



Green Gown Awards *Australasia*



2014 FINALIST BROCHURE

THE Annual
Awards,
Rewarding
Sustainability
Excellence



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FOREWARD

I am utterly thrilled to say that five years into running the Green Gown Awards Australasia, 2014 has proven to be our biggest year to date. It is clear that the Awards have established themselves as the most prestigious recognition of sustainability excellence in further and higher education. We have 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 – in spite of a political landscape that has tested our capacity to continue.

All of this year's entries demonstrate the commitment institutions are making towards achieving a sustainable future through operations, through learning and teaching and through 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.

Excitingly, this year we will have the world watching our Awards as we host the International Green Gown Awards for the first time. Joining the Australasian and UK winners will be the winners of the three international categories from French-speaking Europe.

In other exciting news, we have added three new categories to the Awards this year to compliment the already existing eight categories. All three Awards add more value and opportunity for recognition amongst peers and colleagues: Best Newcomer celebrates and encourages institutions who have not previously nominated; Facilities and Services recognises all the good work being done in the realm of campus improvement; while the previous Individual ACTS Award of Excellence has been divided into student and staff categories to allow individual recognition for both participants.

I encourage you to join me in congratulating all those who have been recognised as a finalist for this year's awards. Please take the time to view the case studies once the videos for each entrant is shared.



Leanne Denby
President
Australasian Campuses Towards Sustainability (ACTS)

The 2014 Green Gown Awards Australasia are proudly sponsored by:



ABOUT THE AWARDS

The Green Gown Awards Australasia, now in their 5th year, 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.

Founded in the UK in 2004, and run by the EAUC, the UK Green Gown Awards are now in their 10th anniversary year, and have firmly become THE most prestigious recognition of sustainability best practice in universities and colleges across the UK.

The Green Gown Awards Australasia is continually growing, with more categories in 2014 to recognise and reward sustainability excellence, and more success stories to share in a national and international arena. The future aim for the Australasian Awards is to follow in its founders' footsteps and become THE most prestigious and highly coveted recognition of sustainability excellence in the sector.

This year there are eight categories open to Australasian institutions to showcase their achievements. Also new for this year is the addition of the Individual ACTS Award of Excellence for both staff and students, which recognises the amazing sustainability achievements from institutional ACTS members.

2014 is also a year for firsts...ACTS plays host for the first time to the International Green Gown Awards. Although in their third year, this is an inaugural event as the winners are announced for the first time outside of the UK. Also new is the addition of the French-speaking Awards – Les trophées des campus responsables. Now three regions: Australasia, UK and French-speaking Europe will go head-to-head in three categories for the international titles: Continuous Improvement - Institutional Change; Social Responsibility; and, Student Engagement. With two Australasian winners in 2013 can this be an even better year for Australasia? The international awards will be announced at the ACTS Conference dinner and Green Gown Awards Australasia ceremony on Thursday 6 November at the Hotel Grand Chancellor, Hobart.

CATEGORIES

Best Newcomer

Recognising institutions that are starting their sustainability journey, achieving significant sustainability success in a relatively short period and/or with a restricted budget. Only open to those who have not previously been a Green Gown Awards Australasia finalist.

Carbon Reduction

Recognising initiatives which have achieved a significant reduction in the carbon footprint of an education institution.

Continuous Improvement – Institutional Change

Recognising sustained and successful activities to improve the performance of whole tertiary education institutions, campuses, faculties and buildings, at a holistic level over a number of years.

Facilities & Services

Recognising facility and service excellence across an institution and how sustainability aspects are embedded throughout. It incorporates the shared services (in facilities and services) within or between organisations.

Learning & Teaching*

Recognising achievements in education for sustainability in undergraduate, postgraduate and vocational courses in tertiary education institutions. **In collaboration with Learning & Teaching Sustainability and the Office for Learning & Teaching.*

Skills for Sustainability

Recognising achievement in the development of skills relevant to sustainability. The main focus of this category is activities which are not central to the pursuit of academic qualifications.

Social Responsibility

Recognises initiatives by tertiary education institutions which create significant benefits for local communities, disadvantaged groups and/or society as a whole in either Australasia or developing countries.

Student Engagement

Recognises initiatives which have been developed and/or substantially influenced by students. Activities are aimed at changing awareness and behaviour of student groups, staff or communities.

ACTS Award of Excellence - Institutional

Recognises the sustainability achievements of an institutional member, that has been working hard to achieve change towards sustainability at any level.

ACTS Award of Excellence –Staff

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

ACTS Award of Excellence –Student

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



BEST NEWCOMER

Durack Institute of Technology "Stepping Up Sustainability"

Durack prides itself on being a leader in sustainability, and decided to embark on a project with staff and external stakeholders to develop a Sustainability Strategy. Durack staff and key stakeholders were invited to take part in a number of surveys, interviews and a series of workshops. The ideas, strategies and priorities that came out of those activities have all contributed to Stepping Up Sustainability, Durack Institute of Technology's Sustainability Strategy Towards 2015.

TOP 3 LEARNINGS FROM IMPLEMENTING OUR PROJECT

- 1 "Get some early runs on the board". It is good to get an early achievement, so you can build some momentum. When both an environmental and fiscal benefit is established it is easier to implement the next initiative/strategy.
- 2 "Divide and Conquer". Break sustainability into smaller strategies or committees. Our earlier overarching sustainability committee failed, due to being too broad. When broken into distinct groups we had success.
- 3 "Share the Load". Don't try to do it all yourself. It is important to get early "buy in" from management and other staff and students.



Flinders University "Committing to Environmental Excellence"

Flinders University is committed to environmental excellence, the development of curricula and cross disciplinary research on sustainability. Complimenting this is a strong focus on reducing the environmental impact of our operations which, since 2012, has seen significant action in the areas of governance, planning, project development and promotion. Flinders University is heading 'Towards 2016' with a detailed 'road map' built by members of our diverse and engaged community.

TOP 3 LEARNINGS FROM IMPLEMENTING OUR PROJECT

- 1 Make sure you get support at the highest level and ensure sustainability is front of mind in the organisation's strategy and planning.
- 2 Be brave.
- 3 Seek out the people and organisations that have done it already, don't reinvent the wheel.



University of Canberra "Late Starter, Fast Runner - Collaborate to Innovate"

From catch up to innovation, UC may be a late starter, but has proved to be a fast runner in procuring a sustainable future. A collaborative and life cycle approach to sustainable procurement has allowed the university to: embed sustainable practices across campus operations; extend sustainability expertise across business units; and engage students in redefining purchasing, use and post-use systems.

TOP 3 LEARNINGS FROM IMPLEMENTING OUR PROJECT

- 1 Sustainability knowledge needs to be shared and integrated across business units to achieve true mainstreaming.
- 2 Initiatives that challenge popular culture assist in progressing discourse and increasing awareness of individuals' capacity to enact change.
- 3 Limited access to resources promotes innovation and collaboration - 'necessity is the mother of all invention'.



University of Waikato "Waste Innovation, from campus to community - using waste to engage & change behaviour"

Our engaging and expansive waste programme involved: students, staff and funders, Ratty the Recycler, films, lectures, branding, competitions, waste audits and worm farms (The Faculty of Worms, generates 3 tonnes of compost annually). We built a large solar powered compost unit, in conjunction with 2 local councils and students. We gifted 174 computers and 8 tonnes of furniture to the community, and polystyrene cups were removed from the supply list which stopped 33,000 cups going to landfill annually.

TOP 3 LEARNINGS FROM IMPLEMENTING OUR PROJECT

- 1 Audit first and assess needs and priorities and gather data to benchmark. Set up systems for monitoring and get support and buy in.
- 2 Develop a project plan with roles and funding required. Form a working group and develop a communications plan. Include staff and students especially if it corresponds to course work and seek external funding and partners.
- 3 Make it fun and engaging



CARBON REDUCTION

Category sponsored by:



TAFE NSW Sydney Institute "Print Procurement for a Sustainable Future"

"Print Procurement for a Sustainable Future" has transformed the way the organisation prints, copies and faxes using smart workflow systems to streamline both time and resource usage and our environmental footprint. In summary this project has delivered:

- Saving of \$7 million over 5 years.
- Reduced paper consumption by 20 million A4 pages annually.
- Delivered annual electricity saving of 204,600 kWh.
- Automated consumables ordering for devices.

TOP 3 LEARNINGS FROM IMPLEMENTING OUR PROJECT

- 1 Engaging the stakeholders who will be affected is critical if you want engagement, implementation and follow through. Do not just impose what you think is the right solution.
- 2 Be clear about the non-negotiable project elements with partners and ensure those outcomes are met, whilst remaining flexible about side outputs/ issues.
- 3 Be open minded about how best solutions may be reached and whom this may involve.



University of the Sunshine Coast "Total Waste Management"

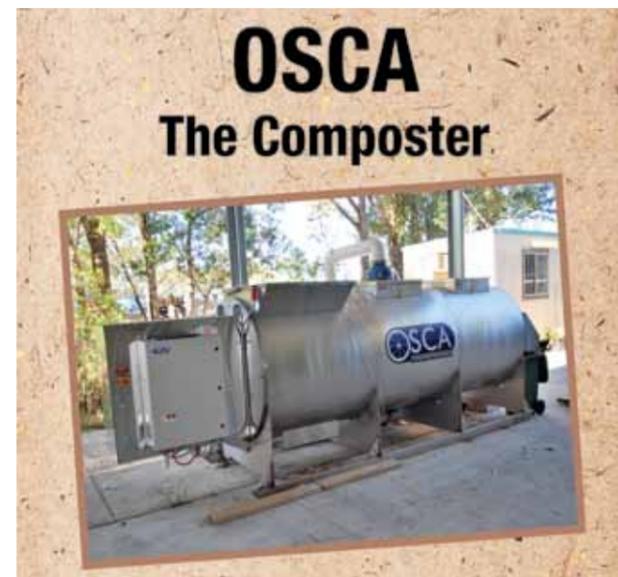
USC has introduced a new waste management process to all buildings on the Sippy Downs campus resulting in an average of 75 percent reduction in general waste. This means that most of what was once included in general waste is now going into paper or recyclables with all compostable waste now going into an onsite compost system called OSCA.

Benefits include:

- cost savings in general waste removal.
- reducing tco2.

TOP 3 LEARNINGS FROM IMPLEMENTING OUR PROJECT

- 1 A good communication plan and stakeholder engagement is vital and change management and cultural change is an integral part of the process.
- 2 Have clearly defined and achievable goals, creative and strategic thinking team members and support and endorsement from management.
- 3 Signage and consistency with visual communication is vital as it is easy for people to get confused when getting familiar with the new process.



Western Sydney Institute of TAFE "Refrigeration and Lighting Retrofit"

This year WSI made further energy savings with two large retrofit projects. One being a large scale internal and external lighting efficiency upgrade, whilst the other being a large-scale refrigeration efficiency upgrade in one of its hospitality sections. Western Sydney Institute of TAFE continues along a path to improve its environmental performance in leaps and bounds.

TOP 3 LEARNINGS FROM IMPLEMENTING OUR PROJECT

- 1 Saving energy saves money.
- 2 Energy efficiency is an excellent long term strategy, and the broader environmental and economic benefits besides 'payback time' are also very important considerations.
- 3 It is worthwhile getting advice from independent specialists, especially when considering complex upgrades.



A MESSAGE FROM THE



The EAUC is pleased to continue the success of the International Green Gown Awards, combining the excellence from the UK and Australasia and now French speaking Europe. We are particularly pleased that this year's International Awards ceremony will be in Australia. At the very heart of the Green Gown Awards is inspiring thought and action and together we will ensure that the learning goes beyond the Awards night through finalists' videos and case studies. The quality and diversity of the applications demonstrate that sustainability has the power to go to the heart of the economic, social and environmental value our institutions bring. We look forward to working with ACTS and the Green Gown Awards Australasia to ensure that our sector stands up and leads on the challenges facing our sector, our nations and our shared planet.



Iain Patton
CEO
Environmental Association for Universities & Colleges (EAUC)

CONTINUOUS IMPROVEMENT – INSTITUTIONAL CHANGE

Otago Polytechnic

“Doing the right thing - a holistic approach to sustainability”

At Otago Polytechnic we believe in doing the right thing. Our goals are to have every graduate a sustainable practitioner, and to encourage businesses and communities to act more sustainably, while modelling sustainable practice ourselves. Staff and students (and their employers) believe sustainability is important. Since 2005, we have made great strides in measuring and reducing our footprint, and in developing skills and knowledge for sustainable practices.

TOP 3 LEARNINGS FROM IMPLEMENTING OUR PROJECT

- 1 Staff defining sustainable practice in their curriculum context as they were able to integrate it into their programmes and utilise student placements to reinforce their learning.
- 2 The long term commitment of the CEO and the leadership team was critical to ensuring that the strategy was resourced and implemented. Sustainability is a journey not an end point.
- 3 Ensuring our vision was translated into clear actions and expected behaviours, so staff could contribute and make the appropriate changes.



RMIT University

“Shaping Sustainable Cities”

RMIT’s vision is to be urban in orientation and creativity, shaping sustainable cities and drawing inspiration from the challenges and opportunities they provide. Bold high level commitments clearly articulated by the university executive through the Australian Technology Network (ATN) Declaration of Commitment and the strategic plan have driven substantial and systematic changes. Taking RMIT on a journey, embedding sustainability across learning & teaching, research and operations since 2008.

TOP 3 LEARNINGS FROM IMPLEMENTING OUR PROJECT

- 1 Framing sustainability in the institution’s values allows the executive to clearly see the strategic alignment.
- 2 Bringing together operational staff and academic experts ensure rich opportunities for all parties.
- 3 Leveraging ‘living laboratory’ outcomes from capital projects enhance the value of the expenditure and allow researchers and students to connect meaningfully with industry partners and operational staff.



The University of Auckland

“Progressing sustainability via continuous pursuit of environmental excellence”

The University of Auckland has come a long way since the early 1980s when we first started monitoring and managing energy and water. While our efforts since then have saved over 18 billion litres of water and 712 million kWh of energy, with an accumulated value of over NZ\$130 million, we’ve also recognised that sustainability is about so much more. And so we continue on this journey to a sustainable future.

TOP 3 LEARNINGS FROM IMPLEMENTING OUR PROJECT

- 1 Find out what your people care about and design a program that resonates with them.
- 2 Recognise and build on successes.
- 3 Choose, design and implement new activities strategically so that they have the most potential to act as catalysts for change.



JUDGING ORGANISATIONS

ACTS would like to extend a huge thank you to our panel of expert judges who provide their time, commitment and expertise to decide the winners. The judges are from 35 sector support, government and industry organisations and are experts in their particular field of sustainability. The credibility of the Awards rests with the independence of our judges and any potential conflicts of interest are disqualified.

- Association for Tertiary Education Management (ATEM)
- Association for the Advancement of Sustainability in Higher Education (AASHE), USA
- Australian Association for Environmental Education (AAEE)
- Australian Centre for Corporate Social Responsibility (ACCSR)
- Australian Conservation Foundation (ACF)
- Australian Education for Sustainability Alliance (AESA)
- Australian Government - Department of Industry
- Australian Government - Office for Learning & Teaching
- Australian Youth Climate Coalition (AYCC)
- Centre for Sustainable Leadership (CSL)
- City of Melbourne
- Climate Friendly
- Deloitte
- Eco-Buy
- Environmental Association for Universities & Colleges (EAUC), UK
- Envizi
- Fairly Educated
- Flow Systems
- Green Building Council Australia (GBCA)
- Green Cross Australia
- Griffith University
- Honeywell
- Interface
- Learning & Teaching Sustainability
- Models of Success and Sustainability (MOSS)
- National Centre for Sustainability (NCS)
- National Tertiary Education Union (NTEU)
- NSW Government - Environment & Heritage
- TAFE Directors Australia (TDA)
- Tertiary Access Group (TAG)
- Tertiary Education Facilities Management Association (TEFMA)
- Universities Australia (UA)
- University of Cambridge, UK
- Victorian Association for Environmental Education (VAEE)

FACILITIES & SERVICES

Griffith University "Growing at Griffith"

Growing at Griffith focuses on three innovative biodiversity projects that build on Griffith's commitment to maintaining environmental integrity on its campuses:

- Showcasing regional (and campus) biodiversity through development of an app.
- Formulating and implementing new landscape strategies on our two major campuses (Nathan and Gold Coast) to showcase Griffith's contribution to regional biodiversity.
- Re-vegetating 8 hectares of land, featuring a native arboretum on Logan campus.

TOP 3 LEARNINGS FROM IMPLEMENTING OUR PROJECT

- 1 Academics, students, facilities staff and other stakeholders working together can produce innovative approaches to operational activities and enhance sustainability initiatives.
- 2 Communicating and engaging staff in major projects leads to ownership and acceptance of new strategies and raises awareness and visibility of sustainability initiatives.
- 3 Innovative approaches can lead to collaboration and partnerships with external parties.



Monash University "Peninsula Library - The Zero-Net-Carbon Challenge"

The Monash University peninsula library upgrade is a challenge we have undertaken to retrofit an existing university building to be carbon neutral. We will do this by reducing the building energy requirements to match the solar output bringing us to zero net carbon. This project includes replacing all of the florescent lights in the building to LED and installing a 135kW solar array to offset electricity usage in the building.

TOP 3 LEARNINGS FROM IMPLEMENTING OUR PROJECT

- 1 The loss of heat from changing over all fluorescent lights actually increased the heating requirements during the winter months. However energy savings in Summer more than offset this.
- 2 LED glare and control needs to be taken into account.
- 3 Maintenance of solar array is paramount.



The University of Technology, Sydney "UTS Cleans Up! Leading the way in waste management and recycling"

In 2006 recycling at UTS was not working with recovery rates stuck around 25%. Against this backdrop UTS moved to co-mingled general waste in 2007 and focused on introducing diverse and sometimes innovative recycling strategies for materials not captured by the co-mingled system including styrofoam, e-waste, fluoro bulbs, batteries, e-waste and furniture. Through targeted staff and student behaviour change programs recycling rates for virtually all streams are now over 82%.

TOP 3 LEARNINGS FROM IMPLEMENTING OUR PROJECT

- 1 Perseverance pays off.
- 2 There is lots of technical and operational innovation in the waste sector so always keep a keen eye on new developments.
- 3 Partnerships are critical.



University of Tasmania "Thinking outside the rectangle: beyond the carpark for sustainable transport"

In a few short years, implementation of the University of Tasmania's sustainable transport strategy (STS) 2012-2016 has led to fundamental shifts in institutional and community approaches to transport and by the university. The STS' success in achieving more socially, economically and environmentally sustainable transport outcomes and travel behaviours are evidenced through major policy changes (e.g. free parking removal), infrastructure investment, service improvements and, with student involvement extensive data collection.

TOP 3 LEARNINGS FROM IMPLEMENTING OUR PROJECT

- 1 Consult, consult, consult – internally and externally! Staff, students, key external stakeholders and the university community must have a say in the development and implementation of strategies.
- 2 Benchmarking – what have others elsewhere in the world done? Gather and analyse data to serve as a baseline to justify resource commitments. Involving staff and students in this helps with buy in and supports implementation.
- 3 Document and inform on implementation efforts to show the impacts and outcomes.



LEARNING & TEACHING

Deakin University

“Using creative approaches to free up thinking in an interdisciplinary undergraduate sustainability unit”

Creating Sustainable Futures, Deakin University's first whole of university sustainability unit for undergraduates, develops interdisciplinary collaboration through creative group work processes and working with sustainability practitioners to help solve real world problems. The action research model has evidenced positive change in students' self-perception of their and others' potential to contribute to solving sustainability problems. The unit has won five awards for excellence in teaching.

TOP 3 LEARNINGS FROM IMPLEMENTING OUR PROJECT

- 1 Success depends on staff from different faculties first learning to talk and work together, acknowledging their disciplinary differences and their approaches to sustainability.
- 2 Overcoming the administrative and structural barriers is time consuming, assisted by involving senior staff in the development process.
- 3 Scaffolding student learning by creating an interactive and supportive environment so they go through a challenging and often transformative process of questioning their worldviews, assumptions and values.



James Cook University

“The living laboratory: action-orientated pedagogy for a sustainable campus”

JCU's Bachelor of Sustainability is one of only a few undergraduate degree programs in Australia that is truly dedicated to sustainability. The program is unique in that it is innovative and multidisciplinary enough to offer students the skills required to become successful sustainability practitioners. Since the program's commencement in 2012, student engagement in action-orientated projects has contributed to both EfSD pedagogies and JCU's broader goal of becoming a leader in sustainability in the tertiary sector.

TOP 3 LEARNINGS FROM IMPLEMENTING OUR PROJECT

- 1 Empowering students to actively identify and resolve sustainability problems on campus is a powerful pedagogical tool.
- 2 Students want to see a university that “practices what it preaches”. Involving students in decision-making around sustainability provides a valuable learning tool and a more holistic approach to campus design.
- 3 Encouraging student-driven projects through teaching will create many ‘flow-on’ benefits for the institution.



Swinburne University of Technology

“Give them wings and they will fly! Transforming VET Teachers into Sustainability Champions”

Equipping Australian industries with employees who possess and can apply relevant sustainability skills and knowledge to support the transition, is the long term vision behind Swinburne's program. The purpose is to transform VET teachers into ‘Sustainability Champions’ – through their teaching practice; and within their organisations. The objective is for teachers to use education for sustainability principles and tools to create transformational learning environments that support a shift in thinking towards sustainability.

TOP 3 LEARNINGS FROM IMPLEMENTING OUR PROJECT

- 1 Educators are powerful catalysts for change and influence towards sustainability.
- 2 Education for sustainability principles and tools support transformational change through facilitating highly experiential learning environments.
- 3 Education for sustainability is really about effective learning practices and should form the basis of all teacher training and education.



TAFE NSW - Northern Sydney Institute

“Sprouting Seeds: growing and learning together”

Sprouting seeds: Growing and learning together at the Northern Sydney Institute, is about educating and inspiring the early childhood sector to make informed, considered decisions in providing play spaces that encourage a connectedness with nature, and a sense of belonging for children, their families and the wider community. Over 2500 students and 130 early childhood professionals have engaged in learning that has challenged their thinking and practices and provided an opportunity to connect children with nature.

TOP 3 LEARNINGS FROM IMPLEMENTING OUR PROJECT

- 1 Talk to others: they have skills and knowledge that you don't know about and can be great resources and supporters.
- 2 Think long term – be prepared to chip away, be patient and celebrate the small successes with your team and don't be afraid of making mistakes and learning along the way.
- 3 Listen, read, and reflect – remember you are not supposed to know everything, and others may have something great to contribute – work with them.



SKILLS FOR SUSTAINABILITY

Hunter TAFE

"Anything but WASTE - EfS and the Salon Recycling Pilot"

Newcastle Hair & Beauty Academy at Hunter TAFE realised that their industry was in need of a "sustainability make-over". In early 2014 the Academy partnered with Refoil and Woohoo Salon to implement the "Anything but WASTE – Salon Recycling Pilot". 27 staff, 375 students and 23 local businesses combined to collect 355kg of recyclable foil, 99kg tint tubes and 118kg of hair and transform the industry's practice of triple bottle line sustainability.

TOP 3 LEARNINGS FROM IMPLEMENTING OUR PROJECT

- 1 Industry, staff and student engagement is essential from project inception, implementation and evaluation.
- 2 Monitoring and reporting of results throughout has provided encouragement for participants and created excitement and passion to continue and extend project activities.
- 3 Industry placements have enabled and inspired students and industry (regional employers) to review and improve their waste, resource management and sustainability practices.



Monash University

"No one can do everything but everyone can do something!"

The green program was developed to support Monash University's commitment to sustainability by embedding green initiatives into the Monash workplace. Sustainability representatives at Monash University are helping drive the university towards a sustainable future. The program has been instrumental to introducing many positive changes to work areas such as reduced paper consumption, energy savings, increased recycling and diverting from landfill rates. The success of the green program offers a universal template for other workplaces to follow and embed sustainability.

TOP 3 LEARNINGS FROM IMPLEMENTING OUR PROJECT

- 1 A well planned program with easy to follow instructions for implementation will assist the widespread adoption and support for the program.
- 2 Recognition for the work done to initiate change by sustainability reps and reward for the results. The recognition and reward does not need to be substantial but it is an important part of the process for successful sustainability outcomes.
- 3 Providing an effective communication channel between all sustainability reps is important.



RMIT University

"The Matter of Landscape: Sustainable Design Strategies for RMIT City Campus"

The matter of landscape links university operations, research, teaching and learning with community and industry engagement delivering stage two of the roof garden pilot project. Student-led environmental monitoring, development of techniques to evaluate biodiversity and productive landscape benefits, as well as undertaking Post Occupancy Evaluations, has provided the university with a space for ongoing and interdisciplinary collaborative research and testing, networking opportunities and initial development of shared courseware.

TOP 3 LEARNINGS FROM IMPLEMENTING OUR PROJECT

- 1 The project presented varying skillsets and capabilities amongst the students and was one of the drivers to result in shared coursework amongst various disciplines.
- 2 OH&S for roof top spaces plays an on-going and important role within the project.
- 3 The project has greatly benefited from interdisciplinary collaboration within the university, as less technology is available to small-scale pilot projects.



University of Western Sydney

"Learning now for tomorrow – the social engagement and leadership program"

Learning now for tomorrow – the UWS social engagement and leadership program (SELP) is a unique multi-disciplinary volunteer program that runs annually over four weeks in Greater Western Sydney. SELP commenced in 2012 and brings together teams of domestic and international student volunteers to assist in local community projects. The program is closely aligned with the university's vision and mission to enhance the student learning experience through engaging with community and offers an inclusive, intellectual learning environment that values social responsibility and sustainability. Over 180 students have participated in the program and contribute some 1,000 volunteer hours per year.

TOP 3 LEARNINGS FROM IMPLEMENTING OUR PROJECT

- 1 Respect differences.
- 2 Be collaborative – listen, link and only then lead.
- 3 Good ideas with no idea of how to implement them are wasted ideas.



SOCIAL RESPONSIBILITY

Griffith University "The EcoCentre"

The EcoCentre is a key element of Griffith University's Griffith Science group and promotes an encouraging message that the knowledge, existing framework and resources to develop a truly sustainable world already exist. It is an internationally recognised centre promoting sustainability and environmental education and provides a successful community gateway into Griffith University. The EcoCentre adopts an innovative approach to promoting sustainable ways of living by working across local, national and international communities through the delivery of collaborative awareness education programs in partnership with industry, government and the community.

TOP 3 LEARNINGS FROM IMPLEMENTING OUR PROJECT

- 1 Have a clear understanding of the business activities when in the design stage so the appropriate space is built.
- 2 Build strong relationships within the University. Develop your programs to support the University's strategic plan and engage with as many people and departments as necessary.
- 3 Engage the community as much as possible, from planning & building to developing & implementation of the programs. This will increase your acceptance in the community, assist in lifting your profile and provides a sense of ownership for the community.



James Cook University "State of the Tropics"

Half of the world's population and 67% of the world's children under 15 years of age will be living in the Tropics by 2050, raising serious implications for global policy makers. These projections are detailed in the landmark State of the Tropics report which was launched on 29 June 2014. The State of the Tropics report, led by James Cook University is an initiative of 12 research institutions from across the world and provides the first in-depth, impartial assessment of the Tropics as an environmental and geopolitical entity in its own right.

TOP 3 LEARNINGS FROM IMPLEMENTING OUR PROJECT

- 1 The Tropics is more important than we know. The data in this project tells us that the future of our planet will likely be decided in the Tropics.
- 2 Building relationships is vital. Multi-institutional, international projects require strong connections and it is essential these relationships be maintained and fostered.
- 3 Record everything. Large projects require input and communication with a wide range of people.



TAFE NSW - North Coast Institute "The Trickle Effect - Working flexibly with Aboriginal communities to build capability in resource efficiency"

State wide delivery of the Cert IV Home Sustainability Assessment promoted through the TAFENSW Aboriginal Learning Circle has resulted in cuts to energy costs for householders and reductions in energy and water consumption in NSW Aboriginal communities. Not only are trained assessors working on the ground, but also trained Aboriginal educators ready to build capability in their own communities and work with other communities who are keen to cut costs and consumption.

TOP 3 LEARNINGS FROM IMPLEMENTING OUR PROJECT

- 1 Extensive consultation is critical to successful engagement with indigenous communities and to ensuring effective educational outcomes and capability development.
- 2 Truly collaborative educational projects in Aboriginal communities achieve better than imagined results, faster than expected.
- 3 Models of engagement with Aboriginal communities that are flexible and invest in student support achieve excellent results.



University of Western Sydney "Youth Eco Summit - Linking and leveraging social responsibility and sustainability in GWS and beyond"

The unique internationally recognised Youth Eco Summit (YES) held annually in Greater Western Sydney has multiple impacts for fostering sustainability action and social change through engaged learning. With a local and global reach YES includes hands-on workshops, seminars, displays and active learning projects for over 8,500 students and their teachers from 240 schools and links in 45 different service providers and educators. Some 90% of teachers observed improvements in student knowledge and understanding of sustainability issues and challenges.

TOP 3 LEARNINGS FROM IMPLEMENTING OUR PROJECT

- 1 Have a clear vision.
- 2 Be collaborative – listen, link and only then lead.
- 3 Good ideas with no idea of how to implement them are wasted ideas.





James Cook University “Our Community, Our Future: Creating Culture for Sustainability”

The JCU sustainability club is a highly active student group working to promote a sustainable lifestyle and connect and empower people to create change throughout JCU and the surrounding region. The club holds weekly public workshops/presentations and run campus and community projects, creating change towards a sustainable future. The passion and motivation of our members has seen us become a source of facilitation and support for the community.

TOP 3 LEARNINGS FROM IMPLEMENTING OUR PROJECT

- 1 Having a local environmental advocate to teach us skills in an interactive manner was priceless.
- 2 Students respond when they are engaged with interactive activities rather than lecture-style learning and they embrace the opportunities to lead projects.
- 3 Inviting the community to participate in our events has broadened our reach and we have benefited greatly from the experience and knowledge of many community members.



La Trobe University “Driving Ethical Consumption Collaboratively: Student-led initiatives to raise Fair Trade awareness”

Students and staff working together to deliver a common goal: raising awareness of Fair Trade as a tangible example of sustainability in practice. This project provided leadership opportunities for students, met important objectives for La Trobe and raised awareness of Fair Trade within the university community. Thereby delivering to the true beneficiaries of this project - producers in developing countries - through increased sales of fair trade products.

TOP 3 LEARNINGS FROM IMPLEMENTING OUR PROJECT

- 1 Remember students are at the University for a short period of time. Develop tools and resources which can be handed on to save time and students ‘re-inventing the wheel’
- 2 Changing patterns of consumption takes time. Build longevity into your plan so that the achievements of one year can be built upon the following year and are not forgotten.
- 3 Find staff champions to support the students.



Macquarie University “Tap It - It’s Fresh & FREE!”

The student-run Tap It campaign sought to engage students and staff in refilling reusable water bottles rather than purchasing single-use bottled water. The campaign successfully recruited 700+ members of the Macquarie University campus to pledge to choose tap whenever bottled water is available, as well as developed a campus wide ‘tap map’, handed out over 1,500 re-usable water bottles made in Australia from renewable sugar cane, and hosted a popular Bottled Water Free Day.

TOP 3 LEARNINGS FROM IMPLEMENTING OUR PROJECT

- 1 Recruit quality student volunteers using good titles – e.g. “Plastic Free Campus Campaign Manager”.
- 2 Have an X-factor with campaign elements to get people talking – e.g. plastic bottles made from sugarcane.
- 3 Consider all elements of behaviour change.



OUR SUSTAINABILITY ETHOS

Sustainable Events and Awards

The 14th International ACTS Conference, including the Green Gown Awards Australasia ceremony, has been run with sustainability at the heart of its ethos and practices. To compliment its guests the organisation and materials used have been done with the utmost care to the environment and the practice of sustainability.

The ACTS conference, including the Awards ceremony, has been sponsored by Climate Friendly who will offset the carbon emissions of the event, including the travel of all delegates.

The conference venue – The Hotel Grand Chancellor is located on the waterfront of the stunning Hobart harbour. Due to its location in the heart of the CBD it is conveniently situated for excellent public transport links. The food and materials supplied by the hotel have been sourced as locally and ethically as possible, with minimal packaging and waste.

The conference provides no delegate bags or excess materials, with the delegate guide and all supporting documentation, including the conference programme and workshop session summaries, online at the ACTS conference website. For any printing, minimal practices have been utilised across the event. All printed materials have used recycled or sustainably managed forestry products, and utilised double-sided printing where possible.

The ACTS conference dinner and Awards ceremony is also at the hotel Grand Chancellor and again the conference dinner is an ethically constructed menu which sources locally produced food and wines. The table decorations are beautiful glass vases, containing water, using strategically placed lighting to give the room a ‘green glow’.

The Green Gown Awards Australasia trophies have been made using 100% recycled glass by an Australian glass artist. Each Award is unique in its design and manufacture. The finalists’ certificates have been printed on 100% recycled handmade paper made from elephant dung and office waste paper. This unique paper contributes to a sustainable industry in Sri Lanka. Its production directly contributes to villagers’ income and a percentage of the profits go to the Millennium Elephant Foundation. The highly commended certificate frames have been sourced from locally recycled myrtle timber by a local Tasmanian artist. We would like to extend a big thank you to the University of Tasmania for supplying these beautiful frames.

STUDENT ENGAGEMENT

The University of Melbourne
"Increasing Fair Trade at the University of Melbourne"

As the University comprises about 50,000 students and staff, the consumer choices we make on campus matter. When we achieved Fair Trade Accreditation in 2012, we became committed to help reduce poverty and make a real difference to the lives of farmers and communities in the developing world. Since then, the initiative has grown in leaps and bounds across campus due to the diligent contribution of students as well as staff.

TOP 3 LEARNINGS FROM IMPLEMENTING OUR PROJECT

- 1 Projects that involve students and staff collaborating together are always more rewarding and more engaging.
- 2 The way to have an engaging initiative is to understand your communication channels.
- 3 In order to increase Fair Trade at the University a greater understanding of staff and students knowledge base of Fair Trade needs to be addressed.



University of Tasmania
"Repower the Tasmanian University Union (TUU)"

The project aims to make the Tasmanian University Union (TUU) the first 100% renewably powered student union in Australia. It engages 1000 students per year through events and online media on issues of climate change and renewable energy and leverages these opportunities to create leaders within the student movement. When complete, 12.5 tonnes CO₂-e will be saved per annum by installing a 60 kW photovoltaic solar array and with energy efficiency gains.

TOP 3 LEARNINGS FROM IMPLEMENTING OUR PROJECT

- 1 Find the niche where your organisation can have the most impact, play to your strengths.
- 2 Collaboration on a large scale is best done on a long time line and with expert facilitators playing an integral role.
- 3 Don't be afraid to be ambitious.



ACTS AWARDS OF EXCELLENCE

INSTITUTIONAL NOMINEES



STAFF NOMINEES



Adam Connell
James Cook University



Judy Doullman
Charles Sturt University



Nicky Ison
University of Technology, Sydney



Corey Peterson
University of Tasmania



Philip Schmidt
The University of Adelaide

STUDENT NOMINEES



Max Burns
James Cook University



Lucy Graham
James Cook University



Oliver Lovell
University of Tasmania

2015 GREEN GOWN AWARDS AUSTRALASIA

Are you making positive changes towards sustainability?

Do you want to be recognised for your efforts?

Then enter the 2015 Green Gown Awards Australasia and get the recognition you deserve!
Applications will open in June 2015, with the deadline for submissions in July/August 2015.

Please keep an eye on our website for more details:

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.

You can view this document online at www.acts.asn.au

