

Green Gown Awards Australasia 2020 Finalists



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Carbon reduction and adaptation to the effects of climate change are essential for institutional resilience and business continuity – both executive-level issues for our institutions.

12 Benefitting Society ★

As anchors in their communities and cities, tertiary education institutions benefit society in many ways.

16 Creating Impact

This category recognises institutions that have achieved significant sustainability-related outcomes, on campus or within their community, using minimal and/or limited resources.

20 Learning, Teaching & Skills ★

This category recognises achievement in the development of academic courses, skills and capabilities relevant to sustainability.

24 Student Engagement ★

This category recognises initiatives which have been developed and/or substantially influenced by students. Activities aimed at raising awareness and changing the behaviour of student groups, staff or communities are favoured.

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Recognises the sustainability achievements of an individual ACTS staff member who has been working hard to achieve change towards sustainability at any level.

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Recognises the sustainability achievements of an individual ACTS staff member who has been working hard to achieve change towards sustainability at any level.

34 ACTS Award Of Excellence: Student

Recognises any student from an ACTS member institution who deserves recognition for sustainability related activities undertaken.

★ International Green Gown Award category

The finalist's top 3 Sustainable Development Goals (SDGs) are listed on their page



Foreword

2020! What can really be said? When I was a much younger human, we looked forward to 2020; we all had such high hopes for that imagined time when the world's woes would well and truly started to be left behind. Last year I commented on the efforts to mobilise our response to the biggest self-inflicted challenges facing humanity. While COVID-19 might not be totally self-inflicted, there is no doubt that the variety of human societal responses to it have led to very different localised outcomes. Behind all of this, the impacts of the climate crisis and our collective complicity in the next global extinction event that are far from local. With COVID-19 there has been a tremendous negative impact on the higher education sector due to our collective globalised focus resulting in many of our colleagues losing their jobs or at best curtailed through resourcing constraints.

In times of adversity, there are also opportunities to re-imagine and continue mission and values-based work. We continue to see nations, cities, and organisations step up to be their better selves with many choosing to apply the 17 Sustainable Development Goals in their efforts. The work of this year's Green Gown Awards Australasia finalists demonstrate that in spite of the many challenges, the tertiary education sector is an integral part of the global response to the challenges we face. And once again, it is the people within our institutions who through individual and team efforts deliver the outcomes that are celebrated through these Awards.

Please join us to celebrate the efforts of these finalists delivering local solutions that contribute to the advancement of a global sustainability agenda. On behalf of ACTS, a very sincere thank you and congratulations to all those working for more sustainable futures.

Corey Peterson

President, Australasian Campuses Towards Sustainability (ACTS)

International Awards

The Green Gown Awards underline the value and recognition that winning offers, and highlights the continued importance of sustainability within the international tertiary educational sector. The winners from the regional Awards compete for the international title in four categories – “Benefitting Society”, “Continuous Improvement”, “Learning, Teaching and Skills”, and “Student Engagement”.



UK & Ireland
now in their 16th year

Francophone
now in their 7th year

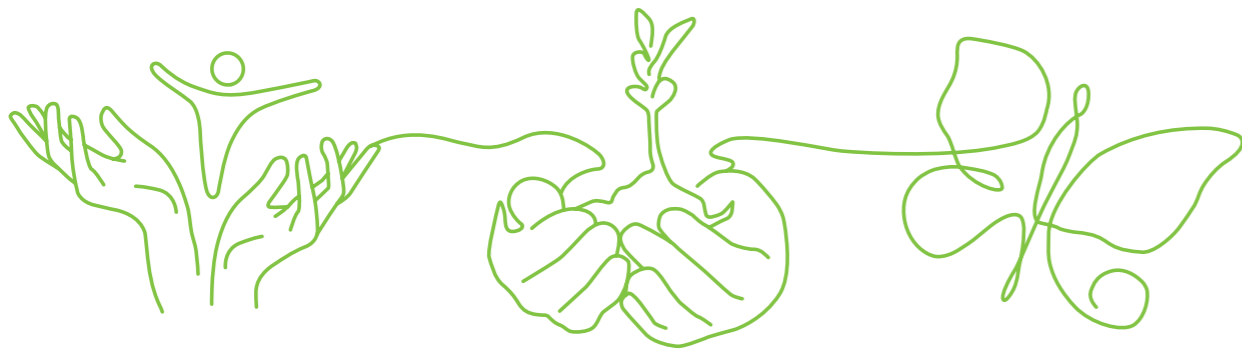
Australasia
now in their 11th year

International
now in their 9th year

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Coming in 2021

Dedicated webpage coming soon to the ACTS site 

About the awards

The Green Gown Awards Australasia is the only Award scheme dedicated to recognising excellence in sustainability within the tertiary education sector in Australia and New Zealand. Their aim is to recognise and reward institutions taking a positive step towards sustainability, whether large or small, and provide a real and positive platform for others to aspire to and learn from.

The Green Gown Awards Australasia is continually developing, with 8 categories open to Australasian institutions in 2020, including three individual and team categories.

The Awards are administered by ACTS, and is governed by a cross sector agency steering group made up of:

- Australian Council for Private Education and Training (ACPET)
- Australian Government Department of Education and Training
- Australasian Campuses Towards Sustainability (ACTS)
- TAFE Directors Australia (TDA)
- Association for Tertiary Education Management (ATEM)
- Universities Australia (UA)

Sharing best practice

The Awards were created to recognise and reward sustainability excellence, but also to ensure the lessons and examples of good practice are shared within the tertiary education sector as far and wide as possible. Please be sure to view the invaluable and inspiring videos from this year's and previous years' finalists on the ACTS YouTube channel. There is a wealth of knowledge at your fingertips.

Our Sustainability ethos

The Green Gown Awards Australasia are proudly delivered with sustainability at their heart. Throughout all stages of planning and implementation our team has taken the utmost care to ensure sustainable practices are upheld and responsible materials are used.

Our Awards themselves highlight our ethos! This year the Green Gown Awards Australasia trophies have gone back to basics and are made from beautiful wooden tree slices. Even the power used to laser engrave each unique piece is sourced from 100% green energy, ensuring these trophies are as sustainable as the initiatives they recognise.

2030 Climate Action

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La Trobe Net Zero



La Trobe's Net Zero program (NZP) will see us become carbon neutral by 2029 by focusing on generating renewable energy and reducing emissions across our campuses – not by purchasing carbon offset credits. To date, we have delivered:

- **Rooftop solar:** 7,500 solar panels installed at the Melbourne Campus, generating 2.5MW of renewable power to meet 50% of the campus' energy needs when performing at its peak.
- **LED Lighting Upgrade:** 24,000 LED lights installed.
- **Waste reduction:** an on-site composting unit diverts all organic waste produced on campus from landfill, reducing greenhouse gas emissions by up to 90%.
- **La Trobe Energy Analytics Platform (LEAP):** created the LEAP data analytics platform with PhD students. LEAP uses machine learning & AI to analyse, benchmark and predict energy consumption in buildings.
- **Net Zero Fund:** Working with partners, established the \$500,000 Fund to support research and scholarships that enable further innovation in energy efficiency, sustainability & lighting.



Read more in their **Case Study**

Top 3 Learnings

Engagement with students, academics & researchers has led to outstanding results with the La Trobe Energy Analytics Platform (LEAP)

Building strong partner relationships has created the Net Zero Fund providing \$500,000 of support to students, researchers & academics furthering sustainability, lighting & efficiency research

All stakeholders want to contribute in their own way. By providing real life support, actions & information we have engaged the entire university across all 6 campuses

Net Zero Initiative



Developed with ClimateWorks Australia, Monash's Net Zero Initiative (NZI) is delivering measurable advances on our commitment to Net Zero emissions by 2030. As Australia's only precinct-scale living laboratory, NZI is a critical proving ground for industry to demonstrate the real-world effectiveness of solutions, producing graduates for a zero carbon economy.

Based on Climateworks' Deep Decarbonisation Pathways, the Net Zero Initiative strategy encompasses five key pillars: energy efficiency measures, campus electrification, addressing our residual emissions through offsetting, deployment of on-site and off-site renewable energy, and a sustainable microgrid, all with the aim of achieving net zero emissions for Monash's built environment by 2030.

watch this video



Read more in their **Case Study**



Top 3 Learnings

Value of both strong executive leadership and bottom up support to drive action

Develop strategy to achieve vision then target quick wins that collectively realise the strategy and make the next step easier to achieve

Integration and electrification are challenging to achieve

2030 Climate Action cont.

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Eliminating Emissions in Education

This submission continues the story of RMIT's journey to become carbon neutral by 2030, not driven through offsets, but by genuine actions that demonstrate strategic leadership in both on-campus emissions reduction and innovative partnerships. Building on the success of completing the largest energy performance contract in the southern hemisphere, RMIT has participated and led two large-scale corporate power purchase agreements, led a solar PV roll out in a constrained city environment, transformed the capital works program to prioritise energy efficiency in projects, refurbishments and asset replacement programs, uplifted design standards to go over and above the National Construction Code, embedded sustainability and energy efficiency into all large University tenders and led an energy savings working group of experts.



Read more in their Case Study

Top 3 Learnings

The importance of an overarching goal such as Carbon Neutral by 2030, to capture the attention of the University executive, wider staff and students

Focus on continuous improvement through design standards revisions, ensuring the University is going over and above on energy efficiency

Showcase initiatives and learnings to others so they can undertake similar work, compounding the impact of the initial work

Sustainability Reimagined



Addressing climate change is critically important for our students, staff and partners. Through 2019 we achieved a major milestone on our journey towards becoming carbon neutral, with the impact being felt across the sector, our region and the state. Our first-of-its-kind Energy Supply Agreement with Red Energy meant from January 2020 we are powered by 100% renewable electricity, reducing our CO2e-emissions by 70%. Complementing this we rolled out 534kW of rooftop PV solar, switched over 6,000 lights to LED, and commenced installation of four dual electric vehicle charging stations (with infrastructure to futureproof for an additional 20). We enhanced the biodiversity of over 30ha of dedicated bushland zones including planting 2500 endemic native seedlings to sequester approximately 230 tonnes of CO2-e. We contributed to a circular economy through soft plastics and disposable coffee cup recycling programs, and significantly scaling up our rainwater harvesting capacity. Guided by our sector leading Environmental Sustainability Plan 2019-2025 we are reimagining sustainability now, and for the future.

Read more in their Case Study



Top 3 Learnings

- Climate action requires a whole of institution commitment to drive tangible and quantifiable actions that deliver material reductions in CO2-e emissions, cost savings and innovation
- Ambitious targets are attainable with a collaborative approach and the right leadership and investment decisions
- 100% renewable electricity is achievable – it is feasible, financially viable, and socially expected

2030 Climate Action cont.

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Net Zero UNSW



In 2020, UNSW is switching to 100% renewable electricity through its landmark solar Power Purchase Agreement (PPA). Construction of the Sunraysia Solar Farm was completed in 2019 and renewable electricity supply to UNSW is forecast to commence by September 2020. In combination with energy efficiency measures, onsite solar projects and purchasing carbon credits, UNSW will achieve net zero Scope 1 & 2 emissions from 2020.

UNSW has now set a science-based target to achieve net zero emissions across its entire value chain, making UNSW the first Australian university to do so. UNSW published a comprehensive inventory of its Scope 1, 2, and 3 emissions, which showed that Scope 3 sources such as purchased goods and services and investments were responsible for the majority of emissions. UNSW has committed to achieve 'net zero' total emissions, influencing reductions across the wider economy and providing a blueprint for other organisations to follow.



Read more in their
Case Study



Top 3 Learnings

Achieving buy-in from senior leadership and taking the time to explain the intricacies of the complex procurement process was vital for success of the PPA

Scope 3 emission sources are major contributors to the total footprint of a university and need to be fully assessed and included in 'net zero' targets

A renewable PPA can drive transformation of the energy system, while targeting Scope 3 emissions can drive change in the wider economy

This is recognition that our structured approach to continuous improvement, as guided by the LiFE Index, is generating positive behaviour change and ongoing financial savings. The GGAA gives Charles Sturt further recognition and credibility as a University committed to a sustainable future and providing inspiration to our students, staff and regional communities that are so critical to our success.

Andrew Vann, Vice-Chancellor, Charles Sturt University

Continuous Improvement category winner 2019

The University of Wollongong aspires to drive awareness and commitment to sustainability in Australia. To have our students, researchers and collaborators recognised for their outstanding contribution to this mission with a Green Gown Award – the most prestigious recognition of best practice within the tertiary education sector – is exceptional. I am delighted!

Professor Paul Wellings CBE, Vice-Chancellor, University of Wollongong

Student Engagement category winner 2019

RMIT is proud to be the recipient of a Green Gown Award for Continuous Improvement Institutional Change. This category of award is unique in recognising a whole of institution approach to sustainability and is an acknowledgment that striving for the best sustainable outcomes and practices is, and always will be, integral to RMIT.

Martin Bean CBE, Vice-Chancellor and President, RMIT University

Continuous Improvement category winner 2018

We are elated with this award, which not only highlights the value of our sustainability work but propels us and our city along our sustainability journey. We all have a part to play in sustainability and this demonstrates the integrity of our commitment so will encourage more people to get involved.

Professor Harlene Hayne, Vice-Chancellor, University of Otago

Sustainable Campus category winner 2018

Benefitting Society

Connecting our Communities through Learning in Nature



The development of an immersive Learning in Nature space promotes values of sustainability in Aotearoa/NZ, enhancing the lives of individuals by connecting them with nature, cultural heritage and the community through landscape and the curriculum. Our project is an innovative collaboration between the major tertiary education provider (EIT), local indigenous hapū (Māori kinship group) (Ngāti Pārau), central and local government agencies (Te Papa Atawhai/ Department of Conservation, Hawke's Bay (HB) Regional Council), and local environmental groups that include Predator Free HB, and EnviroSchools. The Ōtātara Outdoor Learning Centre (OOLC) promotes nature as a context for learning across all areas of the curriculum for all levels from early childhood to post graduate education. Engagement with the space provides individuals the opportunity to develop a sense of personal responsibility in relation to ensuring a sustainable future and to consider the impact of their (in)actions for the region and nationally.



Read more in their Case Study

Top 3 Learnings

- Communities connect in new ways with local heritage using a culturally significant contemporary learning space, designed in partnership with tangata whenua (people of the land)
- Collaboration and regional partnerships are integral to this project, learning together, and developing resources which engage and connect the community
- Enabling the community, staff and students to drive their own initiatives has led to greater engagement and inspirational outcomes for the Centre users

TIMeR: Walking with Indigenous stories of land, river and sky



This project is an Augmented Reality enabled audio-walk called TIMeR delivered at RMIT University in Melbourne. Participants follow audio directions to locations via a smart phone app and are presented with Augmented Reality content for exploring the multiple and multisensorial layers of place including Indigenous stories of Kulin Country. Featuring stories of land, river and sky with Boonwurrung elder N'Arweet Carolyn Briggs, participants are transformed into wayfarers as they move across the campus to uncover alternate cartographies, bringing new insights to familiar routes. The project encourages participants to consider their own relationships to place and to nurture practices of reconciliation with First Peoples in Australia. This approach showcases innovations in community engagement through digital media, outdoor games and the design of public space. The focus on learning outside takes education beyond the classroom walls while opening up deeper understandings of the power of place and nature.



Read more in their Case Study

Top 3 Learnings

- Developing innovative ways to present First Nations knowledge and understandings to wider audiences both within the university sector (staff and students) and beyond to industry
- Enabling participants to negotiate, reflect on and engage with their own 'sense of place' within the unceded territory of Kulin Country for reconciliation action
- Engaging collaborative learning environments of inclusion, diversity and belonging between Indigenous and non-Indigenous people through cross-cultural storytelling, sharing and community partnerships

Benefitting Society cont.

The Awabakal and Worimi Hunter Water Story project



Sustainability through Care, Reconciliation Creation and Culture: The Awabakal and Worimi Hunter Water Story project was initiated by Hunter Water Corporation in the Lower Hunter as a school community program to align with their Reconciliation Action Plan. Hunter Water worked with the University of Newcastle and the Awabakal and Worimi communities to create a storybook with 10 Aboriginal students from Newcastle High School. The students worked together to create a contemporary Aboriginal story about the conservation of water for primary schools, their communities and the Awabakal and Worimi families and community that is called *Where's Our Water?* The story was illustrated and designed by Newcastle University Creative Industry students in a Work Integrated Learning (WIL) assessment task. The story was facilitated by Aboriginal educators Emeritus Professor John Lester, Paul Myers, University Aboriginal educator Deirdre Heitmeyer and Aboriginal artist, Saretta Fielding.

Where's Our Water?

Awabakal Version



Read more in their Case Study

Top 3 Learnings

A collaboration between business, industry and education with Aboriginal gate keepers and Land Councils, municipal councils, Indigenous nations and artists, designers and academics that honors Aboriginal people and their culture

The story is a vehicle to carry sustainability messages and preserves Awabakal and Worimi language across cultures and ages

It embeds cross educational collaboration with Aboriginal communities, NSW Department of Education, industry, and business and provides work integrated learning opportunities for tertiary design students

Daughters and Dads Active and Empowered



Daughters and Dads Active and Empowered is a community-based, multi-award-winning education program targeting fathers/father-figures to improve their daughters' physical activity levels and social-emotional wellbeing. Importantly, this innovative program also addresses and challenges the culture of gender prejudice existing in girls' lives.

In 2014, the program was developed by Professor Phil Morgan and colleagues from the University of Newcastle. Using innovative collaborations with local schools and industry partners, results have been overwhelmingly positive with significant long-term health improvements achieved. The impact of the program has led to \$4.1 million in research funding and seen delivery to 790 daughters and 678 fathers across NSW, in various sports and in the UK.

In addition, a highly innovative University course has taught over 190 preservice and in-service teachers to deliver the program; creating wide ranging education and community benefits through improved teaching practices and holistic outcomes for children and the wider community.



Read more in their Case Study



Top 3 Learnings

The development of strong collaborative partnerships between Universities, Industry, Schools, Communities and Government are key for the scale up and sustainability of impactful community programs

Quality education programs using evidence-based pedagogies, delivered by engaging facilitators are essential to maximise benefits for communities

Targeting valued outcomes in an innovative and meaningful manner is critical for the engagement of families in health programs and attracting funding support to ensure sustainability

Creating Impact

Ditch the Disposables – a sustainability journey



Ditch the Disposables is CQUniversity's first attempt to run a national sustainability program. The initiative is intended to combat at multiple fronts but at the core, it is designed to kick start a conversation about sustainability and create awareness about the adverse effects of plastic on the environment.

The program provides a systematic change approach to promoting sustainability under the single tagline **Ditch the Disposables**. This short to the mid-term program is intended to showcase CQUniversity's commitment to embedding sustainable practices in our operations, interactions and relationships.

The **Ditch the Disposables** campaign has a clear aim to reduce single-use plastic products across all CQUniversity's campuses. The program is accompanied by a broader waste management strategy, driven by the circular economy concepts. Undeniably, COVID-19 has a massive impact on the program from renewed support to the takeaways to funding and job cuts, however, our efforts to promote sustainability will continue.



Read more in their Case Study

Top 3 Learnings

- Bringing change at the organisational level is very difficult but continuous perseverance and a good communications plan will make it happen
- We sought inspiration from others and thought outside the square to implement a unique solution to fit the extended CQUniversity campus footprint
- Focus on the big picture: it helps staff and students to get involved and solve complex issues at a local level

Let's Lead the Way – Sustainability Engagement at RMIT



RMIT is committed to widespread engagement across the community of students and staff to encourage and ensure the adoption of sustainable practices and outcomes. Under the campaign banner of 'Let's Lead the Way' the community is engaged through sustainability initiatives including events, behaviour change programs, social media campaigns and living lab projects. Building meaningful partnerships across the University has allowed RMIT to identify natural synergies when it comes to social, environmental and economic sustainability and create impact beyond our boundaries.



Read more in their Case Study

Top 3 Learnings

- Creating a lasting impact can be delivered through meaningful partnerships, rather than a generous budget
- Creating an on-campus 'Sustainability Space' and activating it via a strong engagement program has increased the Sustainability Team's profile amongst staff and students and resulted in more organic connections and conversations
- Walking the talk has allowed the RMIT Campus to become a 'living lab' for sustainability

Creating Impact cont.

Choose to Reuse! Creating lasting, impactful change



The University of Melbourne's **Choose to Reuse** Program is a highly innovative, large-scale waste minimisation initiative helping the University community to eliminate single-use food and beverage packaging, by using reusable tableware. The plate service, is an Australian University first, driven by staff and student feedback and supported by UoM's world-leading **Sustainability Plan 2017–2020**. The program has seen huge support and been highly successful in reducing waste to landfill at the Parkville campus. In just six months, from July 2019 to December 2019, it has diverted over 240,000 disposable items from landfill, resulting in a 23.5% decrease in waste to landfill. The program has an incredible reach, with thousands of staff and students using the program daily, creating real, lasting changes in consumer behaviour across campus. It has also provided a real 'living lab' scenario which has led to a number of future opportunities for implementation and influencing progressive behaviour change.



Read more in their Case Study



Top 3 Learnings

Reuse is the primary driver for behaviour change in waste minimisation

Engaging the University Community is incredibly important in delivering a successful program. Teaching people about the how and why has been key in the uptake of reusables

Listen to what the University community wants!

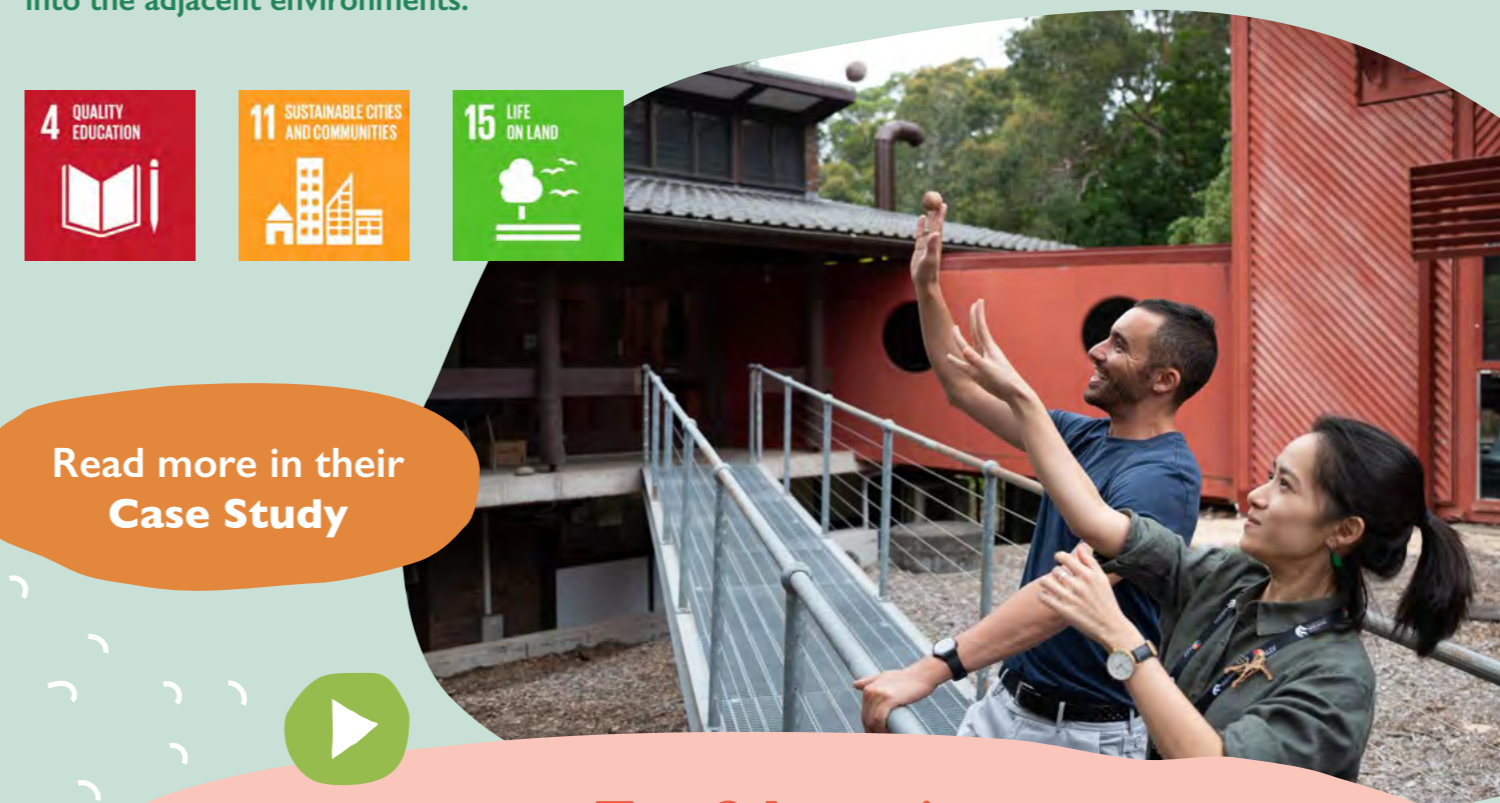
Germinate – May Contain Seeds



Germinate – 'May Contain Seeds' is a playful, socially engaged environmental management project that encourages students and staff to co-create their environments through guerrilla gardening techniques and explores novel, shared ecologies. The project encourages participant activation and seeks to empower students and staff as tactical urbanists, whilst also extending the leanings into the community through workshops and an open source website

UON's Callaghan campus is plagued by mosquitos, this project sought to explore a playful, socially-engaged, and an environmentally kind response to this issue. The student and staff researchers approached this challenge by creating shared habitat for mosquitoes and humans to peacefully coexist.

Certain aromatic plants repel mosquitos by confounding their sense of smell. The aromatic plant seeds are crafted into 'seed bombs' and placed into a repurposed gumball machine. Students, staff and visitors can purchase the bombs for a nominal donation and then they throw them into the adjacent environments.



Read more in their Case Study



Top 3 Learnings

When playfully invited, visitors, students and staff are enthusiastic shapers of their built and natural environments

Healthy and intertwined human and non-human ecologies rely on thoughtful and creatively considered regimes of care

It is possible to deter mosquitos through aromatic plant species and their essential oils

Learning, Teaching & Skills

The road to Tri Hita Karana



Tri Hita Karana is a Balinese philosophy denoting three ways to happiness through attaining harmonies of people with people, nature, and the spiritual. This philosophy can be applied to the United Nation's 17 SDGs alongside three ways of happiness and well-being. The Griffith MBA is built on the same principle in the form of three values that it stands for. Our first value, 'responsible leadership', centres around topics of mastering harmony among people within and across organisations, communities and countries (SDG 1–10, over 600 topics taught across MBA courses). The second value, 'sustainable business practice', focuses on developing a deep understanding of the harmony between business and the environment (SDG 11–15, over 300 topics taught across MBA courses). The third value is about our value-focused lens on the Asia-Pacific and focuses on the role of business for harmony in our region (SDG 16 & 17, over 100 topics taught across MBA courses).



Immersing students in sustainable business management through beer, fashion, surfing, and gardening

It is no surprise that the world we live in is currently changing at an unprecedented rate. Both businesses and government have a responsibility to lead societies into a more just and sustainable future. Sustainability is no longer an option. It is a necessity. The launch of the Sustainable Development Goals (SDGs) in 2015 provided a useful framework to guide us. Griffith Business School (GBS) recognises its commitment to using our teaching as a force of good. The aim of the program is to facilitate knowledge of current business trends relating to sustainability in different business disciplines. This program reinforces our mission to produce business leaders who respond to contemporary social expectations of business and the future challenges of our world.



[Read more in their Case Study](#)



[Read more in their Case Study](#)

Top 3 Learnings

Transform corporate leadership thinking and acting to value-based responsible leadership

Renew traditional business practices with regenerative, circular sustainable business strategies

Move towards meaningful and peaceful collaborations for shared value across the Asia-Pacific region

Top 3 Learnings

There is international and domestic demand for short-term programs that expand students' knowledge in the area of sustainable business management

There is strength in numbers: by pooling academic staff knowledge and skills from varying fields, we can create innovative and multidisciplinary programs that complement our degrees

There are opportunities to build productive partnerships and collaborations between universities in the Asia-Pacific region to expand knowledge of the SDGs

Learning, Teaching & Skills cont.

Sustainability Module



The Sustainability Module is a new offering at the University of Auckland, focused on teaching students about the values and science of sustainability, encouraging critical thinking about societal challenges, and learning how to address them. Launched in 2019, the three-course module is available to students enrolled in a Bachelors programme in Arts, Science or Advanced Science (Honours). The stage one course, Sustain 100, is an approved General Education course open to students from all faculties.

From the outset, the Sustainability Module was designed to be more than the sum of its parts. With three interlinked courses, the module creates cohorts of students who move through the papers together, building relationships with one another and the teaching staff, and working on collaborative assignments and projects.



[Read more in their Case Study](#)

Top 3 Learnings

The creativity, listening and cooperative decision making skills that are developed by bringing together students from multiple disciplines to consider major environmental issues and solutions

The new, expert knowledge from different disciplines teachers absorb when working in an interdisciplinary team

That young people are deeply concerned about sustainability issues and very ready to take up opportunities to learn and contribute to problem solving for a better future

WESTERN SYDNEY UNIVERSITY



Sustainability Bootcamp: Introducing the SDGs to students and staff at Western Sydney University

Western Sydney University through its curriculum renewal initiative, the 21st Century (21C) Project, is committed to developing resilient and sustainability literate graduates. In 2017 a multi-discipline team commenced work with community partners to develop an interactive online "Sustainability Bootcamp" 21C curiosity pod. The pod is designed as 'taster' comprising 15 hours of learning and is accessed either as a learning resource embedded in units or as an extra curricula opportunity. The aim is to introduce the core concepts of sustainable development and the Sustainable Development Goals (SDGs) to students through worldviews, systems awareness and future thinking. In 2020 the pod was offered as a pilot professional development opportunity for staff. To date over 1,300 students from nursing, health, industrial design, humanities, education and social science and over 100 staff have engaged with the pod. Those who complete the module with an interactive activity are awarded a digital badge as an alternate credential.

These goals are only relevant to the student urban heat workshop, not the Bootcamp



[Read more in their Case Study](#)

Top 3 Learnings

Working across disciplinary silos can be challenging but rewarding

Include 'Students as Partners' from project inception to delivery as they have different ways of looking at things!

Be prepared to build the plane while flying and be flexible

Student Engagement

Monash BorrowCup



Monash BorrowCup is a student led initiative that is not only a reusable coffee cup system on campus but a community of students, staff and cafes striving to create a better environmental outcome for the university.

Before COVID-19 shut down our campus, BorrowCup was operating in 9 campus cafes with an average of 1400 uses per week. The project was about to start its third year of operation with plans to expand to more campus cafes when the COVID-19 pandemic hit. While operations have paused for BorrowCup the team has forged ahead to build on the community created around BorrowCup to address other key sustainability challenges for the university and the world for a post-COVID green recovery.

BorrowCup has captured the attention of Monash University's community and is a showcase of how students are responding to the biggest sustainability challenges we face.



Read more in their Case Study

Top 3 Learnings

Student involvement in answering the sustainability challenges of the university lends itself to student empowerment and leadership

There are many opportunities to harness student enthusiasm and their desire to do something meaningful at university in addition to their formal studies

The student voice is powerful. Collectively, students can drive positive action for sustainability across the campus and take the experience with them into their futures

Students Doing Good: The Sustainable Development Goals Challenge



The inaugural Students Doing Good Sustainability Challenge (the Challenge) is a student-led initiative that activates the United Nations Sustainable Development Goals at Murdoch University.

The Challenge was designed as a competition between multidisciplinary student teams, coached by a design thinking expert, a social marketing specialist, and industry-based subject matter experts. Tasked with solving wicked sustainability problems at Murdoch University in just 2 days, teams pitched their ideas to an expert 'ideas shark tank', which judged the proposals on a range of criteria. The winning teams received cash prizes, and three of the five teams are actively collaborating with Murdoch's Environmental Sustainability Advisory Committee and Sustainability Manager to advance implementation of their projects.

Following the success and lessons learned from the first Challenge, a second Challenge is planned for September 2020, collaborating with Western Australia's (WA) three other public Universities.



Read more in their Case Study

Top 3 Learnings

Improve range and depth of industry engagement, including sponsorship and mentoring, especially industry mentors available for ideation and problem-solving stages

Develop creative outreach tools specific to target audience, using student influencers/champions, extensive social media outreach, etc. for promotion and 'buzz' around engagement

Timing is everything—schedule the event during quieter times of the academic year and embed the SDGs into students' lives months ahead of it

Student Engagement cont.

out(fit)



out(fit) is a community engagement initiative of the University of Newcastle, through which female students from the built environment discipline volunteer their specialised skills to benefit the community of Newcastle and the Hunter Region. We do this by engaging in hands-on design and build projects, primarily for underrepresented communities, with a focus on creating spaces for disadvantaged women and children. By providing access to design services for those who would not ordinarily benefit from this professional assistance, we can have a tremendous impact on daily lives.

out(fit)'s mission is three-fold:

- to promote and support women who are seeking careers in built environment professions;
- to provide a supportive place for students to learn hands-on design and building skills;
- to make a difference in the lives of women and children in need through improving their built environments.



Read more in their Case Study

Top 3 Learnings

By allowing students to gain new skills in a supported environment, our female graduates are confident when joining a predominately male dominated workforce

Contributing to projects that benefit disadvantaged communities, working with diverse stakeholders builds empathy and broadens our student's experience

Through volunteering with out(fit) students develop skills in Leadership, Communication, Self-Awareness and gain the ability to think critically about life and future decisions

WESTERN SYDNEY UNIVERSITY



Campus-based Living Labs for teaching, research and engagement

Living Labs are developing as a key engagement strategy for Environmental Sustainability at Western Sydney University. These initiatives utilise campus assets for teaching, research or engagement, and incorporate both multidisciplinary focus and strategic opportunity. Initiatives to date link to key themes in our Environmental Sustainability Action Plan and reflect the character of each campus. Examples on Hawkesbury campus focus on challenges facing peri-urban landscapes of Western Sydney, including water recycling and agro-ecology. On Kingswood campus, focuses include solar engineering and carparks, energy modelling, and the Werrington redevelopment has Living Labs as a key development theme. Parramatta campus focus includes an area of significant natural and cultural heritage: habitat for the Burramatta eels. Through Living Lab, staff and students are becoming more aware of the campus assets accessible as learning and engagement resources. These initiatives are platform towards resilient and sustainable campus communities, and reinforce collaboration and civic scholarship.



Read more in their Case Study

Top 3 Learnings

Accessibility and breadth of environmental, cultural, and technical resources on our campuses

Opportunity for developing citizen and professional practice in embedded campus situations

Criticality of collaboration in supporting sustainability outcomes and graduate attributes

Outstanding Leadership Team



Early Learning Centre (ELC)



The University of Melbourne Early Learning Centre (ELC) is a specialised research and demonstration kindergarten. It is managed by a multi-functional team who collaborate to provide exemplary early childhood teaching and learning informed by current research and the changing needs of society. In particular the principles of Education for Sustainable Development are linked to all activities. The aims of ESD are embedded holistically across the organisation, providing children with a platform to engage in sustainability and environment, while employing collective action to achieve environmental outcomes. The ELC has produced an incredible array of learning materials and engages in regular research projects. The team engages a large network, completing environmental projects that go beyond the classroom, school and University.



UTS Operations

UTS is facilitating the circular economy by processing 50 tonnes of food waste on-campus per year into soil conditioner that goes to local farming communities in Western Sydney to grow garlic, which returns to UTS for use on campus (and other commercial outlets). This diverse cross faculty and industry inclusive project involved a team of academic partners from the Institute for Sustainable Futures, UTS Design School, Facilities Management (including cleaners and operations staff), industry partners (Closed Loop, local cafes, and Hartley Vale Garlic), and government (NSW EPA). Over the last 3 years the team has worked to create a functional circular economy model sending nutrients from food waste generated at UTS back to peri-urban communities to support agriculture. In addition the project is utilised in research and by teaching staff to demonstrate closed loop circular economy principles to students.



Top 3 Learnings

Acknowledging children as active citizens whose voices are included in environmental matters that impact their lives now and into the future

Collective action, diverse skills and a broad network achieves the most sustainable outcomes

Teams that share a passion, curiosity, motivation & drive are those that will ensure environmental longevity

Top 3 Learnings

Engage partners across the entire circular economy value chain as collaborators supporting teaching, learning and community engagement with students

Integrate teaching, learning, research, engagement and operations for long-term impact on sustainable development for both staff and students

Utilise the campus as a transdisciplinary living laboratory inviting industry, government and the community to work together for learning and research that is mutually beneficial

ACTS Award of Excellence: Staff

Michael Anderson

Manager, Utilities

Michael Anderson has worked tirelessly in sustainability in the Higher Education for over ten years, with a passion for energy efficiency and carbon management. Over his time to date at RMIT he has scoped and deployed a utilities and carbon management software system for the University, lead the development of the RMIT Carbon Management Plan (setting the journey to Carbon Neutral by 2030), devised and implemented numerous capital projects for energy, carbon and water savings and has been the driving force behind the Melbourne Renewable Energy Project. More importantly, he generously shares his knowledge with industry, local community groups, peers and supports numerous student projects each year.



Helen Lamb

Principal of Medley Hall College

Helen's significant impact and leadership has been achieved through a series of small actions, 'walking the talk' rather than one big project, all adding up to demonstrate true leadership in all areas of her life. In every professional role she has held she has found ways to advocate for sustainability within the organisation and create opportunities to share and celebrate achievements. She has been able to bring people along, due to her enthusiasm and drive for the need for change. Helen has demonstrated that it is possible to look professional in op-shop clothes, ride a bike to an important meeting, and show that growing your own food is fun. As a result, others have been inspired to do the same. Helen has also been able to influence sustainability in the midst of a Global pandemic through reducing single-use plastic at Medley Hall whilst also staying safe.



ACTS Award of Excellence: Staff cont.

Sandra Murray



Lecturer in Food, Nutrition and Public Health

Sandy Murray is a University of Tasmania (UTAS) educator in food, nutrition and public health who champions many sustainability issues, but especially engages her students to address student food insecurity issues. She is passionate about the need for equitable and more sustainable food systems. She leads our Sustainability Committee's Sustainable Food Systems Working Group to incorporate food and gardens into our \$300m new campus developments, operations, and developing a solutions-based Sustainable Food Strategy to address campus food insecurity (38% of our students experienced food insecurity in the past year).

Sandy has been instrumental in the establishment and continuity of both our award-winning Education for Sustainability Community of Practice (**EfSCoP**) (2011-present) through a formal facilitation role and **EfS Tasmania** (2015-present; International Green Gown Award). The EfSCoP plays a key role in EfS Tasmania, an UN-recognised Regional Centre Expertise on Education for Sustainable Development, with education and community organisational membership.



Brittany Hardiman

WESTERN SYDNEY
UNIVERSITY



Sustainability Project Officer

Brittany Hardiman has conceived, developed and delivered a virtual global youth movement committed to the delivery of the Sustainable Development Goals (SDGs) at a local level. Through her passion for youth empowerment she has created an outstanding and unique global youth initiative. Aligned to the global Regional Centre of Expertise on Education for Sustainable Development network, the RCE SDG Youth Challenge has been running successfully for 3 years – a first for youth involvement the global network. The Challenge uses a peer-peer learning model coupled with virtual mentoring support to empower and enable over 50 global youth leaders (and co-leaders) to engage with each other and deliver grassroots projects that matter to them and their own communities. Co-designed with an Indonesian Youth Leader and supported by the RCE network, the Challenge has run for 3 years and engaged over 18,500 youth through 48 individual youth-led sustainability projects across 11 countries.



ACTS Award of Excellence: Student

Christopher Dixon

Master of Environment Student

Chris is a passionate environmentalist with extensive experience in driving sustainable change:

- Designed, co-created and hosts a series of sustainability career themed podcasts for the Postgraduate Environment Network (PEN), 2020.
- Treasurer for PEN, 2018-12019, Outreach officer for PEN 2019-2020, General Member, 2020-Present.
- Active member of the Fairtrade Steering Committee at UoM, 2019.
- Writer for website 'Remember the Wild', 2019.
- Green Impact Project Mentor, 2019.
- Green Impact Project Assistant & Auditor, 2018; helped the Office of Environmental Programs win Gold, 2018.
- Awarded first place in Climathon event for innovative solution to high-rise residential waste issues for the CoM, 2018.
- Whilst living in Belgium, interned for a sustainability community organisation 'La Maison du Developpement Durable'; Actively contributed to annual Transition Fair, 2017.
- Became accredited Water Stewardship professional, 2017.
- Increased uptake of Water Stewardship program across Mornington Peninsula by 50%, 2016.
- Founding Member of Deakin Sustainable Food Movement Society for Deakin University, 2014.



Victoria Townsend

Master of Environment Graduate Student

Victoria brings her passion for sustainability with her in and out of the classroom, across the Melbourne community and across the globe. Before beginning her Master of Environment at the University of Melbourne, she started the "Green Team" employee sustainability network at the investment management firm, BlackRock, in New York City. Her drive for sustainability and enthusiasm for community-building has made her a leader on campus and has inspired many others to engage in sustainable behaviours and activism. Her achievements include serving as President of the Postgraduate Environment Network (2019-2020), volunteering and subsequently interning with the Sustainability Team at the University of Melbourne and serving as a Green Impact Project Assistant. Victoria volunteering at the 2020 Climate Emergency Summit, attending the Newkind Conference on social change to build her skills and knowledge regarding climate justice, participating in and organizing groups for climate rallies and demonstrations, and constantly looking for opportunities to teach and engage with others about the environment.



ACTS Award of Excellence: Student cont.



Chester James-Smith



Student – College of Health and Medicine

I have been involved in helping the University of Tasmania (UTAS) deliver on its sustainability aspirations from policy to operations for several years and at various campuses. To achieve this, I have been an active leader of the Fossil Free UTAS group that was key in convincing the University to completely divest from fossil fuel direct investments in December 2018 and continues to urge UTAS to divest all other investments.

As part of my efforts, and additional to my full curriculum load, I have directly assisted other students gathering information to support divestment considerations as interns in the GGAA-winning UTAS Sustainability Integration Program for Students.

As sustainability is my passion and my life approach, I naturally apply this in spearheading many campus greening activities. For these efforts I was recognised with the UTAS Green Impact Student Champion award in 2019 and the international ACTS Green Impact Student Champion award in mid-2020.



Miranda Crossley

2019 Convenor of the UTS student Enviro Collective, 2020 Secretary of the UTS Students' Association

Miranda is an environmental student leader who was the driving force that built student pressure that ultimately resulted in UTS becoming the first university in Australia to sign the United Nations Climate Emergency declaration.

Miranda has been deeply involved in the Global Student Climate Strike movement and helped coordinate the UTS contingents joining record breaking climate marches in Sydney in 2019. She was the Convenor of the UTS Enviro Collective, the key environment club on campus and during her time at the helm membership grew by 300%. She is a UTS Plastic Free Ambassador and the student representative on the high level UTS Sustainability Steering Committee.

More recently, Miranda was a winner in the 2020 UTS Green Hero Awards, nominated by her peers for her contribution to sustainability.



ACTS Award of Excellence: Student cont.

Kate de Boer

Final year Bachelor of Arts student; Development Studies

Kate is passionate about the environment, reducing waste and eating vegetables! She has volunteered at her university and in her community in numerous roles from sorting waste to leading and training students.

Her volunteer efforts gained the attention of the university and in 2019 she was hired as an employee to run the Fruit and Vege Co-Op where she works well over the 10 hours a week she is paid to, encouraging staff and students to sign up to the co-operative. She has been involved in organising Green Gown Award-winning Sustainability Weeks and is President of Plastic Diet – a student club dedicated to reducing plastic waste on campus. During the recent Covid-19 lockdown in New Zealand, she continued to volunteer for the Student Volunteer Army helping those in need.



What we do

ACTS aims to inspire, promote and support change towards best practice sustainability across all types of campuses. We do this by building cross sector partnerships, bringing together sustainability educators, practitioners and change-makers to create a community for positive engagement, capacity building and impact.

ACTS proudly delivers



2020 GGAA Stats

- 15 institutions
- 500,000+ students
- 70,000+ staff

70%
Of finalists deliver towards Sustainable cities and communities (SDG 11)

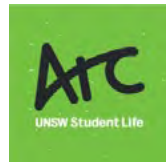
54%
Are working towards Climate action (SDG 13)

1 in 4
Put forward projects that improve Quality Education (SDG 4)

ACTS administers the Green Gown Awards Australasia for the sector, as well as leading, inspiring and equipping our members and stakeholders with a shared vision, knowledge and the tools needed to embed sustainability across all types of campuses.

2020 Judging Organisations

ACTS would like to extend a huge thank you to our panel of judges who provide their time, commitment and expertise to decide the winners.



 Green Gown Awards
Australasia

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