



2014 Sustainability Survey

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On behalf of the Sustainability Unit,
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Executive Summary & Recommendations



Introduction & Demographics



Issues Facing Australia



Sustainability at the University of Melbourne



Staff and Student Contributions to Sustainability



Suggested Sustainability Initiatives



Detailed Findings and Verbatims

- 1. As in 2012, environmental sustainability and climate change considered to be the most important issues facing Australia today by our respondents. Education replaces the economy as the third most important issue**
 - *Specifically within the context of the environment, climate change, carbon emissions and energy are considered to be the most important issues*
- 2. Staff and students continue to hold polarised views about environmental sustainability at the University the Melbourne**
 - *Views on the most important environmental issues facing the University are very similar (focussing on waste reduction / reuse / recycling, reducing the carbon footprint and environmental leadership)*
 - *However, views were split on whether campus sustainability had improved in recent years, whether environmental sustainability was top priority, the performance of information provision and communications, and the articulation of targets*
- 3. Key differences maintained between staff and students in their attitudes towards environmental sustainability (see over):**
 - *Staff generally more concerned with environmental impacts that directly affect them, whereas students more concerned with global, social and equality issues*
 - *Staff were again more likely to undertake sustainability related activities, and had fewer reasons for non participation than students*
 - *Students were less aware of, and feel less included in, University sustainability activities. They also have a less positive view on the University's sustainability performance*



Executive Summary

Staff vs Student Views

	STAFF	STUDENTS
GENERAL CONCERNS	Higher levels of concern regarding: environmental sustainability; healthcare; the economy; ageing population	Higher levels of concern regarding: education; immigration policy; unemployment; same-sex marriage
ENVIRONMENTAL CONCERNS	Staff and student environmental concerns relatively evenly matched	Higher levels of concern regarding: carbon emissions
VIEWS ON SUSTAINABILITY AT UOM	As in 2012, generally more positive than students , particularly: improvements in recent years; communications and awareness; top priority; articulation of targets	Generally less positive about all aspects of sustainability at UoM
ACTIONS	More likely to: recycle correctly; actively reduce paper consumption; choose Fair Trade; use own mugs	More likely to: use PT; use water fountains
MOTIVATIONS	More likely to: believe it is the right thing to do; want to set a positive example	More likely to: see personal economic benefit in sustainability actions
REASONS FOR INACTIVITY	Provide less reasons for inactivity, and generally participate more	Generally provide more reasons (excuses): need more information; too busy; too expensive; participation not being made by all
AREAS OF IMPORTANCE	More interested in: waste reduction, reuse & recycling; improving environmental leadership	Relatively more interested in: encouraging sustainable transport; event participation
SATISFACTION WITH UNIVERSITY ACTIVITIES	Generally higher levels of satisfaction overall, particularly for: sustainable transport; event participation; information; compliance; leadership & culture; reducing carbon footprint, fair trade	Generally lower levels of satisfaction with University activities, except with regards to waste reduction, reuse and recycling
EVENT AWARENESS	Consistently higher levels of event awareness	Consistently lower levels of event awareness
EVENT PARTICIPATION	Consistently higher levels of event participation, particularly: Earth Hour; Sustainability commitment; Furniture Reuse	Consistently lower levels of event participation



4. **‘Waste reduction, reuse and recycling rates’ again considered most important sustainability activity, and rated equally highly in terms of University performance with the encouragement of sustainable transport (61% satisfied)**
 - *‘Reducing the University’s carbon footprint’ was again rated the second most important sustainability activity, and was the area respondents were least satisfied with after the University’s commitment to Fair Trade*
 - *‘Environmental sustainability leadership and culture’ also failed to significantly improve its satisfaction levels from 2012*
5. **Earth Hour remains the most well-known and participated-in sustainability initiative, though closely followed by the Sustainability Commitment**
 - *Direct email was the best performing communication channel about University run sustainability initiatives. Disappointingly, positive word of mouth and recommendation of sustainability initiatives saw some significant falls since 2012*
7. **Recycling and switching of lights again the most embraced personal sustainability activities by staff and students**
 - *Catching public transport and using water fountains both saw significant growth from 2012*
8. **Respondents are motivated to participate in sustainability activities because they believe it is the right things to do, and that it will make a difference**
 - *The biggest barrier to participation remains a lack of information about what to do and the perceived inconvenience*

- 1. Embrace the passion that students have for environmental sustainability and engage them more fully in University-initiated sustainability activities**
 - *Students awareness of and concern with environmental sustainability issues outside of the University is quite broad, but becomes more limited within the University environment*
 - *Target specific initiatives of interest for students to participate in (e.g. community garden and other food-related initiatives, fossil fuel divestment)*
 - *Embed environmental sustainability in teaching and learning activities and student orientation*
- 2. Continue to embed and promote environmental sustainability at the highest levels of University leadership**
 - *Actions occurring at the local and individual level need to be encouraged and supported, administratively and practically, by senior management across the University*
 - *Environmentally sustainable behaviour needs to be nurtured and informed, through improved communications, information provision, and by making sustainable behaviours as convenient and economically viable as possible*
- 3. Address the bigger environmental sustainability picture, not just within but also outside of the University's boundaries**
 - *Staff and students recognise the University's strength in sustainability research, and call for our role as leaders in the community to be expanded, particularly in regards to such issues as fossil fuel divestment, sustainable transport, ethical purchasing and systems change*



1. **Divest from fossil fuels and promote ethical investment and ethical purchasing policies**
 - *Cease investing in fossil fuels and other unsustainable industries*
 - *Increase commitments to Fair Trade and other types of ethical purchasing (e.g. paper, wood products, electronics)*
 - *Greater transparency in purchasing policies*
 - *Encourage / mandate University-based retailers to operate ethically (e.g. sustainably sourced animal products, recycled packaging)*
2. **Higher level of engagement in sustainable energy procurement and generation**
 - *Increase production of geothermal and solar energy on campus, particularly for new buildings*
 - *Suggestions for small-scale energy production projects e.g. local wind turbines, speed bumps that generate energy for traffic lights*
3. **Continue to encourage and support sustainable transport**
 - *Improved facilities for bike riders*
 - *Lobby State Government for additional public transport options (e.g. Parkville train station)*
 - *Extension of public transport concessions to international and graduate students*
 - *Extension of Myki Commuter club to regionally-based staff*
 - *Decrease reliance on air travel*



4. Water **capture, use reduction, and re-use**

- *Improve / reduce water usage in bathrooms – dual-flush / low water use toilets, sensor taps*
- *More efficient repairs for water-related infrastructure*
- *Increased capture and use of rainwater*

5. Embrace opportunities around **food and organic waste**

- *Expand organic waste composting opportunities, particularly within offices*
- *Consider ‘meat-free Mondays’ or other activities that promote sustainable consumption*

6. Actively communicate and promote **environmental sustainability initiatives and events**, particularly to students

- *Improve the reach of information – knowledge is power*
- *Speak to the ‘what’s in it for me’ motivations*

7. Continue to improve established programs around **recycling and energy reduction**

- *Refine office-based paper and plastic recycling programs*
- *Expand non-traditional forms of recycling (e.g. battery, mobile phone, polystyrene)*
- *Mandate basic actions where possible (e.g. double-sided printing, computer power downs)*



INTRODUCTION



Introduction

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

In 2012 it was decided that a benchmarking survey of staff and student attitudes towards sustainability should be undertaken, to be updated on a biennial basis.

This reports presents the findings from the 2014 survey.

Methodology

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

A total sample of **n=996** was achieved.

Objectives

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

Note on the Sample

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



SAMPLE DEMOGRAPHICS





Demographics - Overall

Relationship with University

	2012	2014
Staff Member	33%	47%
Student	67%	53%
TOTAL n=	1,856	996

Gender

	TOTAL 2012	TOTAL 2014	Staff 2014	Student 2014
Male	38%	30%	31%	30%
Female	62%	70%	69%	70%
TOTAL n=	1,856	996	464	532

Age

	TOTAL 2012	TOTAL 2014	Staff 2014	Student 2014
18 and under	8%	7%	<1%	12%
19 - 24	37%	32%	5%	55%
25 - 29	16%	14%	11%	16%
30 - 39	20%	22%	36%	10%
40 - 49	10%	13%	24%	4%
50 - 59	7%	9%	18%	2%
60 +	2%	3%	6%	1%
TOTAL n=	1,856	996	464	532



Demographics - Staff

Staff type

	2012	2014
Professional Staff	69%	73%
Academic Staff	27%	25%
Other	4%	2%
TOTAL n=	610	464

Campus

	2012	2014
Parkville	96%	93%
Southbank	1%	2%
Werribee	1%	2%
Other	2%	4%
TOTAL n=	610	464

Faculty / Graduate School / Division

	2012	2014
Medicine, Dentistry and Health Sciences	30%	27%
Office of the Senior Vice-Principal	14%	11%
Provost / Melbourne Students and Learning	10%	11%
Faculty of Science / Graduate School of Science	8%	9%
Office of the Deputy Vice-Chancellor (Engagement)	6%	5%
Faculty of Arts / Graduate School of Humanities and Social Sciences	4%	5%
Faculty of Business and Economics / Graduate School of Business and Economics / MBS	3%	5%
Melbourne School of Engineering	4%	4%
Melbourne School of Land and Environment	4%	3%
Architecture, Building and Planning / Melbourne School of Design	2%	3%
Faculty of Veterinary Science	1%	3%
Faculty of the VCA & MCM	1%	3%
Melbourne Law School	1%	3%
Melbourne Graduate School of Education	3%	2%
Office of the Deputy Vice-Chancellor (Research)	1%	2%
Melbourne School of Graduate Research	3%	1%
Office of the Vice-Chancellor	1%	<1%
Other	4%	4%
TOTAL n=	610	464



Demographics - Students

Degree Level

	2012	2014
Undergraduate	54%	57%
Postgraduate Coursework	31%	29%
Postgraduate Research	14%	14%
Other	1%	-
TOTAL n=	1,246	532

Undergraduate Students by Course

	2012	2014
Bachelor of Science	30%	36%
Bachelor of Arts	22%	29%
Bachelor of Commerce	20%	14%
Bachelor of Biomedicine	10%	6%
Bachelor of Environments	8%	11%
Bachelor of Music	1%	1%
Bachelor of Fine Arts	1%	<1%
Other	7%	2%
TOTAL n=	668	302

Graduate Students by Faculty / Graduate School

	2012	2014
Medicine, Dentistry and Health Sciences	22%	17%
Melbourne School of Land and Environment	8%	15%
Graduate School of Humanities and Social Sciences / Melbourne School of Government	16%	14%
Melbourne School of Engineering	13%	14%
Melbourne Graduate School of Science	7%	13%
Melbourne Graduate School of Education	13%	11%
Graduate School of Business and Economics / Melbourne Business School	8%	6%
Melbourne Law School	5%	6%
Architecture, Building and Planning / Melbourne School of Design	4%	4%
Faculty of Veterinary Science	1%	1%
Faculty of the VCA and MCM	2%	-
TOTAL n=	562	227



ISSUES FACING AUSTRALIA





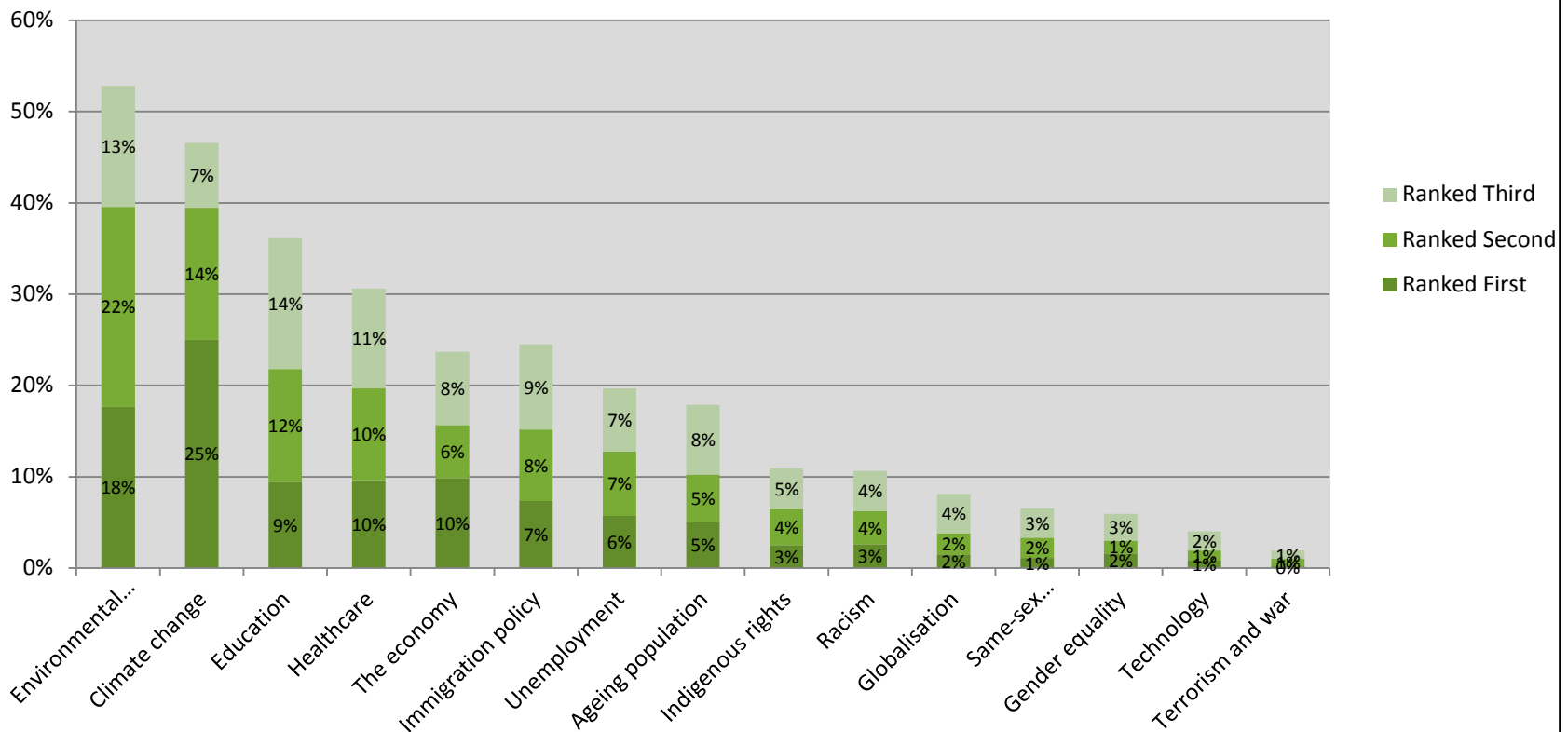
Important Issues Facing Australia

Headline

Environmental sustainability (mentioned by 53% overall) and climate change (46%) were again named as the two most important issues facing Australia today

- They were closely followed by education (35%) and healthcare (31%), both of which increased significantly in importance from 2012

2014: Most Important Issues Facing Australia Today (n=996)





Important Issues Facing Australia

By Segment

	TOTAL		Relationship with University		Gender		Age		
	2012	2014	Staff	Student	M	F	24 and under	25 – 39	40 plus
Environmental sustainability	60%	53%	56%	50%	54%	52%	48%	54%	58%
Climate change	40%	47%	47%	46%	53%	44%	40%	47%	54%
Education	29%	36%	34%	38%	32%	38%	40%	33%	35%
Healthcare	25%	31%	35%	27%	29%	31%	28%	32%	33%
Immigration policy	22%	24%	19%	29%	22%	25%	29%	26%	15%
The economy	31%	24%	26%	21%	29%	21%	21%	23%	28%
Unemployment	16%	20%	16%	23%	17%	21%	27%	16%	13%
Ageing population	21%	18%	23%	14%	16%	19%	13%	17%	26%
Indigenous rights	13%	11%	10%	12%	8%	12%	10%	14%	7%
Racism	10%	11%	9%	12%	10%	11%	13%	10%	7%
Globalisation	9%	8%	8%	8%	10%	7%	7%	7%	12%
Same-sex marriage	9%	7%	4%	9%	6%	7%	10%	6%	2%
Gender equality	4%	6%	6%	6%	2%	8%	7%	7%	2%
Technology	5%	4%	3%	5%	9%	2%	4%	5%	3%
Terrorism and war	3%	2%	3%	1%	3%	2%	1%	1%	4%
TOTAL n=	1856	996	464	532	300	696	381	356	259

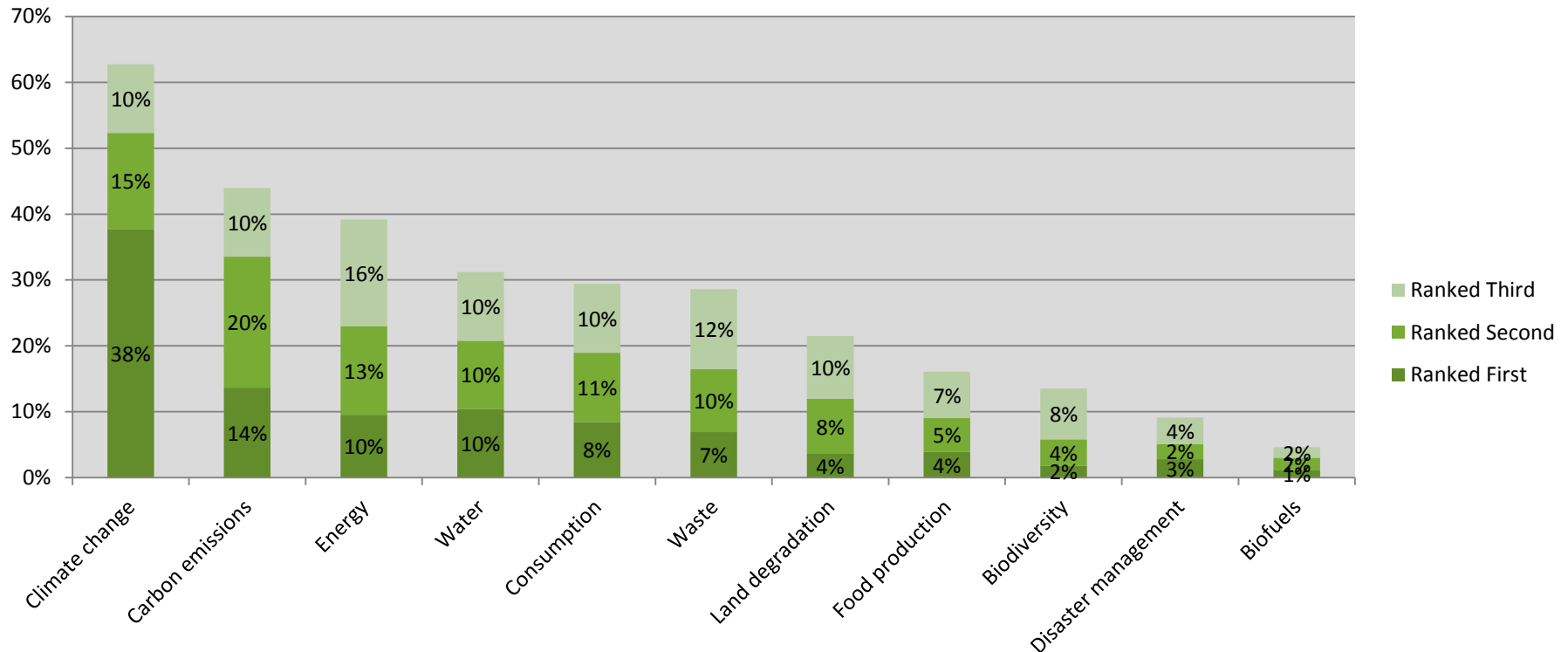
Q. Which of the following do you consider to be the most important issues facing Australia today?
Please rank your top three in order from 1 – 3. [MR]



Climate change (mentioned by 63% overall), carbon emissions (44%), energy (39%) and water (30%) were identified as the most important environmental issues facing Australia

- Biofuels (5%) and disaster management (9%) seen as the least important
- Issues were generally rated in the same order of importance as in 2012

2014: Most Important Environmental Issues Facing Australia (n=996)





Environmental Issues Facing Australia

By Segment

	TOTAL		Relationship with University		Gender		Age		
	2012	2014	Staff	Student	M	F	24 and under	25 – 39	40 plus
Climate Change	-	63%	64%	62%	67%	61%	62%	63%	63%
Carbon emissions	53%	44%	39%	48%	47%	43%	52%	42%	35%
Energy	48%	39%	41%	38%	47%	36%	39%	40%	38%
Water	47%	31%	33%	30%	29%	32%	27%	33%	35%
Consumption	39%	29%	30%	29%	28%	30%	27%	30%	33%
Waste	35%	29%	29%	28%	21%	32%	30%	29%	27%
Land degradation	23%	21%	23%	20%	21%	22%	21%	20%	25%
Food production	19%	16%	17%	15%	15%	16%	13%	18%	17%
Biodiversity	14%	14%	13%	14%	11%	15%	12%	12%	18%
Natural disaster management	16%	9%	9%	9%	8%	9%	10%	10%	7%
Biofuels	7%	5%	2%	7%	4%	5%	7%	4%	3%
TOTAL n=	1856	996	464	532	300	696	381	356	259

NOTE: due to the inclusion of 'climate change' as an issue in 2014, significance testing of the 2012 and 2014 data was not possible. Percentage comparisons between 2012 and 2014 should be made cautiously, comparison in the order of importance is more relevant.

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

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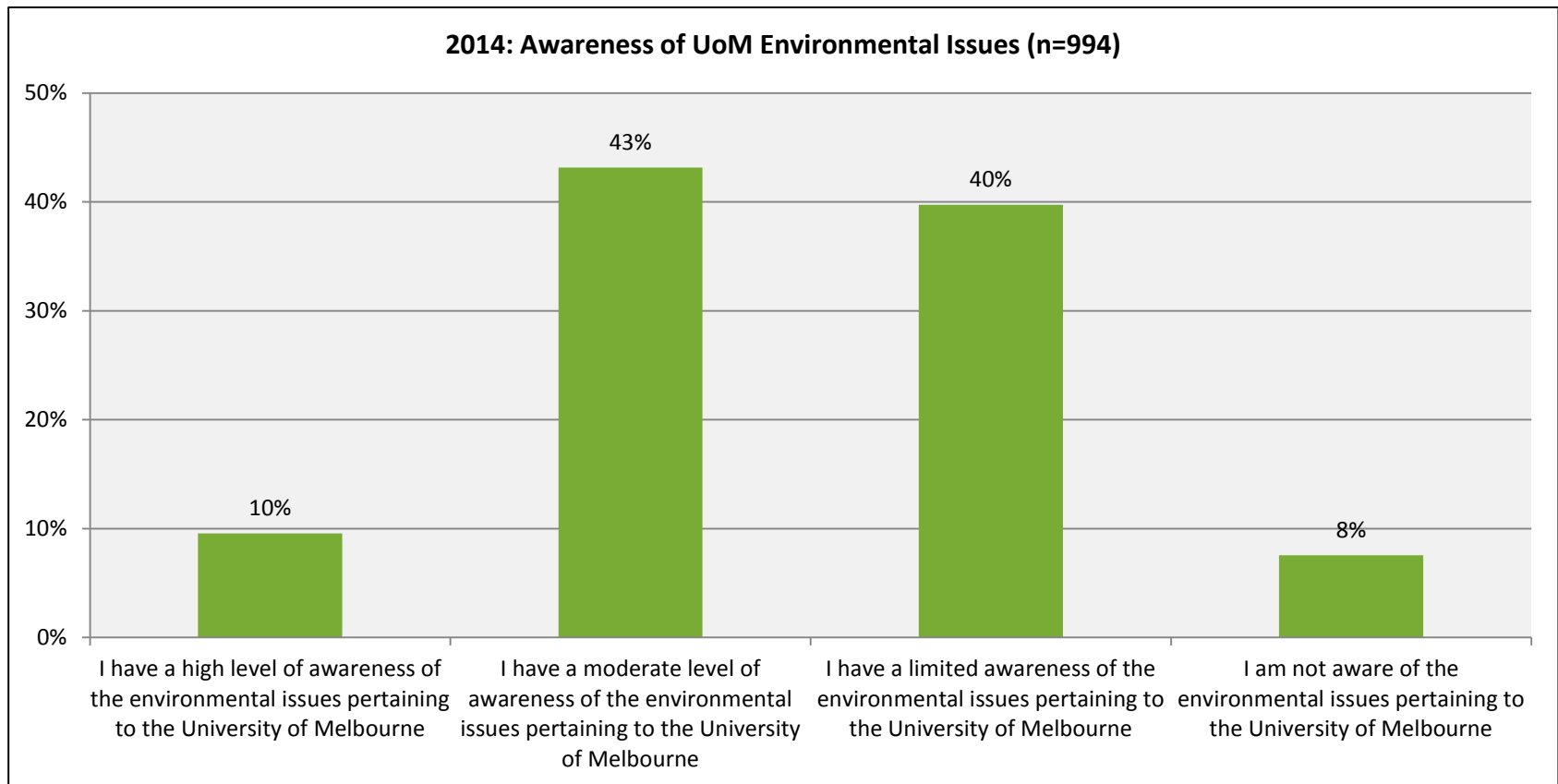
SUSTAINABILITY AT THE UNIVERSITY OF MELBOURNE





The highest proportion of respondents (43%) felt that they had a moderate level of awareness of the environmental issues pertaining to the University

- Just 10% felt their level of awareness could be categorised as high, whilst 40% felt their awareness was low





Awareness of Environmental Issues

By Segment

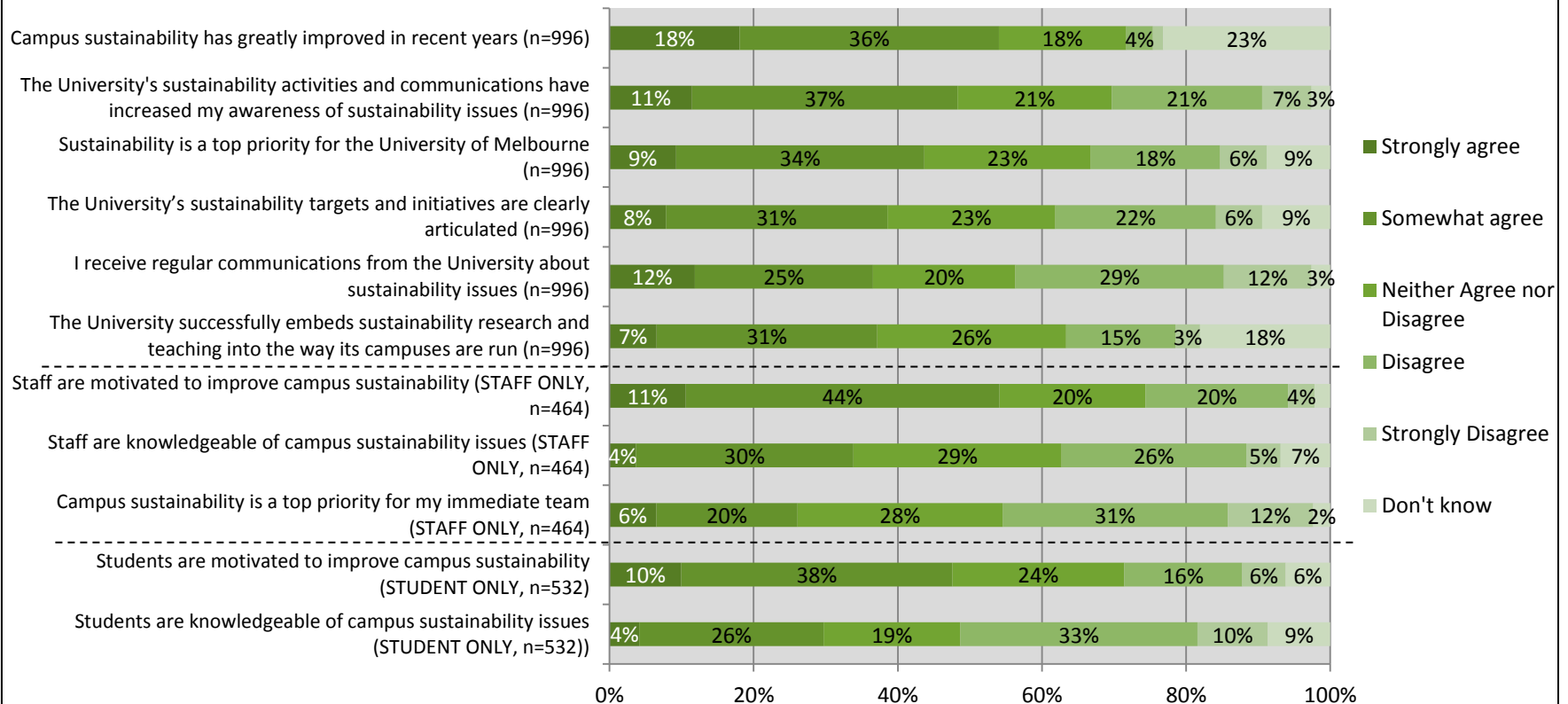
	TOTAL	Relationship with University		Gender		Age		
	2014	Staff	Student	M	F	24 and under	25 – 39	40 plus
I have a high level of awareness of the environmental issues pertaining to the University of Melbourne	10%	10%	9%	15%	7%	6%	11%	12%
I have a moderate level of awareness of the environmental issues pertaining to the University of Melbourne	43%	51%	37%	42%	44%	41%	39%	51%
I have a limited awareness of the environmental issues pertaining to the University of Melbourne	40%	34%	44%	34%	42%	44%	42%	31%
I am not aware of the environmental issues pertaining to the University of Melbourne	8%	5%	10%	9%	7%	8%	8%	5%
TOTAL n=	994	464	530	300	694	381	354	259



Staff believe that they have higher motivation levels to improve campus sustainability, and are more knowledgeable of campus sustainability issues, than students

- 1 in 3 respondents agree that campus sustainability has improved in recent years

2014: Sustainability at the University of Melbourne



Sustainability at the University of Melbourne

By Segment

	TOTAL		Relationship with University		Gender		Age		
	2012	2014	Staff	Student	M	F	Under 24	25 – 39	40 plus
Staff are motivated to improve campus sustainability (Staff only)	54%	54%	54%	-	53%	55%	61%	48%	59%
Campus sustainability has greatly improved in recent years	53%	54%	68%	42%	46%	57%	47%	53%	66%
The University's sustainability activities and communications have increased my awareness of sustainability issues	-	48%	58%	40%	46%	49%	43%	48%	58%
Students are motivated to improve campus sustainability (Students only)	44%	48%	-	48%	50%	47%	47%	50%	47%
Sustainability is a top priority for the University of Melbourne	48%	44%	52%	37%	40%	45%	40%	43%	49%
The University's sustainability targets and initiatives are clearly articulated	37%	39%	43%	34%	34%	40%	38%	38%	41%
The University successfully embeds sustainability research and teaching into the way its campuses are run	-	37%	35%	39%	35%	38%	42%	33%	35%
I receive regular communications from the University about sustainability issues	35%	37%	55%	21%	36%	37%	23%	39%	53%
Staff are knowledgeable of campus sustainability issues (Staff only)	42%	34%	34%	-	37%	32%	44%	34%	33%
Students are knowledgeable of campus sustainability issues (Students only)	30%	30%	-	30%	30%	30%	30%	28%	31%
Campus sustainability is a top priority for my immediate team (Staff only)	32%	26%	26%	-	32%	24%	39%	22%	29%
TOTAL n=	1856	996	464	532	142 -300	322-696	23-381	138-356	36-259

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

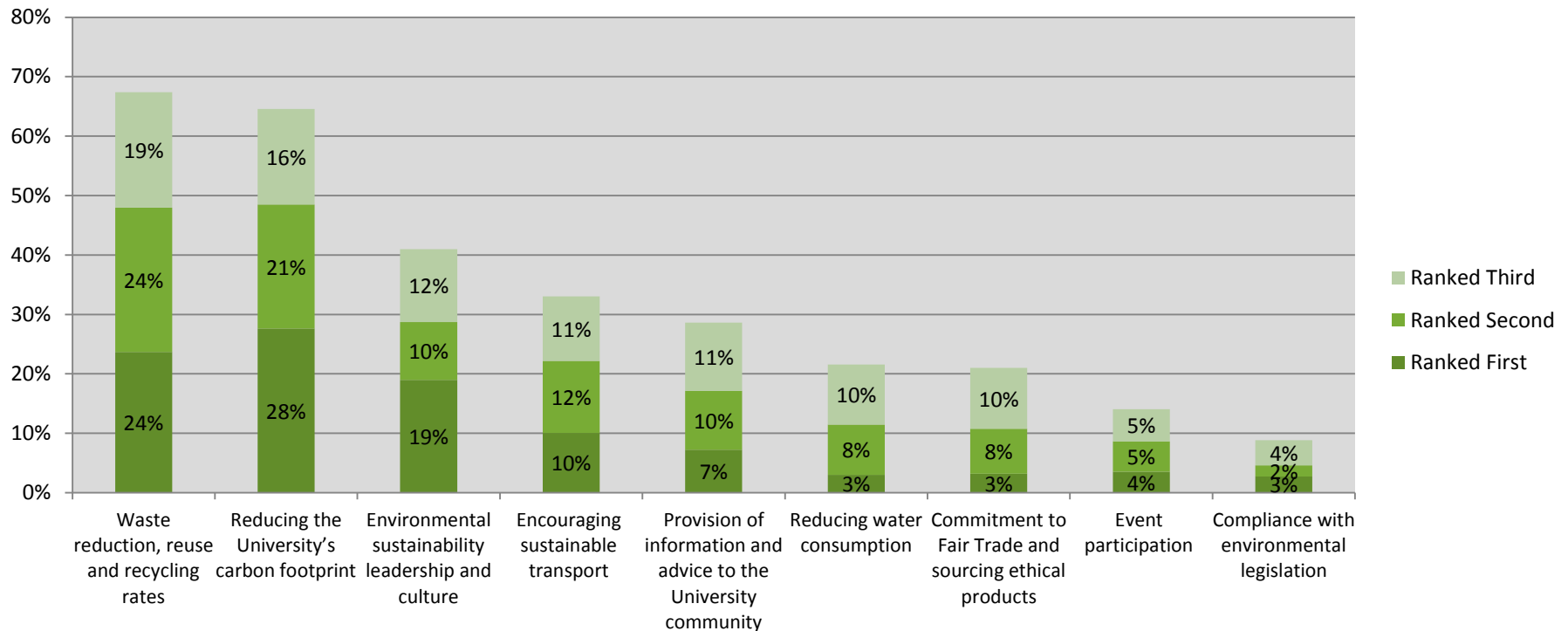
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Waste reduction, reuse and recycling was again considered the most important area to address to achieve sustainability at the University (mentioned by two thirds of respondents), closely followed by reducing the University's carbon footprint

- Event participation (14%) and legislative compliance (9%) again considered the least important

2014: Sustainability Areas of Importance at the University of Melbourne (n=996)



Sustainability Areas of Importance at UoM

Detailed

	TOTAL		Relationship with University		Gender		Age		
	2012	2014	Staff	Student	M	F	24 and under	25 – 39	40 plus
Waste reduction, reuse and recycling rates	76%	67%	71%	64%	65%	68%	64%	69%	71%
Reducing the University's carbon footprint	65%	65%	64%	65%	69%	63%	67%	61%	66%
Environmental sustainability leadership and culture	50%	41%	47%	36%	44%	40%	33%	41%	53%
Encouraging sustainable transport (e.g. Myki commuter club, bicycle parking facilities)	-	33%	31%	35%	39%	30%	34%	37%	25%
Provision of information and advice to the University community	41%	29%	30%	28%	26%	30%	28%	28%	31%
Reduce water consumption	33%	22%	21%	22%	25%	20%	20%	24%	20%
Commitment to Fair Trade and sourcing ethical products	-	21%	19%	22%	12%	25%	22%	21%	20%
Event participation (e.g. World Environment Day, Earth Hour, Orientation Week and Open Day)	19%	14%	7%	20%	10%	16%	23%	10%	6%
Compliance with environmental legislation	15%	9%	10%	8%	10%	8%	9%	10%	8%
TOTAL n=	1856	996	464	532	300	696	381	356	259

NOTE: due to the inclusion of 'encouraging sustainable transport' and 'Fair Trade' as issues in 2014, significance testing of the 2012 and 2014 data was not possible. Percentage comparisons between 2012 and 2014 should be made cautiously, comparison in the order of importance is more relevant.

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

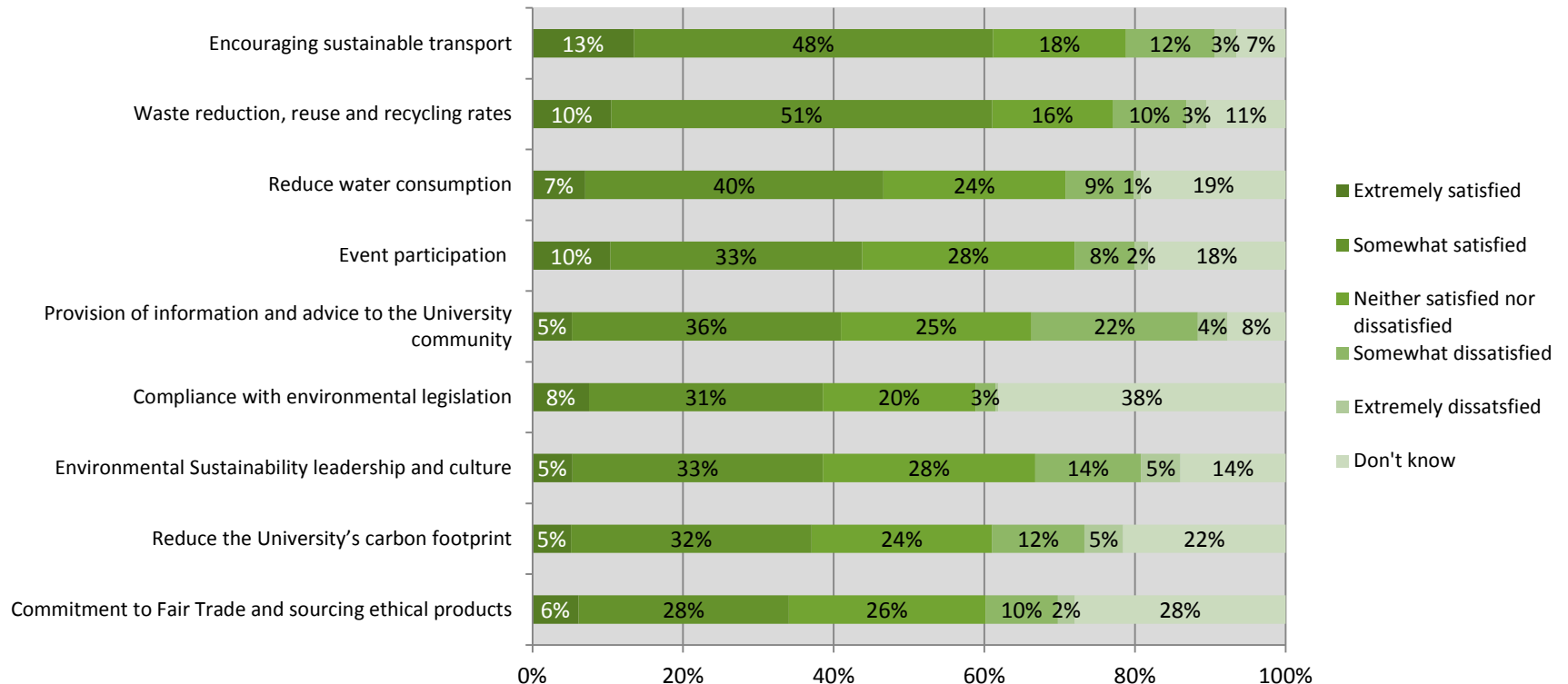
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The University's encouragement of sustainable transport achieved a high level of satisfaction (61% satisfied) as did 2012's leader reducing waste and recycling (61%) and reducing water consumption (47%)

- As in 2012, many respondents felt unable to comment on the University's efforts to comply with environmental legislation, our commitment to Fair Trade, or on our efforts to reduce our carbon footprint

2014: Satisfaction with University of Melbourne's Sustainability Efforts (n=996)





Satisfaction with UoM Efforts

Detailed

	TOTAL		Relationship with University		Gender		Age		
	2012	2014	Staff	Student	M	F	24 and under	25 – 39	40 plus
Encouraging sustainable transport	-	61%	69%	55%	55%	64%	59%	62%	63%
Waste reduction, reuse and recycling rates	59%	61%	64%	59%	58%	62%	64%	56%	63%
Reduce water consumption	46%	47%	46%	48%	44%	48%	51%	42%	47%
Event participation	45%	44%	52%	37%	39%	46%	42%	41%	51%
Provision of information and advice to the University community	39%	41%	51%	32%	40%	41%	35%	42%	48%
Compliance with environmental legislation	40%	39%	44%	34%	39%	39%	38%	36%	43%
Environmental Sustainability leadership and culture	39%	39%	45%	33%	40%	38%	35%	40%	42%
Reduce the University's carbon footprint	34%	37%	42%	33%	32%	39%	37%	35%	40%
Commitment to Fair Trade and sourcing ethical products	-	34%	38%	31%	30%	36%	33%	33%	37%
TOTAL n=	1856	996	464	532	300	696	381	356	259

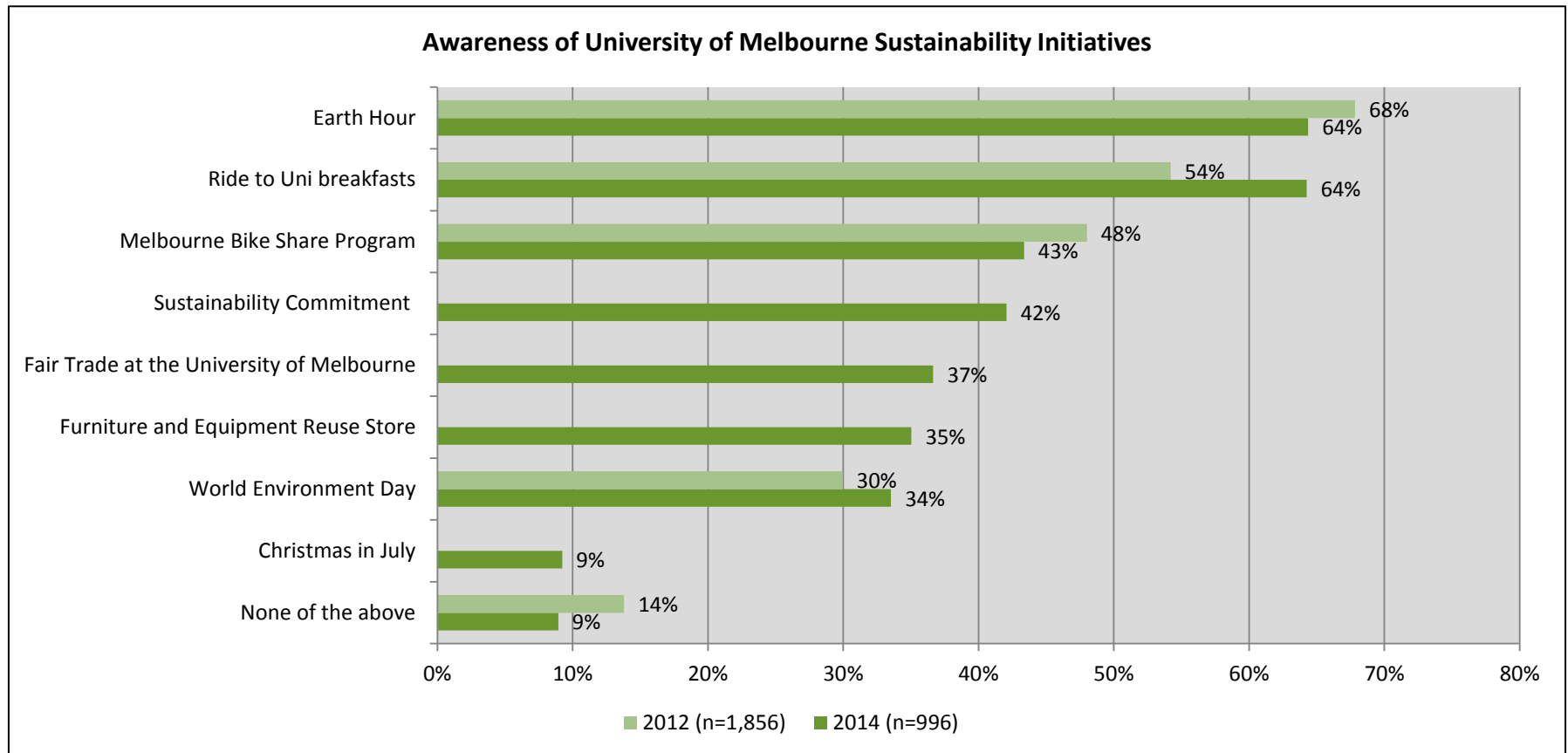
Q. To what degree are you satisfied with the University of Melbourne's efforts towards sustainability in the following areas? [SR] % 'Extremely Satisfied' and 'Somewhat Satisfied'

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Earth Hour and the Ride-to-Uni breakfasts (64%) again have the highest penetration with respondents

- Only 9% of respondents had not heard of any of the named University of Melbourne initiatives





Awareness of Sustainability Initiatives

Detailed

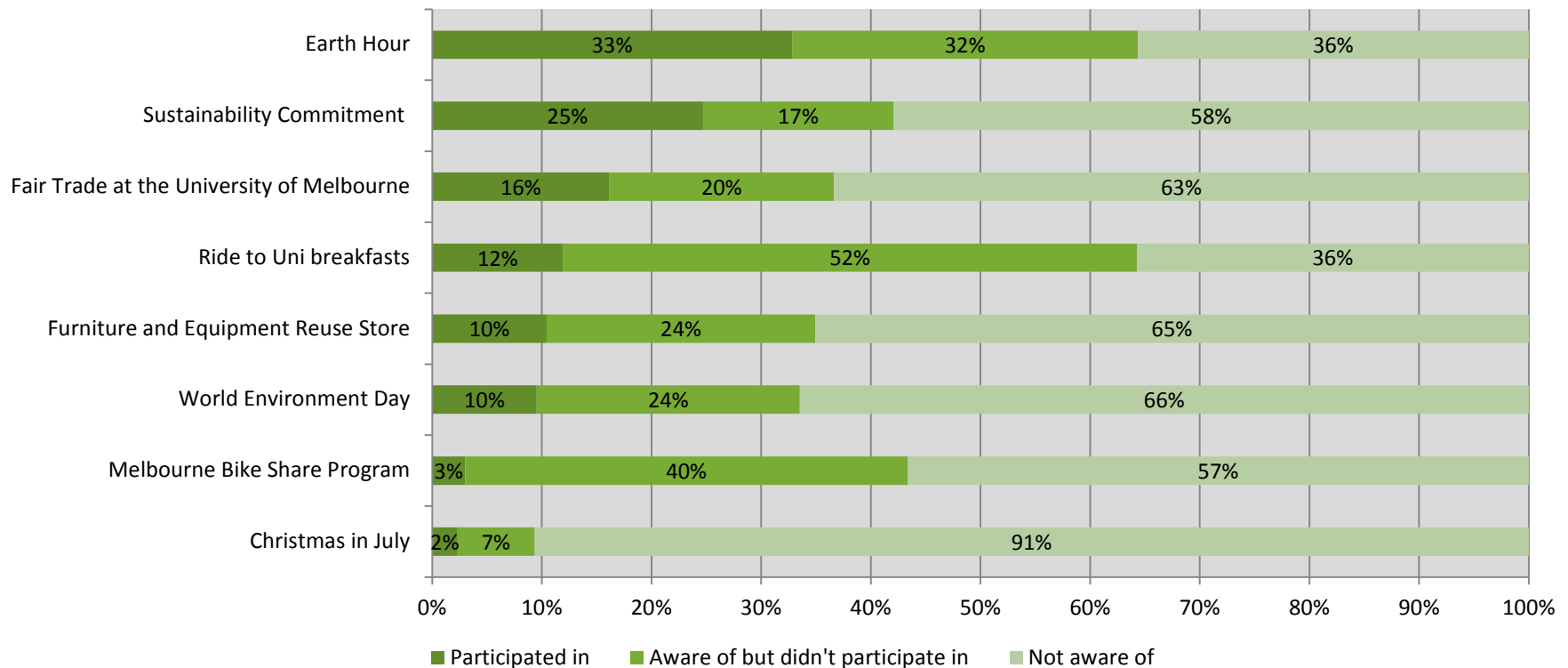
	TOTAL		Relationship with University		Gender		Age		
	2012	2014	Staff	Student	M	F	24 and under	25 – 39	40 plus
Earth Hour	68%	64%	80%	51%	64%	64%	57%	63%	77%
Ride to Uni breakfasts	54%	64%	81%	49%	65%	64%	53%	66%	78%
Melbourne Bike Share Program	48%	43%	49%	39%	49%	41%	41%	41%	50%
Sustainability Commitment	-	42%	54%	31%	42%	42%	35%	42%	52%
Fair Trade at the University of Melbourne	-	37%	44%	30%	34%	38%	37%	30%	45%
Furniture and Equipment Reuse Store	-	35%	65%	9%	37%	34%	10%	40%	64%
World Environment Day	30%	34%	45%	24%	36%	32%	24%	33%	48%
Christmas in July	-	9%	17%	2%	9%	9%	3%	12%	15%
None of the above	14%	9%	2%	15%	7%	10%	11%	9%	6%
TOTAL n=	1856	996	464	532	300	696	381	356	259



Half the respondents aware of Earth Hour indicated that they had participated in the initiative, a similar level to 2012

- Apart from the Sustainability Commitment, participation in other initiatives was relatively low

2014: Participation in University of Melbourne Sustainability Initiatives





Participation in Sustainability Initiatives

Detailed

	TOTAL		Relationship with University		Gender		Age		
	2012	2014	Staff	Student	M	F	24 and under	25 – 39	40 plus
Earth Hour	44%	33%	46%	21%	34%	32%	24%	32%	47%
Sustainability Commitment	-	25%	33%	18%	24%	25%	18%	27%	32%
Fair Trade at the University of Melbourne	-	16%	20%	13%	14%	17%	14%	13%	23%
Ride to Uni breakfasts	11%	12%	16%	8%	13%	11%	9%	14%	14%
Furniture and Equipment Reuse Store		10%	22%	1%	14%	9%	0%	9%	27%
World Environment Day	10%	10%	14%	5%	10%	9%	5%	9%	16%
Melbourne Bike Share Program	4%	3%	4%	2%	5%	2%	2%	3%	4%
Christmas in July	-	2%	5%	0%	2%	2%	0%	3%	4%
TOTAL n=	1600	996	464	532	300	696	381	356	259



Direct email took precedence as the best form of communication for sustainability activities in 2014

- Levels of awareness through word of mouth and SEAs generally decreased across the board

	Earth Hour	Sustainability Commitment	Fair Trade at UoM	Ride to Uni breakfasts	Reuse Store	World Environment Day	Melbourne Bike Share Program	Christmas in July
Email from the Sustainability Unit	36% (31%)	39%	31%	47% (35%)	44%	37% (36%)	17% (15%)	57%
Staff News	35% (31%)	23%	16%	20% (23%)	42%	23% (32%)	13% (7%)	39%
Word of Mouth	17% (33%)	23%	24%	22% (26%)	30%	15% (28%)	23% (32%)	9%
Poster/billboard advertising on campus	14% (21%)	6%	20%	16% (29%)	3%	13% (24%)	20% (19%)	4%
Facebook	13% (16%)	6%	9%	14% (16%)	0%	9% (10%)	3% (9%)	0%
Staff environmental advocates	6% (7%)	7%	6%	2% (5%)	11%	4% (11%)	3% (1%)	26%
(University) Sustainability website	5% (7%)	11%	5%	4% (6%)	9%	4% (12%)	10% (6%)	9%
Student environmental group	3% (3%)	6%	3%	13% (8%)	0%	3% (2%)	3% (4%)	0%
Farrago	1% (2%)	0%	4%	2% (5%)	0%	0% (3%)	0% (4%)	0%
Other	12% (12%)	11%	15%	3% (9%)	9%	11% (7%)	20% (7%)	4%
Don't know / can't recall	7% (6%)	5%	8%	3% (3%)	0%	8% (8%)	17% (10%)	9%
2014 TOTAL n= (2012 in brackets)	327 (824)	246	161	119 (200)	105	95 (184)	30 (81)	23



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

- In line with the reduction in the role of word of mouth in generating awareness. Recommendation also decreased in its role in driving participation

	Earth Hour	Sustainability Commitment	Fair Trade at UoM	Ride to Uni breakfasts	Reuse Store	World Environment Day	Melbourne Bike Share Program	Christmas in July
The event sounded interesting	37% (36%)	43%	34%	41% (49%)	29%	26% (33%)	23% (31%)	43%
I have a special interest in this area	28% (25%)	23%	30%	45% (41%)	35%	36% (29%)	11% (32%)	17%
The event was recommended to me	10% (16%)	20%	12%	15% (19%)	14%	14% (16%)	13% (23%)	22%
I attend all / most sustainability events	13% (9%)	11%	15%	10% (10%)	11%	27% (18%)	13% (6%)	22%
Other	13% (17%)	12%	14%	10% (6%)	22%	6% (5%)	13% (16%)	4%
Don't know / can't recall	11% (16%)	6%	11%	2% (4%)	3%	11% (18%)	10% (12%)	13%
TOTAL n=	327 (824)	246	161	119 (200)	105	95 (184)	30 (81)	23



STAFF & STUDENT CONTRIBUTION TO SUSTAINABILITY

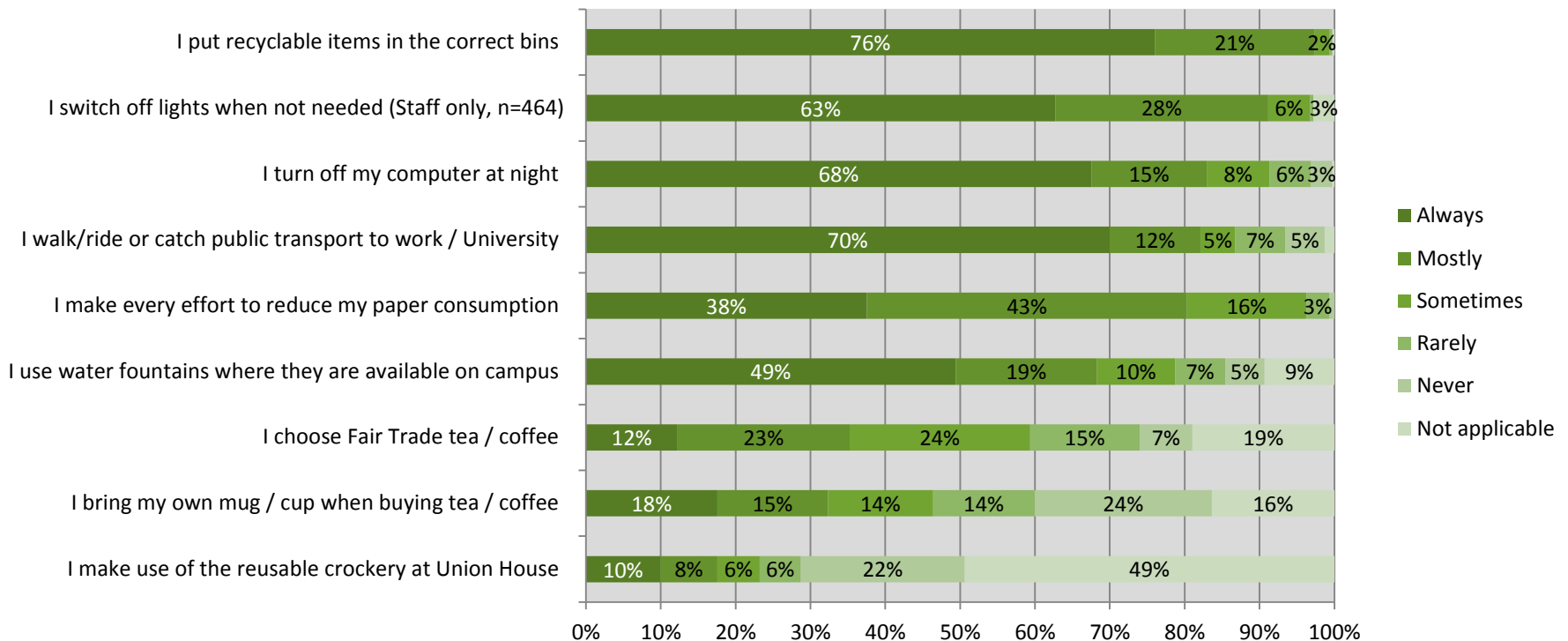




As in 2012, recycling (97% almost or mostly) and staff switching off lights (91%) are the most frequently carried out sustainability-related activities at the University

- Only small numbers of staff and students make use of the reusable crockery at Union House (18%) or choose to bring their own reusable coffee cups (33%)

2014: Personal Undertaking of Sustainability Activities (n=996)



Personal Undertaking of Sustainability Activities

Detailed

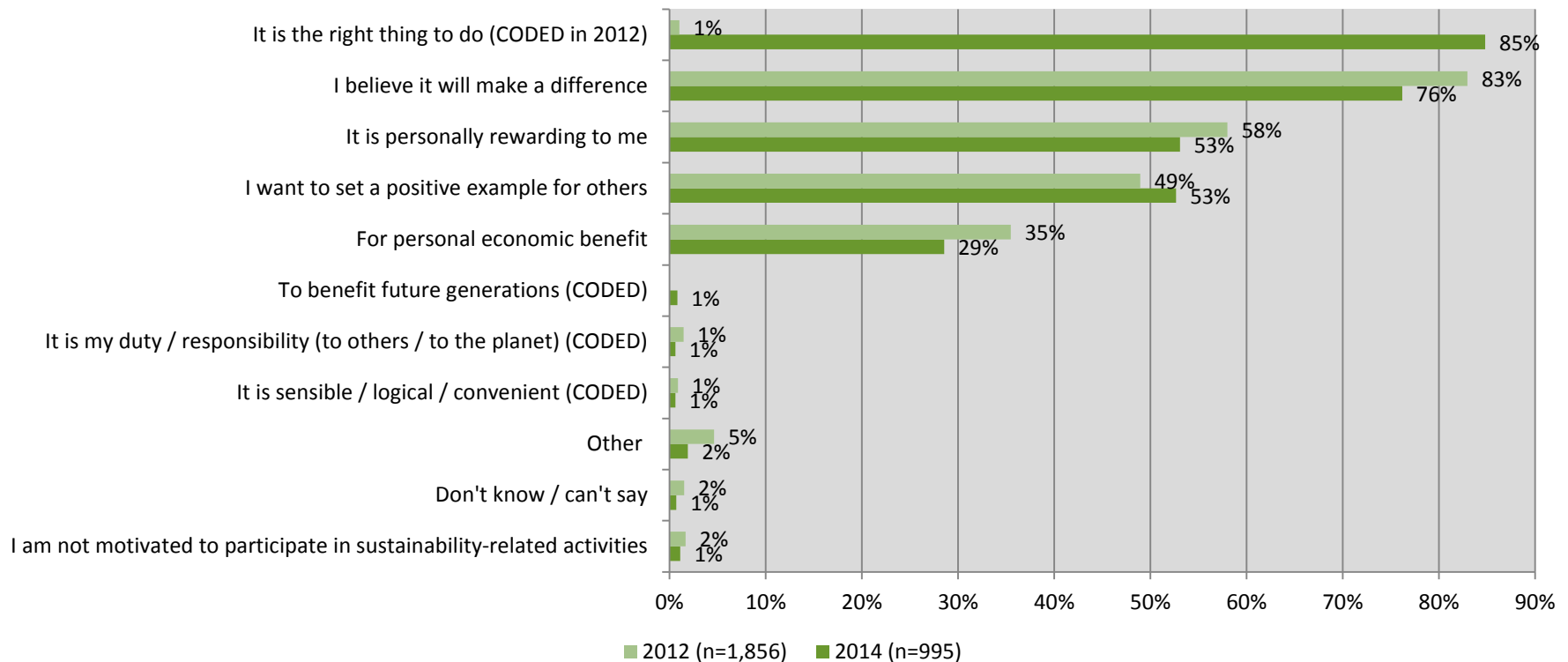
	TOTAL		Relationship with University		Gender		Age		
	2012	2014	Staff	Student	M	F	24 and under	25 – 39	40 plus
I put recyclable items in the correct bins	97%	97%	99%	96%	97%	98%	95%	98%	100%
I switch off lights when not needed (Staff only)	90%	91%	91%	-	44%	42%	5%	56%	79%
I turn off my computer at night	82%	83%	85%	81%	80%	84%	79%	85%	85%
I walk/ride or catch public transport to work / to University	77%	82%	73%	90%	87%	80%	94%	82%	64%
I make every effort to reduce my paper consumption	78%	80%	86%	76%	77%	82%	71%	84%	90%
I use water fountains where they are available on campus	62%	68%	61%	75%	69%	68%	75%	69%	58%
I choose Fair Trade tea / coffee	-	35%	39%	32%	31%	37%	30%	36%	42%
I bring my own mug/cup when buying tea/coffee	32%	32%	42%	24%	29%	34%	17%	40%	43%
I make use of the reusable crockery at Union House	20%	18%	15%	20%	24%	15%	16%	21%	15%
TOTAL n=	1856	996	464	532	300	696	381	356	259



The majority of respondents believe that participating in sustainability-related activities is the right thing to do

- Only 1% stated that they were not motivated to participate in sustainability-related activities

Motivations for Undertaking Sustainability-related Activities



Motivations for Undertaking Sustainability-related Activities

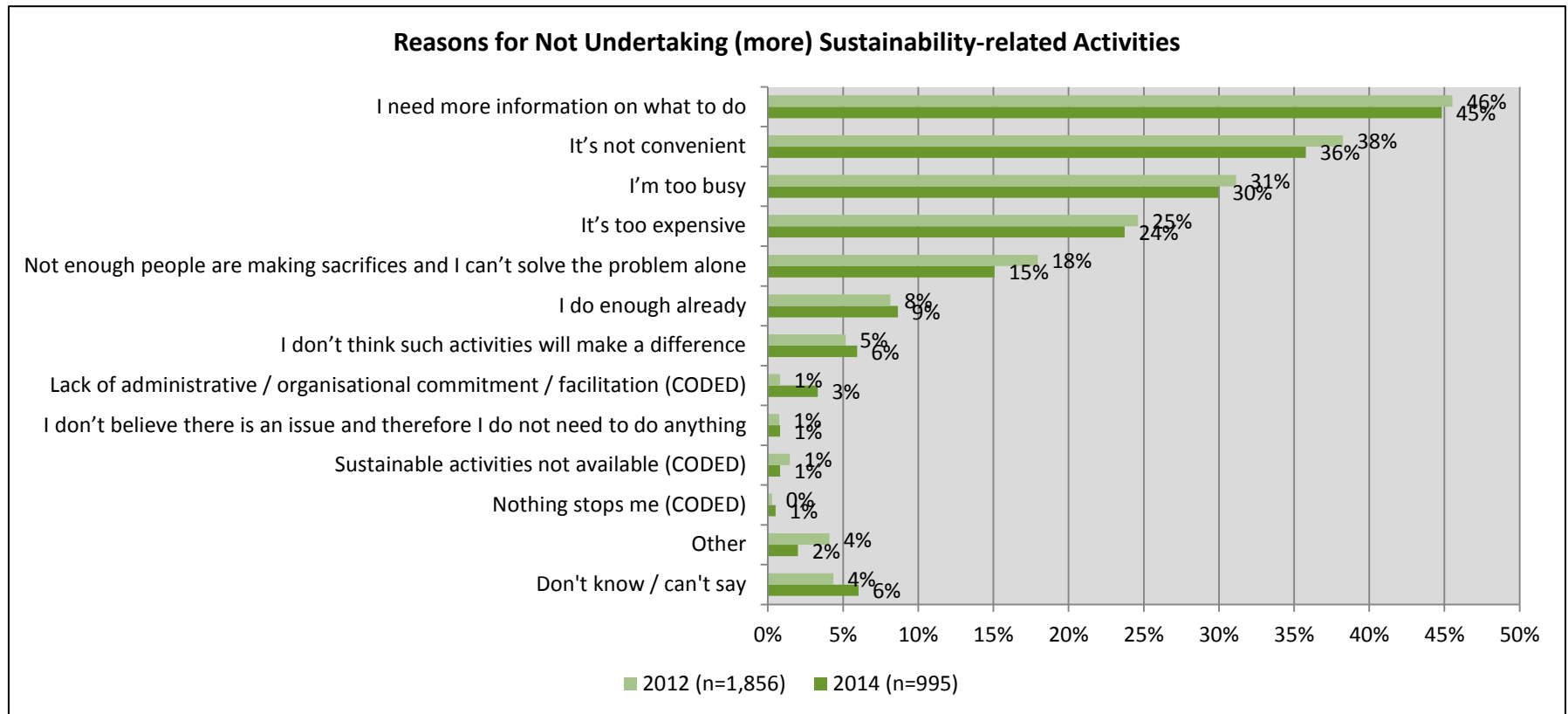
Detailed

	TOTAL		Relationship with University		Gender		Age		
	2012	2014	Staff	Student	M	F	24 and under	25 – 39	40 plus
It is the right thing to do	1%	85%	88%	82%	84%	85%	84%	86%	88%
I believe it will make a difference	83%	76%	77%	76%	71%	78%	75%	76%	77%
It is personally rewarding to me	58%	53%	55%	51%	56%	52%	51%	54%	55%
I want to set a positive example for others	49%	53%	57%	49%	61%	49%	49%	53%	57%
For personal economic benefit	35%	29%	25%	31%	34%	26%	30%	33%	25%
I am not motivated to participate in sustainability-related activities	2%	1%	0%	2%	2%	1%	2%	1%	0%
Other	5%	2%	1%	3%	2%	2%	2%	1%	1%
Don't know / can't say	2%	1%	0%	1%	0%	1%	1%	1%	0%
It is my duty / responsibility (to others / to the planet) (CODED)	1%	1%	0%	1%	1%	0%	1%	0%	0%
To benefit future generations (CODED)	-	1%	1%	1%	2%	0%	1%	1%	1%
It is sensible / logical / convenient (CODED)	1%	1%	1%	0%	1%	1%	1%	1%	1%
TOTAL n=	1856	995	464	531	300	695	381	356	464



A lack of information (45%) and inconvenience (36%) continue to be the main factors cited as preventing participation in sustainability-related activities

- Only a small number believe that they do enough already (9%) or that their activities will not make a difference (6%)



Reasons for Not Undertaking Sustainability-related Activities

Detailed

	TOTAL		Relationship with University		Gender		Age		
	2012	2014	Staff	Student	M	F	24 and under	25 – 39	40 plus
I need more information on what to do	46%	45%	37%	52%	45%	45%	54%	42%	35%
It's not convenient	38%	36%	37%	34%	33%	37%	38%	37%	31%
I'm too busy	31%	30%	24%	35%	33%	28%	37%	26%	24%
It's too expensive	25%	24%	18%	29%	19%	26%	28%	25%	16%
Not enough people are making sacrifices and I can't solve the problem alone	18%	15%	10%	20%	16%	15%	23%	11%	10%
I do enough already	8%	9%	8%	9%	10%	8%	9%	6%	12%
I don't think such activities will make a difference	5%	6%	5%	7%	6%	6%	8%	5%	4%
I don't believe there is an issue and therefore I do not need to do anything	1%	1%	1%	1%	2%	0%	1%	0%	1%
Other	4%	1%	1%	1%	1%	1%	1%	2%	1%
Don't know / can't say	4%	6%	8%	4%	7%	6%	4%	6%	8%
Systemic / management barriers (CODED)	1%	3%	6%	1%	3%	3%	0%	5%	5%
Sustainable activities not available (CODED)	1%	1%	1%	1%	1%	1%	1%	1%	1%
Nothing stops me (CODED)	0%	1%	0%	1%	1%	0%	0%	1%	1%
TOTAL n=	1856	995	464	531	299	696	381	355	259

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



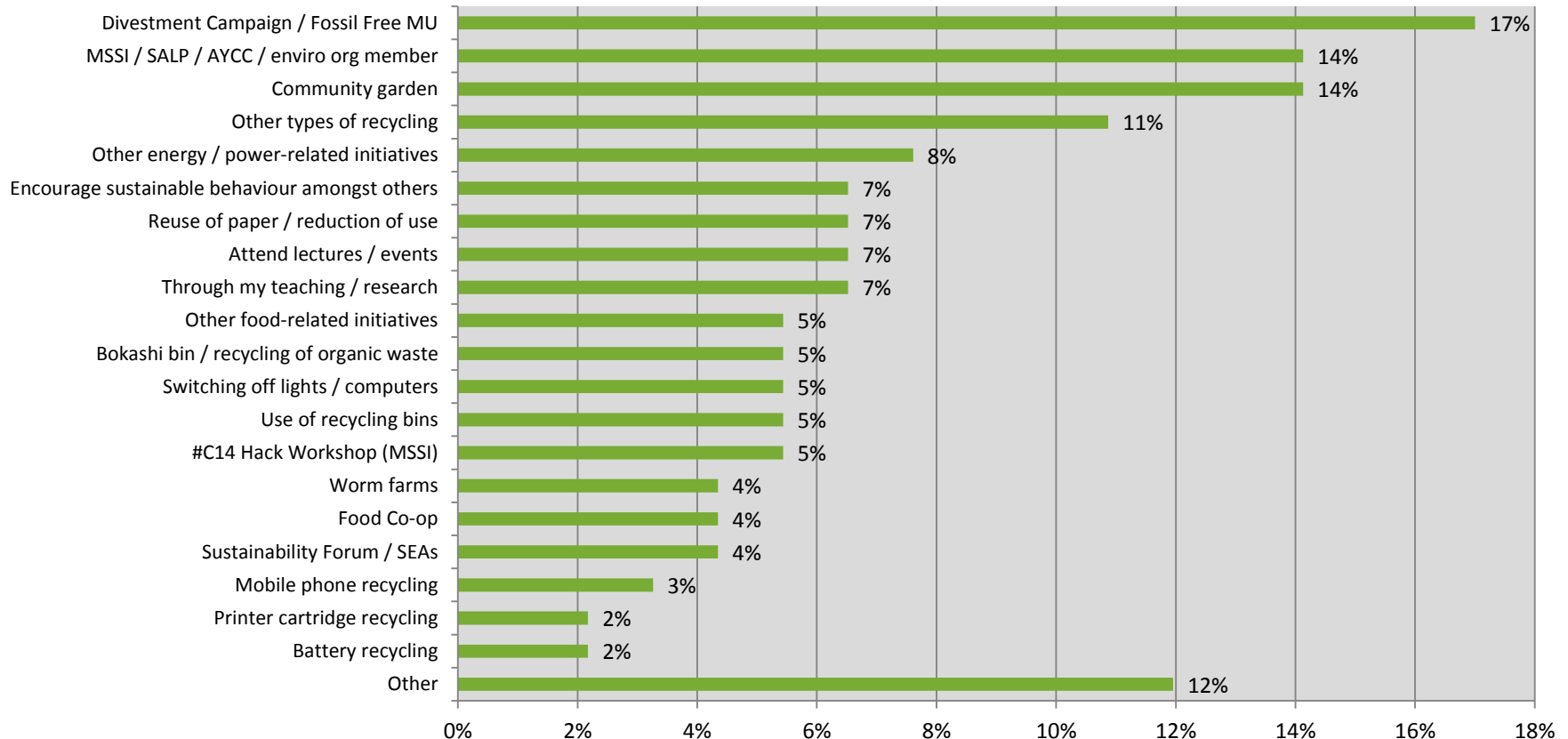
SUGGESTED SUSTAINABILITY INITIATIVES





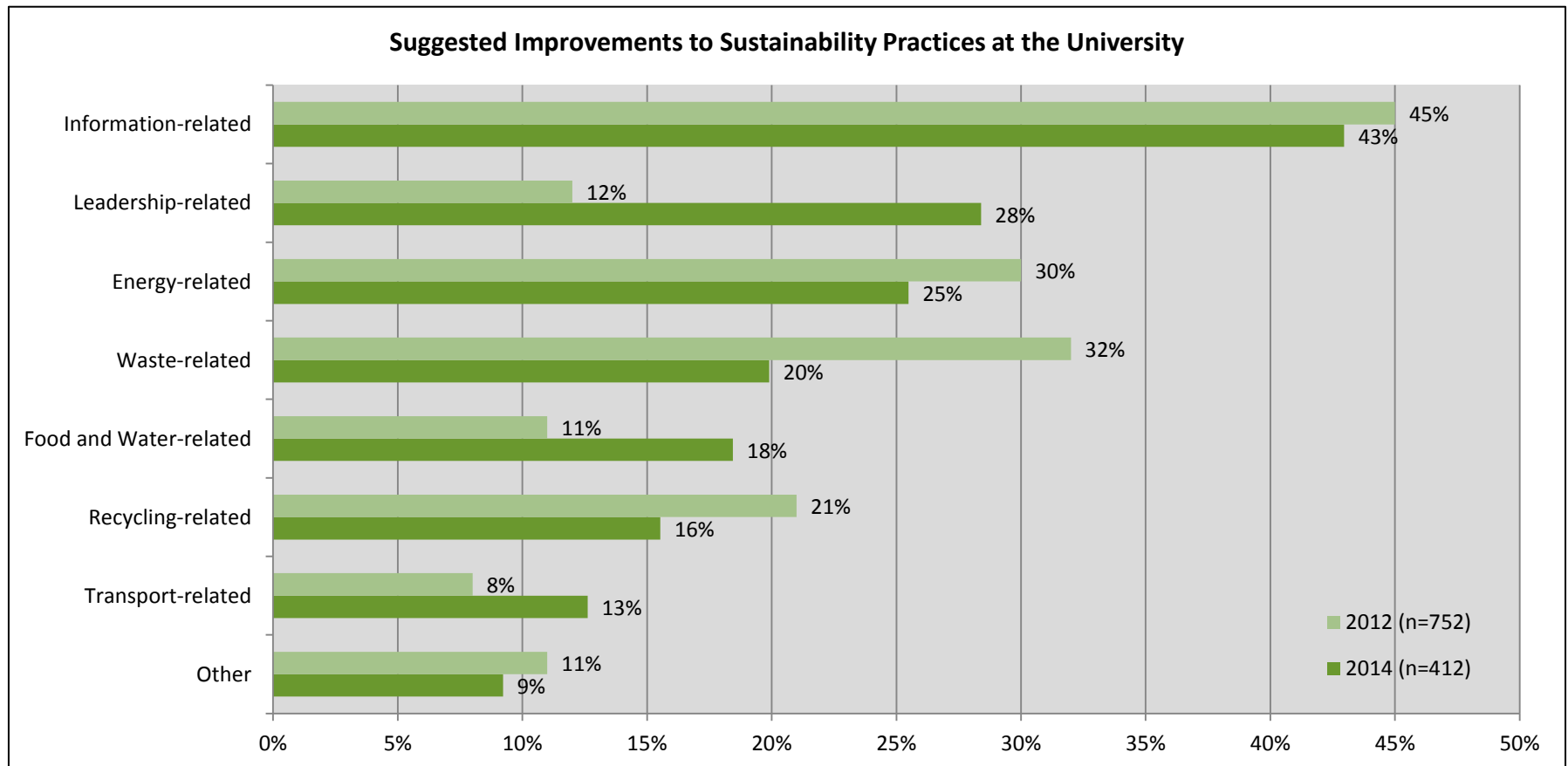
Of the 92 respondents (10%) who had participated in additional initiatives, 17% were involved in the divestment / fossil free MU campaign, and a further 14% were members of some type of environmental organisation, or involved in the community garden

2014: Other University of Melbourne Sustainability Initiatives Involved With (n=92)



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

- Energy and waste practices also highlighted as areas requiring improvement

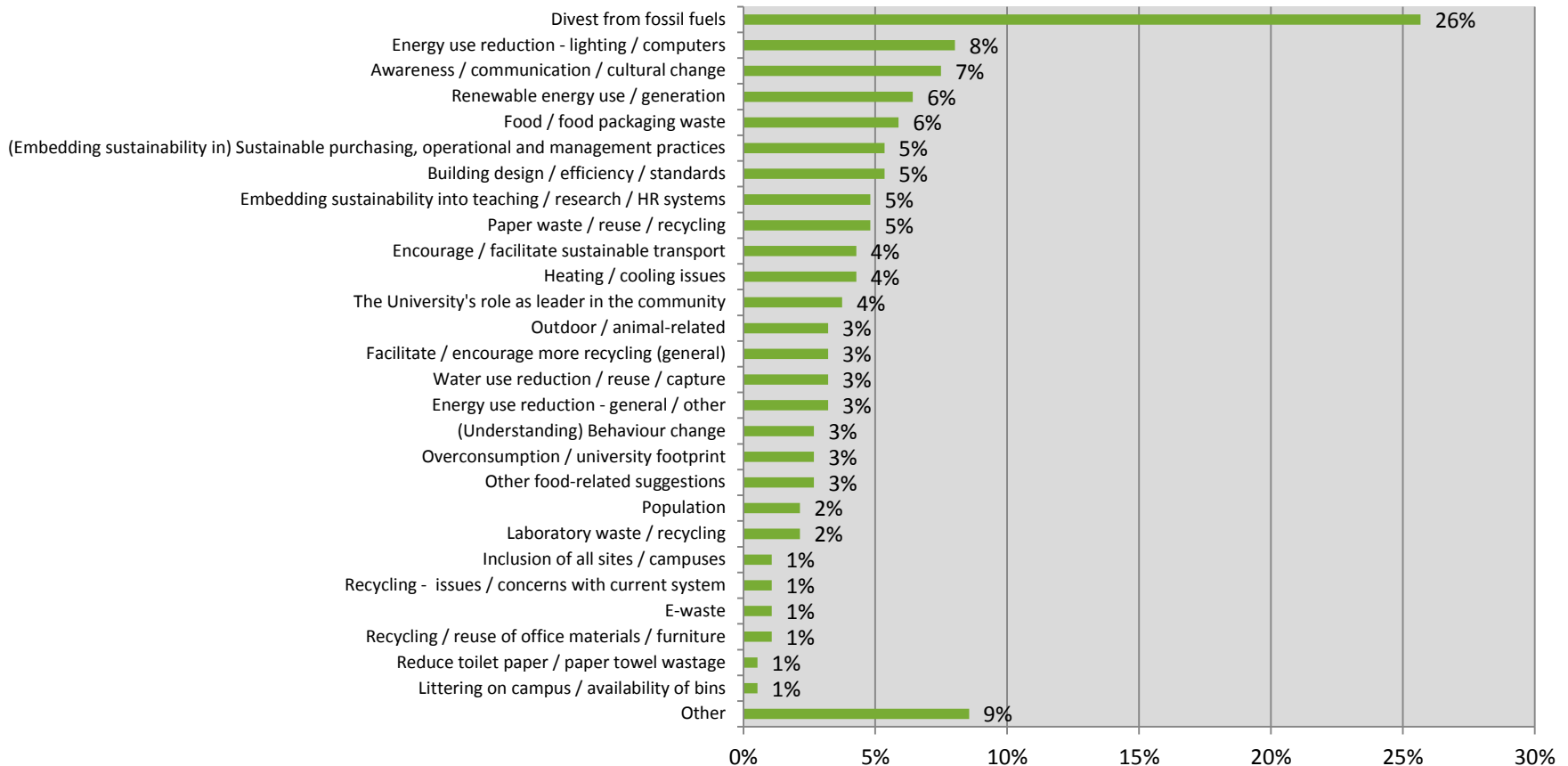




Issues Needing to be Addressed

Divesting from fossil fuels (mentioned by 26% of the 187 respondents) was identified as the key issue needing to be addressed by UoM

2014: Other Sustainability Issues that Need to be Addressed (n=187)





DETAILED FINDINGS AND VERBATIMS FROM OPEN-ENDED QUESTIONS





Divestment campaign / Fossil Free MU (17%)

"Calls for the University to stop investing in fossil fuels. This is a student and staff led campaign." (Current Student)

"Divestment from fossil fuels in the University's financial funds. Clearly the most effective thing to do to combat environmental degradation. Shocked it wasn't mentioned in the survey." (Current Student)

Environmental organisation membership (14%)

"The UMSU environment department is a very well informed but under-resourced group which has a number of awesome initiatives." (Current Student)

"Being a member of the Australian Youth Climate Coalition club on campus." (Current Student)

Community Garden (14%)

"Community garden, this is an excellent initiative that should receive more support from the university." (Staff Member)

"community garden and food coop." (Current Student)

Other types of recycling (11%)

"Battery, Disk, Phone, printer cartridges recycling. Community Garden and composting." (Current Student)

"e waste policy, procedure. organic waste from kitchens. CD/DVD recycling. mobile muster." (Staff Member)

Other comments ...

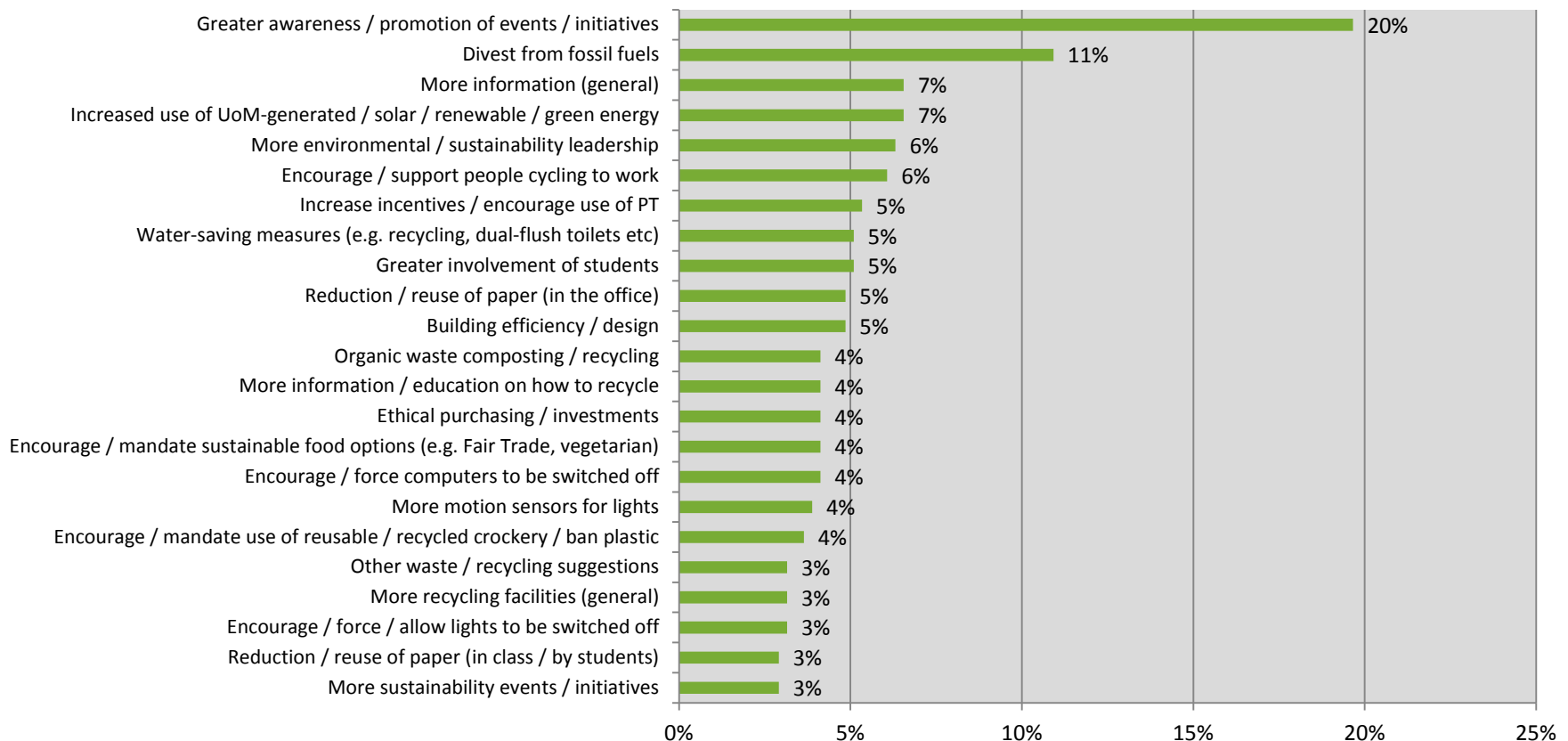
"I work with the Children's Services team to promote sustainability in our practice and in teaching young children about the environment and the need to care for it. We also regularly monitor our energy bills to improve our awareness of our consumption." (Staff Member)

"Walking instead of the lifts. Switching off lights. Dressing appropriately for the weather - not adjusting heating or cooling. Encouraging others to use drop box, tablets and other file shares instead of printing. Creating digital ready documents - not print ready. Not using dishwashers - short wash and wipe of benches. Meeting papers all in calendar invites - not printable (Staff Member)



Of the 412 people who gave responses, 20% called for greater awareness of sustainability events and initiatives, with a further 11% calling for the University to divest from fossil fuels

2014: Suggested Improvements to Sustainability Practices at the University (n=412)

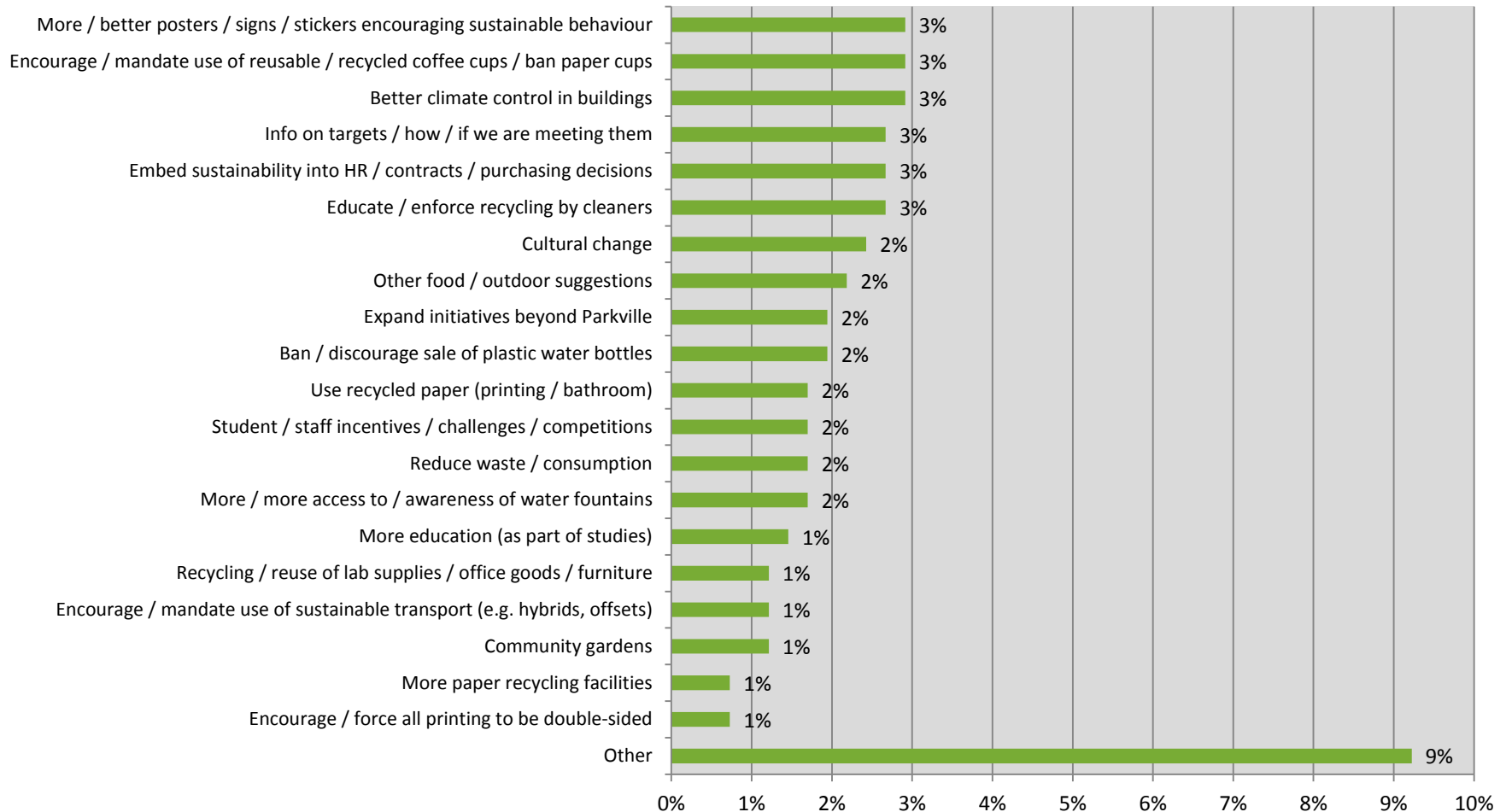




Improving Environmental Practices

Detailed - Chart 2

2014: Suggested Improvements to Sustainability Practices at the University (n=412)





Information-related (43%)

"Knowledge of what can be done, better communication - make it tangible for staff, like, 'turning off your computer saves x' or 'leaving your computer on overnight is the equivalent to using x amount of energy'." (Staff Member)

"Better communication and student outreach. A bigger presence on campus and better integration into all facets of Uni operations." (Current Student)

More information about what the university is doing, and what we individually can do. More 'real' initiatives that make a difference (e.g. making sure the last staff member out of a department at night turns the lights off!!! and other large-scale initiatives) rather than 'Mickey Mouse' initiatives such as 'keep cups' - who needs another keep cup??? ..." (Staff Member)

"Uni of Melb should be looking at where it can make the most meaningful and material difference, which clearly is what this survey is doing as a start. The Uni is a knowledge service provider. Your core purpose is the provision of that knowledge - the most strategic sustainability action you can take it to influence the hearts and minds of your students - that includes those on a part time basis at MBS. Your footprint is the other area (waste, energy and water, and supply chain) - but the course curriculum in my view is the most strategic and relevant activity for you." (Current Student)

Leadership-related (28%)

"Displaying leadership, ethics, and example setting by divesting away from the fossil fuel industry." (Current Student)

"Set examples through leadership especially through senior management. While most staff are aware of environmental / sustainable issues, it often happens that senior leadership is not setting examples by actively engaging in sustainable practices. And writing an email to inform about earth hour is just not enough, when you see the same senior staff still walking around with non reusable take away cups and throwing them in the wrong bin (only to mention one example)." (Staff Member)

"The University is well-positioned to lobby policy-makers and political representatives to improve environmental policy. I do not associate the UniMelb brand with environmentalism. I think it is a missed opportunity that we are not the most vocal advocates for improved climate change policy etc. (Current Student)

"Put rewards in the budget - transparent overhead reductions. Have Deans and Leaders - rolling out initiatives. Triple bottom line reporting. Include in business plan ..." (Staff Member)



Energy-related (25%)

"Many people leave computers/printers etc on at night. Stronger messages to staff to turn these things off would be a simple measure. Maybe have IT program them to shut down or sleep at a particular late hour." (Staff Member)

"Greater presence of renewables on campus. Not only to reduce carbon footprint but also to demonstrate and educate about renewables..." (Current Student)

Waste-related (20%)

"A greater push to be paperless in the work place, student files, forms, applications etc. Perhaps it depends on the area / faculty / school that you work in, but it would be nice to see a consistent, university wide message to reduce the use of paper." (Staff Member)

"Is there anyway to write into the tenancy agreements of stores and food vendors on campus that their packaging has a low environmental impact? Less plastic, more paper/cardboard? Or recycled products? ..." (Current Student)

Food and Water-related (18%)

"All commercial food contractors (eg. outlets in Union House) should only use free-range meat, dairy & eggs in their businesses. Meat-Free Monday should be strongly encouraged with various incentives, like hiked up meat meal prices and discounts on vego meals. This should be a requirement of all uni caterers and food outlets..." (Current Student)

"The University should try to improve water usage on toilets, specially on male urinals ... This is specially true for old toilets within the campus. Employing waterless systems will be a great scheme." (Current Student)

Other comments ...

"Increase parking prices; lobby hard for a Parkville train station; lobby hard for myki passes for regionally located folk; decrease air travel; make it easier for non-air travel (it annoys me that the standard option under policies for travel and booking is air travel when train might be an alternative) ..." (Staff Member)

"In our office we have large yellow recycling bins & small red rubbish bins. The yellow bins get emptied by cleaners & the red bins don't. This means that staff just put everything into recycling, because the rubbish doesn't get emptied & because the bins are too small. Also staff have seen the cleaners mix the contents of all the bins together anyway. Would make more sense to have reasonable size rubbish bins that get emptied regularly & to make sure the cleaners are actually separating the waste." (Staff Member)



Divest from fossil fuels (26%)

"Divestment from fossil fuels. This is important because it is an extremely effective way of showing the rest of Australia that the fossil fuel industry is unsustainable and not an economically viable way to provide energy any more. How can we begin to increase sustainability on campus when we are actively supporting carbon emissions and environmental destruction elsewhere?" (Current Student)

"Divestment of the University's investments out of fossil fuels. Come on Melbourne, show some leadership. Your own research shows that fossil fuels are ruining the environment, here's an opportunity to actually do something about it." (Staff Member)

Energy use reduction – lighting / computers (8%)

"Extend energy conservation programs across the Campuses eg. reducing power consumption by using more LED lighting, sensor switching etc. and by replacing older power-hungry appliances with less power consuming electrical appliances in offices and research facilities. Extend Power generation and self sufficiency eg. installing more Solar Panels, and Solar heating hot water around the campus. Purchasing and using more energy efficient appliances, fridges, freezers, dish washers, heaters, etc." (Staff Member)

"Lights, heating and computers left on at night and on weekends." (Current Student)

Awareness / communication / cultural change (7%)

"I think that the university must take more action, or perhaps advise students of current action, against big climate issues such as climate change. I do not feel as if the university is doing enough about this issue as I have never be told they are doing anything about it." (Current Student)

"Behaviour change - pure and applied - is so important to the sustainability initiatives at a large public institution like the UoM. The UoM sustainability staff - including the research unit, the Melb. Sustainable Society Institute - know that this is vital and they incorporate this literature and learnings in their work. But I think the UoM should endeavour to establish a practical research unit similar to Monash Uni's BehaviourWorks and imbed this in campus operations (maybe co-auspiced by MSSI)." (Staff Member)



Renewable energy use / generation (6%)

"The university has a lot of roof real estate, they should be negotiating with the power supplier to be installing solar panels on all the suitable roofs." (Staff Member)

"Large scale installation of solar (and other renewable energy sources) on all University infrastructure asap. It is now critically essential for the University to actively drive and engage in a serious debate on national and global population issues. Similarly, university involvement in a discussion about economic degrowth, and zero growth options is socially, politically and culturally crucial." (Current Student)

Food / food packaging waste (6%)

"Yes - food waste. About 40% of food is wasted overall across the world, which is a huge amount. It also means a huge loss of nutrients which could be recycled through composting and therefore we wouldn't have to create synthetic fertilisers." (Current Student)

"Possibility of composting food waste from food outlets and staff kitchens - it's a practice at home, and I would like to see benefit from this if there were collection points in buildings." (Staff Member)

Other comments ...

"Address transport linking between campuses. For example, address bicycle path improvements between campuses (for example Burnley and Parkville), and develop appropriate cycle routes outside university boundaries with the partnership of local councils and government." (Current Student)

"I think the survey was very focused on individual choice and not on the university as a whole. Individual choice changes the way people approach the issue of sustainability, but it needs to be a part of a broader commitment of the university as a whole. There is sometimes not as much recognition of the way different fields of sustainability interact (e.g. deforestation affecting carbon emissions, but also water capture and land quality). I really enjoy teaching approaches that embrace this more holistic way of thinking (as with the climate change stream and Dr Margaret Grose's lectures)..." (Current Student)

"Sustainability initiatives that can be achieved by departments/individuals that are not located on the Parkville campus." (Staff Member)



THE UNIVERSITY OF

MELBOURNE

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