



THE UNIVERSITY OF  
MELBOURNE

# Sustainability Report 2017



# Contents

<b>Message from the Vice Chancellor</b>	<b>2</b>
<b>1. University of Melbourne</b>	<b>4</b>
1.1 About this report	4
1.2 The University of Melbourne	4
1.3 Our values and principles	4
<b>2. Sustainability highlights</b>	<b>6</b>
<b>3. Our approach to sustainability</b>	<b>8</b>
3.1 Our sustainability framework	8
3.2 Sustainability governance	8
3.3 Aligning our governance processes	8
3.4 Commitment to the Sustainable Development Goals	10
3.5 Associations	10
<b>4. Shaping tomorrow's world</b>	<b>12</b>
4.1 Engaging staff and students in sustainability	12
4.2 Education for sustainable development	15
4.3 Communicating our sustainability message	17
4.4 Research for sustainable development	17
4.5 Our approach to responsible investment	21
<b>5. A more sustainable campus</b>	<b>22</b>
5.1 Using resources wisely	23
5.2 Improving our built environment	30
5.3 More sustainable travel and transport	32
5.4 Addressing climate change	33
5.5 A more sustainable supply chain	34
<b>6. Supporting our students and workforce</b>	<b>36</b>
6.1 Health and wellbeing	36
6.2 Fostering inclusion	38
6.3 Training for staff	42
6.4 Privacy	42
<b>7. A shared vision</b>	<b>44</b>
7.1 Our approach	44
7.2 Keystone engagement programs	44
7.3 Other engagement objectives	46
7.4 Our role as a convenor	46
7.5 Stakeholder engagement	48
7.6 Our reporting	49
7.7 Our material issues	50
<b>8. Appendix: GRI content index</b>	<b>52</b>
<b>9. Appendix: Sustainability Plan achievements</b>	<b>58</b>



The images in this report depict our campuses and feature student entries from the GSA Sustainability Prize for photography of campus biodiversity

# Message from the Vice Chancellor

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I am delighted to present the University of Melbourne Sustainability Report 2017.

Home to some of Australia's most innovative environmental and social thinkers, The University of Melbourne is dedicated to overcoming this generation's top global societal challenges.

Our commitment is embodied in our Sustainability Plan established in 2017, which lays out our journey towards a more sustainable future.

One year into the Plan period, we can demonstrate leadership and innovation through several notable achievements.

We have completed two Power Purchase Agreements equivalent to our current electricity requirements, enabling two new wind farms to be built in Victoria. We have also completed a full Greenhouse Gas Inventory. This details the University's greenhouse gas emissions by activity sector, and supports our efforts to reduce the impact of our energy consumption.

Importantly, these initiatives place the University in a strong position to achieve zero net emissions from electricity by 2021 and to meet our long-term commitment to Carbon Neutrality before 2030.

In 2017, we were also awarded Australia's first 6-star Green Star Communities rating for a university, recognising our global leadership in sustainable master planning. Additionally, we ranked #1 in Australia and #25 internationally in the Universitas Indonesia 'Green Metric' ranking of sustainability performance.

The University is the first organization in Australia to pilot the 'Green Impact Program'. The initiative engages staff and students to form teams and undertake hundreds of actions to create a healthier and more sustainable place to work and study.

The University again hosted the Honorable Al Gore for a research roundtable as part of his visit to Melbourne for the EcoCity World Conference, co-hosted by the Melbourne Sustainable Society Institute. During this visit, the University awarded Mr Gore an Honorary Doctorate for his efforts to tackle climate change.

Our achievements in 2017 are encouraging. Inspired by our passion for sustainability, the University is determined to play a global leadership role through its teaching, research and operational policies.



welcome



THE UNIVERSITY OF MELBOURNE

Wominjeka

Bienvenidos

We acknowledge and pay respect to the Wurundjeri people, the Traditional Owners of this land.

# 1. University of Melbourne

## 1.1 About this report

This is the University of Melbourne's third publicly released sustainability report. The report covers our environmental, social and indirect economic impacts during the calendar year from 1 January to 31 December 2017<sup>1</sup>. It does not cover our financial performance for the year nor provide commentary on that performance. This information can be found in our Annual Report, which is available via our website. We intend to continue to report our performance annually. Our most recent sustainability report was released in May 2017 for the 2016 calendar year.

This report has been prepared in accordance with the Global Reporting Initiative (GRI) Standards: Core option. It discloses our performance against the issues that are considered most material to our stakeholders, including students, employees, business, industry, government and community partners. Information on how we identified material issues for this report and engaged our stakeholders appears in Section 7.

The content of this report has been shaped by the four reporting principles established by the GRI standards: stakeholder inclusiveness, sustainability context, materiality and completeness. These principles have guided the materiality process and the development of this report. The report is structured around our key impact areas which connect to our material issues, and to the commitments we have made in our Sustainability Plan.

These reports, together with the Sustainability Charter and Plan, form the University's framework for sustainability. Our commitment is signalled in the University's Strategic Plan, *Growing Esteem 2015-2020* with values and principles articulated through the Sustainability Charter. The Sustainability Plan maps out how we intend to deliver these commitments, through the actions required and targets set for the period 2017 to 2020. The Sustainability Report is the mechanism for annual public reporting on our progress. If you have any questions or queries about this report, please contact Clare Walker, Associate Director, Sustainability at [walkerc@unimelb.edu.au](mailto:walkerc@unimelb.edu.au).

## 1.2 The University of Melbourne

The University of Melbourne is a public institution dedicated to learning and teaching, research and engagement. We are ranked 32nd in the world by the Times Higher Education World Rankings 2017-18 and are the highest placed university in Australia. We are also a member of the Group of Eight world-leading research intensive universities in Australia.

The University is a public-spirited institution that works with governments, industry, communities, international colleagues and students to meet global societal challenges with intelligence and ingenuity. Our vision is to be one of the finest universities in the world, contributing to society in ways that enrich and transform lives.

Our University community comprises over 50,000 students (equivalent full-time student load) and over 8,500 employees (full-time equivalent) across seven campuses. The majority of our employees and students are located at the Parkville campus in Melbourne, Victoria. The University campus locations are unchanged in 2017, and comprise the main Parkville campus together with six others throughout metropolitan Melbourne and regional Victoria - Southbank, Werribee, Burnley, Shepparton, Dookie and Creswick<sup>2</sup>.

## 1.3 Our values and principles

The Triple Helix is the organising principle of *Growing Esteem 2015-2020*. It encompasses the three strands of our activity:

- **Research:** The University undertakes research that is world-class, innovative and inspiring and that addresses the major social, economic, and environmental challenges of our time.
- **Teaching and Learning:** The University offers learning that stimulates, challenges and fulfils the potential of excellent students from around the world, leading to meaningful careers and profound contributions to society.
- **Engagement:** This is the third strand within the Triple Helix, enriching our teaching and research and deepening our contribution to a wider society.

Our sustainability agenda is intrinsic to the University values and principles. We aim to leverage our capability through research, teaching and engagement to drive sustainable development, building a future that is ecologically sound, socially just and economically viable.

<sup>1</sup> Please refer to the University's Annual Report 2017 at <https://about.unimelb.edu.au/strategy/annual-reports>, including the Financial Sustainability section, for information on the University's economic impact.

<sup>2</sup> See 5.2 Improving our built environment for more information on campus developments



## 2. Sustainability highlights



Released our Sustainability Plan setting ambitious targets and actions to 2020



Released the University's first Biodiversity Management Plan



Achieved 6-Star (world leadership) Green Building Council of Australia 'Green Star Communities' rating for Parkville campus



Hosted the Ecocity Summit and Honourable Al Gore on campus for a research roundtable



Piloted the Green Impact Program engagement initiative for students and staff



Developed the Sustainable Investment Framework



Published our first  
Greenhouse Gas Inventory



Ranked #1 in Australia and #25 out of 619  
institutions globally in the Universitas  
Indonesia 'Green Metric' ranking of  
sustainability performance



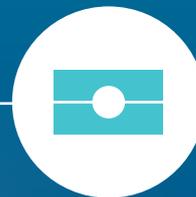
Completed two Power Purchase  
Agreements equivalent to our current  
electricity requirements, enabling two  
Victorian wind farms to be built



Convened cross-faculty forum to develop  
set of Sustainability Learning Outcomes



Completed design of Carlton Connect  
Initiative research precinct



Increased indigenous student numbers by  
93% to 345 students from 2011 to 2017

# 3. Our approach to sustainability

## 3.1 Our sustainability framework

### Growing Esteem 2015 – 2020

Growing Esteem 2015 - 2020<sup>3</sup> is the University of Melbourne's latest iteration of our plan to reach our highest strategic goals. It articulates the University's aspirations to enshrine itself as a world leading education and research institution and to actualise the vision communicated in the first Growing Esteem strategy released in 2005. Growing Esteem 2015 – 2020 focuses on embedding sustainability principles in our work, and setting higher benchmarks for learning, teaching, the student experience and globally recognised research. It defines ten measures of success to track our progress, known as the Melbourne Vision. This includes being "recognised as a leader in embedding sustainability in all aspects of the University's operations, teaching and learning, research and engagement".

### Sustainability Charter

In 2015, we developed a Sustainability Charter<sup>4</sup> to formalise the institutional commitment to sustainability foreshadowed in Growing Esteem. The Charter frames our high-level values and principles of sustainability and identifies the commitments to be embedded throughout the University's activities. The Sustainability Charter was released in March 2016 after extensive consultation with University stakeholders, and provides the guiding framework for our Sustainability Plan.

### Sustainability Plan

The University's Sustainability Plan 2017-2020<sup>5</sup> was released in January 2017 after a

consultation period extending from the release of the Charter. It establishes the targets and priority actions required to deliver the Charter commitments, and sets the sustainability agenda across all areas of University activities: Research, Teaching and Learning, Engagement, Operations and Governance.

Public reporting against the Sustainability Plan is an important aspect of our sustainability journey, allowing us to track our progress, identify areas of strong performance and to direct strengthened efforts. We are committed to public and transparent reporting annually of our sustainability impacts and performance.

## 3.2 Sustainability governance

The University Council is the University's governing body, guiding the direction of the University<sup>6</sup>. Our Vice-Chancellor is the University's Chief Executive Officer. The University Executive is the University's principle management committee. Its membership includes members of the Chancellery Executive, President of the Academic Board and Deans. The University Executive is responsible for overseeing strategy and operations, including business planning, budgeting and risk management.

The Vice-Principal Administration & Finance and Chief Financial Officer has overall accountability for the University's sustainability approach, with the Associate Director, Sustainability having direct responsibility for University-wide sustainability governance and strategy development. The Sustainability Executive provides the leadership to deliver the University's sustainability agenda. This group comprises executives,

academic and professional employees, and presidents (or nominees) of the two major student associations, and reports to University Executive.

Infrastructure Services is dedicated to the ongoing improvement of our resource use including waste, water, energy and carbon emissions. The team implements the University's commitments to reduce resource use, manage sustainability projects on campus, and engage students, staff and the community on sustainability issues. We strive to be a global leader on campus sustainability.

The Sustainability Advocates Forum is a group of staff and students who are passionate about sustainability and volunteer to promote sustainability initiatives. The forum members are active participants in the University's sustainability endeavours and have a direct link to the Sustainability Executive through the Sustainability and Environmental Services Manager.

## 3.3 Aligning our governance processes

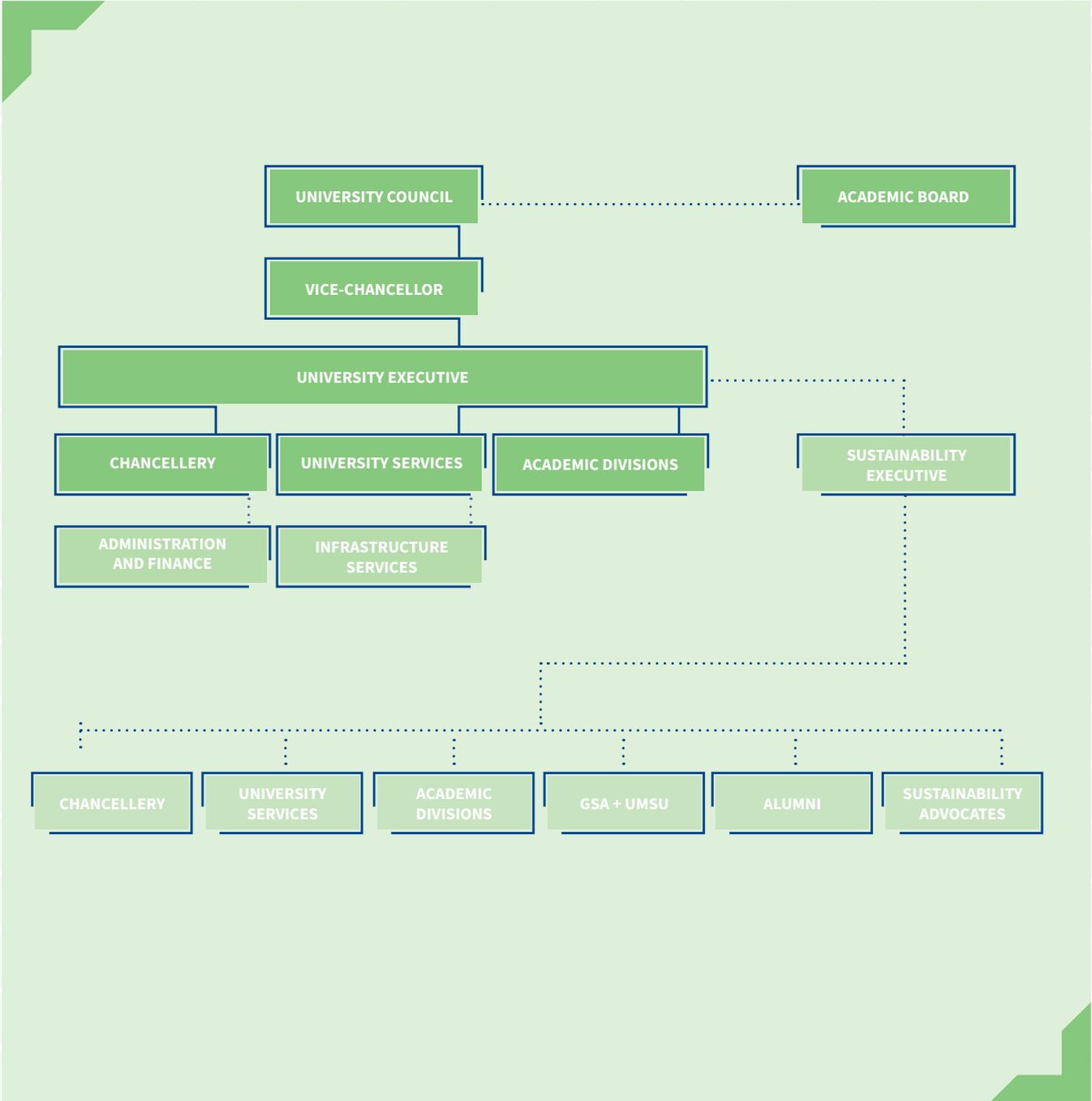
The University has a range of governance frameworks in place that guide and assist the realisation of our sustainability agenda. The University's building design standards were reviewed during 2017. This review is continuing, with the new standards expected to be released in 2018. We are continuing to capture compliance obligations including sustainability, in our Enterprise Risk Management System (ERMS) and through this tool ensure obligations are being met by the relevant stakeholders.

<sup>3</sup> [https://about.unimelb.edu.au/\\_\\_data/assets/pdf\\_file/0021/11694/Growing-Esteem-2015-2020.pdf](https://about.unimelb.edu.au/__data/assets/pdf_file/0021/11694/Growing-Esteem-2015-2020.pdf)

<sup>4</sup> [http://sustainablecampus.unimelb.edu.au/\\_\\_data/assets/pdf\\_file/0011/1833266/UoM\\_Sustainability-Charter\\_Feb\\_18.pdf](http://sustainablecampus.unimelb.edu.au/__data/assets/pdf_file/0011/1833266/UoM_Sustainability-Charter_Feb_18.pdf)

<sup>5</sup> [https://ourcampus.unimelb.edu.au/application/files/2914/8480/0942/UoM\\_Sustainability\\_Plan\\_2017-2020\\_40pp.pdf](https://ourcampus.unimelb.edu.au/application/files/2914/8480/0942/UoM_Sustainability_Plan_2017-2020_40pp.pdf)

<sup>6</sup> For more information on the University's governance structure, please refer to our website <https://www.unimelb.edu.au/governance>



### 3.4 Commitment to the Sustainable Development Goals

In September 2016, the University of Melbourne signed the 'University commitment to the Sustainable Development Goals (SDGs)'. The 17 Goals and 169 associated targets were adopted by all countries at the United Nations in late 2015 and comprise a shared global framework of local and global action on sustainable development to 2030.

The University is in a unique position to make a meaningful contribution to addressing the SDGs through its innovative research, development of next generation leaders and role in engaging wider society in the sustainability agenda. Many of the initiatives and actions communicated through this report are in alignment with addressing the SDGs. We make clear in the GRI Content Index where this is the case.

We are currently developing methodologies to track the contribution of our research to sustainability, and specifically the SDGs. This is being done by mapping research publications to the goals they support and developing metrics to monitor and promote research outcomes and impact.

The SDGs are a principle driver in curriculum development, with work currently underway identifying the values and knowledge for sustainability required in the learning outcomes of undergraduate coursework (see section 4.2). The mechanisms to enable this work are being further developed in 2018. These processes will enable a deeper understanding of our relative strengths in fulfilling our commitment to the SDGs.

In 2017, The Energy Transition Hub <sup>7</sup> was established, led by the University of Melbourne and the Australian National University (ANU) as the Australian side of a new bilateral research collaboration

with top German institutions. This innovation partnership will generate collaborative and world-leading research to help the technical, economic and social transition to new energy systems and a low emissions economy. We also partnered with the NGO ANDi (Australian National Development Index) in 2017, to support their work towards developing a national wellbeing index.

### 3.5 Associations

The University of Melbourne is a member, signatory, or participant of many national and international multi-stakeholder initiatives. Through these associations, we are able to use our influence and drive action on sustainability. Sharing knowledge and expertise with supporters and detractors spurs our commitment to leading public discourse. See below for some of our key associations in sustainability.

**Table 1. Professional Associations and Standards for Sustainability**

Initiative	Membership	Year of commencement
United Nations Global Compact	Signatory	2001
Global Compact Network of Australia	Member	2012
UN Sustainable Development Solutions Network	Member	2016
United Nations Academic Impact	Member	2012
Universitas 21 - Declaration on Sustainability	Signatory	2009
International Sustainable Campus Network (ISCN)	Member	2012
Australian National Action Plan for Education for Sustainability	Signatory	2013
TAKE2 - Victorian Climate Change Pledge Program	Founding Partner	2016
University commitment to Sustainable Development Goals	Signatory	2016
Global Reporting Initiative (GRI)	Reporting standard	2015
GBCA Green Star Buildings	Sustainability Design Standard	2008
GCBA Green Star Communities	Gold Sponsor, pilot project Precinct-level Sustainability Design Standard	2015
Fair Trade Association of Australia & New Zealand	Accreditation	2012
Tertiary Education Facilities Management Association (TEFMA)	Member Annual reporting on operational performance	
Tertiary Sustainability Network	Member	
Australasian Campuses Towards Sustainability (ACTS)	Member	
Group of Eight Sustainability Managers	Member	

<sup>7</sup> <http://energy-transition-hub.org/>



# 4. Shaping tomorrow's world

Perhaps the most important role of a university is in preparing society for the future. That means not only educating students and researching the key challenges that face society, but actively engaging with society to prepare it for the risks, opportunities and challenges of tomorrow.

In performing this role, the University of Melbourne is committed to bringing a sustainability perspective to bear because we believe that achieving sustainable development is a defining challenge of our era that must be addressed if we are to enjoy a prosperous future.

We have identified that engaging staff and students in sustainability and bringing our finest minds to research which addresses sustainable development are among the most significant impacts we can have.

In addition, engaging widely with society on sustainability matters is vital. This year we have engaged extensively in many ways, including actively participating and presenting at numerous conferences and events, for example:

- International Sustainable Campus Network (ISCN)<sup>8</sup>
- Ecocity World Summit Melbourne<sup>9</sup>
- Tertiary Education Management Conference 2017 (TEMC)<sup>10</sup>
- Australasian Campuses Towards Sustainability (ACTS)<sup>11</sup>

## 4.1 Engaging staff and students in sustainability

Our Growing Esteem strategy sets out our aspiration for our graduates – to be distinguished by both disciplinary depth and interdisciplinary breadth, which enables them to approach problem solving with the ability to understand different perspectives and employ innovative approaches.

Understanding sustainability helps to provide that interdisciplinary breadth, incorporating as it does economic, environmental and social perspectives. We aim to embed awareness of and knowledge about sustainable development in all our graduates and to give them the skills to contribute to the required transition to a more sustainable future.

We do this through a range of programs and activities designed to raise awareness, change behaviour and enable staff and students to make a positive contribution to sustainability. By influencing behaviour and providing models of sustainability on campus, we hope to foster positive change when our staff and students engage in the broader community.

Our Sustainability Plan 2017-2020 sets out targets for increasing awareness of University sustainability issues and participation in sustainability initiatives. We are also aiming to see more staff and students taking personal action on sustainability issues and to increase their satisfaction with these efforts.

Key programs include the Green Impact Program, the Sustainability Advocates Forum, the Fairtrade Steering Committee, and a calendar of sustainability based events (e.g. Ride to Uni days). The University's sustainability team also gives regular presentations to faculties and graduate schools, departments and external conferences.

Post event evaluations measure participation and engagement which inform future events. Currently this feedback is localised but we aim to be able to provide consolidated data about participation in the next sustainability report. A biennial university-wide sustainability survey benchmarks attitudes and perceptions of staff and students' commitment to sustainability. The next survey will be conducted in 2018.



<sup>8</sup> <https://www.international-sustainable-campus-network.org/conferences/vancouver-2017/conference-program>

<sup>9</sup> <https://www.ecocity2017.com/>

<sup>10</sup> <https://2017.temc.org.au/>

<sup>11</sup> <http://www.acts.asn.au/events-2017/2017-acts-conference/>

## FAIR FOOD CHALLENGE

Fair Food Challenge is a student-led organisation empowering university communities to build fair, healthy and accessible food systems. Since 2015 it has operated at the University of Melbourne, running small-scale projects to transform the campus food environment.

In 2017, Fair Food Challenge received SSAF (Student Services and Amenity Fee) funding to build The Fair Food UniCycle, which is a portable bike kitchen used to support University events, and providing reusable serving ware to minimise landfill waste.

During the year Fair Food Challenge participated in 40 events and worked with 35 student volunteers, engaging with an audience of over 5,700 people. By providing reusable cups, plates, bowls and cutlery more than 6,240 pieces of single-use plastic were diverted from landfill.



Throughout the year Fair Food Challenge collaborated with the Food Co-op and University of Melbourne Farmers Markets to bring more local, seasonal and sustainable food to the community. It also collaborated with several university departments and alumni to build the Growroom, a spherical, vertical garden growing edible plants free for the community to pick and eat. Fair Food Challenge is continuing to grow their projects to support the University's sustainability plan.



In 2017, our University Services team ran 30 sustainability events for staff and students. We are putting processes in place to capture more information on the University's sustainability events, including attendance numbers. Staff and students are also involved in our Sustainability Advocates Forum, which has been running for approximately 20 years. Forum meetings are held quarterly from March to November, and include presentations and information sharing from teams across the University with opportunities for advocates to ask questions, share information from their

departments and discuss sustainability issues. Anyone from the University can attend. We have approximately 170 advocates, predominantly University staff members, with between 30 and 40 advocates attending each meeting.

In addition, many of our teaching staff are also involved in research into sustainability-related topics, giving them the ideal background to impact students' awareness, understanding and interest. We are currently looking at ways to measure this sustainability research engagement, and expect to be able to report on it for 2018.



2017 Green Impact Awards Ceremony - winners and participants

## GREEN IMPACT PROGRAM

The Sustainability Advocates Forum identified the need for a more inclusive, flexible method to enable students and staff to participate in and drive sustainability efforts at a local level. As a result, the University piloted the Green Impact program in 2017. The first of its kind in Australasia, it has enabled individuals to participate at a higher level of engagement, addressing local sustainability issues that are important and relevant to each department.

Green Impact is a change and engagement program, developed in the UK by the National Union of Students (NUS), and has been implemented by over 400 organisations worldwide. It aims to raise awareness of sustainability, university wide, by giving people a focused approach to tackling sustainability issues and supporting them in achieving these actions.

The program works by encouraging people to form teams to undertake actions from a pre-designed toolkit. Activities cover a holistic approach to sustainability including: waste and recycling,

engagement, energy, water, travel, biodiversity and health & wellbeing. Teams are recruited in March and April when the program launches, and winners are announced at an awards ceremony in November.

The pilot program was a huge success with 274 individuals, within 30 teams (22 audited) undertaking 588 sustainability based actions.

Examples of actions undertaken by Green Impact during the year were: a 'green themed' morning tea featuring spirulina and kale corn chips, spinach and avocado dips and pistachio cake; a program to ensure reusable 'Keep Cups' with University branding are used as part of the morning coffee run in the Vice Chancellors' office; a pot plant sale to increase indoor greenery in University offices; and a team which incorporated an indoor herb garden into their workspace.

More details of our programs and activities can be found at: <https://sustainablecampus.unimelb.edu.au/>

## 4.2 Education for sustainable development

The Sustainability Plan commits the University to ensuring that “by 2020, all undergraduate degree programs can demonstrate (at the course and/or major level) that core and compulsory curriculum enable students to understand and apply sustainability knowledge and values to practice in their field, consistent with the Melbourne Graduate Attributes”. We aim to enable education for sustainability to become part of the fabric of teaching and learning at the University of Melbourne, and therefore inherent in the attributes which graduates take into their future professional and personal lives.

During 2017, as part of the “Education for Sustainability Project”, the spectrum of sustainability education required was framed in terms of three focus areas:

- Subjects for sustainability
- Interdisciplinary subjects
- Integration into existing courses

A cross-faculty Teaching and Learning Forum developed the following Sustainability Learning Outcomes, summarised at right, to align with the University’s existing Graduate Attributes. This work provides a basis to explore the embedding of sustainability principles in core and compulsory subjects.

Melbourne Graduate Attributes	Sustainability Learning Outcomes
Academic Distinction	Knowledge and integration
Active Citizenship	Anticipate and evaluate change
Integrity and Self Awareness	Act for positive change

## SUSTAINABILITY GOVERNANCE AND LEADERSHIP

Sustainability Governance and Leadership (SGL) is one of two core subjects for the Master of Environment course and is designed to develop the knowledge and skills needed to succeed as a sustainability leader in a world of complex challenges and global change. SGL provides students with an interdisciplinary understanding of critical environment and sustainability concepts and issues, and how they relate to policy, management, leadership, and governance.

Exploring the broad agenda of sustainable development, SGL builds understanding of interdependent systems, ecology and biodiversity, social justice and equity, economics and strategy, and issues of global change. SGL provides a foundational literacy for sustainability professionals.



Students at work in the Climate Interactive simulation exercise in Sustainability Governance and Leadership.

The subject is taught intensively over six full days in the first half of semester. Students participate in interactive lectures delivered by a wide range of leading academics and practitioners, focused seminar tutorials that build critical capabilities, and a range of scenario-based role-playing activities that explore international climate change negotiations, resource development approval processes, and more. SGL aims to be engaging, challenging, and fun.

We use our campuses as 'living labs' to demonstrate concepts in sustainability for course-work students and as a test-bed for researchers. For more detail about this see Section 5, 'A more sustainable campus'.

## UNIVERSITY HOUSE ESTABLISHES ITS SUSTAINABILITY TEAM

University House rallied its diverse workforce through a simple *Volunteers Wanted* poster in the staff room, attracting interest from all departments from administration to front of house, and the kitchen.

The launch of the Green Impact Program established a mission to achieve Bronze Accreditation, and the team set to work attaching labels, displaying posters, distributing bins and always offering encouragement to anyone seen adopting a new sustainability-friendly process.

The biggest challenge the team faced was engaging and motivating staff with little or no interest, but that also turned out to be the most rewarding. As one team member commented, "the kitchen staff were tough cookies to crack but now composting and recycling are part of their day".

The small sustainability team at University House has managed to kick some significant goals – most pleasing being the implementation of the composting process in the kitchen and the recycling regime throughout the Club.

"The progress we made was thanks to the great initiative that is Green Impact. And we must mention our successful World Environment Day when UH offered free coffee to Members who turned up for a takeaway coffee with their own cup—a great initiative!", said University House General Manager, John Macaulay



Green Impact Award presentation to Sonia from University House

### 4.3 Communicating our sustainability message

In order to advance our sustainability agenda, it's important to be vocal about our targets, actions and leadership. Internally, we raise awareness and generate action and participation within the University community. Externally, we seek to demonstrate leadership by developing strategic partnerships and engaging in public discourse to further our sustainability impact.

Communications specific to the campus include the Sustainable Campus website ([sustainablecampus.unimelb.edu.au](http://sustainablecampus.unimelb.edu.au)), Sustainable Campus mailing list for both regular and adhoc publications to internal and external contacts, and social media. The Sustainable Campus website experienced an increase of at least 30% in page views from 2016 numbers (a total of 80,074 page views), with many site visitors consulting the A-Z list of sustainability resources. Numbers on the Sustainable Campus mailing list increased by 41% over 2016 figures.

Sustainability based events include Ride to Uni (four per year), University Open Day, World Environment Day, the Green Impact Awards Ceremony (as well as staff and student training throughout the year), the Sustainability Advocates Forum, FairTrade Steering Committee and other ad hoc events.

The Sustainable Campus team undertakes numerous presentations annually to a variety of audiences internal to the university, including staff orientation

on a monthly basis, as well as presentations to external conferences and associations. The team also leads many biodiversity and sustainability tours around campus, and is actively involved in campaigns, such as Balloon Free Melbourne, and conducting training modules to raise sustainability awareness.

We gauge the success of our communications efforts and drive towards leadership in a number of ways. While we know that hundreds of people have participated in our sustainability-related events and campaigns during 2017, we are still finalising processes to capture consolidated data about this participation. We have from 2,000 to >6,000 unique users per month <sup>12</sup> visiting our Facebook page, with our Facebook events, hosted by us or our partners, reaching tens of thousands. Sustainable Campus is continually reviewing its activities based on evaluation of its performance. Green Impact is a prime example of responding to a need for increased departmental engagement around sustainability.

### 4.4 Research for sustainable development

Research at Melbourne: Ensuring Excellence and Impact to 2025 <sup>13</sup> was published in 2013 and outlines the University of Melbourne's research and research training strategy. This strategy identifies 'Supporting sustainability and resilience' as one of three Grand Challenges of the 21st Century, together with 'Understanding our place and purpose', and 'Fostering health and wellbeing'.

In the strategy it was noted that an estimated 1300 University of Melbourne researchers were working in fields relevant to sustainability and resilience, with annual research expenditure of about \$218 million. We are currently investigating ways to measure sustainability research and support its impact and outcomes, and will report more fully on this for 2018.

In line with the Grand Challenge of "Supporting sustainability and resilience", design of the Carlton Connect Initiative (CCI) research precinct was completed in 2017, with construction commencing in 2018 and due for completion in 2020. Our aim with this precinct is to foster research collaborations between academia and major industry partners, government departments and community organisations to drive projects focusing on a range of areas including energy efficiency, carbon and water management, climate change mitigation, sustainable cities and regions, and disaster management.

Through our research, we aim to influence government legislation, policy planning, improved technology and systems, public health and much more. Our goal is to lead new thinking and develop new technologies to improve lives.

Much of our sustainability research is interdisciplinary and conducted through our five Melbourne Interdisciplinary Research Institutes, which bring together researchers from across the University to tackle society's complex problems in innovative ways.

**Table 2. Melbourne Interdisciplinary Research Institute data for 2017**

Institute	No. of publications generated by Institute initiatives	No. of public events sponsored / facilitated / supported / attended as speaker	No. of external partnerships initiated / actively engaged
Melbourne Sustainable Society Institute	59	73	218
Melbourne Energy Institute	> 98	31	24
Melbourne Neuroscience Institute	33	36	22
Melbourne Networked Society Institute	64	66	47
Melbourne Social Equity Institute	55	111	63

<sup>12</sup> Please note figures are from April and Jun to Dec. Due to Facebook limitations, total unique users per annum is not possible, only month by month

<sup>13</sup> [https://research.unimelb.edu.au/\\_\\_data/assets/pdf\\_file/0011/1665722/MelbUniResearchVision\\_Apr2013.pdf](https://research.unimelb.edu.au/__data/assets/pdf_file/0011/1665722/MelbUniResearchVision_Apr2013.pdf)

The Melbourne Interdisciplinary Research Institutes are a major component of a multifaceted approach at the University to catalysing collaborations. Under the Research at Melbourne strategy, other investments facilitating cross-disciplinary research activity and raising the profile of deep university research expertise on topics of contemporary interest to society include: support for the research arm of the Melbourne School of Government, research support for the Carlton Connect agenda, and the creation of a suite of Hallmark Research Initiatives.

*For more detail on the interdisciplinary research institutes please see: <http://research.unimelb.edu.au/melbourne-research-institutes>*

A number of case studies demonstrating how our research has led to tangible impact for individuals and communities have been collected in our 'A Better World' publication<sup>14</sup>. We are making a difference through our research with studies and programs aimed at protecting migrant women from family violence, providing safe energy to women in developing countries, supporting younger people with dementia through robot technology, and enabling people with quadriplegia to participate in group sing-alongs from their own home via virtual reality. Read more about the change we are making through our case study Energy Transitions (page 19).

We evaluate the success of our research performance against the Research at Melbourne strategy. In addition the Government measures the quality and impact of our research via the Australian Research Council's Excellence in Research for Australia (ERA) and Engagement and Impact (EI) assessments. ERA is Australia's national research evaluation framework and EI assesses the engagement and impact arising from research undertaken in Australia. The most recent ERA evaluation was in 2015, with both ERA and EI underway in 2018.



<sup>14</sup> [https://research.unimelb.edu.au/\\_data/assets/pdf\\_file/0010/2584198/A-Better-World.pdf](https://research.unimelb.edu.au/_data/assets/pdf_file/0010/2584198/A-Better-World.pdf)



India at night satellite image, showing electrification (Source: NASA)

## ENERGY TRANSITIONS

In rural Asia – where women can spend hours every day collecting firewood or cow dung for fuel, manually hauling water or grinding grain – energy transition can transform women’s lives.

Dr Reihana Mohideen has seen this transition first hand. After completing a degree in electrical engineering,

Dr Mohideen worked in developing countries for Oxfam Australia and the Asian Development Bank, and then embarked on a research career exploring the social and gender implications of energy innovation in South Asia.

Access to clean, modern, sustainable energy is integral to the sustainable development goals of the United Nations and is vital for improving the lives of billions of people around the world.

Dr Mohideen has worked on improving energy access and social inclusion in India, Bangladesh, Bhutan, Maldives, Nepal and Sri Lanka. Women in these countries traditionally manage the household chores of food processing and collecting fuel and water, which is back-breaking and time-consuming work. Access to modern energy can dramatically cut this workload.

In some villages in Nepal, women spend several hours a day pounding and grinding grain. This can be significantly cut with powered food processing equipment.

Dr Mohideen, a senior research fellow at the Melbourne Energy Institute, is developing frameworks and decision making tools to ensure the energy systems implemented benefit and empower women and, by extension, their communities. For some communities, transformation comes with expansion of a country’s existing electricity grid.

For more isolated or less populated communities, options may be limited to stand-alone solar, wind and micro-hydro systems, sometimes backed with diesel generators. “When you provide a modern energy system you’re locking a community into that system for up to 20 to 25 years,” says Dr Mohideen.

Dr Mohideen has partnered with government agencies and utilities in various Asian countries. She has designed templates, specifications, and a reference energy system to help them consider the implications of energy technology and system innovations for women.

The next stage of the research is to pilot the reference energy system in a rural community, either in India or Bangladesh.



**NO STANDING  
PERMIT 3  
EXCEPTED**



## 4.5 Our approach to responsible investment

The University understands that we make an impact on the environment and society not just in our spending but also in how we choose to invest. We acknowledge the seriousness and urgency of the threats posed by climate change and fully support a lower emissions future. We take a long term view on the risks and impacts of climate change and understand that what we do now can make a difference to the future of our planet and our University.

As part of our investment philosophy, we recognise that companies which effectively manage environmental, social and governance responsibilities should yield better risk adjusted returns over the long term. We are therefore committed to integrating climate change risk more systematically into our investment strategies and decision-making.

Through our Sustainability Plan, we committed to develop a Sustainable Investment Framework (SIF) to evaluate and manage material climate change risk by the end of 2017. The SIF was approved by University Council in December 2017 and released in March 2018. Over time the University will ensure that its investments satisfy the requirements of this framework.

As part of our commitment to responsible investment, we are engaged in the following activities:

- Implementing our Sustainable Investment Framework (SIF)<sup>15</sup>, which outlines the University's approach to sustainability, particularly climate change, in its investment portfolios and processes.

- Engaging specialist advisors to provide on-going advice to University governance bodies and management on global developments and best practice relating to managing climate change risk and associated fiduciary duties
- Investigating the most effective means of integrating impact investments into the University's strategic asset allocation within overall investment risk and return parameters
- Developing our approach to working with peer organisations to build strategic partnerships and increase the aggregate influence of the group, including consideration of a joint approach to impact investing and a fund to provide additional support for sustainability and resilience related ventures

The University recognises its duty of care to ensure its investments are made in companies free from human rights abuses such as child labour, forced labour and modern slavery. VFMC, the University's primary investment manager, has adopted a well-defined ESG policy<sup>16</sup> and is a signatory to the Principles for Responsible Investment. We evaluate the ESG policies and practices of our investment managers to ensure that they are aligned with the beliefs and values as stated in our Statement of Investment Objectives and Priorities (SIOP).

*More information on our policies towards responsible investment can be found through the University's Sustainability Plan, Sustainable Investment Framework, Statement of Investment Objectives and Priorities (SIOP) and VFMC's ESG policies.*

<sup>15</sup> Find the Sustainable Investment Framework here <https://ourcampus.unimelb.edu.au/sustainability-commitment/sustainable-investment-framework>

<sup>16</sup> <https://www.vfmc.vic.gov.au/investments/investment-approach/esg/>

# 5. A more sustainable campus

The University adopts a sustainable approach to construction, building management, energy management, transportation, purchasing and consumption. In doing so, we aim to achieve the realization of key objectives in the Sustainability Plan 2017 – 2020, thus supporting our aspiration for a “clean and green environment and resilient society”<sup>17</sup>.

The ‘Our Campus in the 21st Century’ (OC21) framework defines the vision and principles guiding our campus development strategies over coming years, to provide high-quality campus-based experiences for diverse communities. OC21 was developed by the University in a series of workshops that explored the qualities wanted across all campuses and precincts. It is the formal response to the University of Melbourne’s strategic plan Growing Esteem and is integral to how the University will plan for the future.

The OC21 website (<https://ourcampus.unimelb.edu.au/>) was created in 2017. The five major themes of the OC21 framework are illustrated below. These themes of **technology and tradition, synergy and innovation, quality experiences, a culture of inclusion** and **spaces and places**, are integral to the University’s planning for the future.



## UI GREENMETRIC WORLD UNIVERSITY RANKINGS

In 2017, the University participated in the UI Greenmetric World University Rankings, an initiative of the University of Indonesia. Using a comprehensive online survey, UI Greenmetric assess participants’ efforts to implement environmentally friendly and sustainable policies and programs across the following categories:

- Setting and Infrastructure
- Energy and Climate Change
- Waste
- Water
- Transportation
- Education

The University submitted information across these categories, which was then scored and ranked against a total of 619 universities worldwide. We were ranked 25th globally<sup>18</sup>, and achieved the top university ranking in Australia, and our Oceania region.



<sup>17</sup> [https://about.unimelb.edu.au/\\_data/assets/pdf\\_file/0021/11694/Growing-Esteem-2015-2020.pdf](https://about.unimelb.edu.au/_data/assets/pdf_file/0021/11694/Growing-Esteem-2015-2020.pdf)

<sup>18</sup> <http://greenmetric.ui.ac.id/overall-ranking-2017/>

## 5.1 Using resources wisely

The University continues to commit to and invest in sustainability. Students and staff expect the University to create conditions that will enable them to work sustainably and contribute to the reduction of carbon emissions. The nature and scale of our operations and our environmental footprint mean that we draw significantly from natural resources, and the University continues to strive to reduce these impacts by designing and managing our campuses for resource efficiency across water, energy, carbon and waste.

In 2017 we set out targets and priority actions to improve each of these areas in the Sustainability Plan 2017 – 2020. This will allow ongoing performance tracking and evaluation. Our targets include:

- Achieving carbon neutrality before 2030
- Zero net emissions from electricity by 2021
- Delivering projects that reduce emissions by 20,000 tonnes of carbon by 2020
- Reducing mains water usage by floor area by 12% by 2020, from a 2015 baseline
- Reducing waste to landfill to 20kg per person by 2020.

### 5.1.1 Energy management

The University continued its focus on energy demand reduction in 2017.

### On-campus energy initiatives

The University is nearing completion of a \$9.1m energy reduction and clean energy generation program, with finance arranged through the Clean Energy Finance Corporation (CEFC). The program will result in more than 2MW of solar photovoltaic panels on 21 University buildings, a \$1.4m LED lighting upgrade project, replacement of ultracold storage freezers with energy efficient models, concentrated solar thermal for the University swimming pool, and feasibility studies into wind energy generation.

Implementation of projects in this portfolio commenced in 2016. Across the University's Parkville, Southbank, Dookie and Werribee campuses, 21 solar photovoltaic (PV) installations were commissioned in 2017, along with a series of LED lighting upgrades. By program completion in mid-2018, solar PV installations across the University will reduce carbon emissions from electricity by an estimated 3,000 tonnes per annum.

In 2017, the University produced 2,619 Gigajoules (GJ) of electricity from its on-site solar installations. In addition, as an example of other energy demand reduction initiatives, 385GJ of energy was saved as a direct result of conservation and efficiency initiatives for the Bio21 Molecular Science and Biotechnology Institute, achieved through building optimisation via operational improvements, measured and verified by an independent data platform. This is a new initiative in 2017 and will provide a baseline against which these reductions can be compared in future years.



Solar array at Dookie campus

### Off-campus energy generation

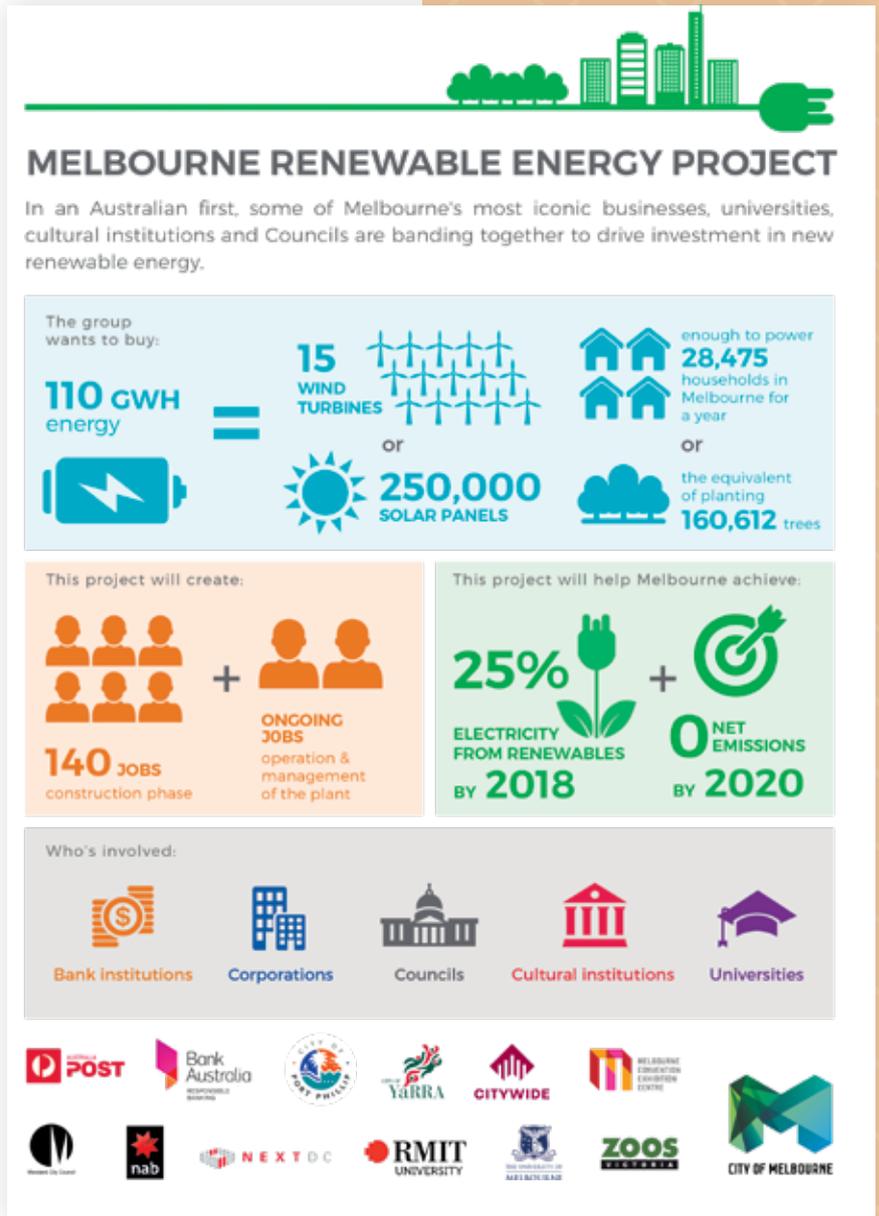
The creation of additional renewable energy generation opportunities is a critical component of the University's journey to achieve the target of zero-emissions electricity by 2021.

Along with 13 leading universities, cultural institutions, corporations and councils, the University of Melbourne has committed to the Melbourne Renewable Energy Project (MREP), a first-of-its-kind City of Melbourne initiative. MREP brings together some of Melbourne's most iconic institutions to support the development of a new \$200 million wind farm to be built near Ararat in regional Victoria.

MREP was launched in November 2017, and marks the first time in Australia that a diverse group of organisations have collectively purchased renewable energy from a newly built facility. The wind farm will be owned and operated by Melbourne-based clean energy company Pacific Hydro, with MREP members committing to purchase 88 GWh of electricity per year from the wind farm under a long-term Power Purchase Agreement (PPA).

The MREP approach enables cities, corporations and institutions to take an active role in securing renewable electricity supply and taking action on climate change. It provides long-term price certainty, enabling customers to mitigate the risk of increased energy costs in a volatile market, and enabling cities such as Melbourne to work towards achieving their carbon emissions reduction targets.

In addition, in 2017, the University signed a PPA with the Murra Warra wind farm. This significant agreement, in addition to the Melbourne Renewable Energy Project, will ensure the University's ability to meet its commitment to zero net emissions from electricity consumption by 2021.



## MURRA WARRA

In early 2017, a small cross-functional team of University Operations, Finance and Sustainability team members came together to progress the challenging Sustainability Plan commitment of achieving “zero net emissions from electricity by 2021”. The Carbon Reduction Pathways project in 2016 had identified the important role that off-campus renewable energy generation could play, both in providing zero-emissions electricity for the University and supporting the increase of renewable energy generation in Victoria, and this was the team’s primary focus.

The team assessed several potential models, quickly ascertaining that a

Power Purchase Agreement (PPA) committing to an Australian renewable energy development could provide significant benefits in addition to zero carbon emissions electricity. In particular, by securing long-term electricity generation at a competitive price, the University would be better able to manage its exposure to volatile electricity prices into the future.

After many months of work by the project team, on 22nd December 2017 the University announced its participation in a long-term renewable energy agreement, as part of a consortium led by Telstra. The PPA covers the first stage of the Murra Warra Wind Farm, owned by renewable energy

project developer RES and Macquarie Capital. Allan Tait, the University’s Vice Principal, Administration and Finance & CFO said, “We are pleased to be a part of the consortium of electricity users and are grateful for Telstra’s leadership.”

By working together, the consortium achieved very competitive pricing for both the electricity and the associated renewable energy certificates. “From the University’s point of view, the PPA is a very good result, securing long-term electricity at an attractive price and substantially achieving our sustainability target of zero net emissions from electricity by 2021,” said Mr. Tait.

## MURRA WARRA | WIND FARM



**226 MW**  
CAPACITY

=



**61** TURBINES



~ **150**

full time direct jobs during construction



~ **8**

full time direct jobs during operation



**220,000**

average households power use every year

OR



**320,000**

cars off the road every year

OR



**900,000**

tonnes of greenhouse gas reduction every year

Supported by an innovative buying collective coordinated by Telstra



### Energy Audit

The Sustainability Plan includes an action to complete a full energy audit across all campuses by the end of 2017. The audit activity for Parkville (~95% of consumption) was completed in 2017, with the findings, outcomes and future actions being formulated in 2018. The audit was undertaken within the University, utilising expertise from the Melbourne Energy Institute (MEI). Rather than a traditional, snapshot-based activity, the process involved the development of a computer model which can potentially be updated dynamically in future. Based on the total building energy consumption, the individual building and sub-component consumption patterns were assessed and the development of a computer model (digital twin) was completed for the buildings on the Parkville campus that comprise 99% of the total consumption. Level 1 audits of eight buildings were undertaken, and three levels of building retrofit options (light, medium and deep) were modelled.

### Energy consumption

Total energy consumption in 2017 was 675,590 Gigajoules, increased from 632,364 GJ in the Sustainability Report 2016. This increase is primarily as a result of a change in our reporting methodology. In 2016, the University reported energy consumption after excluding energy consumption by third parties from whom costs are recovered. For 2017, the University is reporting its total energy consumption, including energy

**As a result of the audit, the University plans to develop a comprehensive building retrofit and upgrade plan. In addition, the University will explore the implementation of real-time energy monitoring for University assets, and microgrid options, to further reduce energy use and associated emissions.**

consumed by these other parties. The equivalent total energy consumption prior to recoveries in 2016 was 672,850 GJ. Using the energy consumption before recoveries for both years, the energy intensity is unchanged from 2016 to 2017, at 0.76 GJ/m<sup>2</sup> GFA. Implementation of the outcomes from the Energy Audit will assist with reducing our energy intensity over the coming years.

Table 3. Energy consumption at the University of Melbourne (gigajoules) <sup>19,20</sup>

	2017 (GJ)
Natural gas	273,259
Liquefied petroleum gas	2,699
Electricity consumption	395,056
Steam consumption	1,957
On-campus renewable electricity generation	2,619
<b>Total energy consumption</b>	<b>675,590</b>
<b>Energy intensity (GJ/m<sup>2</sup> GFA)</b>	<b>0.76</b>

<sup>19</sup> Gigajoules per square metre of external gross floor area (GJ/m<sup>2</sup> GFA)

<sup>20</sup> Source of electricity information is metered data, solar data from meters and inverters. Gas, steam and LPG are billing volumes.

## 5.1.2 Carbon emissions

The University completed its first comprehensive Greenhouse Gas Inventory (GHGI) in 2017, for the 2016 calendar year. As one of the priority actions for our Sustainability Plan, this GHGI assessment summarizes the University's greenhouse gas emissions, including a breakdown by activity sector. It includes Scope 3, or indirect emissions, which occur as a result of the University's activities but are from sources not owned or controlled by the University.

The 2016 GHGI was refreshed for the 2017 calendar year with updated activity data and is summarised below.

The summary reports for 2016 and 2017 can be found here: <https://ourcampus.unimelb.edu.au/sustainability-commitment/GHGI>.

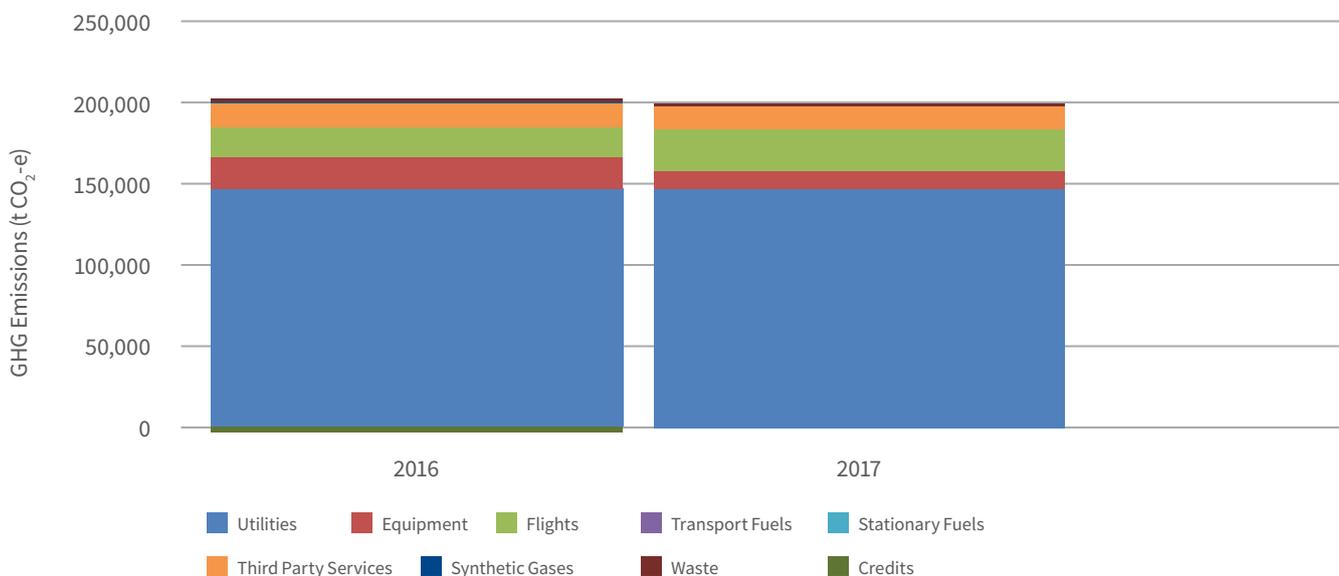
**Table 4. Summary of GHG emissions for 2016 and 2017<sup>21</sup>**

Operational Boundary	Associated Inventory/Service	2016 (tCO <sub>2</sub> -e)	2017 (tCO <sub>2</sub> -e)
Scope 1	Natural Gas, Transport Fuels, Stationary Fuels, Refrigerants	15,871.9	15,197.1
Scope 2	Purchased Electricity	119,483.0	118,516.8
Scope 3	Equipment, Flights, Third Party Services, Off-site Waste Disposal, Transmission & Distribution losses, Fuel Extraction, Production & Distribution losses, Other Utilities	68,066.9	66,336.3
<b>Gross Total</b>		<b>203,421.8</b>	<b>200,050.3</b>
<b>Emissions Intensity (tCO<sub>2</sub>-e/m<sup>2</sup> GFA<sup>22</sup>)</b>		<b>0.23</b>	<b>0.22</b>

It can be seen that emissions have dropped slightly from 2016 to 2017 across scopes 1, 2 and 3, both in absolute terms and intensity. Viewing the University's GHG emissions by activity sector (see Figure 1), emissions generated through utilities consumption including electricity, natural gas, telecommunication, internet and water, make up over 70 percent of the University's carbon footprint.

Purchased electricity remains the most significant individual contributor to total emissions. With our target of zero-emissions electricity, our Scope 2 emissions, which are currently contributing almost 60 percent of the total, will be reduced or offset to zero by 2021.

**Figure 1: UoM Greenhouse Gas Emissions by Activity Sector**



<sup>21</sup> Please note that the 2016 and 2017 GHGI figures were calculated based on consumption prior to any recoveries from other parties.

This differs from direct emissions reported in the Sustainability Report 2016, which were calculated after recoveries were taken into account.

<sup>22</sup> Tonnes of CO<sub>2</sub> equivalent per square metre of external gross floor area (GJ/m<sup>2</sup> GFA)

### 5.1.3 Waste

The University's Sustainable Campus Team engages the entire campus community in efforts to reduce waste to landfill through recycling and waste management programs. The Sustainable Campus website<sup>23</sup> continues to provide information and resources to the University community on how to responsibly dispose of different types of waste.

The University has recycling programs in place for mixed recyclables (including paper, cardboard, cans and bottles), as well as recycling furniture, e-waste, IT equipment, fluorescent light tubes, polystyrene, mobile phones and toner cartridges. In 2017, 43 tonnes of e-waste (including batteries) was recycled.

Approximately 26kg of waste per person was sent to landfill in 2017. This is a reduction from 27kg waste per person in 2016, and on the way to our challenging Sustainability Plan target of 20kg per person by 2020.

The University's Furniture and Equipment Re-use Online Service provides faculties and graduate schools, departments and affiliate organisations with sustainable and cost effective access to reused furniture. Over 3,000 pieces of furniture were redeployed, diverting over 30 tonnes of waste from landfill and saving an estimated \$1.9million. As the reuse initiative is now "business as usual", the Re-use team are no longer keeping accurate statistics on items going to staff sales, or otherwise reused by staff members or students.

**Table 5. Total weight of waste by type and disposal method**

Disposal method	Weight of waste (tonnes)			Determination of disposal method
	2015	2016	2017	
Reuse	119.3	125.5	30.5 <sup>24</sup>	Reused directly by UoM
Recycling	1,086.9	841.5	1,029.9	Organisational defaults of the waste disposal contractor <sup>25</sup>
Composting	30.4	204.9	118.1	Disposed directly by UoM and waste contractors
Landfill	1,498.8	1,521.7	1,546.9	Organisational defaults of the waste disposal contractor
Hazardous waste	30.8	28.8	42.5	Organisational defaults of the waste disposal contractor
<b>Total waste</b>	<b>2,766.1</b>	<b>2,722.5</b>	<b>2,768.0</b>	

### 5.1.4 Water

Climate change, resulting in warmer and dryer conditions, puts pressure on water resources, and south east Australia is particularly vulnerable to these impacts. The University is committed to water conservation, capture and reuse on campus.

The University is a significant consumer of water. In 2017, total potable water consumption was 485,000 kilolitres (kL)<sup>26</sup>, which is slightly more than the 2016 potable water consumption of 468,081 kL. This equates to 0.54 kL/ m<sup>2</sup> GFA<sup>27</sup>, compared with kL/m<sup>2</sup> GFA in 2015 and 2016. The University is committed to reducing its mains water usage by floor area to 0.47 kL/ m<sup>2</sup> GFA by 2020.

In 2017, the University used 17,000 kilolitres (kL) of non-potable recycled water, equating to 3.2% of total water consumption. Water is recycled at Werribee campus and at Parkville's blackwater treatment plant in the Spot building. Dookie campus used 29,000 kL of river

water. Other Burnley and Parkville recycled water has not been included as the metering has not yet been audited. The University installed water meters during 2017 at different points across campuses, and the data is expected to be available for 2018.

The University has a continuing focus on reducing potable water consumption and increasing the use of non-potable water through activities outlined in the Sustainability Plan. The Plan includes priority actions to complete an annual report and review of Water Management Plans for each campus, as well as commissioning of the Parkville campus "purple pipe" network to facilitate the use of harvested water, and implementation of infrastructure to monitor all harvested water.

Water management plans for each campus were being developed during 2017. In addition, the existing "purple pipe" network was commissioned as part of

a project to connect the University's historic System Garden with harvested water collected from the Melbourne School of Design. Water harvesting projects to provide irrigation for the Parkville campus South Lawn were also completed.



<sup>23</sup> <https://sustainablecampus.unimelb.edu.au/home>

<sup>24</sup> The Re-use quantity for 2017 is lower than 2016, primarily as a result of the initiative now being run as "business as usual".

Hence some reuse data is not able to be captured centrally, eg. items going to staff sales, or otherwise reused by staff members or students.

<sup>25</sup> Our waste disposal contractor has advised the disposal methods

<sup>26</sup> Data from metered recordings of water consumption

<sup>27</sup> Kilolitres per square metre of external gross floor area (kL/m<sup>2</sup> GFA)

**Table 6. Water withdrawn by source (megalitres)**

Water Source	2016 (ML)	2017 (ML)
Surface water, including water from wetlands, rivers, lakes and oceans	Not reported	29
Groundwater	0	0
Rainwater collected directly and stored by the organisation	3	Not available <sup>28</sup>
Waste water from another organization	0	0
Municipal water supplies or other public or private water utilities	468	485
Recycled water	17	17
<b>Total water consumed (based on available data)</b>	<b>488</b>	<b>531</b>

### 5.1.5 Biodiversity

The University’s vision for biodiversity is that, by 2020, “biodiversity on all campuses will be valued, utilised for “Living Lab” research, managed sustainably, able to adapt to change and continue to provide environmental services and benefits for people and the rest of the biosphere”<sup>29</sup>.

The Sustainability Plan 2017 – 2020 recognises that biodiversity on campus is not a stand-alone system that can be managed in isolation. Targets include integration of biodiversity considerations in campus planning and design and adopting a ‘no net loss’ approach to arrest the decline of trees on campus. To achieve this, the University is working to ensure that managing the flora and fauna on the University’s campuses is embedded in decision-making processes and informed by the research and experience of its staff, students and alumni.

To help to achieve the sustainability aspirations contained in the Sustainability Plan, a university-wide Biodiversity Management Plan (BMP) was published in 2017. The BMP will contribute to developing and maintaining the University’s campuses as living laboratories of sustainable practice. Outcomes of the BMP will include the integration of biodiversity considerations into campus design and establishment of a ‘Research Action Partnership’ to incorporate ecological and biodiversity research findings.

The University’s world class expertise in climate change research will inform future campus design, for example, maintaining and increasing campus biodiversity through planting of resilient species and adapting design for shade and maximum ecosystem stability.

The implementation of the BMP was to be followed by the establishment of biodiversity baseline data for Parkville and Southbank campuses by mid-2017. This action was substantially accomplished during 2017, using the Atlas of Living Australia database, which is a collaborative, national project that aggregates

biodiversity data from multiple sources and makes it freely available and usable online. In addition, it contains historical data, so we can monitor change over time.



GSA photo competition poster

<sup>28</sup> Reliable data unavailable for 2017 as the metering has not been audited

<sup>29</sup> <https://sustainablecampus.unimelb.edu.au/key-areas/biodiversity>

## 5.2 Improving our built environment

The University has a property portfolio that is continually evolving to support the University's objective of providing world class educational facilities and environment. In terms of construction and building management, the University is committed to a minimum rating of 6 Star Design & As Built or equivalent by 2020.

In March, the Parkville Campus was awarded a 6 star Green Star Communities (pilot)<sup>30</sup> rating, which equates to a world leadership standard of precinct level sustainability.

Throughout 2017, our Property & Sustainability team actively worked with capital project teams to encourage, foster and advocate for more sustainable outcomes, better alignment with the Sustainability Plan, and co-ordination across projects. A number of initiatives were undertaken with the aim of improving the sustainability of buildings through capital works projects, including signed development contracts for:

- Carlton Connect (with development partner Lendlease), targeting 6 Star Green Star Design & As-built for Commercial and 5 Star Design & As-built for student accommodation, along with operational NABERS ratings for energy and water - commencing in 2018 with expected completion in 2020
- Melbourne Conservatorium of Music (targeting 5+ Green Star Design & As-built) - under construction with completion early in 2019
- Werribee Teaching & Learning Building (targeting 5 Green Star Design & As-built) - under construction with completion early in 2019
- Western Edge BioSciences North (targeting 5 Green Star Design & As-built, and investigating options for 6 Star) - under construction with completion early in 2019

Further building sustainability achievements during the year included:

- Drafting of updates to the sustainability requirements of the University's design standards, for implementation in the first half of 2018 (a Priority Action of the Sustainability Plan)
- Commenced development of an Estate Plan, Strategic Asset Management Plan and Campus Development Framework, all of which incorporate sustainability as a key theme
- Continuing to retrofit, adapt and redevelop to rejuvenate existing parts of our campuses
- Obtaining business case approval for a new Student Precinct, which incorporates sustainability as a key theme and is aligned with the commitments of the Sustainability Charter and Plan
- In 2017, the University continued its push towards co-ordinated development of precincts rather than buildings. Work began or continued on three active precinct projects at Parkville: Carlton Connect, Melbourne School of Engineering and the New Student Precinct.



The Melbourne School of Engineering (MSE) will be the anchor tenant at Carlton Connect and is also planning for extensive work to their existing buildings on campus. Through this work we are reviewing opportunities to improve sustainability and operational outcomes by looking at the precinct as a whole, rather than each building individually.

The University is also working towards hosting Science Gallery Melbourne on the corner of Swanston and Grattan Streets at the Carlton Connect Initiative (CCI) in 2020. The Gallery will be part of a global network of science galleries with the goal of engaging 15 - 25 year olds in art and science.

Sitting between Carlton Connect and MSE will be the New Student Precinct, with early works commenced at the end of 2017. Pre-design work in 2017

included a student-led activity to define sustainability principles for the project and a detailed sustainability action plan to embed the student sustainability principles, as well as the University's requirements - including the University's plans and strategies for sustainability, biodiversity, transport, climate change resilience, and reconciliation - into project governance arrangements.

Two heritage buildings at the Southbank Campus are being adapted for reuse. Construction of the Buxton Contemporary museum of art (at the former Police Stores) began in 2016 and opened in early 2018. The former Police Stables, a new home for visual art at the Victorian College of the Arts, is due for completion in early 2018.

<sup>30</sup> <https://ourcampus.unimelb.edu.au/sustainability-commitment/green-star-communities>



Melbourne Conservatorium of Music

## MELBOURNE CONSERVATORIUM OF MUSIC

The MCM project is on track to achieve a Green Building Council of Australia 5 Star Design and As-Built rating, one of the first for the University using the new Green Star rating system. The building includes some important Environmentally Sustainable Design elements, some of which are landmark features for a University of Melbourne building.

### Efficiency

Significantly this will be the University's first all-electric large building, using a heat pump heating and cooling system. Greenhouse Gas Emissions will be reduced by 28% and peak electrical demand by 21% relative to a typical building compliant with the Building Code of Australia. The rooftop of the Ian Potter Southbank Centre (along with the adjacent roof of Building 877) will incorporate a 126kW photovoltaic array which will offset almost 30% of annual building energy consumption. The building envelope's air tightness will be tested using a whole building air pressure test and by designing sustainability for an acoustic exacting environment the mechanical systems incorporate low air velocities and pressure drops which help contribute to low energy usage. This is supplemented by real time monitoring of building energy performance. Energy efficient LED lighting will be used throughout the building.

### Sustainable building materials

The concrete structure incorporates high levels of recycled content to reduce the use of cement and embodied energy.

### Wellness

The mental health of the building's users was an important part of the design brief from the Faculty. The buildings spaces were created to celebrate beauty, and biophilic design principles are demonstrated through an extensive use of exposed timber in many areas of the building's interior. Indoor planting has been integrated into the design to help maintain good air quality and to help occupants relax and destress, low VOC paints used and increased fresh air will be delivered internally to improve indoor air quality. Drinking water points are provided throughout the building, as are entrance mats that will limit the entry of dust and contaminants into the building. Artworks from the University's collections will feature in key areas inside the building.

To limit the use of lifts, the staircases have been located and attractively designed to encourage exercise and connectivity. A new adjacent park is an important feature of the development and will provide places of quiet contemplation and retreat and easy connections to a walkable and bikeable precinct. Extensive End of Trip Facilities (EOTF) are provided in an adjacent building that includes a café, bike maintenance station, lockers and showers. Importantly this is the first purpose built stand-alone EOTF cyclist facility at the University.

### Climate change resilience

The Climate Change Adaptation Plan undertaken for the project identified a number of key risks. Notable responses include the incorporation of lighter building materials and colours to minimise urban Heat Island Effect and water activated flood barriers and the raising of critical building services at the building's ground level. The latter design features have responded to both the Southbank floodplain risk and the area's exposure to future mean sea level increases.

### 5.3 More sustainable travel and transport

Emissions from travel and transport arising from staff air travel, vehicle fleet, and student and staff commuting are a significant impact of the University. The Sustainability Plan commits to the development of a university-wide sustainable transport strategy to reduce our environmental impact from travel and transport. A draft Sustainable Transport Plan has been developed in 2017.

Air travel by staff on University business is a large component of our carbon emissions, and we are committed to reducing these emissions.

A priority action of the Sustainability Plan was to report on all air travel emissions derived from University business starting in the 2017 calendar year. In order to calculate emissions, detailed travel data was obtained from both the University’s new preferred travel booking system, Unitravel, and the previous preferred travel provider, Campus Travel. The Unitravel system was implemented gradually through the first half of the year; hence there were a significant number of flights booked through both channels.

Due to data constraints, specifically leakage of bookings to other providers, the air travel data is incomplete and the calculated flight emissions are only related to flights booked through Unitravel and Campus Travel. It is expected that uptake of the Unitravel system will increase, and hence more flight data will be captured in 2018.

**Table 7. University Business Flights in 2017**

Total Distance (passenger km)	Carbon emissions (tCO <sub>2</sub> -e)
107,095,580	24,663 <sup>31</sup>



Despite the data constraints resulting in some understating of flight emissions, it can be seen that air travel by University staff on business is our second largest source of carbon emissions, behind electricity.

The University is continually pursuing opportunities to reduce the environmental impact of our vehicle fleet. Since 2007, all motor vehicle carbon emissions have been offset. As a result of initiatives such as the car pool system and procurement of more sustainable vehicles, a 44% reduction in carbon emissions has been achieved since 2010. In 2017, the car pool service was enhanced by the addition of a van, to enable more efficient travel. It is expected that the Fleet Vehicle Policy will be reviewed in 2018.

Although the collective environmental impact of student and staff commuting is significant, the University acknowledges that it has limited control over this impact. We are, however, committed to promotion of efficient, sustainable travel. Where possible we influence and support positive changes through policy input, advocacy and collaboration with the University community, relevant institutions and authorities. We continue to improve cycle parking and end of trip facilities, and rationalisation of car parking on site is a strategic priority to 2020. Bike parks and other cyclist facilities are being installed as part of the following projects which are currently under construction:

- Southbank: Melbourne Conservatorium of Music and Building 877 - 175 bike parks, 4 showers and 15 lockers
- Parkville: Carlton Connect - 379 bike parks, 30 showers, 354 lockers
- WEBS North: 44 bike parks
- Werribee: Vet Teaching & Learning building - 24 bike parks, 360 lockers, 6 showers

<sup>31</sup> The emission factor used to calculate the total carbon emissions for flights is the average across all data for 2016, as reported in the 2016 GHGI. It is assumed that the profile of flights taken in 2017 on average were the same as those taken in 2016.

## 5.4 Addressing climate change

The University of Melbourne has some of the most highly regarded and long standing climate change research and modelling capacity in the world. The data that has been produced has informed many levels of local and international government climate change and resilience planning. This capability can be used in planning future management of campus sustainability, and transitioning campuses in a planned and strategic way to models of resilient communities.

The University's Sustainability Plan 2017–2020 commits the University to developing and implementing Climate Change Adaptation Plans (CAPs) for each University campus by 2020. These plans will review the best evidence available at the time regarding climate-related risks and opportunities. The first CAP was developed in 2015 for the Parkville campus. In 2017, a framework was created to guide the development of the remaining campus CAPs, and this work is ongoing.

### TREE TEMPERATURE VULNERABILITY ASSESSMENT

Trees are a significant feature of the University of Melbourne's Parkville Campus. They contribute to the campus character, provide shade, enhance biodiversity and help cool our campus at night. However, a significant number of the Parkville Campus' trees have exceeded the end of their useful life expectancy and many more may be at risk due to increasing temperatures.

The University of Melbourne is interested in making its Urban Forest more resilient to climate change. As such, in December 2017, a Tree Temperature Vulnerability Assessment was conducted. The assessment applied the findings of recent research undertaken by the University and other collaborators to the Parkville Campus' trees and aimed to:

- Identify which species and trees on the Parkville campus are at risk from increasing temperatures due to climate change
- Identify areas on campus with high concentrations of trees at high risk to increasing temperatures
- Identify if any of the University's 'significant trees' are at risk to increasing temperatures
- Identify species that will be suitable in a future (higher temperature) climate
- Initiate discussions about what can be done to improve the resilience of the Parkville Campus' Urban Forest

The findings of the assessment will help inform future species selections and landscape design decisions on campus. It will also contribute to part of both the upcoming Urban Forest Guidelines (an action out of the University's Biodiversity Management Plan), and the University's upcoming Climate Change Adaptation Plans.

For more information please visit the *Climate Change Adaptation and Resilience* page on the 'Our Campus' website: <https://ourcampus.unimelb.edu.au/sustainability-commitment/climate-adaptation-resilience>



## 5.5 A more sustainable supply chain

As the University grows, its supply chain grows with it. In 2017 alone we engaged approximately 12,400 suppliers, with an estimated annual spend of \$830 million. Procurement within the University is decentralised with a centre-led Procurement Services function. We purchase a wide range of goods and services supplied across five key categories: technology, property infrastructure, construction, business services and research/teaching. These categories support our primary activities of teaching, learning and research.

With such a large spend and spread of suppliers, the University can exert some influence with its suppliers. We encourage the highest standards of ethical and sustainable conduct throughout the supply chain, through centre-leadership and the provision of tools and templates for use by all undertaking procurement activity. Our efforts to promote sustainable procurement are ongoing.

A revised version of the University's Procurement Policy was implemented in June 2017. The Policy states that procurement must be conducted in an ethical, sustainable and transparent manner; and that decisions must consider economic, social and environmental impacts, and how they affect the University's financial position, reputation and progress towards sustainable development.

Given procurement is decentralised at the University, we currently assess a portion of our suppliers against social and environmental criteria where our standard templates and tools are utilised. For example, suppliers in contracts relating to cleaning and security must ensure payments made to employees cover minimum award rates.

The University has signed up to Supply Nation, an organisation established to connect members with Indigenous businesses across the country, and is developing an Indigenous Procurement Strategy.

We have also been a Fairtrade University since 2012. The consumer choices we make on campus matter. By using fair trade options, we help reduce poverty and make a real difference to the lives of farmers and to communities in the developing world. Every choice matters – and we, as a community of 58,000 consumers – could make a world of difference. The University has an active Fairtrade Steering Committee that meets quarterly to work on initiatives, including promotion of Fairtrade consideration in procurement practices.

*To see more information on our Fairtrade journey go to:  
<http://sustainablecampus.unimelb.edu.au/key-areas/fair-trade>.*



The Procurement Policy requires university staff responsible for procurement to consider:

- Minimising whole-of-life adverse environmental, social and economic impact of purchased products and services
- Reducing adverse social and environmental impacts from the supply chain by purchasing products that meet recognised environmental standards
- Taking reasonable steps to ensure that people in the supply chain are treated with respect, have adequate employment rights, and work in a safe and healthy environment
- Adoption of strategies to avoid unnecessary consumption and manage demand
- Assessment of opportunities for specifically including in tenders businesses that prioritise social and/or environmental impact, such as those that are indigenous-owned.

To help meet these requirements, and ensure that procurement processes fulfil the University's broad social and environmental obligations set out under the Sustainability Charter and Plan, a supplier code of conduct was to be implemented by the end of 2017. During the year, however, it became apparent that the Australian Government planned to legislate a Modern Slavery Act for Australia. Hence the University has decided to await the legislation before finalising the supplier code.



# 6. Supporting our students and workforce

The University of Melbourne is home to some of the best thinkers and talent in the world. Every day they add to the stock of human knowledge and, as the Growing Esteem strategy states, address the “major social, economic and environmental challenges of our time”.

We have long understood and valued the important contribution our people have made towards academic success, and we know our people are key to the University’s ongoing success into the future. They drive our brilliance in research, the student experience we provide, and they engage and connect with our community.

To continue our success, we need to support our workforce and students to thrive, manage and lead in a changing work climate. In building a modern, sustainable university, we consider the ways we work, both in terms of our organisational design and our ability to offer new, flexible career pathways which place us in the best position to attract and retain excellent people.

Key policies that enable the University to manage employment issues include the Academic Appointment Policy, Appropriate Workplace Behaviour Policy, Health & Safety Policy, and Privacy Policy. Employees are further supported with programs such as the Employee Assistance Program and the Employee Wellbeing Program.

## 6.1 Health and wellbeing

### 6.1.1 Workforce

We take the mental and physical health and safety of our employees and contractors very seriously.

The Health and Safety Risk Register allows us to record, identify and monitor all health and safety hazards and risks at the University, including those related to our laboratory and workshop operations. The Health and Safety Management Plan 2014-2019 and the Health and Safety Policy require the University to provide a safe and healthy environment for the entire campus community, inclusive of contractors and visitors.

We hold External Certification to AS4801 Occupational Health and Safety Management Systems, the National Self Insurers Audit Tool, and use our Annual Management Systems Review and Report to monitor and report progress against the objectives and targets outlined in the Health and Safety Plan 2014-2019. See the table below for a snapshot of our health and safety performance.

After reducing between 2015 and 2016, our injury and lost day rates climbed again in 2017. All significant incidents are reviewed in detail and, where appropriate, action plans put in place to minimise risk of reoccurrence

**Table 8. Occupational health and safety performance**

Occupational Health & Safety <sup>32</sup>	2015	2016	2017
Injury rates <sup>33</sup>	1.51	0.72	1.82
Lost day rate <sup>34</sup>	2,346	1,317	2,333
Work-related fatalities	0	0	0

<sup>32</sup>Injury and lost day rates are calculated by dividing the frequency of incidents by the total time worked by the total workforce in the reporting period.

Occupational disease rate is incorporated into injury rate. Workforce includes continuing, fixed-term and casual staff

<sup>33</sup> Number of injuries occurring in given calendar year resulting in claim with lost time during the given calendar year, per million hours of time worked.

<sup>34</sup> Days lost in a given calendar year due to all claims with no limit on date of injury or date of claim.





### 6.1.2 Students

Students can experience significant developmental transitions into higher education, posing challenges to their resilience, stress management and adoption and/or maintenance of healthy behaviours, such as physical activity and healthy eating. Health is an important factor for academic outcomes, with research suggesting depression is a significant predictor of lower grades and a higher probability of dropping out (Eisenberg et al, 2009<sup>35</sup>). Our student population is increasingly diverse, resulting in a need for more targeted and flexible health and wellbeing support.

We aim to support the health and wellbeing of students so they feel connected to, and engaged with, the University community, optimising their likelihood of achieving good academic outcomes and being active members of society.

As part of its services to students the University runs a Health Service with health professionals well-versed in student needs, a Counselling and Psychological Service (CAPS), Campus Community Services (housing, financial aid, safe community, sexual harassment/assault support), Student Equity and Disability Services and the Health Promotion Program. A number of student workshops/sessions are available, such as CAPS Mindfulness sessions and, in 2018, a range of health and wellbeing sessions will be available to students based on healthy eating, sexual health and other health topics.

The newly established Health Promotion Program collects quantitative data relating to the number of health/wellbeing activities and attendees, and qualitative feedback from attendees. The Health Promotion Program student health survey was administered in late 2017 and identified as key student health needs: sexual health, nutrition and mental health. Since then, working groups have been established to respond to the health needs and concerns reported by students. Through partnership with Bupa, free student health checks are being run at the Health Service from March-October 2018.

<sup>35</sup> <http://www-personal.umich.edu/~daneis/papers/MHacademics.pdf>

### 6.1.3 Safety on Campus

The University released its data<sup>36</sup> from the Australian Human Rights Commission (AHRC) survey into university student experiences of sexual assault and sexual harassment in August 2017. In all, 30,930 students from 39 Australian universities responded to the Respect. Now. Always. survey, commissioned by Universities Australia.

Vice-Chancellor of the University of Melbourne, Professor Glyn Davis said the University supported all of the recommendations made by both the AHRC and Universities Australia. Actions underway at the University of Melbourne include<sup>37</sup>:

- Formation of a Respect Taskforce to develop strategies to further improve the University's culture, policies and practices
- Rolling out online training modules to all students in 2018 covering key areas including communication and relationships, bystander intervention and importantly sexual consent
- Strengthening existing Research Higher Degree supervisor training to align with these new training materials
- Making the fact that the University finds sexual assault and sexual harassment unacceptable more visible on campuses
- Increasing student confidence in making disclosures and understanding of processes and possible outcomes
- Improving overall accountability and transparency.

<sup>36</sup> Survey results can be found here: [http://safercommunity.unimelb.edu.au/\\_data/assets/pdf\\_file/0003/2439408/ahrc-unimelb-summary-tables.pdf](http://safercommunity.unimelb.edu.au/_data/assets/pdf_file/0003/2439408/ahrc-unimelb-summary-tables.pdf)

<sup>37</sup> Respect campaign: <http://newsroom.melbourne.edu/news/respect-now-always-university-melbourne-data>

<sup>38</sup> International program to advance gender equality in academia <http://www.sciencegenderequity.org.au/athena-swan-principles/>

<sup>39</sup> National not-for-profit employer support program for LGBTI workplace inclusion <http://www.prideinclusionprograms.com.au/#>

### 6.2 Fostering inclusion

The University of Melbourne values diversity because we recognise that the differences in our people's age, race, gender, nationality, sexual orientation, physical ability and background bring richness to our work and lives. We recognise that actively promoting diversity, inclusion and access to education contributes to innovation across all academic fields, and an inclusive work culture fosters greater engagement of staff and with community. A diverse workforce that includes a range of perspectives can improve creativity and problem solving, resulting in better research outcomes and decisions.

The University of Melbourne People Strategy 2015-2020 sets out our commitments and priority actions for diversity and inclusion and is supported by the University's Appropriate Workplace Behaviour Policy, the Reconciliation Action Plan and Indigenous Employment Framework 2014-2016, which is being updated in 2018 to span 2018 to 2021.

In 2016 our Diversity and Inclusion Implementation Plan 2016 – 2020 was designed, and endorsed by the University Executive, to help us achieve these outcomes. This has led to positive initiatives being developed within academic divisions, and we have now committed to broadening and strengthening the framework.

Key focus areas include:

- Indigenous Australian staff: creating career pathways
- Female representation in academic and leadership roles within Professoriate, Leadership, University Council and STEM faculties and graduate schools: Athena SWAN program<sup>38</sup>, introduction of targets for females at Level C (Senior Research Fellow) and E (Professor) review and refresh of AWIL (Academic Women in Leadership) course content
- LGBTI+ staff: starting the consultation period across the University, and with Pride in Diversity<sup>39</sup>, working towards establishing UoM's first ever LGBTI+ Network
- Staff with mixed abilities (disability): engaging across the University to identify meaningful employment opportunities for people with mixed abilities, ensuring sufficient support and frameworks are developed and implemented along with fostering valuable partnerships with external bodies (eg. our Memorandum of Understanding with Scope)
- Workforce diversity: ensuring an inclusive workforce for all staff, inclusive of cultural and linguistically diverse staff members.

We have committed to establish a University-wide staff and student LGBTI+ network sponsored by a senior leader to drive engagement initiatives, champion role models and visibly demonstrate organisational support for LGBTI+ people. In mid-2018 we will roll out LGBTI+ awareness training across the university that will then lead into consultations to gain insights, feedback and hear from staff on their views of what the network could look like. We are aiming to launch the network in time for the LGBTI+ Midsumma Pride March early in 2019.

Our third Reconciliation Action Plan shifts in focus from six action areas (Partnerships, Cultural Recognition, Student Recruitment and Retention, Staff Employment, Teaching and Learning Strategies and Research) to a number of focused signature projects, the outcomes of which aim to achieve transformational impact. The projects will address themes of Research, Leadership, Place and Partnerships.

We also acknowledge the challenges for our female academics within STEM and are proud to be a pilot institution for the Science in Australia Gender Equity (SAGE) in the Athena SWAN gender accreditation program in Australia to significantly increase female participation in STEM subjects and careers. This initiative and accreditation program has had success in the UK over the past decade in improving career opportunities and outcomes for women in STEM. We report annually to the Workplace Gender Equality Agency (WGEA).

**Table 9. Total workforce at the University of Melbourne**

	Female	Male	Other	Total
<b>By Employment Contract</b>				
Permanent	2430	1840	2	4272
Fixed term	2223	1539	0	3762
Casual				5375
<b>Total employees</b>	<b>4653</b>	<b>3379</b>	<b>2</b>	<b>13 409</b>
<b>Continuing Employees By Employment Type</b>				
Full-time	3049	2815	0	5864
Part-time	1604	564	2	2170
<b>Total continuing workforce <sup>40</sup></b>	<b>4653</b>	<b>3455</b>	<b>2</b>	<b>8034</b>

**Table 10. New hires and turnover**

	New Hires		Turnover	
	Number	Rate <sup>41</sup>	Number	Rate
Female	229	9%	236	10%
Male	166	9%	147	8%
Other	0	0%	0	0%
<30	85	31%	64	23%
30-50	265	10%	203	8%
50+	45	3%	116	8%
<b>Total</b>	<b>395</b>	<b>9%</b>	<b>383</b>	<b>9%</b>

**Table 11. Return to work and parental leave**

	Female	Male	Other
Employees entitled to parental leave	4653	3379	2
Male	166	9%	147
Employees who took parental leave	347	105	0
Employees who returned to work after parental leave ended in 2017	325	104	0
Employees who returned to work after parental leave ended still employed 12 months later	293	96	0
Return to work rate of employees who returned to work after leave ended	94%	99%	N/A
Retention rate of employees who returned to work after leave ended	90%	91%	N/A

**Table 12. Type of employee benefit available to full-time employees**

Type of Employee Benefit		
4 weeks Annual leave	Paid Parental leave	University Fee Discount Scheme
15 days Personal/Carer's leave	Return to Work Bonus	Special Studies Program
5 days non-cumulative Carer's leave	Cultural/Ceremonial leave	Staff Education Scheme
13 weeks Long Service Leave (available at 10 years' service)	Special leave (can be used in circumstances of domestic violence)	Infectious Disease and Quarantine leave
4 additional public holidays over and above the minimum	Redundancy entitlements well above national standard	Reduced Working Week Scheme
17.5% Annual leave loading	Salary Packaging	

<sup>40</sup> The current enterprise agreement covers the entire paid workforce excluding executives.

<sup>41</sup> the "Rate" percentages are based on continuing employee figures. Continuing employees includes all full-time or fractional full-time staff (i.e. not casuals) who are not employed on fixed-term contracts, as recorded in THEMIS HR.

**Table 13. Gender and age of governance bodies and employees**

	Senior Leadership <sup>42</sup>	Senior Management	Management	Non-Management	Academic
Female	32%	42%	60%	68%	50%
Male	68%	58%	40%	32%	50%
Other	0%	0%	0%	0%	0%
<30	0%	4%	1%	13%	6%
30-50	18%	43%	63%	65%	65%
50+	82%	53%	37%	22%	29%
ATSI	0%	1%	1%	2%	1%
Disability	0%	0%	0%	0%	0%

**Table 14. Number of Women vs Men at Management, Executive and Professoriate level**

Reporting Division	Management / Executive level			Professoriate level		
	Female	Male	TOTAL	Female	Male	TOTAL
Chancellery	45	46	91	6	6	12
Faculty of Architecture, Building and Planning	2	2	4	6	17	23
Faculty of Arts	5	2	7	32	40	72
Faculty of Business and Economics	1	4	5	17	48	65
Faculty of Fine Arts and Music	2	2	4	9	5	14
Faculty of Medicine, Dentistry and Health Sciences	24	9	33	71	159	230
Faculty of Sciences	11	1	12	20	86	106
Faculty of Veterinary and Agricultural Sciences	4	4	8	3	21	24
Graduate School of Education	0	3	3	15	13	28
School of Engineering	6	2	8	7	68	75
School of Law	2	0	2	24	24	48
University Services	59	67	126			
<b>TOTAL</b>	<b>161</b>	<b>142</b>	<b>303</b>	<b>210</b>	<b>487</b>	<b>697</b>

The Appropriate Workplace Behaviour Policy outlines the University's approach to unlawful discrimination, and provides the mechanism for employees who wish to raise a concern or complaint about possible inappropriate behaviour, particularly unlawful discrimination, harassment, vilification and victimisation. The University is committed to eliminating unlawful discrimination using all reasonable and proportionate measures in accordance with relevant equal opportunity laws. The regular review of our policies and procedures ensures that the University is able to evaluate and adjust the approach in response to matters reported and feedback from employees using the process.

**The University is committed to eliminating unlawful discrimination using all reasonable and proportionate measures in accordance with relevant equal opportunity laws.**

<sup>42</sup> Council data unavailable

## 6.2.1 Access to education

The University of Melbourne has a suite of strategies and initiatives to ensure access and participation from a diverse range of students. The University collaborates with primary and secondary schools and other universities, offering a variety of on and off-campus programs; TAFEs to offer alternative pathway entries to the University; and the community to foster partnerships in support of educationally disadvantaged students. The University's priority equity groups include Indigenous students, low SES (socio-economic status) students, regional and remote students, and students with disability. Students with non-English speaking background and women in non-traditional areas of study are also supported through the wide range of services and activities at the University.

Our Access and Participation Plan 2018-2020<sup>43</sup> encompasses a suite of strategies and initiatives that can be categorised under five themes: Outreach, Access, Support, Research and Engagement:

- OUTREACH: Building awareness and aspiration for higher education
- ACCESS: Recruitment, pathways and selection mechanisms
- SUPPORT: Equality of Participation and Outcomes
- RESEARCH: Focused research on national equity priorities and issues
- ENGAGEMENT: Building socially inclusive communities and partnerships

Our Student Equity and Disability Support team provides services for students who need ongoing support with their studies. This can include:

- Alternative Exam Arrangements (AEA)
- academic support worker assistance
- equipment loans
- assistive technology
- accessible formatting
- extensions to assignments
- flexibility in attendance requirements
- accessible teaching spaces and ergonomic furniture

The Equity Innovation Grants scheme is run annually and distributes \$200,000 across the University for equity-related initiatives. Student Services and Amenities Fee (SSAF) funding is also subject to bids and funding is allocated towards priority diversity and inclusion areas as needed.

## 6.2.2 Gauging success

In 2018, a Diversity & Inclusion (D&I) Steering Group has been formed to exercise governance responsibilities in the oversight of the D&I implementation plan. Reporting into the Steering Group, a D&I Advisory Working Group has also been established. Members of the Advisory Working Group are Associate Deans of Diversity and Inclusion representing each faculty. The D&I Advisory Working Group will be responsible for tracking faculty D&I performance against agreed targets and metrics (e.g. Female promotions at level C and E, number of staff taking and returning from parental leave).

We will continue to monitor gender pay gap and report via WGEA, and to monitor and measure Indigenous employment via RAP Reporting and Governance. In addition, we will continue to monitor and report on our Disability Action Plan progress.

Our application for Bronze accreditation in the Athena SWAN Program<sup>44</sup> was submitted in March 2018. If accreditation is granted, we will work towards implementing actions as outlined within the application over the next 3 years to 2021.

We will monitor enrolment, attendance and seek feedback from participants for D&I related training such as:

- Academic Women in Leadership
- Customer Service Across Cultures
- Managing Mental Health – Managers

The University monitors access, participation, success and retention rates and ratios for its priority equity groups. Indigenous students have been a particular focus for the university in recent years, and Indigenous student participation has risen steadily since 2011, increasing by 93% to 2017.

<sup>43</sup> [https://provost.unimelb.edu.au/\\_data/assets/pdf\\_file/0005/2712893/Unimelb-Access-and-Participation-Plan-2018.pdf](https://provost.unimelb.edu.au/_data/assets/pdf_file/0005/2712893/Unimelb-Access-and-Participation-Plan-2018.pdf)

<sup>44</sup> <http://www.sciencegenderequity.org.au/what-is-athena-swan/>



### 6.3 Training for staff

To grow our capability we are investing in leadership development. Our agenda specifically focuses on the need to build a talent pool of leaders across the University who will support our future strategic endeavours. Development and career progression is critical to building an engaged workforce and this is underpinned by a performance framework for our academics, with work underway to create a similar framework for our professional staff.

### 6.4 Privacy and data protection

The University has legal obligations to protect the information privacy of all students, employees and members of public it comes into contact with. These obligations arise from the Privacy and Data Protection Act 2014 (Vic) and the Health Records Act 2001 (Vic). The University's commitment to respecting and protecting privacy is further stated in its Privacy Policy<sup>45</sup>, which takes a 'privacy by design' approach to proactively embed privacy principles and practice in everyday work. This policy applies to all employees and all areas of the University, and any person who deals with the University is entitled to expect that their personal and health information will be treated in accordance with this policy.

**Table 15. Training hours by employee category**<sup>46</sup>

Senior Leadership (Executive)	Senior Management	Management	Non-management and CSHE <sup>47</sup> non-academic staff	Academic	Total hours training provided
494	2147	11220	39073	31750	84684

**Table 16. Training hours by gender**

Female	Male	Other	Total hours training provided
55094	29393	197	84684

<sup>45</sup> Privacy website: <https://www.unimelb.edu.au/governance/compliance/privacy>

<sup>46</sup> Training hours captured in University training management system Themis and MCSHE only. It does not include all training courses undertaken

<sup>47</sup> CHSE is the Melbourne Centre for the Study of Higher Education



The University is embedding a culture of 'Data as an Asset.' Handling information appropriately is core to valuing it. Trust from the University community is essential to enabling the University to conduct innovative, data-driven work. A failure to protect data appropriately would set back this agenda.

A data-breach of personal information, for instance student records, could have adverse effects for the individuals whose information is made available including reputational harm.

The University employs numerous information (data protection) security controls including:

- Information Security policies and supporting processes
- Protective measures to defend against:
  - Unauthorised access to information
  - Unauthorised traffic flows
  - Scam emails entering the corporate email system
  - The execution of malicious code on servers and desktops

- Detective measures to identify risks to data and breach of policy such as but not limited to:

- Security risk assessments to ensure new technology, new suppliers of services or changes to technical infrastructure have adequate security controls
- Continuous monitoring of key assets for anomalies

The privacy and security teams regularly assist faculty and research initiatives by providing expert advice when requested. Faculties, graduate schools and researchers are engaged when deploying new security measures. In addition, all staff complete mandatory training on managing information, which covers record keeping and privacy obligations.

The effectiveness of the privacy and data security programs are continually evaluated, and findings are reported to senior management.

# 7. A shared vision

## 7.1 Our approach

Since its founding, the University has held engagement as central to its values and purpose, ensuring that its ethos as a public-spirited institution finds expression through all of its endeavours. Engagement has become increasingly important to the success of the University. Relationships with partners beyond the campus including industry, cultural institutions, government, public policy-makers, Indigenous communities, and local-to-campus communities enable us to amplify our impact as an educational and research organisation. Our commitment to engagement is underscored by our engagement strategy, *Engagement at Melbourne 2015–2020*<sup>48</sup>.

To enhance its engagement capability, the University is:

- piloting a professional development program to support academic staff to assess their strengths and weaknesses in this area. Additional modules are planned to address capability areas identified by staff in the pilot as needing strengthening.
- working on a partnership mapping and management process
- developing RIC (Research, Innovation & Commercialisation) structure and capability to better support partnerships and industry collaboration.
- involving external partners and stakeholders in regular working groups and information forums e.g. Traditional Owners & Elders Reference Group (TOERG).
- actively monitoring and reporting progress towards achieving the objectives outlined in *Engagement at Melbourne 2015–2020* each year.



*Penny Wong, Senator for South Australia addresses the Pathways to Politics Fellows for 2017*

## 7.2 Keystone engagement programs

Our keystone engagement programs (KEPs) involve collaborative work with local and Indigenous communities and cultural and policy-focused organisations. The programs largely build on established efforts and relationships, with some representing new endeavours for the University. All programs are developed in collaboration with stakeholders and external partners to ensure the focus remains on mutually beneficial program outcomes.

<sup>48</sup> [https://about.unimelb.edu.au/\\_data/assets/pdf\\_file/0021/15348/Engagement-at-Melbourne-2.pdf](https://about.unimelb.edu.au/_data/assets/pdf_file/0021/15348/Engagement-at-Melbourne-2.pdf)



**Table 16: Sustainability-related achievements enabled by the KEPs in 2017**

Keystone engagement program	2017 achievements
<b>Engaged campus neighbourhoods</b>	<p>In collaboration with Carlton Local Agencies and the City of Melbourne, students and local residents connected through Book Fairs, Neighbour Day, a regular on-campus farmers market and local food security programs. Our Ian Potter Neighbourhood Night again welcomed local residents onto campus to enjoy an evening at the Gallery. The 2017 Melbourne Engagement Grants awarded 32 grants across the institution to further the University's engagement priorities. Seven of the grants were awarded across areas such as reducing food waste, providing legal education to refugees, and exploring student engagement opportunities in the Goulburn Valley.</p>
<b>Goulburn Valley</b>	<p>Collaborative activities undertaken in 2017:</p> <ul style="list-style-type: none"> <li>• Shepparton Arts Museum learning partnership: established an interdisciplinary platform for impact research on culture-led social inclusion and economic diversification.</li> <li>• Rural Medical Training School: the MDHS Department of Rural Health established a regional training hub for junior doctors in Shepparton</li> <li>• Academy of Sport, Health and Education (ASHE): A partnership between Rumbalara Football and Netball Club (RFNC) and the University to provide education and cultural support for young Indigenous people, creating pathways to further education and employment.</li> <li>• Dungala Kaiela Oration - an annual celebration of Indigenous cultural identity, delivered by Professor Marcia Langton AM</li> <li>• Innovation Seed Funding secured for a pilot project exploring land-use change from fruit to vegetable growing in the Goulburn Valley as a response to climate change. This has potential impact for food security, jobs, sustainability and economic growth in the region</li> </ul>
<b>Cultural impact</b>	<p>The <i>Refuge</i> partnership between Arts House (City of Melbourne), University of Melbourne and a number of climate and emergency services agencies explored how art and arts practices can contribute to resilience in the face of climate change emergencies such as flood, heat-wave or pandemic. The Research Unit in Public Cultures (RUPC) is developing a research project exploring the processes and outcomes of this innovative work.</p>
<b>Reconciliation Action Plan</b>	<p>The University's Reconciliation Action Plan 2015-2017 (RAP 2) outlines 57 targets and measures to realise the organisation's vision for reconciliation. Of these targets and measures, 36 have been met with a further 17 commenced. Overall, Indigenous student and staff numbers have increased, although some targets are still outstanding. The University's RAP 3 (April 2018 – December 2022) will be launched early 2018</p>

### 7.3 Other engagement objectives

Our Sustainability Plan outlines our ambition to assist professionals to transition into areas of public priority, make our sustainability expertise publicly accessible, develop frameworks for reporting on the strategic impact of our partnerships, and more. Progress against these targets and objectives are presented in the table below.



**Table 17. Sustainability Plan 2017-2020 engagement progress**

Explore the potential for an advanced leadership program to assist established professionals to transition their careers toward areas of public priority, including those redressing complex social and environmental challenges.	A renewed focus will be brought to this project in 2018.
Make publicly accessible the University’s sustainability expertise and resources, engaging the public in our work to address sustainability challenges.	The University continues to host and publicise University events addressing sustainability issues, particularly through the Melbourne Sustainable Society Institute. The University’s brand campaign highlighted our research in the area of sustainability. Sustainability was also addressed through cultural programs, for example the EXIT exhibition at the University’s Ian Potter Museum of Art.
Articulate a social compact that expresses the University’s commitment to developing relationships with communities of place and interest, providing a framework for engagement and setting core principles for developing mutually beneficial, multilateral partnerships.	While the concept of developing a formal social compact has been discontinued, extensive work has continued throughout the organisation to develop relationships with communities of place and interest.
Develop a framework for understanding and reporting on the value and impact of strategic partnerships for the University and its partners	Work on the framework has commenced and will continue into 2018.
Establish a Sustainability Excellence Award open to students and staff	The Green Impact Awards were established during 2017 (see Section 4.1)

### 7.4 Our role as a convener

We believe one of the greatest impacts we can make in sustainable development is through our role as a convener. With our vast stakeholder network cutting across the public, private and international sectors, we have the ability to bring together an array of thought leaders, policy makers, bright minds of industry and academic experts to advance the sustainability agenda.

The University has played host to a number of events this year, most notably the Ecocity World Summit and Research Roundtable. This was a collaboration between the Melbourne Sustainable Society Institute and Western Sydney University’s Institute for Culture and Societies.

Nearly 1,000 delegates from over 30 countries delivered and engaged with 300 presentations on many conceptual and practical aspects of sustainable urbanism.

The Former United States Vice President, Honourable Al Gore Al Gore, was Principal Speaker and gave a stirring address to an audience of over 2,000. Conversations between educators, researchers, business leaders and community and government representatives reverberated throughout the Summit, with ideas, debates and collaborations generated both within and out of sessions.

## RESEARCH ROUNDTABLE

The Research Roundtable was hosted by the University of Melbourne (Melbourne Sustainability Society Institute (MSSI)) in honour of a visit by the Honourable Al Gore, former US Vice President. It was held at the University of Melbourne on 13 July 2017, coinciding with the Ecocity Summit 2017, and brought together representatives from Australian and foreign national, state and local governments and parliaments, Australian universities, international organisations, business and NGOs.

Professor Robyn Eckersley, expert on international climate agreements from the University of Melbourne, chaired the Roundtable, keeping the focus on implementing the Paris Agreement commitments and building ambition. She defined the purpose of the roundtable as 'unearthing big ideas', 'plugging gaps' and 'opening new opportunities' for implementing the Paris Agreement. Four themes were explored through specific discussion questions.

*Achieving the Paris Agreement goals – monitoring, reporting and verification*

*Accelerating the action of cities and states/provinces*

*Strengthening Paris Agreement implementation by nations, cities and states/provinces through rapid policy sharing*

*Achieving and financing global zero carbon energy systems*

Each theme was discussed in the context of opportunities, gaps and ideas. By leveraging the diverse perspectives in the room, the Roundtable raised some powerful ideas to drive the Paris agreement forward.

- **Live emissions tracking:** In Australia, emissions data can be six to 12 months old. The means and methods for open-source, open-data live emissions tracking exist and could help to drive awareness and public support.
- **Uber electricity:** With increased battery storage technology and availability, plus the decreasing cost of renewable energy, a peer-to-peer sharing platform for electricity could be envisaged.
- **Build the networks and capabilities among national and state governments around the world to share knowledge and successful practices**



While being hosted by the University of Melbourne, Honourable Mr Gore was awarded an Honorary Doctor of Laws by the University for his efforts to tackle climate change, and also delivered a presentation on the impacts and solutions to the climate crisis. Mr Gore has an ongoing relationship with the University and, in particular, the Melbourne Sustainable Society Institute. Professor Don Henry, a Melbourne Enterprise Professor in Environmentalism, is a member of the Board of Directors of Mr Gore's 'The Climate Reality Project' and serves as a key climate advisor to Mr Gore.

## 7.5 Stakeholder engagement

A key measure of our sustainability performance is the impact we have on our stakeholders. The University proactively engages with and seeks feedback from stakeholders to determine how we impact them, the issues most important to them, and how we can work together to maximise our relationship.

Stakeholders are identified based on their interest in and ability to influence our sustainability performance. In 2017, we engaged with our stakeholders in a number of ways, detailed below.

**Table 18. Stakeholders and issues raised**

Stakeholder group	How we engage	Frequency	Key issues raised	Was any engagement with this group undertaken as part of developing this report?
<b>Students</b>	Student surveys Sustainability Advocates Forum Website Events	Biennial Ongoing	Responsible investment Action on climate change Student wellbeing Campus sustainability initiatives and engagement	Student representatives were invited to a materiality workshop
<b>Staff</b>	Staff surveys Sustainability Advocates Forum Website Events	Ongoing	Staff engagement and wellbeing Diversity and inclusion Maintaining a sustainable campus	Materiality interviews, Materiality workshop, context, data requests
<b>Suppliers</b>	Contractual management processes Tender processes	Ongoing	Supply chain impacts Sustainable campus operations	
<b>Alumni</b>	Email communications Alumni publications Website	Ongoing	Sustainability research and innovation Graduate employment Responsible investment	
<b>Governments</b>	Meetings Annual Reporting	Ongoing Annual	Building a connected community Access to education	Materiality interviews
<b>Industry</b>	Contractual management processes Meetings Website	Ongoing	Sustainability and research innovation Graduate employment	Materiality interviews
<b>Local communities</b>	Events Research Website	Ongoing		Invited to a materiality interview (City of Melbourne)
<b>Prospective students</b>	Events Website	Ongoing		
<b>Prospective staff</b>	Events Website	Ongoing		

## 7.6 Our reporting

GRI Standards hold that reporters should define report content according to four key principles: stakeholder inclusiveness, sustainability context, materiality, and completeness.

We identified that most of our material issues have remained constant, however some issues have become more prominent in the last 12 months. Climate change, diversity and inclusion, and student and staff engagement in sustainability consistently feature among our most material impacts, while political issues related to developments in procurement and supply chain standards, and sexual harassment on campus now form a central dimension of our sustainability context.

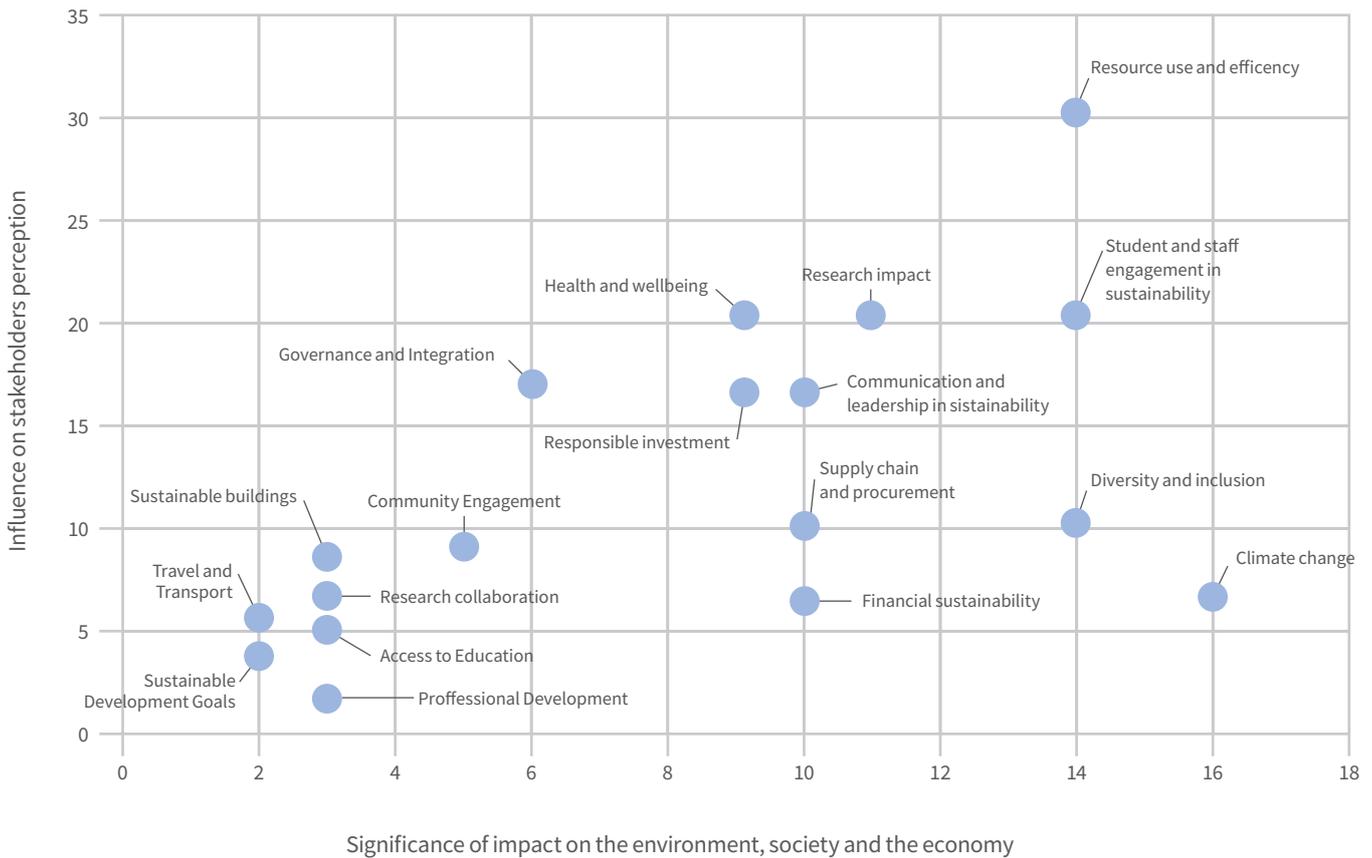
To read more about how the University is addressing student safety and ethical procurement, please see sections 6.1.3 and 5.5 respectively.

In preparation for this report, we sought the views of a range of internal and external stakeholders to establish and validate our most material impacts. Through interviews with selected stakeholders and subsequent internal review and discussion we refined the list of issues we deemed to be material. In determining our material issues we were guided by the GRI Reporting Principles, including of materiality and sustainability context.

Validated issues were prioritised by the internal sustainability team by rating the significance of the impact described and the ability for the issue to influence stakeholder perception of the University. Our materiality matrix is presented below.

Topic Boundaries were defined according to the relationship of the university to the economic, environmental and social impacts. We believe our report provides sufficient coverage of our material topics and their Boundaries to reflect our significant economic, environmental, and social impacts, and to enable stakeholders to assess our sustainability performance over the past 12 months.

**Figure 2: Graphical representation of influence and significance of identified material topics**



## 7.7 Our material issues

Table 19. 2017 material topics

Material topic	Description	Boundary	Report section
<b>Resource use and efficiency</b>	How the University manages energy, water and waste to minimise its environmental footprint	University campuses	5.1
<b>Student and staff engagement in sustainability</b>	How the University engages students and staff in sustainability and embeds sustainability knowledge and skills into curricula	Students and staff on campus	4.1 and 4.2
<b>Research impact and collaboration</b>	How the University translates its research into meaningful impacts for society and leverages collaboration to support sustainable development	University campuses and broader society	4.4
<b>Health and wellbeing</b>	How the University supports the health and wellbeing of its staff and students	Students and staff on campus	6.1
<b>Communication and leadership in sustainability</b>	How the University communicates its position on sustainability and takes a leadership role in the community	University campuses and broader society	4.3
<b>Responsible investment</b>	How the University manages its investment portfolio responsibly, taking into account fossil fuel divestment, human rights due diligence and transparency in reporting	Factories and sites where investee companies operate	4.5
<b>Diversity and inclusion</b>	How the University promotes diversity and inclusion of staff and students	Staff and students on campus	6.2
<b>Governance and integration</b>	How the University coordinates and integrates its sustainability strategy across faculties and graduate schools	University campuses	3.3
<b>Climate change</b>	How the University is addressing and preparing for climate change	University campuses	5.4
<b>Supply chain and procurement</b>	How the University ensures its supply chain is free from harmful environmental and social impacts	Factories and sites where products are made, especially those deemed to be high risk of negative impacts	5.5
<b>Financial sustainability</b>	How the University responds to a changing funding landscape to ensure financial sustainability	University campuses	Annual report, Financial Sustainability section
<b>Community engagement</b>	How the University engages with stakeholders and supports local communities	Local communities and University stakeholders	7.2 and 7.5
<b>Sustainable buildings</b>	How the University is working to minimise the environmental footprint of its buildings	University campuses	5.2
<b>Access to education</b>	How the University promotes access to education for disadvantaged students	Disadvantaged students in Victoria	6.2.1
<b>Travel and Transport</b>	How the University encourages and supports students and staff to minimise emissions from travel and transport	Atmospheric emissions	5.3
<b>Sustainable Development Goals</b>	How the University aligns its sustainability efforts with the Sustainable Development Goals	Varies for each SDG	Throughout report
<b>Professional development</b>	How the University develops staff and promotes skills in sustainability	Staff and students on campus	6.3

**Table 20. 2016 material topics not identified by stakeholders as priority material topics in 2017**

2016 Material topic	2017 Material topic
<b>Campus development</b>	Student and staff engagement in sustainability
<b>Governance</b>	Governance and integration
<b>Culture change</b>	Cultural change to support sustainability is not identified as a separate issue in 2017, but is demonstrated through the initiatives, activities and performance reported
<b>Building resilient communities</b>	Community engagement
<b>Sustainability research and innovation</b>	Research impact
<b>Digital innovation</b>	Not identified as an individual material topic in 2017
<b>Graduate employment and attributes</b>	Addressed by the University but not identified as a material issue in this context in 2017



# 8. Appendix: GRI content index

GRI Standard	Disclosure	Reference or response	UNGC Principles	SDGs	Reference (page)
<b>General Disclosures</b>					
<b>GRI 102: General Disclosures 2017</b>	102-1 Name of the organisation	1.1 About this report			Page 4
	102-2 Primary brands, products and services	1.2 The University of Melbourne			Page 4
	102-3 Location of headquarters	1.2 The University of Melbourne			Page 4
	102-4 Location of operations	1.2 The University of Melbourne			Page 4
	102-5 Ownership and legal form	1.2 The University of Melbourne			Page 4
	102-6 Markets served	1.2 The University of Melbourne			Page 4
	102-7 Scale of the organisation	1.2 The University of Melbourne revenue can be found in the 2017 Annual Report, page 110			Page 4
	102-8 Information on employees and other workers	6.2 Fostering inclusion, Table 9	6. The elimination of discrimination in respect of employment and occupation		Page 39
	102-9 Supply chain	5.5 A more sustainable supply chain			Page 34
	102-10 Significant changes to the organisation and its supply chain	There were no significant changes to the organisation or supply chain in the reporting period			
	102-11 Adoption of the precautionary approach	The University adopts the precautionary principle in its approach to climate change risk management			
	102-12 External initiatives	3.5 Associations, Table 1		17. Partnerships for the goals	Page 10
	102-13 Memberships of associations	3.5 Associations, Table 1		17. Partnerships for the goals	Page 10
	102-14 Statement from senior decision maker	Message from the Vice Chancellor			Page 2
	102-16 Values, code of conduct and code of ethics	1.3 Our values and principles			Page 4
	102-18 Governance structure	3.2 Sustainability governance			Page 8
	102-40 Stakeholder groups engaged	7.5 Stakeholder engagement, Table 18			Page 48
	102-41 Collective bargaining agreements	6.2 Fostering inclusion, footnote reference	3. Uphold freedom of association and the right to collective bargaining		Page 39
	102-42 Identifying and selecting stakeholder groups	7.5 Stakeholder engagement			Page 48
	102-43 Approach to stakeholder engagement	7.5 Stakeholder engagement, Table 18			Page 48
102-44 Key topics and concerns raised	7.5 Stakeholder engagement, Table 18			Page 48	

GRI Standard	Disclosure	Reference or response	UNGC Principles	SDGs	Reference (page)
<b>General Disclosures</b>					
<b>GRI 102: General Disclosures 2017</b>	102-45 Entities included in the consolidated financial statements	See 2017 Annual Report, page 98			
	102-46 Defining report content and topic boundaries	7.6 Our reporting			Page 49
	102-47 List of material topics	7.7 Our material issues, Table 19			Page 50
	102-48 Restatements of information	There are no restatements of information in this report			
	102-49 Changes in reporting	7.7 Our material issues, Table 20			Page 51
	102-50 Reporting period	1.1 About this report			Page 4
	102-51 Date of most recent previous report	1.1 About this report			Page 4
	102-52 Reporting cycle	1.1 About this report			Page 4
	102-53 Contact point for questions	1.1 About this report			Page 4
	102-54 Claims of reporting in accordance with the GRI Standards	1.1 About this report			Page 4
	102-55 GRI content index	8. Appendix GRI Content Index			Page 52
	102-56 External assurance	This report is not externally assured			
<b>Resource use and efficiency</b>					
<b>GRI 103: Management Approach 2017</b>	103-1 Explanation of the material topic and its Boundaries	5. A more sustainable campus 5.1 Using resources wisely 7.7 Our material issues, Table 19		13. Climate Action	Pages 22-23, 50
	103-2 The management approach and its components	5.1.1 Energy management 5.1.2 Carbon emissions 5.1.3 Waste 5.1.4 Water			Pages 23-29
	103-3 Evaluation of the management approach	5.1.1 Energy management 5.1.2 Carbon emissions 5.1.3 Waste 5.1.4 Water			Pages 23-29
<b>GRI 302: Energy 2017</b>	302-1 Energy consumption within the organisation	5.1.1 Energy management, Energy consumption, Table 3	9. Encourage the development and diffusion of environmentally friendly technologies	7. Affordable and clean energy 13. Climate action	Page 26
	302-4 Energy intensity	5.1.1 Energy management, Energy consumption, Table 3	7. Support a precautionary approach to environmental challenges		Page 26
<b>GRI 303: Water 2017</b>	303-1 Water withdrawal by source	5.1.4 Water, Table 6	8. Undertake initiatives to promote greater environmental responsibility	6. Clean water and sanitation	Page 29
	303-3 Water recycled and reused	5.1.4 Water		6. Clean water and sanitation	Page 28
<b>GRI 305: Emissions 2017</b>	305-1 Direct (Scope 1) GHG emissions	5.1.2 Carbon emissions, Table 4	8. Undertake initiatives to promote greater environmental responsibility	13. Climate action	Page 27
	305-2 Energy indirect (Scope 2) GHG emissions	5.1.2 Carbon emissions, Table 4	8. Undertake initiatives to promote greater environmental responsibility	13. Climate action	Page 27
	305-3 GHG emissions intensity	5.1.2 Carbon emissions, Table 4		13. Climate action	Page 27
	305-5 Reduction of GHG emissions	5.1.1 Energy management		7. Affordable and clean energy	Page 23
<b>GRI 306: Effluents and waste 2017</b>	306-2 Waste by type and disposal method	5.1.3 Waste, Table 5		12. Responsible consumption and production	Page 28

Material Topics				
<b>Student and staff engagement in sustainability</b>				
<b>GRI 103: Management Approach 2017</b>	103-1 Explanation of the material topic and its Boundaries	4. Shaping tomorrow's world 7.7 Our material issues, Table 19	11. Sustainable cities and communities	Pages 12 - 15, 50
	103-2 The management approach and its components	4.1 Engaging staff and students in sustainability 4.2 Education for sustainable development		Pages 12 - 15
	103-3 Evaluation of the management approach	To be provided in 2018 Sustainability Report		
<b>Research impact and collaboration</b>				
<b>GRI 103: Management Approach 2017</b>	103-1 Explanation of the material topic and its Boundaries	4.4 Research for sustainable development 7.7 Our material issues, Table 19	9. Industry, innovation and infrastructure 17. Partnerships for the goals	Page 17, 50
	103-2 The management approach and its components	4.4 Research for sustainable development		Page 17
	103-3 Evaluation of the management approach	4.4 Research for sustainable development		Page 18
<b>Health and wellbeing</b>				
<b>GRI 103: Management Approach 2017</b>	103-1 Explanation of the material topic and its Boundaries	6.1 Health and wellbeing 7.7 Our material issues	3. Good health and well-being	Pages 36 - 38, 50
	103-2 The management approach and its components	6.1 Health and wellbeing		Pages 36 - 38
	103-3 Evaluation of the management approach	6.1.1 Workforce		Page 36
<b>GRI 403: Occupational Health and Safety 2017</b>	403-2 Types of injury and rates of injury, occupational diseases, lost days, and absenteeism, and number of work-related fatalities	6.1.1 Workforce, Table 8 Injuries include all first aid and more serious injuries. Absenteeism data was unavailable for 2017	3. Good health and well-being	Page 36
<b>Communication and leadership in sustainability</b>				
<b>GRI 103: Management Approach 2017</b>	103-1 Explanation of the material topic and its Boundaries	4.3 Communicating our sustainability message 7.7 Our material issues, Table 19		Page 17, 50
	103-2 The management approach and its components	4.3 Communicating our sustainability message		Page 17
	103-3 Evaluation of the management approach	4.3 Communicating our sustainability message		Page 17
<b>Responsible investment</b>				
<b>GRI 103: Management Approach 2017</b>	103-1 Explanation of the material topic and its Boundaries	4.5 Our approach to responsible investment 7.7 Our material issues, Table 19	13. Climate action	Page 21, 50
	103-2 The management approach and its components	4.5 Our approach to responsible investment		Page 21
	103-3 Evaluation of the management approach	This will be evaluated through the implementation of the Sustainability Investment Framework		Page 21

Material Topics				
Diversity and inclusion				
<b>GRI 103: Management Approach 2017</b>	103-1 Explanation of the material topic and its Boundaries	6.2 Fostering inclusion 6.2.1 Access to education 7.7 Our material issues, Table 19	4. Quality education 5. Gender equality 10. Reduced inequalities	Page 38 - 41, 50
	103-2 The management approach and its components	6.2 Fostering inclusion 6.2.1 Access to education		Page 38 - 41
	103-3 Evaluation of the management approach	6.2.2 Gauging success		Page 41
<b>GRI 401: Employment 2017</b>	401-1 New employee hires and employee turnover	6.2 Fostering inclusion, Table 10		Page 39
	401-2 Benefits provided to full-time employees that are not provided to temporary or part-time employees	6.2 Fostering inclusion, Table 12		Page 39
	401-3 Parental leave	6.2 Fostering inclusion, Table 11		Page 39
<b>GRI 405: Diversity and Equal Opportunity</b>	405-1 Diversity of governance bodies and employees	6.2 Fostering inclusion, Table 13	5. Gender equality	Page 40
Governance and integration				
<b>GRI 103: Management Approach 2017</b>	103-1 Explanation of the material topic and its Boundaries	3.3 Aligning our governance processes 7.7 Our material issues, Table 19		Page 8, 50
	103-2 The management approach and its components	3.3 Aligning our governance processes		Page 8
	103-3 Evaluation of the management approach	3.3 Aligning our governance processes		Page 8
Climate change				
<b>GRI 103: Management Approach 2017</b>	103-1 Explanation of the material topic and its Boundaries	7.7 Our material issues, Table 19	13. Climate action	Page 50
	103-2 The management approach and its components	5.4 Addressing climate change		Page 33
	103-3 Evaluation of the management approach	5.1 Using resources wisely		Pages 23 - 29
Supply chain and procurement				
<b>GRI 103: Management Approach 2017</b>	103-1 Explanation of the material topic and its Boundaries	5.5 A more sustainable supply chain 7.7 Our material issues, Table 19	8. Decent work and economic growth	Page 34, 50
	103-2 The management approach and its components	5.5 A more sustainable supply chain		Page 34
	103-3 Evaluation of the management approach	To be provided in 2018 Sustainability Report		

Material Topics				
Financial sustainability				
<b>GRI 103: Management Approach 2017</b>	103-1 Explanation of the material topic and its Boundaries	2017 Annual Report, Financial Sustainability, page 69		
	103-2 The management approach and its components	2017 Annual Report, Financial Sustainability, page 69		
	103-3 Evaluation of the management approach	2017 Annual Report, Financial Sustainability, page 69		
Community engagement				
<b>GRI 103: Management Approach 2017</b>	103-1 Explanation of the material topic and its Boundaries	7. A shared vision, 7.1 Our approach 7.7 Our material issues, Table 19	11. Sustainable cities and communities	Page 44, 50
	103-2 The management approach and its components	7. A shared vision		Page 44 - 49
	103-3 Evaluation of the management approach	7.2 Keystone engagement programs		Page 44 - 45
<b>GRI 203: Indirect Economic Impacts 2017</b>	203-1 Infrastructure investments and services supported	5.2 Improving our built environment		Page 30
Sustainable buildings				
<b>GRI 103: Management Approach 2017</b>	103-1 Explanation of the material topic and its Boundaries	5.2 Improving our built environment 7.7 Our material issues, Table 19	9. Industry, innovation and infrastructure	Page 30, 50
	103-2 The management approach and its components	5.2 Improving our built environment		Page 30
	103-3 Evaluation of the management approach	5.2 Improving our built environment		Page 30
Access to education				
<b>GRI 103: Management Approach 2017</b>	103-1 Explanation of the material topic and its Boundaries	6.2 Fostering inclusion 7.7 Our material issues, Table 19	4. Quality education 10. Reduced inequalities	Page 38, 50
	103-2 The management approach and its components	6.2.1 Access to education		Page 41
	103-3 Evaluation of the management approach	6.2.2 Gauging success		Page 41

Material Topics				
Travel and transport				
<b>GRI 103: Management Approach 2017</b>	103-1 Explanation of the material topic and its Boundaries	5.3 More sustainable travel and transport 7.7 Our material issues, Table 19	13. Climate action	Page 32, 50
	103-2 The management approach and its components	5.3 More sustainable travel and transport		Page 32
	103-3 Evaluation of the management approach	5.3 More sustainable travel and transport		Page 32
Sustainable Development goals				
<b>GRI 103: Management Approach 2017</b>	103-1 Explanation of the material topic and its Boundaries	3.4 Commitment to the Sustainable Development Goals 7.7 Our material issues, Table 19		Page 10, 50
	103-2 The management approach and its components	SDG references throughout this table indicate where the University is making an impact towards the SDGs		
	103-3 Evaluation of the management approach	3.4 Commitment to the Sustainable Development Goals		Page 10
Professional development				
<b>GRI 103: Management Approach 2017</b>	103-1 Explanation of the material topic and its Boundaries	6.3 Training for staff 7.7 Our material issues, Table 19		Page 42, 50
	103-2 The management approach and its components	To be provided in 2018 Sustainability Report		
	103-3 Evaluation of the management approach	6.3 Training for staff, Tables 15 and 16		Page 42

# 9. Appendix: Sustainability Plan achievements

	Sustainability Plan Targets	Reference
<b>Research</b>	Equip ourselves to be a prominent actor in annual global sustainability policy development	4.4 Research for sustainable development, pages 17 - 19
	Develop industry partnerships that emphasise our resources for sustainability research including the campus as a living laboratory	7.1 Our approach, page 44
	Ensure strong research links to campus sustainability operations and planning	Throughout, including 4.4, 5 and 7
	Communicate University sustainability research knowledge to the broader community	4.4 Research for sustainable development, pages 17 – 19 and 7.2 Keystone engagement programs, pages 44, 45
<b>Teaching and Learning</b>	By 2020, all undergraduate degree programs can demonstrate (at the course and/or major level) that core and compulsory curriculum enable students to understand and apply sustainability knowledge and values to practice in their field, consistent with the Melbourne graduate attributes	4.2 Education for sustainable development, page 15
	Increase the number of University of Melbourne graduates who can demonstrate a specialisation in environment and sustainability as defined by the National Learning and Teaching Academic Standards Statement for Environment and Sustainability, thereby contributing to their employability	4.1 Engaging staff and students in sustainability, pages 12 – 14 and 4.2 Education for sustainability, pages 15, 16
	Evidence of increased student engagement with organisations positively contributing to sustainability through work integrated and classroom activities	4.1 Engaging staff and students in sustainability, pages 12 – 14 and 4.2 Education for sustainability, pages 15, 16
<b>Engagement</b>	Ensure the University’s convening power is used to bring together policy leaders, industry and academic experts to advance issues of sustainability	7.4 Our role as a convenor, pages 46 - 48
	Deeply embed sustainability considerations within the six University-wide Keystone Engagement Programs of the Engagement Strategy	7.2 Keystone engagement programs, pages 44, 45
<b>Governance</b>	Ensure that sustainability remains enshrined at the highest level of University strategies	3. Our approach to sustainability, pages 8 - 10
	Report annually and publicly on the University’s sustainability impacts and performance using global best practice standard	1.1 About this report, page 4
	Uphold the principle of stakeholder inclusiveness in our reporting and decision making processes	7.5 Stakeholder engagement and 7.6 Our reporting, pages 48, 49
<b>Operations</b>		
<b>Energy &amp; Emissions</b>	Achieve carbon neutrality before 2030	5.1 Using resources wisely, pages 23 - 29
	Achieve zero net emissions from electricity by 2021	5.1.1 Energy management, pages 23 – 26 and 5.1.2 Carbon emissions, page 27
	Reduce emissions by 20,000 tonnes of carbon per year by 2020 through on-campus energy projects	5.1.1 Energy management, pages 23 - 26
<b>Water</b>	Reduce mains water usage by floor area by 12% from 2015 baseline by 2020	5.1.4 Water, pages 28, 29
<b>Waste and recycling</b>	Reduce waste to landfill to 20kg per person by 2020	5.1.3 Waste, page 28

	Sustainability Plan Targets	Reference
<b>Travel and transport</b>	Complete a Sustainable Transport Strategy for all University campuses by end-201	5.3 More sustainable travel and transport
	Offset staff air travel emissions – 50% by 2018, 100% by 2020	5.3 More sustainable travel and transport
	Reduce air travel emissions per staff member by 5 to 10% for international, 10% for domestic by 2020	5.3 More sustainable travel and transport
	Reduce fuel emissions from fleet vehicles by 25% from the 2015 baseline by 2020	5.3 More sustainable travel and transport
	Offset 100% of remaining fleet emissions annually	5.3 More sustainable travel and transport
	Reduce the University's car fleet by 20% from 2015 baseline by 2020	Will be reported in 2018
	Replace 10% of University car parking spaces with bicycle parking by 2018	5.3 More sustainable travel and transport
<b>Biodiversity</b>	Publish a university-wide Biodiversity Management Plan by March 2017	5.1.5 Biodiversity, page 29
	Establish biodiversity baseline data for Parkville and Southbank campuses by mid-2017	5.1.5 Biodiversity, page 29
	Establish biodiversity baseline data for the remaining campuses by end-2018	5.1.5 Biodiversity, page 29
	Complete campus-specific plans and commence implementation by end-2020	5.1.5 Biodiversity, page 29
<b>Sustainable Buildings and Communities</b>	Maintain minimum five-star Green Star 'Design and As Built' rating (or equivalent) for all new buildings, achieving a minimum six-star or equivalent by 2020	5.2 Improving our built environment, page 30
	Achieve Green Star Communities accreditation for the Parkville Campus by mid-2017	5.2 Improving our built environment, page 30
<b>Climate adaption and resilience</b>	Develop and implement Climate Adaptation Plans for each University campus by 2020	5.4 Addressing climate change, page 33
<b>Goods and services</b>	Develop and implement a Supplier Code of Conduct by March 2017	5.5 A more sustainable supply chain, pages 34, 35
	Achieve commitments under the University's Fair Trade certification	5.5 A more sustainable supply chain, pages 34
<b>Campus engagement</b>	Awareness: increase staff/student 'level of awareness in University sustainability issues' to over 15% with high level of awareness and 70% with moderate awareness or higher	4.1 Engaging staff and students in sustainability, pages 12 – 14
	Participation: Increase staff/student 'level of participation in Sustainability initiatives	4.1 Engaging staff and students in sustainability, pages 12 – 14
	Action: Increase staff/student 'personal undertaking of sustainability activities'	4.1 Engaging staff and students in sustainability, pages 12 – 14
	Perception: Increase staff/student satisfaction with University efforts' in each of the surveyed fields	4.1 Engaging staff and students in sustainability, pages 12 – 14
<b>Investments</b>	By 2021 the University's investment portfolio will: - Have divested from, or be in the process of divesting from within a reasonable period, any material holdings that do not satisfy the requirements of the University's sustainable investment framework for managing material climate change risk - Incorporate a meaningful allocation of impact investments in the strategic asset allocation, potentially in partnership with peer organisations	4.5 Our approach to responsible investment, page 21
	Establish a separate specific investment fund where a donor wishes to stipulate (subject to certain conditions) investment parameters for their endowment that are not accommodated through the existing portfolio	Will be addressed in 2018
	Become a direct signatory to the United Nations Principles for Responsible Investment	Will be addressed in 2018



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