



# Green Gown Awards *Australasia*

## SHARING SUSTAINABILITY EXCELLENCE

Tuesday 13 September 2016

**Presented by Sue Hopkins - ACTS**

**Panelists:**

**Danielle Rostan-Herbert - University of Melbourne**

**Andrew Wilks - Victoria University of Wellington**

**Carmen Primo Perez - University of Tasmania**



# Australasian Campuses Towards Sustainability (ACTS)



- Managed by Australasian Campuses Towards Sustainability (**ACTS**) – [www.acts.asn.au](http://www.acts.asn.au)
- ACTS is a **non-profit member based organisation** representing HE & FE institutions within Australia and New Zealand.
- ACTS aims to inspire, promote and support change towards **best practice sustainability** within the operations, curriculum and research of the tertiary education sector.



# Green Gown Awards Australasia



- Green Gown Awards governed by cross sector [steering group](#) – 9 organisations, including **TEFMA, ATEM** and Universities Australia.
- **International Awards** founded in 2012 between UK, Australasia, French-speaking Europe and Canada. GUPES – six global UNEP regions joined in 2016
- **Open to ALL** tertiary education institutions – including universities, TAFE, polytechnic and RTO's. **Awards Cycle** June – November.
- **Broad range** of sustainability categories and high level of **sector engagement**. Over 65 judging organisations
- **Prestigious Awards Ceremony**: 3 November 2016 @ University of the Sunshine Coast
- **Aim of the Awards**:
  - Recognise and reward leading institutions
  - Raise the profile of sustainability issues
  - Disseminate and share best practice

# Award Winners



- **2011 – 2015:** 44 Winners and 36 Highly Commended
- Representing 41 institutions
- Currently 11 categories
  
- **2015 – 8 winners across 4 sustainability themes**
  - Partnerships & Engagement
  - Learning, Teaching & Research
  - **Leadership & Governance**
  - **Facilities & Operations**
  
- **Three case studies :**
  - University of Melbourne (Continuous Improvement)
  - Victoria University of Wellington (Carbon Reduction)
  - University of Tasmania (Built Environment)



# ACU: Best Newcomer

Starting 2012, a focus on the basics:



**The benefits of a Green Gowns win:**

- Stakeholder confidence
- Organisational profile
- Resources

# The JCU Green Bike Fleet - *New love for unwanted bikes*





**LA TROBE**  
UNIVERSITY

## Winner - Community Innovation

Easy as Pi! Using e-waste to support learning opportunities for school students



# Award Winners



“I never want to do anything other than play on my iPad and computer. I cannot play sport, ride a bike or hold a pen properly because of my Asperger’s. I do not fit in with a lot of the kids at school. I normally stutter at school for fear of saying the wrong thing and being disliked, but with this group, we think similarly, we have the same social difficulties and my stutter is gone. I am good at computers, and love learning how to make my own computer games. I have now learnt how traffic lights work through basic coding and now feel very excited that this is something I might be able to do as a job in my adult hood. Before these classes, I was very fearful that I would not be able to find a job that I could do. I look forward to each class and what I can learn next.”

Child participant from the La Trobe University and Whittlesea Council ‘Raspberry Pi’ project – 2015.

# LEARNING AND TEACHING FOR ENVIRONMENT AND SUSTAINABILITY

What knowledge, understanding and skills do graduates from higher education need in the Environment and Sustainability field?

We developed learning standards by asking stakeholders throughout Australia and around the world . . .



Australian Government



Office for Learning & Teaching



7 workshops nationally (Perth, Sydney, Melbourne, Canberra, Gold Coast, Newcastle, Adelaide)



850 invitations to participate in an online questionnaire and online discussions

1000



Communication with over 1000 stakeholders



Over 250 individuals actively collaborated in the development of the standards by providing over 2500 separate pieces of advice and guidance

3



Standards piloted at 3 universities

## Standards grouped into: Standards for:

- ✓ Transdisciplinary knowledge
- ✓ Systemic understanding
- ✓ Skills for environment and sustainability
- ✓ Ethical practice

- ✓ Bachelor degrees
- ✓ Bachelor honours degrees
- ✓ Graduate Certificates
- ✓ Graduate Diplomas
- ✓ Masters (coursework) degrees

The standards 'are clear and comprehensive. Their purpose, significance and justification are well articulated . . . the invitational tone, accessible language and clear articulation of concepts and concerns is to be celebrated'.

PROFESSOR DANIELLA TILBURY,  
EXTERNAL EVALUATOR, CHELTENHAM, UK

'ACEDD endorses the Statement as a guide for tertiary teaching in Environment and Sustainability. The Project Team is to be commended.'

PROFESSOR ANDREW MILLINGTON,  
PRESIDENT, AUSTRALIAN COUNCIL OF ENVIRONMENTAL DEANS AND DIRECTORS

This was a 12-month project, commissioned by the Australian Council of Environmental Deans and Directors. This project was a collaboration of the University of Newcastle (lead institution), Australian National University, Flinders University, Macquarie University and University of New South Wales. Support for this project was provided by the Australian Government Office for Learning and Teaching.

PROJECT TEAM: Dr Bonnie McBain, Dr Liam Phelan & Ms Anna Ferguson (Newcastle), Emeritus Professor Valerie Brown AO (ANU), Matthew Flinders Distinguished Professor Iain Hay (Flinders), Mr Richard Horsfield (Macquarie), Honorary Associate Professor Paul Brown & Professor Ros Taplin (UNSW).

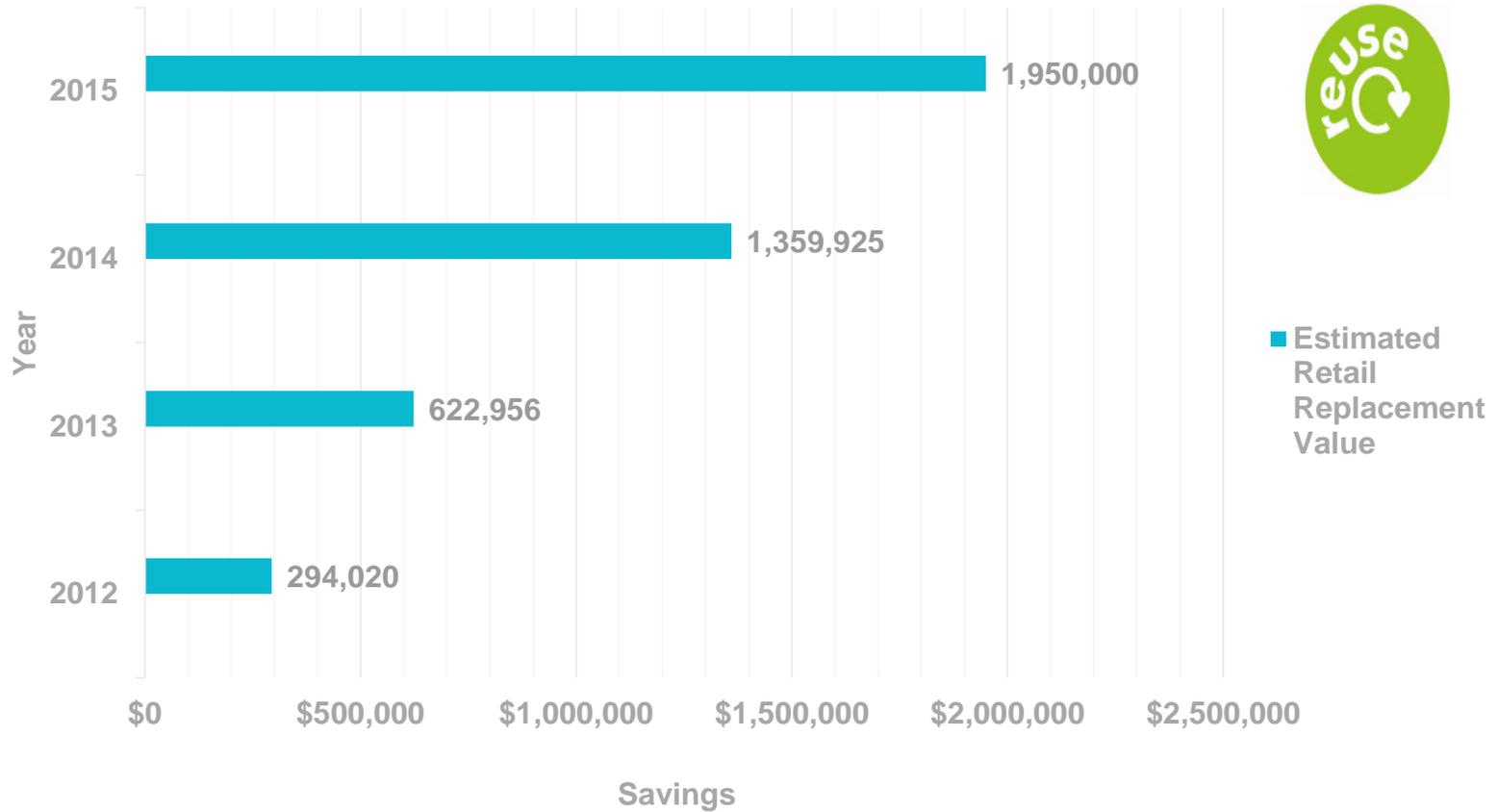
For further information, visit: [environmentLTAS.gradschool.edu.au](http://environmentLTAS.gradschool.edu.au)



AUSTRALIAN COUNCIL OF ENVIRONMENTAL DEANS AND DIRECTORS

# University Reuse

Estimated Retail Replacement Value Year on Year (2015)



What have been the benefits to your institution since implementing the project?



# Carbon Reduction



Total CO<sub>2</sub>e emissions  
down 12% since 2007

\$5m in energy savings  
and \$1.5m in parking  
revenue



From 1 FTE, modest  
budget and *connections*

# IMAS

## More than a Building



# SUSTAINABLE CAMPUS

## Benefits of the Project



### Energy & Emissions

Implemented 300 energy reduction projects at a cost of **\$9.07M**. Including **210 kW of solar panels** and more than **5,800 LED light** replacements.

Achieved annual **reductions of 33,000 tonnes of CO2**, (over 200,000 tCO2e in total)

Reached annual savings from these projects of **\$3.13M**



### Water Conservation

Water, saved 164ML/pa (30%) below 2006 base line:

- 65 Olympic swimming pools
- 218 million bottles of red wine
- 72 Water Fountains installed across campuses
- Encouraging the use of refillable water bottles

Well exceeding our target of 20% below 2006 despite University expansion.



### Waste Minimisation

- Infrastructure for waste and recycling increased recycling rates significantly.
- 22,000 internal and 40+ external bins deployed since 2010.



### Sustainable Buildings

- There are five, 5 Star Green Star buildings
- There is one, 6 Star Green Star building – Melbourne School of Design (MSD)



### Transport

- 2,100 bike spaces now available on Parkville campus
- The Melbourne Bike Share - on-campus stations have been located at University Square and North Court at Parkville Campus and outside VCAM on St Kilda Rd
- Staff Commuter Club
- Discounted annual myki passes
- 427 have registered from July 2013 to March 2015.

# SUSTAINABLE CAMPUS

## Benefits of Winning the Green Gown Awards



‘External recognition from our peers has reinforced and legitimised the internal recognition’, Sustainability Team.

Internal recognition from staff members, many emails, phone calls, comments of congratulations for what some called an award well deserved.

External recognition from other universities – with comments like ‘We see Melbourne University as a benchmark for reuse’.

The staff feel the award acknowledges the hard work they have put into Sustainability at Melbourne.

What were the most significant challenges you encountered in your initiative?



# Challenges



Competing priorities for time – long term vs reactive



Limited control / influence over energy use and transport choices



Push back on parking price rise

# IMAS

## More than a Building



# SUSTAINABLE CAMPUS

## Challenges for Continuous Improvement

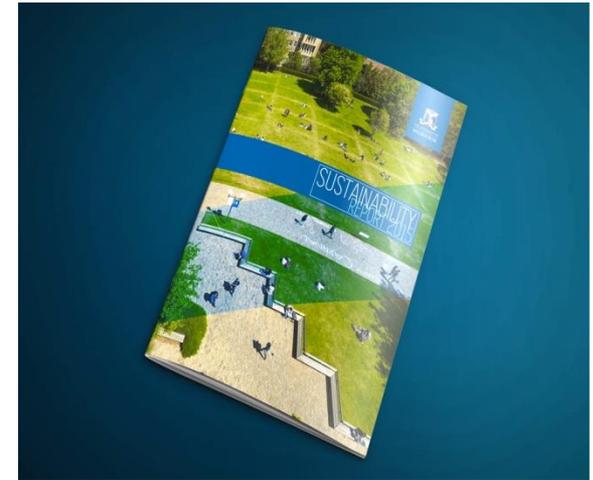


Defining where sustainability sits within an institution can be complex. It's a journey.

It's important to work with leadership and understand the process.



Working with other departments, such as Procurement, presents tremendous opportunity for reducing consumption and embedding sustainability at all levels.



Roles and responsibilities around sustainability need to be clearly defined.

Accountability is an imperative.

What does the future hold  
for your initiative?



# Future



Increased significance for Senior Leadership and link to wider sustainability

Continuing to look for efficiency opportunities



Hard nuts: air travel and natural gas alternative

# IMAS

## More than a Building



# SUSTAINABLE CAMPUS

## The Future – Carbon Neutral Campus 2030



More engagement with staff/students and community to shape the sustainability agenda



### Innovation in Operations:

- Campus-wide Solar (CEFC Funding)
- Campus as a Living Lab
- Water Plan
- Biodiversity



More collaboration with other institutions and organisations

# Thank you! Any Questions?



## Contact:

Sue Hopkins – Partnerships & Events Manager

[sue.hopkins@acts.asn.au](mailto:sue.hopkins@acts.asn.au)

[www.acts.asn.au](http://www.acts.asn.au)

## Best practice:

[www.acts.asn.au/initiatives/ggaa/sharing-awards-success/](http://www.acts.asn.au/initiatives/ggaa/sharing-awards-success/)