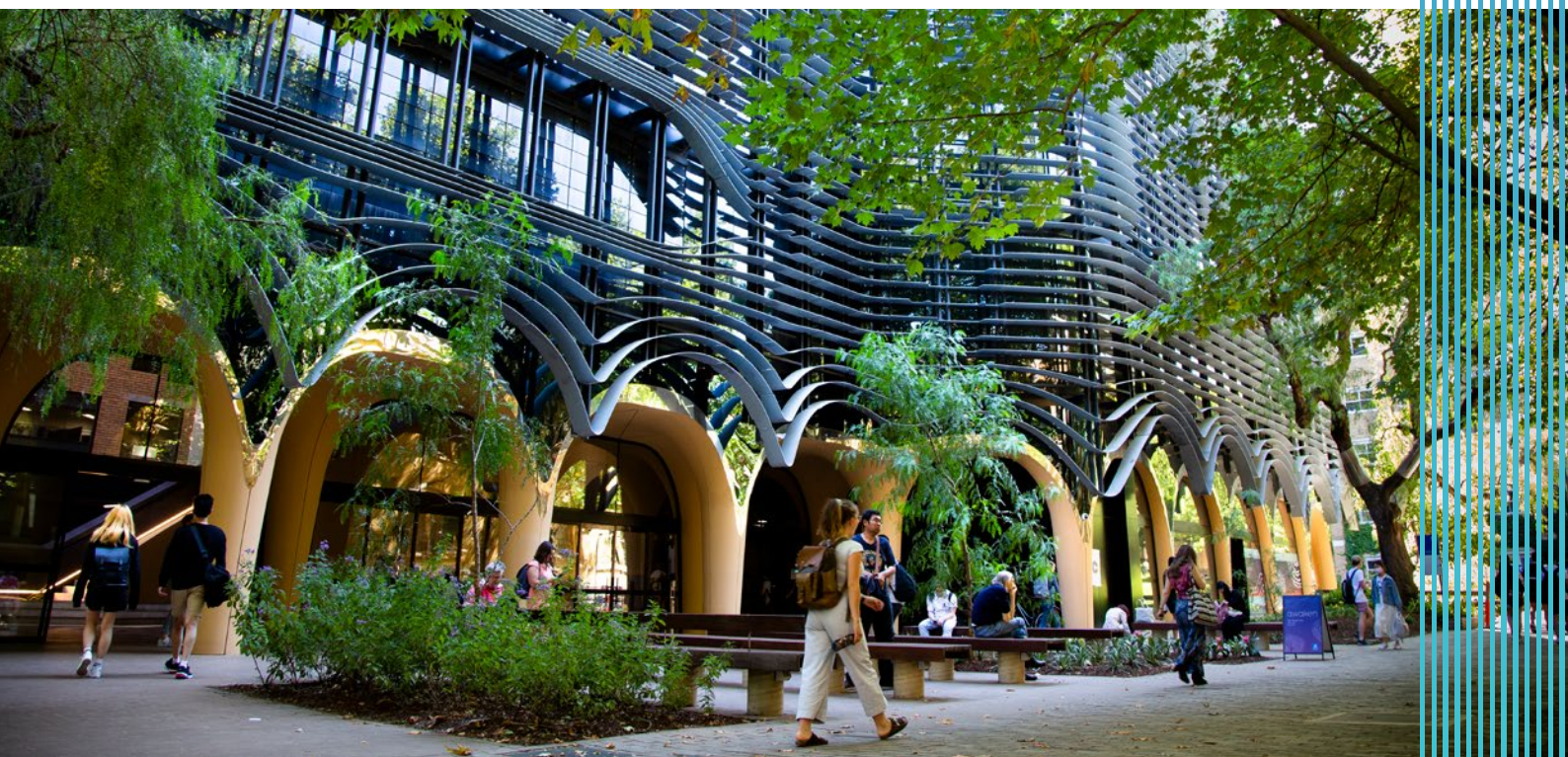# SUSTAINABILITY COMMUNITY CONSULTATION REPORT 2020

"

Achieving a sustainable Earth requires global values and actions that are ecologically sound, socially just and economically viable.

As a distinguished research and teaching institution, The University of Melbourne has a social responsibility to lead and engage in public debate and action.

— The University of Melbourne Sustainability Charter

"

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Introduction

—

This report was made possible by the 400+ students, staff and alumni who gave their time and shared their views on the priorities they want to see reflected in the University of Melbourne's next **Sustainability Plan**.

The Sustainability Plan is a roadmap for delivering on the ambitious commitments of the University's Sustainability Charter. A 14-week period of broad consultation with the University community in late 2020 marked the initial phase in the development of a new Sustainability Plan, as the period covered by our Sustainability Plan (2017-2020) came to a close.

Through listening to and engaging with members of our University community, the purpose of this consultation activity was:

• *to understand the sustainability issues and aspirations that are most important to students, staff and alumni*

• *to inform the new Sustainability Plan's priorities and targets in ways that are meaningful to, and supported by, the University community*

• *to capture insights into opportunities for, and barriers to, advancing sustainability at the University of Melbourne*

The community feedback in this report forms a key input into the development of our next Sustainability Plan's priorities and targets. It also assists in the planning and development of initiatives and activities to support delivery of the Plan.

Our new Sustainability Plan will shape how the University leads and acts for the next five years and beyond on the critical challenges of global sustainability and a changing climate. The finalised Plan will sit in alignment with the five intersecting themes of the University's institutional strategy to 2030, Advancing Melbourne.

Report Summary

For a short summary of the feedback and recommendations contained in this report visit our community consultation page or turn to the appendix.

Methodology

Participant group

Community consultation was open to all University staff, students and alumni. A total of 280 individuals participated in interactive feedback sessions and 149 written submissions were received, resulting in 429 feedback interactions overall. The participant split by cohort was: 41% students, 49% staff, 5% alumni and 2% prospective students. The remaining 2% of participants opted not to specify.

Engagement methods

The invitation to participate was publicised broadly through the University's internal and alumni communications channels and other, localised internal distribution networks across all campuses. Communications to support consultation activity generated over 18,000 views and 1,300 interactions across Sustainable Team owned channels, this excludes engagement across an additional 20+ centrally and Faculty managed channels.

Students, staff and alumni were invited to participate in one of 12 interactive online feedback sessions and/or by submitting feedback anonymously via an online form. Feedback sessions ranged in duration from one to one-and-a-half hours, and were programmed to elicit a mix of:

- *Feedback from specific cohorts. For example, student-led sessions convened by the UMSU Environment Department and the Postgraduate Environment Network.*

- *Feedback on specific areas of activity. For example, a curriculum-focused feedback session hosted by the University's Sustainability Fellows.*

- *General feedback, via sessions open to all staff, students and alumni that encouraged comment across any and all areas of University activity.*

Feedback analysis

Participants were invited to respond to questions contained in the online form or used as prompts in interactive feedback sessions. Responses were consolidated into a single data file, and analysed using a 0/1 coding system that linked each response to one or more University activity area: governance, operations, curriculum, research, external engagement, Indigenous engagement, investments and human resources.

Operations-coded responses were further categorised by operational area (waste, energy, transport, biodiversity, water, internal engagement). Governance-coded responses were further categorised as leadership, policy and performance measures.

Responses were then separated into activity areas and subject to a thematic analysis that identified the major themes and sub-themes raised in relation to these activities . These activity areas were in turn mapped to one or more of the intersecting themes of the University's institutional strategy to 2030, Advancing Melbourne.

Advancing Melbourne and this report

This report employs four of the five themes of Advancing Melbourne - Place, Community, Education and Discovery - to consolidate and structure community feedback. Advancing Melbourne's fifth theme – Global – is not explicitly included in the report's structure but is referenced throughout and informs the report as a whole.

A key purpose of this report is to inform development of the University's next Sustainability Plan. The finalised Sustainability Plan will align with Advancing Melbourne's five themes and assist in the delivery of the University's strategic priorities.
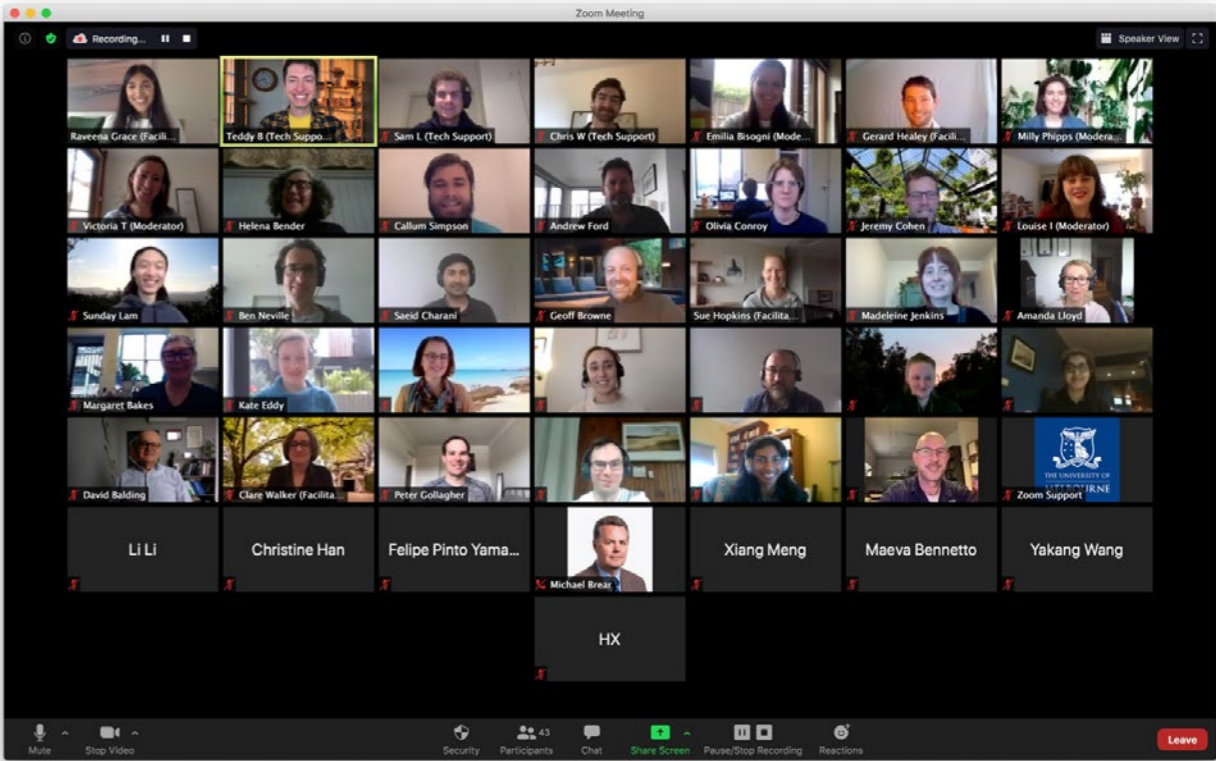
Above and below: participants in our Zoom-enabled interactive feedback sessions.
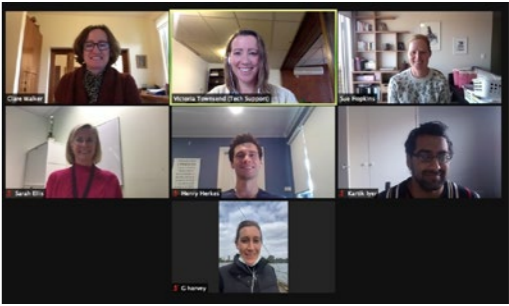
Section 01

THE MEANING OF SUSTAINABILITY

—

How do participants define 'sustainability' in relation to themselves, the University and society?

The meaning of sustainability

—

Participants who provided written submissions were invited to respond to the question **'What does Sustainability mean to you?'**. Additionally, a small but significant number of participants highlighted 'sustainability' as a term that is poorly defined.

CRITICAL TO THE FUTURE OF HUMAN SOCIETY

"Sustainability is the single biggest issue of our generation and for our future, and pertains directly to climate change"

It "is more than just a conservationist argument. It is about society's progression as a whole"

It "means being able to live … without bearing the sins of the father"

"It means creating intergenerational resource equity …. that the resources I have now will be available to future generations"

A PRACTICE TO BE EMBODIED NOW, NOT A FUTURE GOAL TO BE REALISED

"Sustainability needs to be practiced". It is "a way of life", not an idea or theory

It is a set of values that informs how we act now to deliver on our goals and maintain our future

It is not "a checklist of tasks … [it is] an ideological shift that sees social and environmental sustainability at the heart of all decision-making"

Sustainability is 'for' everyone. "Every single person has a part to play in sustainable practice"

NOT LIMITED TO ACTION ON THE ENVIRONMENT

Sustainability has economic, social and environmental dimensions

It is also about equity, social justice, human rights and diversity

It is conscious of the role of Indigenous peoples, customs and land

THE UNIVERSITY HAS AN OBLIGATION TO LEAD AND ACT ON

Sustainability "has to become the University's number one priority" - action cannot be optional. "We have a responsibility to be a leader in this area".

"Sustainability should underpin everything we do and the way that we do it"

Sustainability requires us to...

Recognise that there are limits to which societies can exploit environmental resources

Recognise and act on power imbalances, social injustice and inequalities

Re-contextualise human society within our natural environment

Critique our cultural norms around consumption, consumerism and waste

But what does 'sustainability' mean?

The lack of a clear definition has "significantly hampered the progression of research that would advance sustainability. We believe it should be a top priority to establish a working definition of sustainability research and provide more clarity about what 'sustainability' is. This in turn would help guide student and academic research and promote holistic understanding of sustainability".

The term sustainability "has lost its power through over-use and rarely stands up to scrutiny. It can seem tokenistic. Perhaps the University could consider more up-to-date language along the lines of the Green New Deal or Green Recovery".

"We are not necessarily 'sustainable' if we are just making current practices 'better'. Sustainability is a 'state' to be reached … which can then be sustained or improved upon".

We need to be more holistic in our use of the term. Sustainability refers not only to environmental sustainability. Achieving sustainability means "reach[ing] a point of equilibrium between the economic, social and environmental pillars of sustainability"

Section 02

OUR ROLE IN SOCIETY'S TRANSITION

—

Participants were asked "what role do you think the University can and should play in society's transition to a sustainable future?"

OUR ROLE IN SOCIETY'S TRANSITION
GOVERNANCE

—

Governance responses highlighted the University's role as **leading and catalysing society's transition** at the local and global level.

KEY THEMES

To spearhead change through our actions and influence. This subset of responses highlighted opportunities for the University to:

- *position itself as a leader on climate change and sustainability*

- *deliver on ambitious, aspirational sustainability targets that become the benchmark to which others aspire, and that inspire our students and staff by embodying the change that can be achieved*

- *build momentum in the broader community by leveraging our buying and investment power to influence partner organisations and service providers to commit to their own targets*

- *prioritise investment in sustainability and climate change innovation and education*

- *shape new sustainability norms and practices in the University community and the broader public*

- *leverage our leadership position to act as a 'voice for change' in the public policy debate*

To lead and act on critical climate change and sustainability challenges, and embody the sustainability values and principles required to achieve this. This subset of responses highlighted the need for the University to:

- *preserve its social licence through action on climate change and sustainability*

- *embed sustainability at the heart of University strategy and policy to truly exemplify leadership*

- *ensure we lead and operate with the highest levels of integrity in conducting the University's business. Responses highlighted action on job insecurity, divestment from fossil fuels, and the need to prioritise communities and people ahead of growth and profit*

- *prioritise partnerships with organisations that evidence a strong commitment to sustainability*

- *create an organisational culture of sustainability by embedding values and behaviours through policy and processes*

- *be inclusive in the way the University 'does' sustainability, by listening to and engaging diverse voices and communities, which will drive more responsive sustainability solutions*

OUR ROLE IN SOCIETY'S TRANSITION
PLACE & COMMUNITY

—

Responses focused on **campus operations** highlighted the University's role as demonstrating leadership and influencing community action on emissions and waste reduction.

KEY THEMES

Demonstrate how a large institution can take action and deliver on, ambitious emissions and waste reduction targets.

Drive the translation of the University's energy and materials research into tangible solutions that benefit society.

Challenge cultural norms around consumption in our operations, and to educate members of the University community to challenge their consumption habits.

A re-imagined approach to urban planning and design in our campus precincts, incorporating a focus on community collaboration, innovative use of green space and native plantings.

Incentivise and encourage public and active transport use in staff and student communities. Prioritise the transition of our fleet cars to electric vehicles.

Responses focused on **internal engagement** highlighted the University's role in enabling our community to act as agents for change.

KEY THEMES

Equip and inspire our graduates to contribute to a sustainable future through:

- *sustainability-in-curriculum initiatives and research opportunities*

- *volunteer, networking and/or industry-based learning opportunities*

Influence sustainability norms and develop sustainable behaviours by:

- *modelling and/or engaging students and staff in sustainable practices and educational initiatives*

- *educating our students and staff on the relationship between individual choices and a sustainable future*

- *providing opportunities for students and staff to participate in change-making activities*

Empower the passionate advocates within our campus communities to develop initiatives and drive change.

Responses focused on **external engagement** highlighted the University's role as one of leadership, public education and convening power.

KEY THEMES

Embrace a leadership role in the national debate around society's transition to a sustainable future. Understand and promote the expertise we can offer our communities, policy-makers, industry and government. Position the University as a trusted source of information in a highly politicised debate

Champion public education that equips individuals and communities to live and work sustainably. Deliver public lectures, events and open-access online learning.

Foster collaborations between our experts, community and industry to drive real-world change to:

- *engage our alumni communities to expand sustainability initiatives and impacts*

- *engage in and develop local and global sustainability leadership networks and communities of practice*

- *collaborate with Melbourne-based municipal councils who have committed to action on sustainability to produce solutions that can be emulated elsewhere*

- *support our students and communities who have been affected by bushfires and extreme weather events*

- *plan ahead: how will the University and its campuses support and protect our communities, city and state from the future impacts of climate change?*

OUR ROLE IN SOCIETY'S TRANSITION
EDUCATION

—

Education responses highlighted the University's role as **shaping individuals and the broader societal factors to influence change**.

KEY THEMES

The students we graduate. Responses outlined approaches to developing a 'sustainability ethos' in University of Melbourne graduates[1], emphasising specific attributes and/or approaches to teaching & learning that:

- *ensure our students can demonstrate and apply sustainability skills and attributes in their field of practice*

- *equip our students with the knowledge and specific skills to live and work sustainably*

- *develop future leaders who will champion sustainability and action on climate change*

- *make sustainability relevant to all lives and all disciplines*

- *provide a holistic understanding of the economic, social and environmental dimensions of sustainability*

- *foster knowledge of Indigenous Australian epistemologies and worldviews, and their relationship to sustainability*

- *foster innovative, creative thinking about approaches to a sustainable future*

Contributing the education and knowledge to shape broader societal change. This sub-set of responses made the following recommendations for action:

- *fostering the development and application of discipline- and industry-specific sustainability knowledge within each Faculty*

- *developing and promoting educational and career pathways that advance sustainability in the public and private sectors*

- *providing advice and advocating to government, policy-makers and industry on the action required to lead and act on the critical challenges of global sustainability and a changing climate*

- *delivering public education initiatives that help shape sustainability norms and drive action in the wider community*

Modelling leadership in all University activities, across all dimensions of sustainability, and educating our students to do the same.

1 *The Melbourne Graduate: Graduate Attributes:*
https://provost.unimelb.edu.au/learning-teaching/the-melbourne-graduate

OUR ROLE IN SOCIETY'S TRANSITION
DISCOVERY

—

Discovery responses articulated the University's role as **developing solutions to tackle critical climate and sustainability challenges** by championing the translation of our research into policy, practice and products.

KEY THEMES

Tackle solutions to pressing sustainability issues by prioritising and championing research that:

- *aligns research grants with the UN Sustainable Development Goals and integrates this research into practice*

- *addresses social needs, is well-presented and can be implemented. The University's research on Melbourne's food bowl (Foodprint Melbourne) was cited as an exemplar of this kind of research.*

- *enables families and individuals to put knowledge and solutions into practice in the domestic sphere*

Incentivise and enable researchers to partner with gold-standard sustainability partners in the private, public and community sectors.

Support on-campus experimental research and adoption of leading-edge sustainable technologies.

Section 03

ENGAGING OUR COMMUNITY

—

Participants were asked "how should we engage the University community to deliver on our next Sustainability Plan?"

ENGAGING OUR COMMUNITY
GOVERNANCE

—

Governance responses highlighted the need for the University's senior leadership to drive community participation by **raising the profile of sustainability at the University**.

Around half of Governance responses identified the need for senior leaders to consistently champion the University's sustainability agenda via high-profile internal communications channels such as the Vice Chancellor's and Deans' updates. Communicating the institutional importance of sustainability through leaders who visibly 'walk the talk' was another key theme.

The remaining responses identified methods for incentivising or addressing barriers to University community engagement. Of these, most nominated subsidy funding or supplementary resourcing at School-level to support specific initiatives – for example, the Green Impact program. Other recommendations were:

- *for the University to participate in sustainability rankings e.g. Times Higher Education*

- *integrating policy and performance measures that incentivise or mandate action on sustainability*

- *making sustainability a part of the Benefits Framework for all projects*

ENGAGING OUR COMMUNITY
PLACE & COMMUNITY
—

Responses identified the criticality of driving community participation in Plan delivery through **improvements to the University's internal and external outreach activities**.

KEY THEMES

Deepen modes of engagement with students and staff. Student engagement was a particular focus. Recommendations in this subset of responses were to:

- *consider collaborative and empowerment models of engagement. Facilitate opportunities for students and staff to put their passion and expertise into practice*

- *elicit ideas from the 'grassroots' University community. Allow these to inform larger, University-wide sustainability schemes*

- *engage more proactively at the Faculty and School level to increase buy-in and participation. Appoint 'sustainability ambassadors' within divisions/ departments to drive sustainability initiatives*

- *develop inter-campus sustainability networks and initiatives*

Invite Indigenous knowledge holders to share their perspectives. Recommendations in this subset of responses were to:

- *strengthen relationships with Indigenous knowledge-holders and communities to support deeper engagement*

- *provide a platform for Indigenous views and insights on sustainability, community and care for Country*

- *Include education and actions related to Indigenous knowledge and perspectives in the Green Impact program*

Improve internal communications to increase awareness and inspire action. The need to increase student awareness was a particular focus for comment. Key recommendations were:

- *create more effective, tailored messaging to connect with audiences and inspire action*

- *regular, bite sized' updates on sustainability performance in ways that inspire action in support of Plan targets*

- *improve communications reach. Leverage the networks of subject coordinators and internal sustainability advocates to deliver the message*

- *leverage Advancement channels to communicate the University's sustainability message to the wider world*

Focus on material resources and education to drive awareness and action. Recommendations were:

- *develop a mandatory sustainability orientation module for all students and staff*

- *engage and support key teaching staff in all Faculties*

- *practical workshops that develop applied sustainability skills*

- *'how to' guides for operating sustainably on-campus*

Focus engagement efforts on priority operational areas within the University community.
Recommendations included:

- *highlighting waste disposal behaviours and waste reduction initiatives in mandatory orientation/training modules*

- *a focus on making sustainable behaviours and choices the easy (or only) choice on campus.*

- *consider a University buy, sell, swap-style forum or fora to facilitate materials re-use*

- *provide an easily accessible carbon footprint calculator for students and staff*

- *connect with and train student clubs and societies in waste requirements and reduction measures*

STUDENT REPRESENTATIVE FEEDBACK

In addition to their feedback reflected in the comments above:

- **UMSU Environment Department (UMSU)** *recommended that a community consultation process be undertaken annually, with feedback forming part of the Sustainability Plan's annual review. UMSU also recommended more frequent formal engagement between University management and UMSU on sustainability issues and progress.*

- *The* **Post-graduate Environment Network (PEN's)** *feedback focused on increasing student sustainability opportunities across all faculties through discipline-specific sustainability initiatives and internships. Faculties less typically associated with climate change and sustainability research were noted as needing particularly focused effort. PEN also highlighted opportunities to incentivise greater student volunteer participation through subject credits and prizes.*

EXTERNAL ENGAGEMENT AND OUTREACH

Recommendations made in relation to external community engagement were:

- *greater focus on fostering connection with community intermediaries, ie: local leaders who can help broker collaborations and innovation in grassroots community activity*

- *to leverage the Alumni Council and committees to better connect with our broader alumni community*

ENGAGING OUR COMMUNITY
PLACE & COMMUNITY

—

Specific consultation sessions were held for **the University's Sustainability Advocates and Green Impact program leaders**. Each group was invited to share insights on their role in delivering the Sustainability Plan.

SUSTAINABILITY ADVOCATES

Sustainability Advocates self-identify as "the true leaders of sustainability" at the University of Melbourne. They see their role in developing and delivering on the Plan as:

- *possessing the skills and networks to make intra-organisational connections and drive sustainability solutions in collaboration with the University's central Sustainability Teams*

- *early adopters and a 'sounding board' for new ideas*

- *disseminating and delivering sustainability messages 'locally' and acting as a feedback loop to central Sustainability Teams*

- *a 'bridge' between the 'converted' and not-so-converted on sustainability action*

Sustainability Advocates identified opportunities to better support their role through:

- *professional development and/or volunteering opportunities, in particular advoacy skills, that enable them to upskill*

- *recognising their role in position descriptions*

GREEN IMPACT PROGRAM LEADERS

Green Impact (GI) program leaders saw their role and/or the role of the GI program as:

- *showing staff and students how to get involved in sustainability on campus*

- *connecting individuals to the Sustainability Plan and showing them how they can be involved*

Leaders identified opportunities to better support their role by:

- *modelling GI on the Climate Reality Program. Participants' roles should be supported as leading to empower others*

- *recognising the contribution of GI participants. Could participation contribute to student studies or staff PDF evaluations?*

- *directly linking actions in the GI toolkit to University policies, resources and opportunities that support them*

ENGAGING OUR COMMUNITY
EDUCATION + DISCOVERY

—

Education responses nominated embedding sustainability into core curriculum across all faculties as the most critical action for engaging the whole university community.

Discovery responses were focused on greater support for external engagement to drive local and global innovations.

OTHER KEY THEMES

- *focus on raising awareness of sustainability beyond those students who are already actively engaged*

- *integrate Indigenous knowledge and perspectives into the curriculum*

- *foster student-led sustainability projects and initiatives*

- *support teaching staff to integrate sustainability into their courses and subjects, and to understand the value of doing so*

- *ensure key academics in all Faculties are engaged with sustainability-in-curriculum initiatives*

- *foster cross-disciplinary collaboration on sustainability-in-curriculum initiatives*

KEY THEMES

- *increasing institutional efforts to promote the University's climate change and sustainability research, with the aim of driving increased opportunities for collaboration and innovation both locally and globally*

- *greater transparency around how research is funded, and its alignment with the University's sustainability goals*

Section 04

LOOKING BACK

—

COMMUNITY REVIEW OF OUR SUSTAINABILITY PLAN 2017-2020

LOOKING BACK
GOVERNANCE

—

Around half of Governance responses described the Plan's greatest achievement as providing a framework for "getting the journey started". Other responses highlighted the Plan's success in demonstrating the University's increased commitment to sustainability, and the Plan's accessibility to students and the general public.

The majority of Governance responses identify the continued leadership and support of the University's executive as critical for building on achievements to date.

Greater action from senior leadership to raise the profile of sustainability and increase buy-in for sustainability initiatives was identified as an area where more action is required. Key themes in this subset of responses highlight opportunities for senior leaders to:

- *raise the profile of sustainability through bold public statements of commitment and support*

- *ensure clear ownership and accountability for Plan outcomes at the executive level*

- *ensure Faculty and School leadership is engaged in, and accountable for, delivering Plan outcomes*

INVESTMENT

Although the Sustainable Investment Framework is noted as a success by some, a significantly greater number of responses identify a stronger position on **divestment from fossil fuels** as an area that requires more action. Ensuring that the current post-COVID financial climate does not sideline the University's sustainability efforts is noted as critical future success factor.

PEOPLE AND CULTURE

Embedding action on sustainability into staff culture and encouraging public transport use through myki salary sacrifice options are cited as stand-out achievements of the last Plan. The potential to re-frame norms around what is 'necessary' staff travel in the wake of the post-COVID cultural shift to working from home is identified as an opportunity to build on Plan achievements to date.

LOOKING BACK
PLACE & COMMUNITY
—

The majority of responses that focused on the University's campus operations nominated our sustainable energy and infrastructure outcomes as the Plan's greatest achievement, citing one or more of the following initiatives:

- *achieving net zero electricity-generated emissions, and/or the overarching commitment to carbon neutrality*

- *a commitment to renewable energy projects; in particular, wide-spread on-campus solar panel installations and wind-generated Power Purchase Agreements*

- *a commitment to sustainable buildings and green infrastructure demonstrated through Green Star accreditations*

Other key themes in our campus operations were:

- *General or specific action on waste. Of these responses, well over half cited Parkville's Choose to Re-Use Plate Program as the Plan's stand-out achievement*

- *Internal engagement activities. Of these responses, just under half cited the University's Green Impact program as the Plan's stand-out achievement. The remainder nominated the University's internal sustainability awareness-raising and education in general, or one of the following initiatives: the Farmers Market at Parkville campus; the Sustainable Campus website; or curriculum integration championed by the University's Sustainability Fellows*

However, a majority of campus operations-themed responses also identified action on waste as an area where more work could have been done. Of these responses, the majority recommended more and/or better waste processing and reduction strategies, with the largest proportion of comments focused on action related to composting and food waste.

The University's internal engagement activity was also nominated as a critical area for improvement in around a quarter of responses. Of these responses, two-thirds highlighted the need for greater awareness and participation in sustainability initiatives from staff and students. Low levels of student awareness was a particular focus of comment.

The integration of successful sustainability initiatives across all University campuses and/or all campus operations was identified the greatest opportunity to build on our existing achievements. Parkville's Choose to Re-use Plate Program at Union House was the most frequently cited example of an opportunity to 'scale up' a successful program.

Internal engagement was also identified as critical for building on our achievements. Recommendations for improvements in this area were:

- ***the need for effective, ongoing communications to keep sustainability 'top of mind'**, inspire buy-in and build momentum for action*

- ***the need for awareness-raising and education of the University community** through programs, workshops and curriculum offerings. A majority of responses said the current level of programmatic engagement is sufficient but must be sustained. Some said more engagement is needed*

INDIGENOUS KNOWLEDGE AND ENGAGEMENT

Integrating Indigenous knowledge and perspectives into the Sustainability Plan was identified as an area in which the University's next Sustainability Plan needs significant improvement. Aspects of the current Plan nominated as areas where more could have been done were:

- *having Indigenous knowledge-holders leading and/ or collaborating on the development of the University's Sustainability Charter and leading and/or included on the Sustainability Executive*

- *a stronger, more concrete commitment to engaging Indigenous institutions and communities*

- *taking the University's New Student Precinct project as a model for how we can work with traditional owners and Indigenous knowledge holders on sustainability initiatives*

EXTERNAL ENGAGEMENT AND OUTREACH

A range of external outreach and engagement priorities were nominated as areas where more action could have been taken. In summary, these responses highlighted the opportunity for:

- *better contextual links between the Plan and the local communities that surround our campuses*

- *better connections with global and national sustainability coalitions and communities of practice*

- *greater awareness within and engagement of our alumni committees and communities*

- *improved connections with key players in the sustainability sector, to enable greater research and student learning opportunities*

LOOKING BACK
EDUCATION + DISCOVERY

—

Education responses highlighted as significant achievements of the last Plan were:

- *establishing the Sustainability Fellows to champion the integration of sustainability into our curriculum*

- *facilitating student sustainability internships*

Increased ownership and accountability for the next Plan's teaching & learning commitments was identified as the key to building on achievements in the majority of responses. The balance of responses highlighted the following opportunities for improvement:

- *embedding sustainability across all disciplines and teaching programs*

- *growing the Wattle Fellowship scholars program through increased funding and/or donor support*

- *creating a centralised 'hub' for sustainability knowledge and curriculum resources*

Achieving a robust interdisciplinary understanding of sustainability was identified as an area where more could have been done. Other responses highlighted the following as areas where more action is needed:

- *Faculty-level accountability to the Plan, including the appointment of a Sustainability Fellow to each Faculty*

- *greater awareness of sustainability subjects/ programs/pathways in the student community*

- *ensuring curriculum incorporates sustainability and climate change impacts, not only adaptations*

For additional feedback on the strengths and weaknesses of our curriculum integration efforts see:

Discovery responses highlighted the development of a centralised hub of sustainability-related information and resources to support the University's research activities as an important enabler of future progress.

Responses highlighting areas where more could have been done to support research-related outcomes were:

- *normative assessments of research projects' overall contribution to sustainability*

- *more research and development partnerships with industry to lead innovation and societal change*

- *a greater focus on increasing re-use and reducing waste in laboratory environments*

- *more environmental research collaborations with local and state entities, such as the City of Melbourne and DEWLP*

Section 05

LOOKING AHEAD

—

COMMUNITY PRIORITIES FOR OUR NEXT SUSTAINABILITY PLAN

LOOKING AHEAD
GOVERNANCE

—

Governance responses called for **a strong, institution-wide governance framework** that embeds the systemic change needed to deliver on truly ambitious sustainability goals.

KEY THEMES

A Plan that reflects the significance and urgency of action on climate change and sustainability. In summary, this subset of responses called for a Plan that:

- *reflects the critical significance of sustainability for our planet and society. Feedback included calls for alignment with the Paris Agreement; formal declaration of a climate emergency; and the need for public statements of institutional commitment*

- *demonstrates that sustainability is a core value of the University. Integrates sustainability into decision making at all levels*

- *accepts the inherently political nature of institutional action. Responds to the need to balance economic, social and environmental interests*

- *seeks to balance individual action with genuine institutional action. Embeds policies that put the onus for change on the organisation, not the individual*

- *seeks a holistic understand of the risks, impacts and requirements of the University in relation to climate mitigation and adaptation. Enables this understanding to shape and drive University decision making*

Greater ownership and accountability for delivering on the Plan, including:

- *performance measures to be built into every level of the organisation*

- *increased accountability of the University Executive and/or Board*

- *strengthening the University Council's commitment to sustainability as a priority*

Integration of sustainability into policy and procedures University-wide. To embed behaviours, shape new sustainability norms and communicate that organisational action is mandatory, not optional.

More rigorous, more transparent evaluation and reporting:

- *independent auditing of the University's sustainability performance.*

- *a metrics-driving approach to reporting*

- *a regularly updated, dashboard-style 'target tracker' available to the University community*

- *the creation of a formal in-house auditing and advisory group comprised of academic and professional staff and students*

- *the implementation of GRI reporting and protocols*

Greater engagement and transparency in governance through:

- *bringing external thought-leaders, students, alumni and donors into governance and evaluation processes as a means for increasing engagement*

- *a more transparent Sustainability Executive*

Improvements to the current Plan's framework for action. In summary, these recommendations are to:

- *adopt an institution-wide definition of sustainability. A sub-set of these responses advocated for:*

  › *a definition that aligns with the UN's Sustainable Development Goals (SDGs), or at a minimum provides linkages between the Plan and SDGs*

  › *the expansion of the current Plan's environmental focus to include sustainability's social and ethical dimensions*

  › *the explicit integration of climate change into our definition of sustainability, with action on climate mitigation and climate adaptation articulated in the Plan*

- *address climate change through the lens of climate accountability. This feedback advocated:*

  › *for sustainability to be framed as tangible action to mitigate and adapt to climate change, not simply efforts to reduce emissions and consumption*

  › *that the Plan should incorporate mitigation targets that reflect an understanding of the degree of adaptation required given the change that cannot be avoided*

- *to be clear and specific about the impacts on society that the University is seeking to advance or deliver on*

- *framing of the Plan's action and targets with the degree of urgency they require*

- *articulating pathways to Plan goals and providing interim targets to longer terms goals*

- *considering approaches to offsetting our emissions as we transition*

- *acknowledgement that action on sustainability is not only about the University's localised, campus-based impacts.*

- *addressing synergies and tensions within the Plan, and between the Plan and other University strategies/policies, to mitigate the risks and lost opportunities associated with 'siloed' action*

INVESTMENT

A significantly stronger commitment to divestment from fossil fuels was a frequently cited Plan priority. Of these responses, around half advocated for total divestment. A significant subset also called for a more transparent and clearly articulated pathway to divestment, incorporating targets and timeframes for action.

Other key themes:

- *a strengthened Sustainable Investment Framework. Active investment in sustainability-focused sectors and projects, and investment in the University's own sustainable projects*

- *a framework for ethical and environmentally sustainable capital works projects and investment*

- *a venture capital allocation to support 'grassroots' sustainability initiatives within the University community*

- *investment in the work required to future-proof the University campuses and precincts from a climate mitigation and adaptation perspective, including the University's broader role in community resilience and adaptation planning*

PEOPLE AND CULTURE

Key themes for Plan priorities related to staff culture and development were:

- *to embed sustainability by connecting Plan outcomes with performance frameworks and performance indicators for individuals and divisions/faculties/departments*

- *to support sustainability knowledge and skills development by:*

  › *implementing mandatory sustainability orientation and training modules*

  › *creating opportunities for staff to undertake sustainability leadership development and 'green skills' training*

  › *supporting staff to volunteer for environmental and sustainability-related initiatives. Per annum volunteer leave allocation to encourage this*

- *institutional commitments to organisational sustainability:*

  › *through goals and targets related to job security and good, supportive working conditions*

  › *by prioritising mental health and networks of support for students and staff. "Thriving, not just surviving"*

- *to leverage synergies between sustainability and the cultural shift to work-from-home by:*

  › *considering a work-from-home strategy that incorporates sustainability by addressing opportunity and issues from a sustainability perspective. For example: what is 'necessary' travel?*

  › *outlining what should staff consider and do to operate sustainably while working from home*

LOOKING AHEAD
PLACE & COMMUNITY

—

Responses focused on **our campus operations** highlighted a range of plan priorities and actions across waste, energy, transport and our campus landscapes.

WASTE

- **Demonstrate leadership and support for the developing circular economy.** *Align University operations with these principles. View and use campus waste as a resource and educate the University community to do the same. Transition to an outcomes-based reporting on waste*

- **Ban single-use containers and plastics**

- **Reduce food and organic waste, and/or increasing composting.** *Implement large-scale organics waste processing. Expand food waste services to on-site retailers*

- **Embed sustainable, ethical procurement processes that "reduce waste at the source" and consider our supply chains.** *A subset of these responses focused on waste in laboratories and health care settings and noted opportunities for research to address single-use items in these settings. Incorporate procurement considerations and a focus on plant-based food and catering options*

ENERGY

- **Revise our commitment to carbon neutrality before 2030.** *Can we achieve 2022? 2025?*

- **Aim for net negative energy consumption.** *Transform our campuses into clean energy system participants through the University's Virtual Power Plant initiative and on-campus solar farms*

- **Prioritise and support the University's clean energy initiatives and research** *through: grants, investment, on-campus testing and applications*

- **Prioritise energy efficiency initiatives, including a focus on reducing on-campus energy use and waste.**

- *Implement more demand-response technologies and retrofits. Create buy-in through live displays of building energy consumption – a competitive 'league table' to help drive action.*

- **No new natural gas installations. Implement a natural gas elimination program.**

TRANSPORT

- **Carbon offset all University-sponsored flights/ travel miles.** *Promote less travel overall.*

- **Transition fleet cars to electric vehicles**

- **Incentivise sustainable travel alternatives through salary sacrifice.** *If staff can salary package vehicle leasing, why not an e-bike? Local companies offer leasing packages.*

- **Encourage active transport through improved cyclist access and facilities**

BIODIVERSITY

- **Prioritise biodiversity and green space use.** *Use campus landscapes and green spaces more efficiently and sustainability – and as opportunities for education, research and engagement. Create and demonstrate non-water intensive, low maintenance Indigenous gardens. Focus on Indigenous and productive plantings. Incorporate Bees@Melbourne into curriculum and bee hives at Werribee campus*

- **Mandate parameters and ratios for new builds:** *tree canopies, garden beds, green space*

- **Incorporate Indigenous knowledge in our approach to biodiversity**

- **Incorporate Indigenous histories, belonging and perspectives in campus landscapes**

LOOKING AHEAD
PLACE & COMMUNITY

—

Responses focused on **our internal engagement activity** highlighted commitments and action to increase awareness and participation in the Plan and its initiatives.

KEY THEMES

Engage with and reflect the diversity of our student, staff and campus communities in the Plan and its initiatives. Raise the profile of sustainability and increase awareness of the Sustainability Plan, particularly within the student community.

- *Commit to targets. For example: 75 per cent overall awareness of the Plan and its goals*

- *Consider a 'year of sustainability'. Turn the University's logo green for a year*

- *Increase awareness of UoM's sustainability achievements. Celebrate them in a more public way*

- *More tangible, experiential on-campus sustainability initiatives. Aspire to the success of Science Gallery installations*

Broaden the University community's understanding of the scope and application of sustainability, with the aim of fostering inter-disciplinary and inter-professional collaboration. Drive awareness of sustainability's relevance to all disciplines.

Increase participation in the University's sustainability initiatives and community action on Plan goals.

- *Devise a governance structure that stretches from the Vice Chancellor to the students. Ensure it is well communicated to the entire community*

- *Consider targeted Plans for each Faculty/department. Sustainability in Arts looks very different to Sustainability in Chemistry*

- *Highlight the opportunities that participation offers students. Consider a 'student sustainability passport' where students can document and track their growing knowledge and experience*

- *Leverage sustainability reporting as an engagement tool. Provide 'bite sized' performance updates that inspire action to support Plan targets. Consider a centralised dashboard that reflects the performance of divisions/faculties*

- *Make it easier for individuals to understand the action they need to take. Run practical, 'how to' communications campaigns. Implement training and/ or hurdle requirements. Centralise resources for how to operate sustainably on campus*

- *Inspire action/support compliance by communicating the case for 'why'. Explain how action will make a difference. Run tours that demonstrate how University operations are being/can be made more sustainable*

Empower the University community to take direct action on sustainability.

- *Elicit and foster ideas and entrepreneurialism from all University community members. Enable students and staff to lead/develop/run initiatives that align with SDGs and/or Plan goals*

- *Fund a grants system to support grassroots student and staff sustainability initiatives*

Foster collaboration, innovation and a holistic approach to sustainability by breaking down organisational barriers.

- *Convene sustainability working groups with representatives drawn from different cohorts (students, academics, professional staff) with different areas of expertise and/or interests*

- *Highlight and support opportunities for inter-disciplinary and intra-organisational initiatives. Foster student/staff collaborations*

- *Develop more initiatives on, or in collaboration with, campuses other than Parkville*

Make connections between University-generated research and institutional action.

- *Strengthen links between University operations and research to implement on-campus innovations*

- *Link research capabilities with campus engagement strategies*

EXTERNAL ENGAGEMENT AND OUTREACH

Community priorities and actions in relation to the University's external engagement activities were:

- ***greater focus on global outreach and global impact in the sustainability space****. Improved connection and relationship building with global and national sustainability networks, coalitions and communities of practice*

- ***improved connections with key players in the sustainability sector*** *to better enable student learning and research opportunities*

- ***greater awareness and engagement within our alumni communities*** *to harness their expertise, foster collaborations and expand our sustainability impact*

- ***leadership and support for community-based action and innovation,*** *incorporating:*

  › *better contextual links between the Sustainability Plan and the local communities our campuses serve*

  › *more practical sustainability collaborations between the University and its communities*

  › *public education initiatives, including public lectures, events, workshops and open-access online learning*

INDIGENOUS KNOWLEDGE AND ENGAGEMENT

Community priorities and actions in relation to Indigenous knowledge and the Plan were:

- ***to deepen the University's engagement with Indigenous knowledge-holders and communities*** *to better understand Indigenous perspectives on sustainable cultures and practices*

- ***to integrate Indigenous knowledge into the Plan***

- ***to facilitate public platforms for Indigenous perspectives*** *on sustainability, community and land management*

- ***to incorporate Indigenous knowledge, worldviews and practices into the University's sustainability curricula***

- ***to incorporate education and actions around Indigenous knowledge into the University's Green Impact program***

LOOKING AHEAD
EDUCATION

—

The majority of education responses nominated **integration of sustainability into curriculum** across all University faculties and programs as the number one priority for the next Plan.

OTHER KEY THEMES

- *Position the University as a leader in sustainability and environmental teaching and research*

- *Reflect the full potential of the University's teaching activity;* i.e. a Plan that understands that integrating sustainable values in society begins with education, and that the 'reach' of the University's teaching activity is analogous to action on Scope 3 emissions

- *Prioritise the incorporation of Indigenous knowledge in the University's sustainability curricula*

- *Provide and promote pathways to careers and leadership in sustainability.* Sub-themes in this set of responses were:

  › prioritise study in areas that lead to careers in fields that have the greatest need for change to achieve sustainability

  › provide options to nurture mid-career sustainability practitioners and leaders

  › identify and/or develop sustainability pathways/options and promote them to both students and employers

- *Increase ownership and accountability for the Plan's teaching & learning commitments.* A subset of these comments highlighted the need to resource Sustainability Fellows for each Faculty

- *Support teaching staff to develop sustainability knowledge in the context of their discipline/subject.* A subset of these of these comments:

  › cautioned against a 'one size fits all' approach to curriculum integration, and suggested sub-Plans for each Faculty or discipline

  › recommended centralised resources that demonstrate sustainability's relationship to each discipline/subject

- *Support applied learning in the sustainability-in-curriculum context by:*

  › developing stronger synergies between the University's curriculum, operations and volunteer sustainability initiatives

  › Increasing collaboration with industry, and other institutions to develop internships and project-based learning opportunities

  › Increased awareness and use of the University's Sustainability Learning Experience Database (SLED)

- *Support pedagogical approaches in the sustainability-in-curriculum context by:*

  › implementing the UN Sustainable Development Goals (SDGs) as a teaching framework, whilst acknowledging their limitations and critiques

  › broadening the scope of sustainability by increasing students' understanding of social sustainability, environmental justice, decolonisation and Indigenous knowledge systems

  › developing students' relationship with the environment, landscapes and nature

  › enabling cross-disciplinary approaches to sustainability knowledge-sharing, student learning and curriculum development

LOOKING AHEAD
DISCOVERY

—

Discovery responses nominated **aspiring to be an exemplar of sustainability in research practice** and a breadth of research & development priorities.

KEY THEMES

- *Become an exemplar of sustainability in research practice. Communicate this as a key point of difference in our research offerings*

- *Incorporate sustainability into research ethics. Re-consider the University's partnerships with organisations and sectors that cause environmental and/or social harm*

- *Prioritise research partnerships that integrate research into practice or product-level innovation*

- *Prioritise research with outcomes for community resilience, social and environmental justice, diversity and equality. Reflect an institutional shift to a more holistic view of sustainability*

- *Prioritise research with applications for the circular economy, sustainable buildings, clean energy and other areas of sustainability that can be applied in the University's campus operations. Transform our campuses into testing grounds for sustainable technologies. Develop stronger links between University operations and research to explore and implement on-campus innovations*

- *Increase focus on communicating research outcomes in alignment with the UN's Sustainable Development Goals*

- *Strengthen links between the University's campus engagement strategies and research capabilities*

- *Incorporate a focus on research into 'unlikely subjects' for sustainability innovations to expand and demonstrate the scope of "what's possible"*

- *Understand and reflect the potential impact of the University's sustainability research as commensurate with action on Scope emissions*

Section 06

SUSTAINABILITY IN OUR CURRICULUM

—

The consultation process included a curriculum-specific session that asked participants additional questions

What does successful curriculum integration look like?

—

The majority of responses identified specific pedagogical approaches as exemplars of the most effective curriculum integration. Of these, **most nominated applied learning as a critical success factor**.

OTHER KEY THEMES

Pedagogical approaches that:

ensure sustainability is aligned and well-integrated with course content, not presented in a tokenistic way

engage holistically with the economic, social and environmental aspects of sustainability

highlight inter-disciplinary connections to the greatest degree possible

engage students with a positive framing of sustainability to inspire curiosity and optimism to learn and act

incorporate a self-reflective component to encourage students to consider the values that drive them

are time-sensitive and time-bound. Sustainability and climate change issues and research evolve quickly

Approaches to curriculum integration that:

produce graduates who can apply sustainability principles in their specific field of practice

recognise that sustainability does not have to 'compete' in an already crowded curricula. It is an additional lens through which to engage with existing subjects and topics

understand that no subject is 'irrelevant' to sustainability, although the relationship between sustainability and any given subject is a matter of degree

What approaches to curriculum integration are currently working well?

——

The majority of responses highlighted the **collegiate networks fostered by the University's Sustainability Fellows** and **"a solid framework within which to work"** (which included but was not limited to the UN's Sustainable Development Goals) as approaches that are working well.

OTHER KEY THEMES

Pedagogical approaches that incorporate:

site visits and/or real-life case studies, including on-campus sites and University projects

student sustainability placements

links between Indigenous worldviews and practices and sustainability

bringing current events and examples to the discussion

Enabling elements within the organisational context:

to glean knowledge from University sustainability platforms, such as Parkville's Systems Gardens, the Bees@Melbourne project and the Green Impact program.

to demonstrate demand from students

A multidisciplinary approach to curriculum integration:

for example, graduate environment subjects which co-teach physical and social sciences

What are the obstacles to further curriculum integration?

—

Around half of responses highlighted aspects of the organisational context as barriers to further integration, with most citing either a lack of resourcing at Faculty level or a lack of subject matter expertise. The latter also emphasised a perceived or actual lack of expertise acting as a barrier to participation for some educators.

OTHER KEY THEMES

difficulty making links between sustainability and certain subjects. Notably, some attributed this difficullty to the 'broad' and 'generalised' nature of sustainability, or its multi-disciplinary breadth making it seem 'impenetrable'

inspiring subject coordinators to participate in the initiative, and providing sufficient resources to support them

finding space for new subjects in an already crowded curriculum

the risk of pedagogical approaches that are purely descriptive, lack real world examples and/ or do not integrate sustainability into subject content

subject pre-requisites may force some students to pick other subjects over sustainability electives

challenges related to varied cultural values and beliefs framing what sustainability means to individual students

APPENDIX

—

1) WHAT ROLE SHOULD THE UNIVERSITY PLAY IN SOCIETY'S TRANSITION TO A SUSTAINABLE FUTURE?

GOVERNANCE + LEADERSHIP	**Demonstrate leadership and drive momentum for change:** • *set aspirational targets: be the benchmark to which others aspire* • *prioritise investment in sustainability & climate change innovation* • *shape new sustainability norms and practices in our communities* • *influence others by leveraging our purchasing and investment power* • *act as a 'voice for change' in public policy debate*
PLACE + COMMUNITY	**Demonstrate and inspire action on emissions and waste reduction:** • *set and achieve ambitious waste & energy targets* • *drive the translation of our energy and materials research into real-world solutions* • *challenge cultural norms around consumption in our operations. Educate our community to do the same.* **Re-imagine our approach to campus planning:** • *Innovate green space use. Co-create with community* **Incentivise active & public transport use** **Equip our students and staff to act as agents for change:** • *increase knowledge and shape norms through practical programs & workshops* • *increase students' applied learning, volunteering & networking opportunities* • *empower our passionate advocates to lead and/or develop sustainability initiatives* **Increase our impact and support the communities we serve:** • *understand and promote the expertise we can offer* • *public education initiatives that equip people to live and work sustainably* • *leverage alumni networks to expand reach and impact* • *plan ahead: how will UoM and its campuses support community resilience?*

EDUCATION	**Shape the individuals and broader societal factors that can influence change through:** • *the students we graduate* • *education and career pathways that advance sustainability in the public and private sectors* • *developing discipline-specific sustainability knowledge*
DISCOVERY	**Drive the translation of our sustainability research into practice, policy and products:** • *champion research that integrates into practice and aligns with UN Sustainable Development Goals* • *support experimental research. Transform our campuses into testing grounds for sustainable technologies* • *enable and incentivise researchers to partner with 'gold standard' sustainability partners*

2) COMMUNITY FEEDBACK ON THE UNIVERSITY'S SUSTAINABILITY PLAN 2017-2020

	The Plan's successes and strengths?	The Plan's gaps and weaknesses?	How do we build on these foundations in the next Plan?
GOVERNANCE + LEADERSHIP	Creating a framework for action that signalled an institutional commit-ment and "got the journey started"	• Public statements of support from senior leadership that raise the profile of sustainability within the University community • Communicating the institutional importance of sustainability through leaders who visibly participate in sustainable practices and initiatives	Ensure that the post-COVID financial climate does not sideline sustainability at the University
INVESTMENT	The Sustainable Investment Framework	A significantly stronger position on fossil fuel divestment.	Ensure sustainability is a funding and investment priority
PEOPLE + CULTURE	Embedding action on sustainability into staff culture	–	Leverage the opportunity to re-frame norms around 'necessary' travel in the post-COVID environment
PLACE + COMMUNITY	• Action on emissions reductions, renewable energy and green infrastructure, in particular: progress towards net zero; wide-spread solar panel installations and wind-generated PPAs; Green Star accreditation for new infrastructure projects • Action on waste: Parkville's Choose to Re-Use Plate Program was nominated as the Plan's stand-out waste reduction achievement	Action on waste: more action on food waste and composting initiatives was the most frequently cited area of weakness	Implement the University's successful sustainability initiatives across all campuses and/or all operations. Parkville's Choose to Re-use Plate Program was the most frequently cited opportunity to 'scale up' a successful program
STUDENT + STAFF ENGAGEMENT	Efforts to raise awareness and increase knowledge of sustainability issues and actions within our staff and student community. The University's Green Impact Program was most frequently cited as the Plan's stand-out engagement achievement	Greater levels of awareness and participation in the University's sustainability initiatives – especially in the student community	More effective internal communications that connects with a broader range of audiences and inspires buy-in and action

	The Plan's successes and strengths?	The Plan's gaps and weaknesses?	How do we build on these foundations in the next Plan?
INDIGENOUS KNOWLEDGE + ENGAGEMENT	–	The integration of Indigenous knowledge and perspectives into the Sustainability Plan	• A stronger commitment to engaging Indigenous institutions and communities • Ensure Indigenous knowledge-holders lead and/or collaborate with the Sustainability Executive and/or sustainability initiatives • Use the University's New Student Precinct project as a model for how we work with traditional owners and Indigenous knowledge holders
ALUMNI + EXTERNAL ENGAGEMENT	–	External outreach to support Plan goals	• Better contextual links between the Plan and the communities in which our campuses are situated. • Build more relationships with key players in the sustainability sector, and with national and global coalitions and communities of practice • Achieve greater levels of awareness in our alumni communities
EDUCATION	Establishing the Sustainability Fellows to champion sustainability-in-curriculum integration at Faculty level	• Creating a robust interdisciplinary understanding of sustainability • Accountability for curriculum outcomes • Student awareness of sustainability subjects and pathways	• Embed sustainability in curriculum across all Faculties and programs • Increase accountability for the Plan's teaching & learning commitments • Develop a centralised 'hub' of sustainability knowledge and curriculum resources
DISCOVERY	–	• More sustainability-related research and development partnerships/collaborations with industry, local and state entities • Normative assessments of research projects' contribution to sustainability • Greater focus on waste reduction and re-use in lab and clinical environments	• Develop a centralised 'hub' of sustainability-related information and resources to support the University's research activities

3) WHAT PRIORITIES DO YOU WANT TO SEE REFLECTED IN OUR NEXT SUSTAINABILITY PLAN?

GOVERNANCE + LEADERSHIP

- *increase ownership and accountability for Plan outcomes*
- *embed sustainability into policy and decision-making*
- *more rigorous and transparent evaluation metrics and reporting*

improve the current Plan's framework for action:

- *articulate the impact on society the University is seeking to support/advance*
- *adopt an institution-wide definition of sustainability*
- *frame action and targets with the degree of urgency they demand*

PLACE + COMMUNITY

Action on waste:

- *leadership and support for the circular economy. Aligning our operations with these principles.*
- *ban single-use containers and plastics. Reduce food and organic waste, increase composting*
- *reduce waste at the source through sustainable, ethical procurement processes that consider supply chains*

Action on energy:

- *revise our current 2030 carbon neutral time frame. Can we bring it forward to 2022? 2025?*
- *prioritise clean energy and energy efficiency initiatives. Reduce on-campus energy use*
- *aim for net negative energy consumption. Transform UoM into a clean energy system participant*

Action on transport:

- *carbon offset all University-sponsored flights/travel miles. Promote less travel overall*
- *transition fleet cars to electric vehicles. Encourage active transport through improved cyclist access & facilities*

Biodiversity & better use of green space:

- *non-water intensive, low maintenance gardens. Productive and Indigenous plantings. Leverage these for education, research and engagement opportunities*
- *mandate parameters and ratios for new builds: garden beds, tree canopies, green space*

Engage and reflect the diversity of the UoM community in the Plan

Maximise student and staff awareness & participation by:

- *raising the profile of sustainability at UoM*
- *ensuring the Plan reflects all pillars of sustainability to foster inter-disciplinary engagement*
- *empowering the UoM community to develop and lead sustainability initiatives*
- *breaking down organisational silos to foster collaboration and new ideas*
- *increasing tangible, experiential on-campus educational initiatives*

Make connections between UoM research and institutional action:

- *strengthen links between University operations and research. Transform our campuses into testing grounds for sustainable technologies.*
- *link research capabilities with campus engagement strategies*

Indigenous knowledge + engagement

- *deepen engagement to better understand Indigenous perspectives on sustainable cultures and practices*
- *Integrate Indigenous knowledge into the Plan*
- *facilitate platforms for Indigenous perspectives on sustainability, community, land management*

Alumni + external engagement

- *better links and more collaborations with local communities*
- *public education initiatives. Events, public lectures, open-access learning.*
- *increase alumni engagement to expand our impact*
- *better links to sustainable organisations and industry to increase student learning and research opportunities*
- *better connections with global and national sustainability networks, coalitions, communities of practice*

EDUCATION

- *embed sustainability into all curricula*
- *incorporate Indigenous knowledge into sustainability curricula*
- *provide and promote study & career pathways in sustainability*
- *support staff to develop sustainability knowledge as it applies to their discipline*
- *position UoM as a leader in sustainability teaching and research*

DISCOVERY

- *become an exemplar of sustainable practice in research*
- *incorporate sustainability into research ethics*
- *prioritise:*
  - › *research partnerships that translate research into practice*
  - › *research for the circular economy, sustainable buildings, renewable energy. Transform our campuses into testing grounds for sustainable technologies.*
  - › *research with outcomes for resilience, diversity, environmental and social justice. Reflect a more holistic view of sustainability*

4) HOW CAN WE ENGAGE THE UNIVERSITY COMMUNITY TO HELP DELIVER ON THE GOALS OF OUR NEW SUSTAINABILITY PLAN?

GOVERNANCE + LEADERSHIP	• *Executive leaders to champion sustainability & model action* • *make action mandatory through policy and performance measures* • *consider School-level subsidy resourcing to support specific initiatives (eg: Green Impact)* • *for UoM to participate in sustainability rankings, eg: Times Higher Ed*
PLACE + COMMUNITY	**Empower UoM community members to help deliver on the Plan:** • *enable passionate sustainability advocates to develop, lead and/or implement initiatives* • *identify individuals within divisions/departments to champion initiatives* **Improve communications to better connect with audiences** • *focus on tailored and targeted messaging, centralised resources, training modules* • *provide 'bite sized' performance updates in ways that inspire action to support Plan targets* • *leverage Sustainability Advocates and subject coordinators to increase comms reach* **Education and support for sustainable behaviours and actions:** • *a mandatory sustainability orientation module for all students and staff* • *engage and support key teaching staff in all Faculties* • *practical workshops that develop applied sustainability skills* • *'how to' guides for operating sustainability on-campus* **Continued collaboration with UoM Sustainability Advocates, using their skills and networks to:** • *develop intra-organisational networks and grassroots solutions* • *operate as a feedback loop to central Sustainability Teams* **Continue to realise the role of Green Impact (GI) program in mobilising staff and student action** • *consider modelling GI on climate reality – ie: leadership to empower others* • *centrally organise large-scale volunteer days under the GI banner* • *directly link actions in the GI toolkit to resources that support them* • *seek alumni insights via focus groups on sustainability issues, topics, initiatives* • *foster connections with community intermediaries to broker collaboration* • *leverage Advancement channels to communicate our message to the wider world* • *strengthen relationships with Indigenous knowledge-holders to support deeper engagement* • *Include education and actions related to Indigenous knowledge in the Green Impact toolkit*

EDUCATION	• *embed sustainability into core curriculum in every Faculty* • *support teaching staff to integrate sustainability into courses and subjects, and to understand the value of doing so* • *foster cross-disciplinary collaboration on sustainability-in-curriculum initiatives*
DISCOVERY	• *focus on developing local and international sustainability research collaborations* • *provide greater transparency around research funding, and how this aligns with the University's sustainability commitments*

Contact

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