/initiatives.”
Staff member

Suggested improvements

Embed sustainability across the University

“Create collaborative project between different faculties and departments, **encouraging a multidisciplinary action** that is visible to as many students and staff as possible.”

Staff member

“Through **mandatory subjects** that teach sustainability principles, how the sustainable development discourse has evolved and how the global power mechanism that maintains neo-liberalism was created in the aftermath of colonialism. **Critical thinking is also essential** to decipher the complex language used by governments and media to influence public opinion.”

Student

“The University definitely needs to **embed sustainability** into all levels of the teaching and learning curriculum.”

Staff member

“Implement more sustainable practices as part of the culture, in the same way that the University 100% do not stand for bullying and harassment. **It should just be a normal part** of the University behaviour and culture.”

Staff member

“Give a brief lecture at the beginning of each year/semester to major subjects in undergrad degrees and to post-grad cohorts. **Every student (and faculty member) should be aware of the sustainable initiatives** that are on campus and initiatives that are being implemented, not every will read generic uni-sent emails”

Student

Suggested improvements

Resources and infrastructure

“Make it the **only option** – e.g. if there is a recycle bin for each option in every location, people can't complain that it is too much effort to recycle.”

Staff member

“Consider other campuses other than Parkville... there are so many great things happening at UoM in sustainability but hard to **translate those initiatives to other campuses**. There should be more done to ensure that partnering campuses/organisations work to the same standards of environmental sustainability.”

Staff member

“Increase awareness and make things easy - I feel like the biggest barrier people usually cite is that they can't be bothered, or its too hard, so if you **make everyone aware** and the recycling facilities etc really abundant people won't have an excuse not to do the right thing”

Student

“Make sure that University community members are aware of, **encouraged** by, and **rewarded** for the sustainability actions that they take.”

Student

Other suggested improvements

“There needs to be more of a focus of how **sustainability links with Indigenous Australian land practices and knowledge.**

After all, they helped the land thrive for thousands of years. They know it far better than any others here. It also helps to have a non-western-centric, non-capitalist view of the earth like this.”

Staff member

“The University could take real action on environmental justice and have this action be driven by First Nations folks. By doing these the university would have something to communicate that would genuinely engage students and staff. An example of something the university could do would be to **divest from fossil fuel companies.**”

Student

“**Communication needs to come from the top,** with VC and Dean's endorsements and sharing of activities”

Student

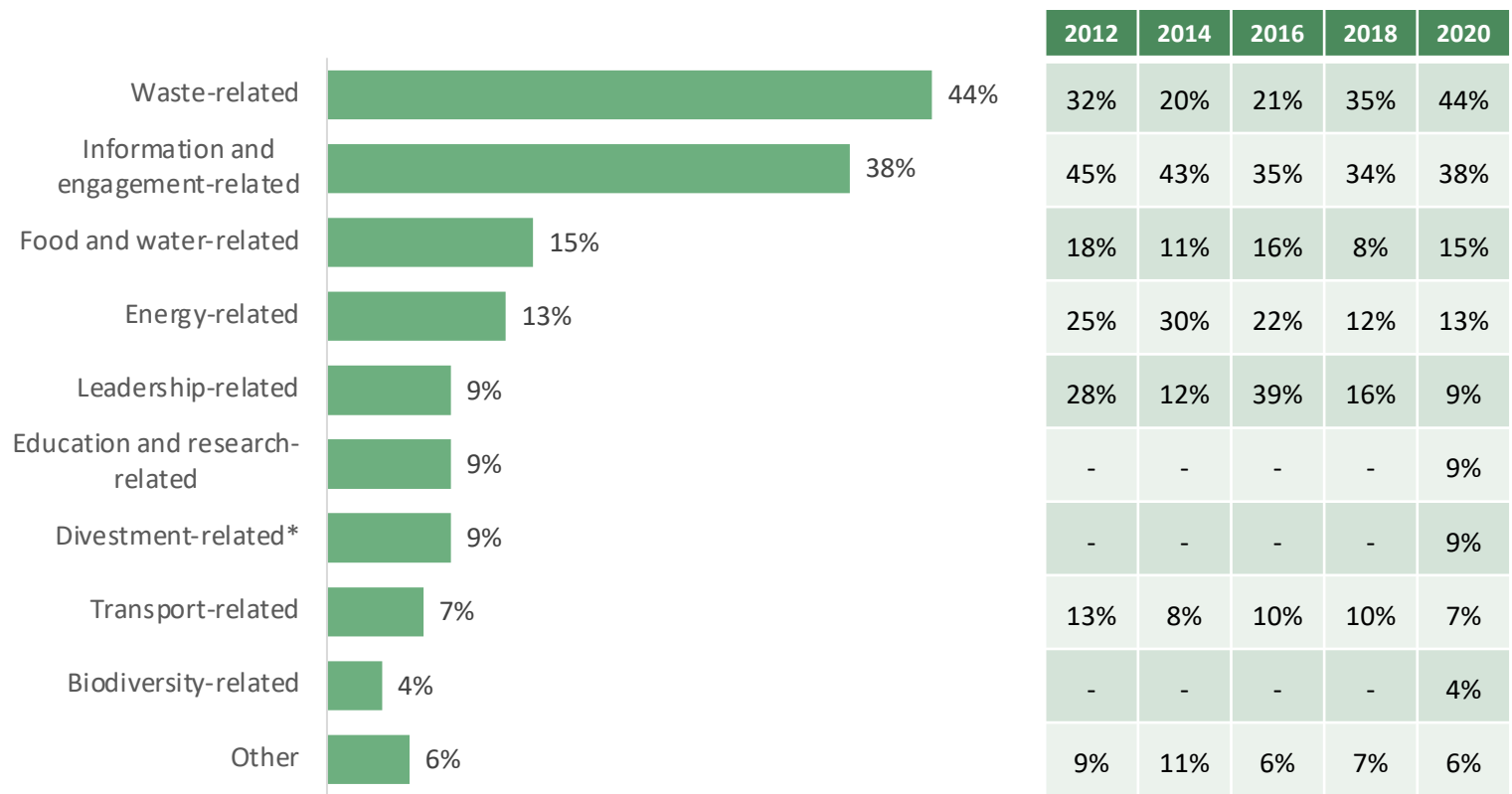
“There's very little information coming from the top down regarding sustainability. It's extremely helpful to have the Sustainability Team as a resource, but I'm concerned that **the only people engaging with it are those who are already inclined to.** Of course, Green Impact helps with peer-to-peer information-sharing, though my limited experience so far suggests that it's still difficult to get folks to engage with it.”

Staff member

Improving environmental practices

Improving waste-related practices is seen as the key area to improving sustainability at the University. Staff and students also had a lot of suggestions regarding increasing education and engagement to improve environmental practices at the University. This is consistent with previous surveys.

43% of respondents provided a suggestion



Q. Do you have any ideas about how to improve the environmental practices of the University of Melbourne? [OE]

Base: Those who made a suggestion n=517

Note: Significance testing not performed due to differences in people coding responses each year.

*Previously included under energy/leadership-related feedback

Suggested improvements

Waste

“Educating people on the life cycle of certain products and items can be useful... Also the life cycle of things like food packaging, clothing, etc. Many people never consider where these items will end up... and responsible purchasing can help reduce and even eliminate some kinds of waste if a person is better educated on it.”

Staff member

“One of the biggest sustainability issues on campus for me is waste. There **are only two types of bins** around campus, waste and recycling, and sometimes they are hard to find. There needs to be **more separation of waste**, especially compost, which I have not once seen on campus.”

Staff member

“Recycling workshops to show exactly how impactful recycling can be, e.g. food organic waste almost immediately degrades and can be used in home gardens. More ideas like that in these workshops.”

Student

“Ban all single-use non-compostable items from food vendors on campus! This includes takeaway coffee cups, plastic bags, plastic forks etc. **The choose to reuse program** is excellent and **provides a great alternative**. As for beverages, people can use mugs, or perhaps we can have like a "keep cup library" with a deposit that people can get back after returning the cups after use.”

Student

Suggested improvements

Information and engagement

“It may be useful to have a guidebook/portal with actions and initiatives individual students could do. If there is a **'one stop shop' for sustainable living** at the University (or beyond), this would be a credible source which we can look at when unsure of something or want to see alternatives.”

Student

“**Clear and consistent messages** about what staff and students should be doing. Most communications are to raise general awareness but we receive little and poor **communication about what to do.**”

Staff member

“Having a **compulsory staff training** module for all staff to complete. Ensuring all staff, including non academic/professional staff such as cleaners are also given high-quality training and information.”

Staff member

“Improve student understanding through **application of cross disciplinary sustainability information** integration for all students, and provide incentives and resources for students to partake.”

Student

“The University should could **keep sustainability at the forefront** of their curriculum, research, values, culture, community.”

Student

Suggested improvements

Food and water

“Food waste is a major problem which I would like to see addressed and that could also be **harnessed** as a means of providing for people who aren't as privileged”

Student

“Encourage a grow your own veggies program in partnership with the Melbourne university community garden – teaches people how to grow their **own food** – making them more mindful how much resources it takes to grow that potato chip. Maybe they will think twice before they chuck it.

Student

“Recycled water in more toilets!”

Staff member

“Recognising and communicating the huge environmental impact of animal-agriculture and meat/animal-derived food choices. Give preference or incentives for **plant-based food** providers on campus, meat-free Monday programs (with real incentives to participate), suggest UMSU clubs try different offerings than the traditional sausage sizzles”

Student

Other suggested improvements

“Purchase **clean energy** and generate it in-house including solar, wind, and storage via batteries.”
Staff member

“More **end of trip facilities and secure bike stores** in more buildings, including with repair stations!”
Staff member

“The main two areas for improvements that would most likely occur most efficient and have the greatest environmental impact are (i) assuring **accountable carbon footprint** offsetting programs at all levels of the university, (ii) **implementing divestment** of the university's endowment (the current strategy, in my understanding, is self-contradictory in justifying why the University will not divest).”
Staff member

“Insist on stronger standards of action on campus, including **purchasing and supply**. For example, insist that food cannot be sold in a single use container. The University should **purchase products made from recycled soft plastics**. If those products don't match the University's aesthetic then they should coinvest in design projects through engineering/industrial design to rectify that.”
Student



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Profiling information



Key differences – staff vs students

STAFF

- Staff have a higher awareness of sustainability-related issues in general and at the University.
- Staff are also more likely to know about sustainability initiatives than students which is reflected by their higher levels of engagement with the University's sustainability activities.
- This may be due to more staff agreeing that they receive regular communications regarding sustainability-related issues.
- Staff News and emails from the Sustainability Team are key channels for engagement.
- Staff and students have similar levels of satisfaction for how the University addresses sustainability-related issues.
- Staff are not as motivated to undertake personal sustainability activities believe that they do enough already.

STUDENTS

- Students believe it is important to raise awareness of sustainability issues within the University community.
- Students generally agree that the University supports active modes of transport, however, are not as confident as staff that the University sees sustainability as a top priority.
- Students have relatively low awareness and participation in sustainability events/initiatives.
- However, students they are more likely to engage in personal undertaking of sustainability activities and are motivated by the need to do the right thing and protect the environment.
- Their ability to undertake these activities is hindered by their concerns about the cost of sustainability initiatives and the lack of information available.

Key differences – males vs females

MALES

- Males have a higher level of awareness of sustainability issues in general at the University.
- Although environmental issues are important, males are also concerned about the economy and education.
- Encouraging sustainable transport is more important to males. This is reflected by their higher participations rates for Ride2Uni.
- Males have a higher understanding of the SDGs.
- Males are more satisfied with how the University is reducing its carbon footprint.
- Males are more likely to use active transport or carpool to the University, however, they are less likely than females to undertake other sustainability activities.

FEMALES

- Females are more likely to participate in the survey.
- Females view climate change and indigenous rights as more important issues than males.
- They are more concerned about waste and are more likely to use the Choose to Reuse Plate Program.
- Females are more likely to say they have a moderate level of awareness of sustainability issues in general and limited awareness of University sustainability issues than males.
- They believe the University provide adequate facilities for active transport to campus.
- They are more likely to undertake sustainability-related activities and are largely driven to do so because we should protect the natural environment.
- This drives them to participate in the Farmers Market and Green Impact.



Key differences – undergraduates vs postgraduates

UNDERGRADUATES (UGs)

- Climate change and carbon emissions are the most important issues facing Australia for UGs.
- UGs are more aware of sustainability-related issues in general than PGs, however, both UGs and PGs have limited awareness of sustainability issues at the University of Melbourne.
- UGs consider addressing modern slavery in University supply chains and improving biodiversity on campus to be more important areas than PGs.
- UGs are confident that the University provides adequate facilities to enable active transport to campus.
- UGs are more aware of the Farmers Market than PGs, but this does not mean they are more likely to participate.
- UGs are more likely to use active transport to get to campus however they are less aware of Ride2Uni.
- UGs are less likely to receive sustainability-related communications which may be why they are unclear on the University sustainability targets and do not see the University treating sustainability as a top priority.

POSTGRADUATES (PGs)

- PGs are more concerned with unemployment and health and wellbeing than UGs.
- Both PGs and UGs are waste conscious, however, PGs are more likely to use reusable crockery and reduce printing waste.
- PGs have a higher level of awareness of the SDGs.
- PGs are more likely to undertake sustainability activities because they believe they have the skills to do so.
- PGs are more likely to hear about activities from an email from the Sustainability Team.
- PGs are more likely to believe that University sustainability events and communications have increased awareness of sustainability issues than UGs.
- PGs and UGs have similar satisfaction levels across all areas of sustainability at the University.



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Appendices





Demographics

Overall

		2012	2014	2016	2018	2020	
Relationship with University	Staff	33%	47%	38%	38%	45%	↑
	Student	67%	53%	62%	62%	57%	↓
Age	<24	45%	39%	42%	43%	38%	↓
	25 - 39	36%	36%	36%	37%	39%	
	40 +	19%	25%	22%	18%	20%	
Gender	Male	38%	70%	31%	26%	31%	↑
	Female	62%	30%	67%	72%	65%	↑
	Other	-	-	-	-	1%	
Total n =		1856	996	1233	1212	1216	

Demographics

Staff

Faculty/grad school/division	2012	2014	2016	2018	2020
Chancellery – COO Portfolio*	-	-	-	-	26%
ABP/MSD	2%	3%	3%	2%	18%
MDHS	30%	27%	20%	12%	10%
Science	8%	9%	13%	14%	8%
Other	4%	4%	2%	5%	7%
Chancellery - other	-	-	3%	6%	6%
Arts/GSHSS	4%	5%	6%	7%	5%
MSE/MSI	4%	4%	4%	3%	4%
MGSE	3%	2%	3%	2%	4%
FBE/MBS/MSPA CE	3%	5%	5%	5%	3%
FVAS	1%	3%	6%	3%	3%
FFAM	1%	3%	3%	2%	3%
Advancement	-	-	2%	2%	1%
MLS/MSG	1%	3%	1%	5%	0%
Total n =	610	464	766	465	544

		2012	2014	2016	2018	2020
Staff type	Professional Staff	69%	73%	73%	78%	71%
	Academic Staff	27%	25%	27%	20%	27%
	Other	4%	2%	0%	2%	2%
Campus	Parkville	96%	93%	91%	94%	91%
	Southbank	1%	2%	3%	2%	3%
	Other	3%	5%	6%	4%	5%
Total n =		610	464	766	465	544



Demographics

Students

Degree level

	2012	2014	2016	2018	2020
UG	54%	57%	51%	49%	45%
PGCW	31%	29%	35%	39%	45%
GR	14%	14%	15%	11%	9%
Total n =	1246	532	766	747	699



Undergraduate students by course

	2012	2014	2016	2018	2020
Arts	22%	29%	29%	28%	32%
Science	30%	36%	38%	35%	31%
Commerce	20%	14%	13%	16%	14%
Design/Env	8%	11%	12%	6%	7%
Biomedicine	10%	6%	5%	10%	4%
Fine Arts	1%	<1%	1%	2%	4%
Music	1%	1%	1%	1%	3%
Agriculture	-	-	2%	1%	3%
Oral Health	-	-	<1%	-	-
Total n =	668	302	387	368	312



Postgraduate students by faculty/school

	2012	2014	2016	2018	2020
Science	7%	13%	25%	20%	14%
GSHSS	16%	14%	16%	16%	9%
MSE/MSI	13%	14%	13%	14%	15%
FBE/MBS	8%	6%	5%	10%	3%
MGSE	13%	11%	7%	7%	7%
FVAS	1%	1%	6%	7%	7%
MDHS	22%	17%	15%	4%	18%
MLS/MSG	5%	6%	6%	4%	5%
APB	4%	4%	5%	4%	7%
FFAM	2%	-	2%	2%	3%
Total n =	562	227	375	376	382





Important issues facing Australia

By segment

	TOTAL	Staff or student		Student type			Gender		Age		
	2020	Staff	Student	UG	PGC	GPR	M	F	<25	25–39	40+
Climate change	65%	63%	68%	73%	62%	66%	55%	70%	68%	63%	65%
Environmental sustainability	49%	51%	47%	48%	46%	48%	46%	49%	47%	44%	61%
Indigenous rights	30%	30%	31%	36%	26%	32%	21%	34%	32%	33%	24%
The economy	27%	31%	24%	21%	25%	32%	37%	23%	23%	28%	35%
Unemployment	23%	22%	24%	18%	30%	22%	26%	23%	21%	22%	29%
Health and wellbeing	21%	24%	18%	13%	24%	15%	21%	22%	17%	21%	29%
Racism	21%	15%	25%	29%	24%	15%	18%	22%	28%	20%	11%
Education	16%	14%	18%	17%	17%	25%	21%	15%	19%	15%	14%
Immigration policy	15%	10%	19%	18%	18%	22%	15%	14%	19%	15%	5%
Healthcare	11%	14%	9%	8%	10%	15%	13%	11%	9%	15%	11%
Gender equality	10%	11%	9%	12%	7%	3%	8%	11%	11%	11%	6%
Terrorism and war	2%	4%	1%	1%	0%	0%	5%	1%	1%	3%	3%
Ageing population	6%	7%	6%	6%	6%	3%	9%	5%	6%	7%	5%
Nuclear energy/weaponry	2%	4%	1%	1%	1%	2%	5%	1%	1%	4%	1%
Total n =	1216	544	699	312	317	65	375	794	468	480	248

Environmental issues facing Australia

By segment

	TOTAL	Relationship with University		Student type			Gender		Age		
	2020	Staff	Student	UG	PGC	PGR	M	F	<25	25–39	40+
Climate change	67%	67%	67%	71%	63%	69%	60%	70%	69%	63%	71%
Carbon emissions	41%	39%	44%	54%	35%	43%	41%	42%	48%	38%	38%
Waste	40%	39%	41%	40%	42%	40%	33%	44%	40%	41%	40%
Consumption	27%	28%	27%	29%	24%	29%	24%	28%	25%	29%	25%
Energy	22%	24%	20%	19%	22%	18%	30%	18%	20%	24%	24%
Water	19%	21%	18%	14%	21%	20%	24%	17%	16%	20%	25%
Biodiversity	19%	23%	16%	15%	17%	22%	18%	20%	18%	19%	24%
Land degradation	19%	19%	19%	22%	18%	12%	19%	19%	20%	17%	21%
Natural disasters	17%	14%	20%	12%	27%	23%	20%	16%	16%	22%	8%
Urban expansion	15%	14%	15%	13%	17%	12%	17%	14%	16%	15%	12%
Food production	12%	12%	11%	11%	11%	11%	12%	12%	12%	12%	10%
Total n =	1216	544	699	312	317	65	375	794	468	480	248



Awareness of sustainability-related issues

By segment

	TOTAL	Relationship with University		Student type			Gender		Age		
	2020	Staff	Student	UG	PGC	PGR	M	F	<25	25–39	40+
I have a high level of awareness	35%	42%	29%	25%	31%	40%	47%	28%	28%	42%	33%
I have a moderate level of awareness	57%	54%	60%	67%	55%	52%	45%	64%	63%	50%	61%
I have low/limited awareness	8%	4%	11%	8%	14%	8%	8%	8%	9%	8%	6%
I am not aware of any sustainability-related issues	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
TOTAL n =	1216	544	699	312	317	65	375	794	468	480	248



Awareness of University sustainability-related issues

By segment

	TOTAL	Relationship with University		Student type			Gender		Age		
	2020	Staff	Student	UG	PGC	PGR	M	F	<25	25–39	40+
I have a high level of awareness	17%	27%	9%	6%	10%	17%	30%	10%	8%	25%	16%
I have a moderate level of awareness	44%	51%	38%	10%	7%	3%	4%	5%	35%	44%	62%
I have low/limited awareness	34%	21%	45%	52%	39%	32%	25%	39%	48%	28%	22%
I am not aware of any sustainability-related issues	5%	0%	8%	31%	44%	48%	40%	46%	9%	3%	1%
TOTAL n =	1216	543	698	311	317	65	375	793	468	480	248



Sustainability at the University

Year on year

	Ask all					Staff member only					Student only				
	2012	2014	2016	2018	2020	2012	2014	2016	2018	2020	2012	2014	2016	2018	2020
UniMelb provides adequate facilities to enable staff and students to walk, run or cycle to campus	-	-	-	74%	77%	-	-	-	68%	70%	-	-	-	78%	83%
The UniMelb's major building developments embed environmentally sustainable design principles	-	-	-	53%	54%	-	-	-	58%	56%	-	-	-	50%	53%
Sustainability is a top priority for UniMelb	48%	44%	42%	54%	53%	51%	52%	53%	65%	62%	47%	37%	35%	47%	46%
UniMelb sustainability events and communications have increased my awareness of sustainability-related issues	-	48%	45%	48%	53%	-	58%	58%	63%	65%	-	40%	36%	39%	42%
The UniMelb sust. targets and initiatives are clearly articulated	37%	39%	37%	45%	48%	46%	43%	49%	59%	59%	33%	34%	30%	36%	39%
I receive regular communications from UniMelb about sustainability-related issues	35%	37%	45%	43%	47%	53%	55%	64%	62%	63%	26%	21%	33%	31%	36%
UniMelb successfully embeds sustainability research and teaching into the way its campuses are run	-	37%	37%	40%	44%	-	35%	40%	41%	43%	-	39%	35%	39%	43%
UniMelb is successfully addressing the targets of the Sustainability Plan 2017–2020	-	-	-	31%	35%	-	-	-	41%	45%	-	-	-	25%	27%
Staff are motivated to improve campus sustainability	Staff only metrics					54%	54%	46%	62%	67%	-	-	-	-	-
Staff are knowledgeable of campus sust.-related issues						42%	34%	37%	45%	51%	-	-	-	-	-
Students are motivated to improve campus sustainability	Student only metrics					-	-	-	-	-	44%	48%	50%	49%	60%
Students are knowledgeable of campus sust.-related issues						-	-	-	-	-	30%	30%	33%	30%	34%
TOTAL n =	1856	996	1233	1212	1216	610	464	467	465	544	1246	532	766	747	699

Q5. To what extent do you agree or disagree with the following statements about sustainability-related issues at the University of Melbourne? [SR] % Answering 'Somewhat agree' and 'Strongly agree'

Base: All respondents n=1216



Sustainability at the University

By segment

	TOTAL	Relationship with University		Student type			Gender		Age		
	2020	Staff	Student	UG	PGC	GR	M	F	<25	25–39	40+
UniMelb provides adequate facilities to enable staff and students to walk, run or cycle to campus	77%	70%	83%	88%	77%	86%	71%	81%	84%	74%	70%
Staff/students are motivated to improve campus sustainability	64%	68%	61%	60%	62%	60%	61%	66%	61%	63%	73%
UniMelb's major building developments embed environmentally sustainable design principles	54%	56%	53%	49%	54%	58%	55%	54%	53%	52%	61%
Sustainability is a top priority for the UniMelb	53%	62%	46%	38%	49%	65%	53%	54%	42%	56%	68%
UniMelb sustainability events and communications have increased my awareness of sustainability-related issues	53%	65%	42%	37%	47%	45%	53%	54%	42%	54%	72%
Staff/students are knowledgeable of campus sustainability-related issues	43%	52%	36%	33%	38%	35%	45%	41%	34%	44%	57%
The UniMelb sustainability targets and initiatives are clearly articulated	48%	59%	39%	32%	43%	49%	49%	49%	35%	51%	67%
UniMelb successfully embeds sustainability research and teaching into the way its campuses are run	44%	43%	43%	42%	46%	37%	46%	43%	45%	41%	47%
UniMelb is successfully addressing the targets of the Sustainability Plan 2017–2020	35%	45%	27%	24%	29%	34%	39%	35%	27%	37%	49%
I receive regular communications from UniMelb about sustainability-related issues	47%	63%	36%	28%	41%	51%	47%	48%	33%	49%	72%
Total n =	1216	544	699	312	317	65	375	794	468	480	248



Sustainability areas of importance at the University – *By segment*

	TOTAL	Relationship with University		Student type			Gender		Age		
	2018	Staff	Student	UG	PGC	PGR	M	F	<25	25–39	40+
Reducing UniMelb's carbon footprint	63%	62%	65%	70%	62%	54%	58%	65%	68%	57%	67%
Improving waste reduction, reuse and recycling	61%	58%	64%	63%	65%	68%	53%	65%	62%	59%	64%
Raising awareness of sustainability issues within the UniMelb community	40%	35%	44%	43%	44%	46%	37%	42%	43%	36%	43%
Increasing ethical purchasing and addressing modern slavery in UniMelb supply chains	40%	38%	42%	48%	38%	37%	26%	46%	43%	38%	39%
Using the campus as a testing ground/showcase for sustainability activities	37%	39%	34%	31%	38%	31%	38%	37%	33%	36%	44%
Embedding sustainability principles into the curriculum	35%	35%	35%	34%	36%	34%	30%	36%	34%	38%	31%
Undertaking sustainability research	34%	38%	32%	33%	29%	38%	36%	34%	31%	36%	38%
Encouraging sustainable travel and transport	26%	27%	24%	21%	26%	31%	33%	23%	24%	25%	31%
Implementation of the UniMelb Sustainable Investment Framework	23%	27%	20%	17%	23%	20%	25%	22%	21%	23%	27%
Increasing participation in the UniMelb's sustainability-related events	22%	14%	29%	30%	29%	20%	19%	25%	30%	21%	10%
Reducing water consumption	22%	18%	25%	24%	25%	28%	23%	21%	24%	21%	19%
Improving the biodiversity of all UniMelb campuses	20%	18%	21%	27%	18%	14%	19%	21%	23%	18%	19%
Leadership & governance by the Sustainability Executive	19%	24%	15%	12%	16%	25%	25%	16%	12%	22%	25%
Compliance with environmental legislation	16%	16%	16%	16%	16%	18%	19%	14%	17%	16%	15%
Total n =	1216	544	699	312	317	65	375	794	468	480	248

Q6. 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 five in order from 1 – 5. [MR] % Ranked in Top 5

Base: All respondents n=1216



Areas of importance at the University

Waste

	TOTAL	Relationship with University		Student type			Gender		Age		
	2018	Staff	Student	UG	PGC	PGR	M	F	<25	25–39	40+
Completely eliminate single use plastic & other disposable items from campus.	69%	68%	70%	70%	71%	66%	62%	71%	69%	68%	68%
Implement additional specialist waste streams (e.g. food organics, soft plastics, glass collections)	64%	67%	61%	59%	63%	57%	55%	67%	60%	64%	71%
Increase the purchase/usage of recycled or reused products (e.g. re-using/refurbishing products, sustainable procurement)	48%	42%	52%	52%	50%	55%	46%	49%	54%	42%	47%
Install more compost bins & worm farms around campuses for staff and student use	44%	42%	46%	49%	41%	50%	42%	45%	47%	41%	45%
Expand the Choose to Reuse Plate Program to other University campuses and increase drop off/collection stations at Parkville	37%	30%	42%	46%	40%	39%	41%	36%	44%	33%	34%
Offer the Choose to Reuse crockery service for events hire	24%	24%	25%	19%	30%	27%	25%	24%	21%	27%	24%
Other (please specify)	4%	5%	2%	2%	3%	2%	3%	4%	2%	3%	7%
Total n =	745	316	448	195	206	44	200	519	291	283	158



Areas of importance at the University

Waste

	TOTAL	Relationship with University		Student type			Gender		Age		
	2018	Staff	Student	UG	PGC	PGR	M	F	<25	25–39	40+
Implement a soft plastic collection	56%	59%	53%	53%	55%	44%	48%	59%	55%	58%	54%
Implement a food organics collection	38%	38%	38%	41%	33%	48%	45%	35%	37%	35%	43%
Implement a glass collection	6%	3%	9%	6%	12%	8%	6%	6%	8%	7%	3%
Total n =	474	212	273	116	129	25	110	347	174	181	112



Satisfaction with University efforts

By segment

	TOTAL	Relationship with University		Student type			Gender		Age		
	2018	Staff	Student	UG	PGC	PGR	M	F	<25	25–39	40+
Improving waste reduction, reuse and recycling	60%	63%	58%	61%	55%	59%	62%	60%	60%	58%	65%
Raising awareness of sustainability issues within the UniMelb community	53%	60%	48%	49%	50%	33%	53%	53%	49%	53%	61%
Encouraging sustainable travel and transport	51%	48%	54%	61%	49%	50%	51%	52%	51%	58%	38%
Improving the biodiversity of all UniMelb campuses	47%	48%	47%	46%	47%	56%	49%	48%	48%	45%	50%
Reducing water consumption	45%	49%	42%	42%	41%	50%	57%	40%	40%	52%	48%
Undertaking sustainability research	45%	44%	46%	46%	46%	48%	42%	47%	48%	42%	45%
Increasing participation in UniMelb sustainability-related events	44%	47%	43%	43%	45%	23%	42%	44%	44%	40%	58%
Reducing UniMelb's carbon footprint	38%	48%	30%	28%	30%	46%	50%	33%	30%	36%	58%
Leadership & governance by the Sustainability Executive	36%	38%	32%	34%	24%	50%	36%	36%	33%	40%	33%
Using the campus as a testing ground/showcase for sustainability activities	35%	39%	33%	29%	36%	35%	29%	38%	32%	35%	40%
Compliance with environmental legislation	33%	33%	33%	33%	32%	33%	43%	28%	34%	30%	39%
Embedding sustainability principles into the curriculum	28%	23%	31%	32%	31%	23%	27%	30%	32%	26%	27%
Implementation of the UniMelb Sustainable Investment Framework	28%	27%	27%	34%	22%	31%	35%	24%	31%	21%	35%
Increasing ethical purchasing and addressing modern slavery in UniMelb supply chains	21%	31%	14%	11%	18%	8%	27%	20%	13%	24%	32%
Total n =	1216	465	747	368	292	84	315	873	515	447	230

Q8. To what degree are you satisfied with the University of Melbourne's efforts towards sustainability in the following areas? [SR] % answering 'Extremely satisfied' or 'Somewhat satisfied'

Base: All respondents n=1216



Satisfaction with University efforts

Year on year

	2012	2014	2016	2018	2020
Encouraging sustainable travel and transport	-	61%	52%	59%	51% ↓
Raising awareness of sustainability issues within the UniMelb community	-	-	39%	52%	53%
Improving waste reduction, reuse and recycling	59%	61%	56%	54%	60% ↑
Undertaking sustainability research	-	-	-	45%	45%
Improving the biodiversity of all UniMelb campuses	-	-	33%	43%	47% ↑
Reducing water consumption	46%	47%	48%	45%	45%
Reducing UniMelb's carbon footprint	34%	37%	35%	41%	38%
Increasing participation in UniMelb sustainability-related events	45%	44%	41%	41%	44%
Compliance with environmental legislation	40%	39%	37%	38%	33% ↓
Using the campus as a testing ground/showcase for sustainability activities	-	-	30%	39%	35% ↓
Leadership & governance by the Sustainability Executive	-	-	27%	34%	36%
Increasing ethical purchasing and addressing modern slavery in UniMelb supply chains	-	-	-	-	21%
Implementation of the UniMelb Sustainable Investment Framework	-	-	-	28%	28%
Embedding sustainability principles into the curriculum	-	-	25%	27%	28%
TOTAL n =	1856	996	1233	1212	1216



Satisfaction with University efforts

Staff and student engagement

	TOTAL	Relationship with University		Student type			Gender		Age		
	2016	Staff	Student	UG	HDCW	GR	M	F	<25	25–39	40+
Personal undertaking of sustainable practices	43%	46%	40%	40%	41%	40%	46%	43%	41%	43%	50%
Level of awareness in University sustainability issues	38%	45%	32%	30%	33%	33%	41%	37%	31%	39%	50%
Level of participation in sustainability initiatives	37%	42%	32%	28%	35%	39%	36%	38%	32%	37%	47%
TOTAL n =	1216	517	628	282	285	58	345	731	425	447	229



Awareness of the Sustainable Development Goals

	TOTAL	Relationship with University		Student Type			Gender		Age		
	2016	Staff	Student	UG	PGC	PGR	M	F	<25	25–39	40+
I have a high level of awareness (i.e. an understanding of SDG sub-targets and indicators)	20%	24%	16%	12%	19%	23%	30%	14%	14%	29%	10%
I have a moderate level of awareness (i.e. I am aware of some of the 17 SDGs)	32%	30%	34%	35%	34%	31%	27%	34%	36%	26%	34%
I have a limited level of awareness (i.e. I have heard of the SDGs previously)	28%	26%	29%	30%	29%	26%	25%	30%	28%	27%	31%
I am not aware of the UN Sustainable Development Goals	21%	21%	20%	23%	18%	20%	19%	22%	22%	18%	25%
TOTAL n =	1216	544	699	312	317	65	375	794	468	480	248



Awareness of the Sustainable Development Goals

	TOTAL	Relationship with University		Student type			Gender		Age		
	2016	Staff	Student	UG	HDCW	GR	M	F	<25	25–39	40+
As part of facilities upgrading and redevelopment	72%	78%	69%	72%	65%	69%	70%	74%	69%	71%	80%
By comprehensively integrating across the university curriculum	71%	74%	70%	71%	68%	75%	63%	75%	71%	73%	70%
Through targeted SDG-related research	65%	72%	60%	60%	59%	69%	62%	66%	59%	68%	72%
Through specialist coursework and subjects	52%	58%	48%	51%	45%	52%	51%	54%	50%	54%	52%
Other (please specify)	11%	10%	12%	12%	13%	10%	11%	9%	12%	8%	12%
I'm not sure	3%	3%	3%	4%	2%	4%	4%	3%	3%	3%	3%
I don't think that universities should actively contribute to the SDGs	1%	0%	1%	1%	1%	0%	1%	0%	1%	0%	1%
TOTAL n =	1216	544	699	312	317	65	375	794	468	480	248



Personal undertaking of sustainability activities – *By Segment*

% always/mostly	TOTAL	Relationship with University		Student type			Gender		Age		
	2020	Staff	Student	UG	PGC	PGR	M	F	<25	25–39	40+
I check the bin signs and/or ensure correct disposal of waste/recyclable items	92%	89%	94%	95%	92%	95%	83%	96%	93%	89%	97%
I regularly carry and use a reusable water bottle/coffee cup	89%	85%	92%	94%	90%	97%	78%	95%	92%	86%	90%
I switch off lights and other appliances (e.g. computer) when not needed	87%	85%	90%	89%	89%	92%	81%	90%	89%	84%	90%
I make use of reusable crockery wherever possible	83%	83%	82%	79%	83%	94%	71%	88%	81%	82%	89%
I make every effort to reduce my printer usage and paper consumption	81%	82%	81%	76%	84%	92%	73%	85%	78%	80%	89%
I consider sustainable practices in my day-to-day work	78%	78%	78%	100%	73%	80%	66%	85%	79%	70%	86%
I use the water drinking fountains where they are available on campus	66%	60%	71%	65%	74%	77%	63%	66%	68%	68%	58%
I catch public transport to work/UniMelb	58%	48%	66%	75%	62%	43%	52%	62%	73%	53%	44%
I try to embed sustainability principles into the events I run	56%	56%	41%	50%	33%	50%	48%	60%	42%	54%	60%
I walk/ride to work/UniMelb	51%	44%	57%	49%	62%	66%	57%	48%	54%	53%	43%
I recycle organic waste in my department	44%	42%	46%	45%	48%	49%	42%	46%	45%	44%	44%
I choose Fair Trade, UTZ or rainforest alliance products especially for tea/coffee	44%	49%	40%	39%	40%	43%	39%	46%	38%	45%	54%
I carpool/ride share to work/UniMelb	13%	13%	14%	13%	15%	9%	19%	11%	14%	16%	6%
Total n =	1216	544	699	312	317	65	375	794	468	480	248



Personal undertaking of sustainability activities – *Year on year*

	2012	2014	2016	2018	2020
I check the bin signs and/or ensure correct disposal of waste/recyclable items	97%	97%	97%	97%	92%
I regularly carry and use a reusable water bottle/coffee cup	-	-	-	88%	89%
I switch off lights and other appliances (e.g. computer) when not needed	90%	91%	91%	91%	87%
I make use of reusable crockery wherever possible	-	-	-	83%	83%
I make every effort to reduce my printer usage and paper consumption	78%	80%	81%	80%	81%
I consider sustainable practices in my day-to-day work	-	-	-	-	78%
I use the water drinking fountains where they are available on campus	62%	68%	75%	65%	66%
I catch public transport to work/UniMelb	-	-	-	60%	58%
I try to embed sustainability principles into the events I run					56%
I walk/ride to work/UniMelb	-	-	-	51%	51%
I choose Fair Trade, UTZ or rainforest alliance products especially for tea/coffee	-	35%	38%	36%	44%
I recycle organic waste in my department	-	-	-	33%	44%
I carpool/ride share to work/UniMelb	-	-	-	-	13%
TOTAL n =	1856	996	1233	1212	1216





Motivations for undertaking activities

By segment

	TOTAL	Relationship with University		Student type			Gender		Age		
	2020	Staff	Student	UG	PGC	PGR	M	F	<25	25–39	40+
We should protect the planet/natural environment	83%	78%	87%	89%	85%	86%	69%	90%	87%	79%	85%
It is the right thing to do	78%	73%	82%	80%	85%	80%	64%	85%	82%	74%	79%
I believe it will make a difference	68%	64%	71%	71%	71%	68%	55%	75%	71%	63%	72%
I want to set a positive example for others	52%	52%	51%	54%	53%	32%	46%	55%	53%	48%	56%
It is personally rewarding to me	49%	46%	51%	47%	53%	58%	39%	54%	50%	47%	51%
I'm encouraged to participate by others	25%	22%	29%	31%	26%	37%	24%	27%	31%	23%	22%
It is easy	24%	22%	26%	30%	24%	14%	18%	26%	27%	22%	24%
For personal economic benefit	14%	11%	17%	14%	21%	15%	18%	13%	16%	16%	8%
I have specific skills and expertise to contribute	13%	14%	13%	9%	17%	15%	16%	12%	12%	14%	15%
Other (please specify)	3%	2%	3%	4%	3%	2%	4%	2%	3%	3%	2%
I am not motivated to participate in sustainability-related activities	2%	3%	1%	1%	1%	0%	5%	0%	1%	3%	1%
Don't know/can't say	1%	3%	0%	0%	0%	2%	4%	0%	0%	3%	1%
Total n =	1216	544	699	312	317	65	375	794	468	480	248



Reasons for not undertaking activities

By segment

	TOTAL	Relationship with University		Student type			Gender		Age		
	2020	Staff	Student	UG	PGC	PGR	M	F	<25	25–39	40+
It's not convenient	31%	29%	33%	34%	33%	31%	30%	32%	35%	33%	21%
It's too expensive	28%	21%	33%	38%	30%	26%	25%	29%	35%	30%	11%
I need more information/technical support to participate	28%	22%	32%	28%	36%	38%	28%	28%	33%	30%	15%
I'm too busy	25%	26%	25%	27%	22%	28%	30%	23%	27%	25%	21%
A lack of leadership and guidance hinders my participation	24%	26%	22%	21%	23%	22%	26%	23%	23%	28%	17%
Not enough people are making sacrifices and I can't solve the problem alone	19%	17%	20%	21%	20%	17%	20%	19%	22%	22%	9%
Nothing stops me from participating in (more) sustainability-related activities	18%	24%	13%	14%	12%	11%	20%	18%	13%	17%	30%
I don't think such activities will make a difference	7%	8%	6%	8%	5%	5%	14%	4%	8%	9%	3%
Other (please specify)	7%	8%	6%	7%	6%	8%	6%	6%	5%	6%	10%
I do enough already	6%	8%	4%	2%	5%	6%	12%	2%	3%	9%	3%
Don't know/can't say	4%	4%	3%	5%	2%	2%	3%	4%	3%	3%	6%
I don't believe there is an issue and therefore I do not need to do anything	2%	4%	1%	1%	1%	0%	6%	0%	1%	5%	0%
Total n =	1216	544	699	312	317	65	375	794	468	480	248



Participation in sustainability initiatives – *By segment*

	TOTAL	Relationship with University		Student type			Gender		Age		
	2020	Staff	Student	UG	PGC	PGR	M	F	<25	25–39	40+
University of Melbourne Farmer's Market	57%	68%	50%	49%	48%	62%	46%	61%	50%	54%	77%
The Choose to Reuse Plate Program	30%	35%	26%	23%	28%	31%	24%	32%	24%	31%	38%
Furniture and Equipment Reuse Store	19%	41%	2%	0%	3%	6%	19%	18%	1%	17%	54%
None of the above	18%	7%	26%	31%	23%	11%	16%	19%	28%	13%	8%
Green Impact	18%	28%	9%	4%	12%	20%	11%	21%	7%	20%	33%
Ride2Uni breakfasts	15%	23%	9%	4%	10%	20%	18%	13%	7%	17%	25%
Fair Trade at UniMelb	13%	22%	7%	3%	10%	8%	13%	13%	6%	15%	25%
Sustainability & Waste Quizzes - receive a free water bottle	12%	14%	10%	8%	12%	5%	10%	12%	11%	12%	13%
Sustainability/biodiversity focused events/tours	10%	17%	5%	2%	8%	8%	9%	11%	4%	12%	19%
Sustainability Advocates Forum	5%	9%	1%	0%	1%	2%	6%	4%	0%	5%	11%
Bees@UniMelb	4%	6%	2%	1%	2%	3%	6%	3%	2%	5%	5%
Student Volunteering Program	2%	2%	3%	1%	3%	5%	3%	2%	2%	3%	1%
Total n =	1216	544	699	312	317	65	375	794	468	480	248



Awareness of sustainability initiatives

By segment

	TOTAL	Relationship with University		Student type			Gender		Age		
	2020	Staff	Student	UG	PGC	PGR	M	F	<25	25–39	40+
University of Melbourne Farmer's Market	75%	81%	71%	76%	67%	74%	62%	81%	74%	70%	90%
Ride2Uni breakfasts	54%	74%	40%	35%	40%	63%	50%	56%	38%	57%	78%
The Choose to Reuse Plate Program	50%	62%	42%	40%	43%	43%	42%	54%	40%	53%	65%
Green Impact	40%	57%	28%	21%	31%	42%	35%	43%	25%	45%	59%
Furniture and Equipment Reuse Store	35%	66%	11%	6%	13%	28%	35%	34%	8%	39%	76%
Student Volunteering Program	34%	27%	41%	40%	46%	25%	33%	35%	42%	32%	27%
Fair Trade at UniMelb	33%	47%	23%	19%	26%	26%	34%	33%	20%	34%	56%
The Sustainability Charter and/or Sustainability Plan 2017-2020	32%	47%	21%	18%	25%	23%	35%	30%	22%	32%	52%
Bees@UniMelb	29%	45%	17%	13%	18%	26%	28%	29%	18%	30%	46%
Sustainability/biodiversity focused events/tours	25%	36%	17%	15%	21%	17%	25%	25%	16%	26%	39%
Sustainability & Waste Quizzes - receive a free water bottle	19%	23%	16%	16%	18%	9%	19%	18%	18%	19%	21%
Sustainability Advocates Forum	13%	19%	8%	7%	9%	3%	17%	10%	7%	14%	20%
Other (please specify)	1%	2%	1%	2%	0%	0%	2%	1%	1%	1%	2%
None of the above	7%	1%	11%	10%	13%	8%	9%	6%	9%	8%	2%
Total n =	1216	544	699	312	317	65	375	794	468	480	248



Sources of awareness

	Net (any event)	Green Impact	Ride2 Uni	Sust./Waste Quiz	Choose2 Reuse	Fair Trade	Furn. Reuse	Farmer Market	Sust. Forum	Bees	Tours	Student Vol.
Word of mouth	60%	7%	5%	3%	14%	5%	13%	43%	2%	1%	3%	1%
Email from the Sust. Team	32%	11%	8%	7%	8%	5%	4%	9%	3%	1%	8%	1%
Poster on campus	31%	2%	3%	1%	16%	3%	1%	13%	0%	0%	1%	0%
Staff News	29%	5%	7%	2%	4%	4%	8%	18%	1%	0%	3%	0%
Other	20%	2%	0%	1%	7%	1%	2%	12%	0%	1%	1%	0%
Social media	16%	1%	2%	1%	2%	1%	1%	10%	0%	0%	1%	1%
Don't know/can't recall	16%	2%	2%	1%	3%	4%	2%	4%	0%	1%	1%	0%
Departmental/faculty mailing lists	14%	2%	2%	1%	1%	2%	2%	3%	1%	0%	0%	0%
UoM Sustainability website	14%	3%	2%	2%	2%	1%	3%	2%	1%	1%	2%	1%
Student portal	8%	1%	1%	2%	1%	1%	0%	3%	0%	0%	0%	0%
Departmental/Group postings on Departmental Staff Hubs	8%	2%	1%	1%	1%	1%	3%	1%	0%	0%	0%	0%
SA Forum	5%	1%	1%	0%	1%	1%	1%	1%	1%	0%	0%	0%
Student enviro. group	4%	1%	0%	1%	2%	0%	0%	1%	0%	0%	1%	0%
Academic /tutor	4%	1%	0%	0%	0%	0%	0%	1%	0%	0%	1%	0%
Total n =	906	213	180	141	363	159	229	695	56	46	125	26

Q16. How did you find out about the University of Melbourne Sustainability Initiative(s) that you participated in? [MR]

Base: Those who participated in an event n=906



Sources of awareness

By segment

	TOTAL	Relationship with University		Student type			Gender		Age		
	2018	Staff	Student	UG	PGC	PGR	M	F	<25	25–39	40+
Word of mouth	60%	63%	58%	60%	56%	57%	55%	63%	60%	58%	63%
Email from the Sustainability Team	32%	40%	22%	14%	29%	25%	32%	32%	19%	33%	47%
Poster advertising on campus	31%	25%	39%	42%	39%	32%	35%	30%	40%	30%	22%
Staff News	29%	52%	1%	1%	1%	4%	32%	27%	2%	29%	60%
Other (please specify)	20%	19%	22%	20%	26%	17%	14%	22%	18%	20%	23%
Facebook or other social media platforms (including yammer)	16%	17%	16%	16%	19%	4%	19%	16%	18%	19%	10%
Don't know/can't recall	16%	19%	12%	11%	13%	11%	16%	15%	12%	17%	18%
Departmental/ faculty mailing lists	14%	20%	6%	4%	7%	11%	19%	12%	5%	18%	18%
University of Melbourne Sustainability website	14%	15%	12%	7%	15%	15%	21%	11%	10%	16%	14%
Student portal	8%	3%	15%	13%	18%	9%	9%	8%	15%	7%	3%
Departmental/Group postings or information on Departmental Staff Hubs	8%	14%	0%	0%	1%	0%	13%	5%	1%	10%	12%
Sustainability Advocates Forum	5%	9%	0%	0%	0%	0%	10%	3%	0%	7%	9%
Student environmental group	4%	0%	9%	7%	13%	2%	4%	5%	8%	4%	0%
From an academic/tutor	4%	0%	7%	3%	12%	6%	2%	4%	6%	4%	0%
Total n =	906	497	433	179	199	53	277	590	287	380	222

Q16. How did you find out about [insert activity]? [MR] NET

Base: Those who participated in an event n=906



THE UNIVERSITY OF
MELBOURNE

Thank you

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