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Green Gown Awards *Australasia*



2017 FINALIST BROCHURE

Awarding sustainability excellence since 2010



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SUSTAINABLE DEVELOPMENT GOALS (SDGS)



This year you will find the finalist's top SDGs located next to their "Top 3 Learnings".



FOREWORD

In a time of significant political, social and environmental change we cannot underestimate the power and hope brought to all through recognising and rewarding efforts to make the world a better place. And so, here we are celebrating another year of amazing achievements throughout the sector. Along with congratulating this year's finalists, we celebrate all institutions innovating and educating towards a sustainable future. There is an astonishing amount of work being undertaken in the sustainability space throughout Australia and New Zealand, and each and every institution deserves to be recognised for the commitments they have made and continue to make towards a more sustainable society.

Year on year, entries in the Green Gown Awards continue to demonstrate the commitment institutions are making towards achieving a sustainable future through operations, learning and teaching and broader community engagement. The winning and commended entries have been chosen by an independent judging panel as the best examples of these efforts, though every entry is to be applauded. I would particularly like to thank our judges for the time they have put into deciding our winners. There are few opportunities for our sector to be recognised for our ongoing sustainability contributions. In this light, ACTS is extremely pleased to keep adding value and opportunity for recognition amongst peers and colleagues.

On a global scale, the awards continue to gain momentum with the Global Universities Partnership on Environment and Sustainability (GUPES), running the Green Gowns throughout 6 regions – Africa; Asia and the Pacific; Europe; Latin America and the Caribbean; North America and West Asia – alongside the UK & Ireland and French-speaking Europe & Canada competing for the coveted International titles.

Finally, I would like to take this opportunity to acknowledge our sponsors. The generous support of these organisations allows ACTS to deliver the high calibre awards our sector so truly deserves. Please join me in congratulating all those who have been recognised this year! This brochure provides a brief overview of all our finalists, and you can learn more about them in the amazing case study videos developed specially for the awards at www.acts.asn.au

Leanne Denby
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 three categories – Continuous Improvement: Institutional Change, Community and Student Engagement.



UK & Ireland

UK and Ireland Green Gown Awards
now in their 13th year

Francophonie

French Speaking Europe and
Canada now in their 4th year

Austrakasia

Australia and New Zealand Green
Gown Awards now in their 8th year

Gupes

Global Universities Partnership on Environment
for Sustainability now in their 2nd year

International

International Green Gown Awards
now in their 6th year

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The entire team at Biniris would like acknowledge all entrants in each category of the Green Gown Awards and the effort which goes into each entry. Each entry is the culmination of much knowledge, many experiences, successes and some failures, with all of the above being a unique learning experience for your teams. We congratulate all the finalists for each category of the Green Gown Awards and are honoured to be a Green Gown sponsor at the 2017 Acts Conference.

At Biniris, we:

- Practice safety first;
- Promote sustainability through behavioural change;
- Invest in innovative solutions for a sustainable service delivery;
- Strive for Zero Impact to the environment.



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Inveresk Student Apartments – Nurturing the future

The University of Tasmania's Inveresk Apartments project is an innovative, environmentally, economically and socially sustainable student accommodation facility. An integrated Environmentally Sustainable Design (ESD) approach was central to the design and the project brings a holistic view to its sustainability credentials. This holistic approach included a location that provides the optimum in residential amenity, a design that is sympathetic to the surrounding heritage precinct, a construction methodology that minimised site impacts and maximised sustainable approaches and a completed project that evidences its sustainability merits with a high Green Star rating.



TOP 3 LEARNINGS



1. Timber is a very real option as a substitute for concrete and steel in the construction of larger commercial buildings.
2. Engaging a wide range of stakeholders at an early stage of a project helps generate a range of ideas and options that can lead to a greatly improved result.
3. The benefits of sustainable design and development are not just environmental and monetary, they also extend to include lifestyle and social outcomes.



Optimise This!

Victoria University's innovative 12-month project to fine-tune energy systems in a recently completed building project has created a more user-friendly and highly energy efficient space providing energy, carbon and financial savings. A project team, which included graduates from the University's Building Science programme, reduced energy consumption by 26% in 'The Hub' - a building that provides informal learning and socialising space in the centre of the main Kelburn campus. The entire cost of the project has also been returned in savings made through increased energy efficiency, and the process of fine tuning has been adopted across the University.



TOP 3 LEARNINGS



1. New buildings need to be fine-tuned, beyond standard commissioning practices, to ensure they are using energy as efficiently as possible.
2. Ensure there is good communication between maintenance staff and design engineers to ensure the control strategy of mechanical plant is informed by knowledge from the coal face.
3. Improving energy efficiency of existing mechanical plant is a highly cost-effective approach to reducing energy consumption.

COMMUNITY



Development Practice Program: Sentinel Landscapes to Achieve the SDGs With Our Tropical Neighbours

Students and researchers in JCU's Development Practice Program work in landscapes and seascapes that are in transition – where the pressures of development could bring benefits to local people but could also lead to environmental destruction and the capture of economic benefits by outside corporations. We apply science to mediate these transitions and achieve better outcomes for people and nature. Our program creates opportunities for shared learning and for long term, deep engagement. We build multi-stakeholder partnership platforms that apply integrative techniques to help people achieve sustainable development and vibrant and biodiverse rural landscapes.



TOP 3 LEARNINGS



1. Teamwork – diverse teams of students and local partners build empathy and can become creative problem solvers, more than narrow technical experts.
2. Long term engagement on the ground with local partners is the key to cogenerating applicable knowledge required for sustainable development.
3. Experiencing the life of the rural poor is essential to fully comprehend the challenges of the SDGs – our students live in rural communities as preparation for careers as development practitioners.



Living Landscapes – Where Art Meets Science

Through Living Landscapes, La Trobe University created a unique opportunity to connect the community to nature, and the science behind creating a world class Wildlife Sanctuary. The Living landscapes virtual-reality installation allows users the opportunity to design and plant their own plant in a virtual Sanctuary landscape. For every plant drawn an indigenous plant was planted at the La Trobe Wildlife Sanctuary. The La Trobe Wildlife Sanctuary utilises the equipment in their Education experiences, engaging primary, secondary and tertiary students in a new approach to learning about the importance of habitat for the conservation of indigenous plants and animals.



TOP 3 LEARNINGS



1. Engaging the broader community in science learning in a creative way involves collaboration, creativity and critical thinking, skills that are crucial in a 21st Century learning landscape.
2. Through Living Landscapes, art provides a conduit to deepening users connection with nature and enables ultimate creativity through a digital platform.
3. Living Landscapes is an engaging, interactive experience, where participants walk away with the satisfaction of contributing to a long-term biodiversity and conservation project.

Carbon Neutral Adelaide – A partnership for our future

Carbon Neutral Adelaide is an initiative of the State Government and Adelaide City Council to make Adelaide the world's first carbon neutral city. The University of Adelaide became the first founding partner in 2016, and remains the largest institution to support the initiative. The partnership is a commitment to work together to create a sustainable future for South Australia, where innovation is encouraged and low-carbon solutions are showcased. Through teaching, research and operations, the University is working to make this vision a reality with resources and support for entrepreneurs, collaborative working groups and \$14.4M of investment in campus sustainability improvements.



TOP 3 LEARNINGS



1. Leverage existing working relationships with State and Local governments to benefit shared interests and campus sustainability goals.
2. Reinforce existing commitments on sustainability by benchmarking against others and linking shared goals.
3. Become an active part of the wider business community by representing your institution on State and Local government committees/workshops/boards.

I.T. Equity

I.T. Equity is focused on levelling the playing field to ensure students, schools and smaller educational institutions are not at a disadvantage due to economic reasons.

Whilst directly facilitating improved educational outcomes, it also extends the life of IT equipment and frees valuable funding for students and educational institutions to be spent elsewhere.



TOP 3 LEARNINGS



1. Ensure there is a range of equipment to suit various requirements, i.e. desktops, all-in-ones, laptops, etc.
2. IT knowledge is essential in both preparing the machines for deployments and troubleshooting any installation complications.
3. Identify those who will benefit most from the service and establish effective communication channels to advertise the service.

Education for Sustainability Tasmania: a UN-recognised Regional Centre of Expertise – a new kid on the block

Recognition of EfS Tasmania: a United Nations-recognised Regional Centre of Expertise in 2015 resulted from University of Tasmania leadership within our community to recognise sustainability leaders and establish a state-wide network of Tasmanian sustainability partners delivering initiatives across education and research, community, business and government. The ongoing activities associated with EfS Tasmania helps deliver on the University commitment as a Talloires Declaration signatory to incorporate sustainability literacy into teaching and learning as well as our broad-based community engagement and partnership activities in sustainability.



TOP 3 LEARNINGS



1. A sustainable society is nurtured through a culture that promotes a continued stream of mentoring and learning throughout life and across generations, be it through formal education institutions, workplace training or community outreach.
2. Partnerships are a motivating force towards change, empowering people and groups to take action, take part in decision-making processes and work together to build capacity in sustainable development.
3. Working together locally, towards a common goal of sustainability, helps people connect to place and build a stronger, interconnected cultural identity based on mutual respect.

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 9 categories open to Australasian institutions in 2017, including two individual categories to recognise and reward our students and peers.

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)
- Australasian Campuses Towards Sustainability (ACTS)
- Association for Tertiary Education Management (ATEM)
- Federal Government
- Office for Learning & Teaching (OLT)
- TAFE Directors Australia (TDA)
- Tertiary Access Group (TAG)
- Tertiary Education Facilities Management Association (TEFMA)
- 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.

CONTINUOUS IMPROVEMENT



Griffith's sustainability approach – planned, focused, celebrated

Griffith University's sustainability approach is planned, focused and celebrated. Our Sustainability Plan incorporates economic, environmental and corporate social responsibility in executive management, human resources, teaching, research, community engagement and operational practices. All areas are striving toward sustainability KPIs and outcomes.

We have a renewed focus on environmental performance and are celebrating and engaging staff, students and the wider community in our sustainability agenda.



TOP 3 LEARNINGS



1. A planned approach gives clear direction and focuses efforts and resources.
2. A strong planning focus provides a framework for new initiatives to be developed and implemented.
3. Celebrating sustainability achievements engages, and recognises the efforts of, staff and students.



Bringing back Biodiversity: a 50 year regeneration project

La Trobe Wildlife Sanctuary is the Outdoor Laboratory of La Trobe University. It is a 50 year bushland regeneration project consisting of 30 ha of biodiverse indigenous flora and fauna. It is protected by a Trust for Nature Covenant and is an important node in the wildlife corridors of the Region. The Sanctuary offers a diverse range of experiences to La Trobe's students, staff, and the surrounding community. Learning about indigenous wildlife (flora and fauna) and being able to apply the knowledge to different contexts is a primary objective of the Sanctuary.



TOP 3 LEARNINGS



1. Committing to a Trust for Nature Covenant has ensured that the bushland is preserved as a long term conservation site.
2. Investing time in strategic documentation such as a management and marketing plan is a critical step in providing clarity of purpose and direction, enabling engagement of staff, stakeholders and appropriate resources.
3. Monitoring of biodiversity and stakeholder utilisation measures is important to understanding progress and informing decision making.

UNIVERSITY
OF SOUTHERN
QUEENSLAND



Embedding sustainability at USQ

Since 2009, USQ has adopted a holistic, enterprise wide approach to sustainability. From integrating sustainability into strategic planning (goals and KPIs), policy and procedures (PDs and Procurement), to significant renewable energy, waste and water solutions.

Outcomes include: 32% reduction in waste; 25% increase in recycling & resource recovery; 4000+ signatories Sustainability Pledge; 2016 awarded 6 Star Green Star Rating – Springfield Building B; initiated 2MW Sustainable Energy Solution (stage 1 Australia's largest integrated solar carpark) reducing CO₂-e by 20%; energy efficiency lighting upgrades savings of 195,228kWh/yr; 84% reduction in bore water; 15% decrease vehicle emissions, 2014 launched intercampus shuttle.



TOP 3 LEARNINGS



1. Be tenacious, never give up on doing the right thing, but do it smart.
2. Understand what the various decision makers are likely to view as beneficial from the project and pitch accordingly.
3. Always provide a quality business case, as credibility is easily lost and negative bias created.

2017 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.

Association for the Advancement of Sustainability in Higher Education, USA (AASHE)

Association for Tertiary Education Management (ATEM)

Australian Centre for Corporate Social Responsibility (ACCSR)

Centre for Sustainability Leadership

City of Melbourne

Department of the Environment – Carbon Neutral Team

Energy Efficiency Council (EEC)

Environmental Association for Universities and Colleges (EAUC)

Environment Education Victoria (EEV)

Environmental Institute of Australia and New Zealand (EIANZ)

Envizi

Ernst & Young (EY)

Good environmental Choice Australia (GECA)

Green Building Council Australia (GBCA)

Infrastructure Sustainability Council of Australia (ISCA)

Institute for Sustainable Futures (ISF) – University of Technology Sydney (UTS)

Institute of the Sisters of Mercy of Australia (ISMAPNG)

International Society of Sustainability Professionals (ISSP)

James Cook University

Low carbon living (LCL)

Monash University

National Centre for Volunteers

National Tertiary Education Union (NTEU)

Office for Learning & Teaching (OLT)

“Office of Environment and Heritage – NSW Department of Premier and Cabinet”

Project4Change

QLD Government

RMIT University

Southern Cross University

Sustainability Victoria (SV)

Sustainable Buildings Research Centre (SBRC)

Sustainable Supply Chain School

Swinburne Institute for Social Research

Swinburne Leadership Institute

TAFE Directors Australia (TDA)

Tertiary Access Group Co-operative (TAG)

Universities Australia (UA)

Western Sydney University (WSU)

World Wildlife Fund (WWF)

CREATING IMPACT



FedUni's Greener Buildings Program

In the past 3 years, FedUni has allocated \$2.9 million of its own funds to introduce Greener Buildings, a program aimed at reducing GHG emissions and operating costs. The program focuses on energy efficiency, staff travel and landfill waste. This ongoing program has been a huge success with GHG emissions reduced by 21% (or 4,842 tonnes) and financial savings of \$550K per year. In addition to the GHG emissions reduction the University also achieved the following savings in 3 years:

- reduction in electricity consumption by 17% (2.1 million kwh)
- recycled waste increased by 28%
- pool vehicle fuel consumption reduced by 19% (41,800 litres)
- Victorian public transport spend increased by 96%
- paper consumption reduced by 36%, a saving of 7,255 reams



TOP 3 LEARNINGS



1. Undertake a comprehensive energy audit to identify the programs with the best return on investment.
2. Regular reporting to stakeholders on financial, environmental benefits from the capital investment.
3. Celebrate success with staff and students.



Ecoversity Award – Inspiring students to extend knowledge and develop professional networks

The Ecoversity Award is a scholarship program that provides funding for undergraduates to attend sustainability-related conferences and events in Australia and abroad. Up to \$2,000 is provided to successful students for extra-curricular experiences that will extend their knowledge and help develop professional networks. After three competitive funding rounds, the Ecoversity Award has proven to be a successful way to inspire students to further study in sustainability areas, confirm career aspirations, and build individual capacity. Students have described their experiences as “confidence-boosting”, “inspiring” and “empowering”.



TOP 3 LEARNINGS



1. Ensure the application process is robust; ask the right questions to elicit the desired response.
2. Involve influential academics who are prepared to promote your scholarship program and contribute to the judging panel.
3. Networking with industry professional is important for career readiness and valued by undergraduates, particularly in formalised settings such as conferences.

Sustainable

USC Recycled Lake Water – Creates Conservation Impact

USC is the first University in Australia to supplement 'make up' water for its swimming pool with recycled onsite lake storage water. The treated lake water meets the Australian Standard for Potable Water Classification proving it to be an innovative solution to water conservation issues. The treated lake water is also used in the cooling towers as part of the campus air-conditioning system which is linked to a real-time monitoring/control system. These initiatives save \$35,000 per year in mains water costs and supply in excess of 20,000 litres of recycled water per day; which is approximately 13% of the total daily water usage.



TOP 3 LEARNINGS



1. Involve relevant government departments and stakeholders early in the project development stage and work with them through the journey of the project to its implementation.
2. Establish a close working relationship and/or partnership with the project contractor and encourage them to champion the project throughout all phases of project development and implementation.
3. Promote and celebrate successes achieved with all stakeholders to communicate the collective and beneficial water conservation impacts achieved by the project.



Trifecta success for innovative battery recycling project

UNSW Sustainability battery recycling program is an innovative and extremely successful community based recycling solution which diverts approximately one tonne of potentially toxic waste batteries away from landfill every year. As a significant portion of these batteries are directed into on-campus battery recycling research; this program is contributing not only to better waste management but to advances in battery recycling, with significant benefits well beyond the University. This project highlights the important role UNSW Sydney plays in building a sustainable community and validates our commitment to a global impact through world leading research, thought leadership and exemplary education.



TOP 3 LEARNINGS



1. Aim big but start small; perfect your systems, services and infrastructure as you expand.
2. Communicate regularly with volunteers, celebrate achievements and always be ready to provide support.
3. Think outside the box with innovation in using resources, and taking advantage of available systems and services.

FACILITIES & SERVICES



Closing the Loop – A solution to organic waste

In a truly great example of closing the loop Deakin University undertook a food waste processing trial that not only reduced food waste to landfill but returned the goodness back to the earth in a beautiful kitchen garden. With 19 food venues across four campuses, Deakin is committed to finding ways to reduce the impact of food waste on campus. The trial revealed:

- up to 12 tonnes of food waste can be diverted from landfill each year from this one venue
- greenhouse gas emissions can be reduced
- cost savings can be achieved in waste removal
- there is an increased focus on other aspects of waste disposal and recycling as a result.



TOP 3 LEARNINGS



1. Sustainability cannot be a purely financial proposition, the social and environmental aspects of a proposal must carry as much weight.
2. People are passionate about sustainability, reducing their impact on the environment and wholesome food production. All three combined are a winning combination.



MACQUARIE
University

New Life for Mars – the ecological rehabilitation of Mars Creek

Macquarie University's Mars Creek has undergone a step change in health and ecological values following 4 years of rehabilitation and new storm water infrastructure in its upper reaches. The first 200 metres of creek were re-shaped from an eroding gully into a sinuous pattern of pools and riffles, using natural and biodegradable materials. The creek banks and floodplains are now softened by native sedges, ferns, trees and grasses. A re-vegetated buffer zone fringes the rehabilitated aquatic environment. Our integrated treatment train mediates the effects of urban storm water, taming flow peaks, and protecting key visual assets of the campus downstream.



TOP 3 LEARNINGS



1. Time was well spent in first understanding our creek catchment, its natural constraints or advantages, ahead of implementing on-ground works.
2. An integrated design is a key strength when seeking solutions to the wide array of urban watercourse and landscape amenity issues.
3. Rehabilitating urban streams is a long haul journey, yielding growing pains, but also thought-provoking examples of ecological wheels in motion.



Two Wheel Takeover – Creating the Bike Hub at RMIT

The 'Bike Hub' project at RMIT transformed a dark basement car park into a state of the art cycling facility. It offers parking for 400 bikes, change facilities, showers, lockers, drying cupboards, ironing boards and hair dryers. Electric bike charging, repair stations and a bike vending machine stocked with cycling essentials complete the space. The Bike Hub not only encourages students and staff to ride to the campus, but has created a blueprint for inclusive and engaging cycling provisions in Melbourne and beyond.



TOP 3 LEARNINGS



1. If you build it they will come – the better the facility the more people will ride and more often.
2. Every project should have inclusion and accessibility as a central value.
3. The little extras make the difference – so put the user at the heart of your design.



Smart Minds – Smart Buildings: A 'neural network' approach for energy efficient buildings

Researchers and students from the School of Mechanical Engineering are taking their 'neural network' BMS theory to the campus with impressive results. The innovative approach to building optimization adapts to the uncertainties of weather changes, and plans for thermal interactions between HVAC zones of a building, thus maintaining thermal comfort, improving energy efficiency and reducing electricity costs. The application of this research has resulted in a sound business case for the technology and students have been able to test new knowledge in a real-world setting. The success of this project has resulted in the expansion to other buildings on campus.



TOP 3 LEARNINGS



1. Build relationships with academics and foster opportunities for collaboration on campus infrastructure projects, focusing on research and teaching outcomes.
2. Quantify success across financial, academic research, student experience and environmental benefits.
3. Support the implementation of pilot sustainability projects through a competitive funding resource.

LEARNING, TEACHING & SKILLS



Doing well and doing good – a new way to teach strategic management in the MBA

Traditionally, strategic management courses focus first and foremost on how to 'do well', while sidelining how to 'do good'. However, with Griffith University's MBA values of responsible leadership and sustainability underpinning the program, I believe that 'doing well' and 'doing good' must be aligned in all aspects of business strategy, from planning through to implementation. I have therefore recently redesigned the Griffith MBA capstone Strategy course (across all online and face-to-face offerings) to centre all core modules on innovative, responsible and sustainable strategic management practice with the goal of producing next generation thought leaders.

The Griffith MBA Values

Responsible Leadership

Developing responsible leaders who demonstrate the highest levels of integrity and ethical behaviour

Sustainable Business Practices

Creating value through social, financial and environmental approaches that lead to sustainable businesses and communities

Asia-Pacific Perspective

Preparing global citizens, with a special focus on the Asia-Pacific region



TOP 3 LEARNINGS



1. For an educator, shaping good managers is rewarding, creating better leaders is exhilarating.
2. Combining 'doing well' and 'doing good' is the future of all strategic management education.
3. It is important to set and communicate high values as an institution, but even more important to follow through in all aspects of educational offerings.



Linking curriculum with the SDGs – a One Health approach to learning and teaching

JCU's College of Public Health, Medicine & Veterinary Sciences is demonstrating leadership and innovation through its unique approach to learning and teaching by recognising the critical link between human, animal and ecosystem health and the sustainability of our planet – termed a One Health approach. The College has adopted the 2030 Agenda for Sustainable Development and the Sustainable Development Goals to guide the direction of learning and teaching. The College has created an innovative academic program to ensure its graduates are best placed to tackle emerging global health issues based on the grand challenges facing the tropics and using system thinking, rather than the traditional siloed approach.



TOP 3 LEARNINGS



1. Find the early adopters of the new concept to broaden your base of support and create movement.
2. Having a flagship programme of One Health provides opportunities for staff to work together with a shared vision and to be motivated by the successes likely to arise by having the various lead disciplines within the one college and under one leadership.
3. Start an orientation process for all staff in the College and our students as they enter the College understand the importance of the SDGs and our College's commitment to the One Health approach in our work as well as of the concepts and "language".

Vietnam – United Nations Sustainable Development Goals Study Tour

The United Nations Sustainable Development Goals (SDG) Study Tour (Vietnam) is an immersive educational program that provides students with first-hand knowledge of the SDGs in an emerging economy context. During the program, students experience the diversity of Vietnam, from rural home-stays to cutting-edge innovation spaces; from social enterprises to the United Nations Development Program. Students also undertake a multi-disciplinary project to improve sustainability outcomes for both Vietnam and Australia: from waste management to urban gardens, and bike-share systems to environmental education outreach programs. Since launching in mid-2016, over 60 students have joined this unique experiential learning journey and transformative experience.



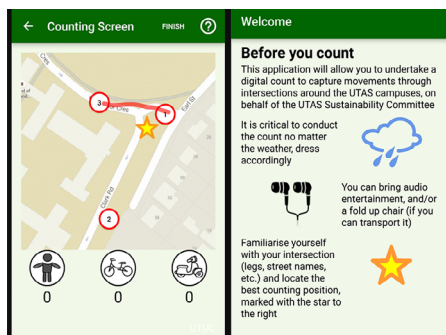
TOP 3 LEARNINGS



1. The critical importance of having a local partner organisation, for the deep understanding of local context and culture.
2. The two main barriers to students participating in the in-country program are funding and associated academic courses/credit.
3. The inclusion of local University students to further the cross-cultural exchange and impact of the team Action Project.

Digitran App – Swiping our way to sustainability data collection

Sustainability outcomes are often best achieved through effective data collection and analysis. This is particularly true for sustainable transport and integration of a sustainability focus in teaching and learning activities. Bringing this together through a curricular project, a University of Tasmania ICT student team developed a unique mobile data collection platform to fulfil a vital need for sustainable transport data collection. The student-developed software bridges the gap between the desired simple and intuitive user experience and the need for accurate and complete data, which in turn enables the University to deliver sustainable outcomes for its staff and students.



TOP 3 LEARNINGS



1. Committing to include students in operational outcomes can sometimes strike gold.
2. Clarity of scope and need leads to more effective outcomes.
3. Committing to include students in operational outcomes requires flexibility in timelines.

STUDENT ENGAGEMENT



Adelaide Sustainability Association: Sustainability Super Group

The Adelaide Sustainability Association (ASA) provides dynamic professional development opportunities for students at the University of Adelaide. Developed by students, for students, the club with 900+ members is empowering undergraduates through programs, activities and events that increase global environmental awareness, improve skills and develop capabilities relevant to future careers in sustainability. Led by a passionate student committee and with the assistance of key staff mentors, the ASA is motivating the student body to be inspired, not overwhelmed, by the opportunities that climate change presents.



TOP 3 LEARNINGS



1. Uniting like-minded students across multiple disciplines will generate perspective, and variety in solutions to environmental and economic problems.
2. Utilising influential staff members to champion a student club, can increase engagement with local industry and the wider university community.
3. Students are optimistic about the future and confident that they can make a difference.



O'Rorke Hall Green Team

The legacy of the Green Team as an O'Rorke institution is a culture of sustainability awareness. Annually, this team of volunteers leads, organises, and disseminates sustainability information. Our initiatives have been imitated for use across the entire accommodation program; in particular, the "Green Your Room Challenge" was first spearheaded at O'Rorke. Expanded to other halls in 2015, O'Rorke continues to significantly outperform comparable halls in participation. What makes this team unique is that it is student directed, fomenting a new generation of environmental leaders. We build on the legacy of student leadership that has been so successful in the past.



Since 2008, the residents of O'Rorke have raised over \$200,000 for the Beads of Courage day, the annual street appeal of the Child Cancer Foundation.



TOP 3 LEARNINGS



1. It is difficult to maintain volunteer enthusiasm unless we allow them to demonstrate initiative and develop their own policy imagination.
2. There is a deep reservoir of student interest that can be accessed if we maintain a consistent social media presence.
3. Developing leaders does not always show immediate results, but do sow the seeds for a life-long awareness of sustainable activism.



C16 Design Hack – Creating change for a sustainable future

The new look C16 Design Hack brought together students from the University of Melbourne and RMIT to tackle some of the most pressing social and environment problems we face today. Empowering 30 young change makers through a clear process of problem solving, the C16 hack taught human centred design, fostered ideas, mentored teams and built a tight-knit interdisciplinary community in just five weeks. The C16 Hack is distinctly different to the C15 Hack as it involved more than one University and the process took place over a longer period of time, which included intensive training for the students involved.



TOP 3 LEARNINGS



1. The more effort you put in – the more you are rewarded.
2. Inter-disciplinary cooperation is not only necessary but fun!
3. Student knowledge and capacity is valuable.



MONASH University

Take One Step: Student SDG-inspired actions as globally responsible citizens

Take One Step is an innovative digital platform designed to increase student awareness of, and inspire leadership and action on, the Sustainable Development Goals (SDGs). Playing on participants' competitive instincts, it challenges them to make an inspired change in their life, join likeminded people and share progress through stories and pictures. Of 300 Monash Business School students who participated in a pilot, two-thirds reported increased awareness of the SDGs. The initiative not only inspired students to take leadership and action on the SDGs, it has catalysed innovation and solution pathways to sustainable development challenges, furthering cross-university collaborations in the process.



TOP 3 LEARNINGS



1. The project improved our understanding of the SDGs and their relevance to everyday life, with SDGs #12 (responsible consumption), #15 (Biodiversity) and #3 (Health and Wellbeing) being the most important to our students in this pilot.
2. The importance of embedding business networking as part of an ongoing engagement strategy with students.
3. The role of innovation in business education and providing opportunities for ongoing development of potential ground-breaking projects.

ACTS AWARD OF EXCELLENCE – STAFF

Charlie Hargroves

The University of Adelaide

Charlie Hargroves is passionate about teaching and working with students, and has an innate ability to educate and motivate. With his infinite energy and anything-is-possible attitude, Charlie inspires positive action in others and plays a key role in encouraging students and academics alike to become leaders themselves. Not only does Charlie provide outstanding students with the opportunity to work on real-world projects with him, he also encourages students to create their own opportunities, leading to the formation in early 2016 of the Adelaide Sustainability Association (ASA), a university club with over 700 members. Charlie is contributing to a positive cultural change within the student body, where students from all faculties are excited about finding solutions to climate problems.



Dena Fam

University of Technology, Sydney

Dena is a fantastic example of a staff member taking the initiative to fully integrate sustainability into every facet of the University; from undertaking her research on campus and using UTS as a “living lab”, collaborating with university operational facilities management staff and industry partners in the process, she then incorporates this into projects for student course work. In the process she gives students real world practical experience and engages both staff and students in sustainability and problem solving.



Jean-Pierre Scheerlinck

The University of Melbourne

Prof Scheerlinck is an enthusiastic hobbyist beekeeper and an active member of the Victorian Apiarists Association. Outside his day job as a Professor in Animal Biotechnology, teaching biosecurity/immunology and directing an immunology research group within the Faculty of Veterinary and Agricultural Sciences, he spearheaded the project Bees@UniMelb. The initiative aims to educate staff and students across all disciplines and to demystify the process of keeping bees demonstrating how appropriately managed beehives can co-exist with people in an urban environment. This is achieved by (i) cooperatively managing hives in prominent positions on campus involving both staff and students, (ii) public lectures and open gardens, (iii) a newsletter for staff and students, (iv) printed and internet interview publications and (v) participation in a children’s television programs.



Nick Swan

The University of Melbourne

A bold and passionate operator, Nicks' commitment to sustainable practices in reuse and recycling has taken Melbourne Universities' internal reuse program and transformed it into an industry leading service. He has successfully driven fundamental change in operational practice and ideology, through both idealistic and pragmatic approaches. He continually strives to implement new and innovative practices above and beyond normal job requirements. The efficacy and engagement of his work practices and principles, permeates into both his professional and personal spheres.



Rachael Goddard

The University of Waikato

Rachael is the Environmental & Sustainability Manager at the University of Waikato, where she has driven sustainability initiatives, student and staff engagement, outreach and successfully managed environmental and sustainability projects for 6 years. Rachael conducts research, benchmarking, and reporting, she is a guest lecturer, project manager and develops engaging initiatives and programmes around sustainability, she makes films, writes children's books and has created the Going Green and WASTED brands and set up the successful Eco Emporium, the first of its kind in NZ. Many of these initiatives go well beyond her job description. She has presented to over 9,000 people in 15 years, and was the Kudos Science Educator Award winner 2012. She has engaged positively and successfully with thousands of staff, students and externally in industry, the community, schools and councils. Rachael has also been successful in securing \$100k over 5 years in funding for sustainability initiatives and collaborations on campus. She is a great networker, driven and strategic.



OUR SUSTAINABILITY ETHOS

The ACTS Conference and Green Gown Awards Australasia Gala Dinner are events 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.

To highlight our ethos, the Green Gown Awards Australasia trophies have again been made completely from recycled glass by Victorian artist Kirsten Laken. Each beautiful trophy is truly one of a kind. Our highly commended institutions will take home certificates in frames handmade by the Melbournian creators at Custom Industrial from upcycled materials.

ACTS AWARD OF EXCELLENCE – STUDENT

Elle Ketterer

The University of Melbourne

Elle has showcased a willingness to commit to issues of sustainability in the face of tremendous push-back. In her role as President of Graduate Researchers in Psychological Sciences (GriPS), she has lit the torch and carried it forward by implementing numerous strategies to increase awareness in her department but has also demonstrated resilience in implementing sustainable practices at the policy level in her organisation. As a sustainability advocate, Elle has been the persistent force behind several changes throughout The Melbourne School of Psychological Sciences resulting in a more sustainable campus.



Rebecca Pagnucco

University of Technology, Sydney

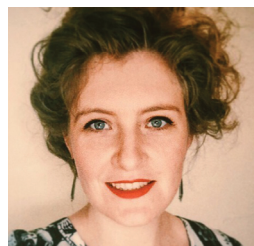
Rebecca Pagnucco is great example of a student who walks the talk on sustainability. Her environmental research for her Masters uses recycled human hair waste as a boom to clean up oil spills, utilizing a waste product as a resource for ecological rehabilitation. In her 'spare time' she volunteers for a variety of social and environmental causes including helping to lead citizen science projects.



Sophie Lamond

The University of Melbourne

Sophie has developed and championed a student-led co-designed vision for fair food policies in Australian universities. She has built extensive networks both within the University of Melbourne and universities across Australia creating a community of practice working on transforming campus food environments.



Thomas Crawford

University of Tasmania

Tom is a gentleman of sustainability. Due to significant time spent in Africa travelling and teaching in a Nairobi slum, he is passionate about social and environmental justice and is considered, polite and passionate in his activism. Tom co-led the 2015 sit-in at the University of Tasmania over divestment, helping garner national attention to the issue. He has worked hard to support the University to effectively address organic waste. Tom is a past President of the UTAS Environment Collective and a key member of Source Community Wholefoods, the on-campus cooperative cafe and sustainability education centre. He has parlayed his efforts at university and Source to win a \$5000 City of Hobart grant to establish a community composting hub to serve as a model for future organics waste management in southern Tasmania. He is now a paid student intern with the University of Tasmania sustainability team developing a proposal for an on-campus digester. Tom lives his values through his transport and living choices, is open to new ideas, is polite and reliable, respected by staff and admired by many students interested in sustainability.



MEMBERSHIP MATTERS

ACTS is a non-profit member based organisation representing higher and further education institutions within Australia and New Zealand. Our aim is to inspire, promote and support change towards best practice sustainability within the operations, curriculum and research of the tertiary education sector. We have been supporting institutions for over 10 years and currently represent almost 90% of universities in Australia and New Zealand, as well as TAFE, RTO's and polytechnics.

There are many benefits to ACTS membership:

- Latest sector news, developments, online learning and access to webinars
- A support network of like-minded colleagues and sector development tools and practices
- Events and training at discounted rates
- Access to unrivalled, comprehensive sustainability resources – case studies, policies, guides, tools, legislation and more from Australasia, UK and USA
- Professional development and experience
- ACTS Annual Conference attendance at discounted rates
- Eligibility to the Green Gown Awards Australasia and the ACTS Awards of Excellence.

ACTS offers institutional, affiliate and corporate membership. One registration covers every member of your institution that's certainly value for money!

Be a part of it – join the team today www.acts.asn.au



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 within operations, curriculum and research of the tertiary education sector.



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