



Green Gown Awards *Australasia*

2015 FINALIST BROCHURE

AWARDING SUSTAINABILITY
EXCELLENCE SINCE 2010



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| Recognising sustained and successful activities to improve the performance of whole of tertiary education institutions, campuses, faculties and buildings, at a holistic level over a number of years. | | Recognises any student from an ACTS member institution who deserves recognition for sustainability related activities undertaken. | |

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FOREWORD

Six years in and the Green Gown Awards Australasia continue to grow! This year we had a record number of 43 finalists, representing 22 institutions, all vying for the most prestigious recognition of sustainability best practice in the sector.

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.

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.

Every year the Awards bring together some of the most inspirational projects from across the sector and 2015 is looking to be no exception. We have introduced two new Awards – Built Environment and the Leadership Award, aimed exclusively at senior leaders. Two categories have also had a makeover - Community Innovation (formerly Social Responsibility) and the Learning, Teaching & Skills category. We are extremely pleased to add more value and opportunity for recognition amongst peers and colleagues and are extremely excited to see who will win the inaugural awards.

The Awards have also been very much embraced by the education sector, evidenced by the International Green Gown Awards. Now in their fourth year, they see Australasia, the UK and French-speaking Europe go head to head in three categories. The top accolades will be announced at a ceremony in the UK on 26 November, at Brunel's Old station in Bristol, and streamed online live.

I encourage you to join me in congratulating all those who have been recognised 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)

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 Innovation and Student Engagement.



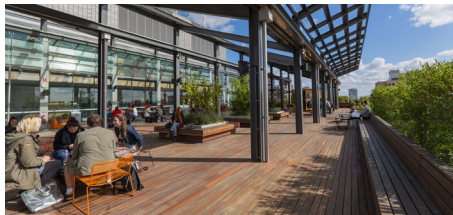
BEST NEWCOMER



More: the problem of plenty in Australia's fastest growing University

Australia's fastest growing University of the last decade is now one of Australia's most sustainable Universities, with sector-leading energy and water efficiency and landfill diversion rates to match ACU's local and global programs to assist the poor and vulnerable.

In the past decade, ACU embarked on a program of growth in order to survive in the highly competitive tertiary sector. Student enrolments grew 44% and floor area by 50%. The University responded with rapid improvements in environmental management and balance its long-standing local and global programs to reach out to the poor and vulnerable to build their resilience and lift them out of poverty.



TOP 3 LEARNINGS

1. A new program should prioritise measurement, to give stakeholders confidence in the business cases for change.
2. Select a few, high impact areas to measure and act on, or risk failing to generate enough momentum to overcome the inertia of business-as-usual practices.
3. Make the moral case for change just as prominent as the financial terms.



Small bins – big success!

In 2012-13 the FedUni Sustainability officer ran a program where rubbish bins were removed from offices and workstations and replaced with desktop bins and recycling bins.

The aim of the program was to reduce landfill waste, increase recycling, reduce costs and reduce greenhouse gas emissions. By June 2015, the program has been a great success with landfill waste falling by 44% and recycling up 65% on our 2008 baseline.

The program has a large element of behaviour change with staff emptying their own personal waste from offices and workstations. This task was previously done by cleaning staff.



TOP 3 LEARNINGS

1. Staff are more conscious about the volume and type of waste going to landfill.
2. Staff now seek advice on other improvements. Eg battery recycling.
3. There needs to be a clear line of communication on the reason & benefits for implementing downsized bins.

BEST NEWCOMER



Enviro Week: green thinking = positive change

Enviro Week is based on Holmesglenn's message of green thinking = positive change. Over 700 students participated in Enviro week across four campuses, engaging in on-campus activities. Over 60 students volunteer as Sustainability Ambassadors and they help run each of the events or participate in a project day. Together with the institute's Gardening Service, the project day this year was refurbishing gardens.

Throughout Enviro Week Holmesglenn was able to abate 185.8 tons of carbon against 207.08 Mega Watt Hours of electricity usage.



TOP 3 LEARNINGS

1. Collaborating with departments and faculties ensures more student engagement and awareness.
2. Conduct interactive activities relevant to student life on campus so students can carry forward into their everyday lives.
3. Organisation and timelines are important in ensuring that the event runs to its full potential and goals are achieved.



Waste transformation – moving towards a communal waste & recycling bin system

Melbourne Polytechnic has introduced a communal bins system, resulting in approximately 80 tonnes of recycled material being diverted from landfill annually.

The program involved the removal of bins from classrooms and offices and the installation of communal bins. Supporting events included Melbourne Polytechnic's Student Life and Media team hosting 'Enviroweek'. Highlights include the Young Adult Migrant English students taking on the leadership role increasing both the groups' sustainability knowledge and leadership skills.



TOP 3 LEARNINGS

1. Engaging Melbourne Polytechnic CALD groups requires tailored programs which are specific to the groups needs.
2. The infrastructure must be obvious and have clear messaging to maximise recycling and keep contamination low.
3. Engaging with cleaning staff is crucial. This needs to be ongoing to ensure correct disposal of materials is embedded in cleaning practices.



Green Skills Training Centre: A catalyst for Green-Star construction

The GreenSkills Training Centre delivers construction/sustainability courses in a 6 Star Green Star – education v1-rated building, awarded by the Green Building Council of Australia. Low in maintenance and operational costs, it is self-sufficient in energy generation and water to minimise environmental impact. With its ‘peeled back’ construction, exposing all sustainability services and elements, the facility is a training tool, immersing students in a ‘living laboratory’ that fosters learning and encourages their engagement in the built environment. The GreenSkills Training Centre is designed to innovate and inspire students – indeed all users – to effect change in the built environment, whereby sustainable construction becomes the best-practice industry standard.



TOP 3 LEARNINGS

1. The flexible, multi-purpose aspect of the centre has enabled more people to benefit from it.
2. Building Information Modelling should be embraced beyond project completion to include the building’s maintenance & lifecycle.
3. Continual and concerted attention is required to coordinate and install multiple services in a timely, sequential order.



Badger Laboratory – a truly sustainable refurbishment

The Badger Laboratory was purpose built in the 1950’s for organic chemistry. The red brick design forms an important part of the University’s architectural heritage. Over many years, the building became very energy intensive. Until recently it was one of the highest electricity consumers on the North Terrace Campus (per m2) with a number of fume cupboards and a mass spectrometer in operation for both teaching and research purposes. Rather than demolishing, it was decided to refurbish the building to improve amenity, energy efficiency and user safety. Four months after commissioning, efficiency measures are contributing to vastly improved environmental performance of the building, including an estimated annual reduction of 237 tonnes of CO₂-e and electricity savings of more than \$62,000 per year (half of the previous cost).



TOP 3 LEARNINGS

1. Long term heritage value and cultural memory should be valued, alongside environmental performance.
2. Repeat messages to ensure that staff and students understand the unique operations of an older, refurbished building, and their role to ensure long term environmental performance.
3. Celebrate the good times. Articulate energy savings to recognise positive behaviour.



Melbourne School of Design - a large scale learning laboratory

The new building for the Melbourne School of Design is a state of the art academic facility designed as a large scale laboratory for built environment education and research and sets a new standard for design education in the Asia-Pacific region. It provides a pedagogical tool to teach the breadth of sustainability including design, materials selection, construction techniques and building operations in a way that is visible to all students.

Embedded in the design is a commitment to sustainability and green architecture. The MSD building has been awarded a 6 Star Green Star Design - Education Design v1 rating by the GBCA. It is the first education facility to be awarded the maximum 10 Green Star innovation credits.



TOP 3 LEARNINGS

1. A strong vision- decision-making is easier when the whole project team shares the vision.
2. Communication - Engaging in strong stakeholder communications resulted in near zero complaints over a two-year period.
3. Collaboration – working with different internal departments and external stakeholders results in a superior project outcome.



IMAS Building: more than just a building

The IMAS building was constructed to provide a contemporary new home for the research and teaching centres that came together to form the Institute for Marine and Antarctic Studies (IMAS). As significant work done by the building occupants (scientists/ researchers, technicians and students) focuses on climate change and other environmental impacts from human activity, it was imperative that this 5-Star building must excel in energy and water efficiency, reduced carbon emissions, waste management, use of sustainable materials in design and construction and interior flexibility. The result is a workplace that responds to the role of the Institute itself, highlighting research into how people are impacting on climate and marine resources and actions we must take to become more sustainable and adapt to a changing climate.



TOP 3 LEARNINGS

1. The whole project team needs to be committed and ESD considerations included from project conception.
2. Knowledge and skills required to deliver a successful ESD project can be acquired and developed along the journey. An initial lack of full understanding should not be dissuasive.
3. Benefits of sustainable building are boundless.



Travelling by Green Fleet – Economy Class

In 2012, a new approach was adopted to fleet management at TAFE Western. Using an annual modelling exercise, integrated with other strategies, staff were encouraged to use remote technologies to reduce the need for travel.

TAFE Western has now saved \$155,770 in fleet costs, reduced travel by 379,885 kms, reduced the amount of fuel purchased by 73,800 litres and reduced emissions by 173 tonnes CO2e. Green vehicles comprise 16% of the fleet. Tonnes CO2e / staff member emitted via transport fuels has decreased from 0.44 in 2012-2013 to 0.34 in 2014-2015.

TAFE Western has also reduced the risk of fatigue-related accidents, collisions with wildlife and wear and tear on the fleet itself without increasing electricity consumption.



TOP 3 LEARNINGS

1. Research your project – know what it does and doesn't include.
2. Data is key!
3. Talk to your stakeholders



De-carbonising Vic

Since 2007 Victoria University of Wellington has been working on a comprehensive programme to reduce its carbon emissions. Energy in buildings and transport were identified as the major sources of carbon emissions to target. Every year since, a range of projects have been planned and delivered with support from senior management. Over time it has built up to an extensive list of projects, with a focus on energy efficiency upgrades, supporting sustainable commuting options and better managing the need for air travel. The projects have been delivered with a modest budget by a small team that has collaborated effectively with expertise inside and outside the University. Total carbon emissions have been reduced by 12% (despite a growing campus) and operating costs being reduced by millions.



TOP 3 LEARNINGS

1. Take the time to understand where the best opportunities are and who can help.
2. Ensure projects have a robust business case with multiple benefits.
3. Over time lots of small projects can accumulate to provide big results.

OUR SUSTAINABILITY ETHOS

The 15th International ACTS Conference, including the Green Gown Awards Australasia ceremony, has been run with sustainability at the heart of its ethos and practices.

The event has been sponsored by Climate Friendly who will offset our carbon emissions, including the travel of all delegates. The Pier is located on the Corio Bay waterfront in Geelong. Due to its location, near the Geelong CBD, one hour south of Melbourne, it is conveniently situated for excellent public transport links.

The Pier has created a menu which is not only delicious, but ethically constructed sourcing locally produced food and wines.

The charming table decorations have been hand made by the students of St Therese Catholic Primary school in Torquay, using only upcycled or waste materials.

The Green Gown Awards Australasia trophies once again, have been made using 100% recycled glass by Victorian glass artist Kirsten Laken. Each Award is truly one of a kind.

The highly commended certificate frames have been hand made by Melbourne designer and creator Custom Industrial from 100% recycled and repurposed materials, right down to the unique beveled glass salvaged from a set of french doors.

~ The Green Gown Awards Australasia is an ACTS Certified Green Event ~

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

The disposal of electronic-waste (e-waste) is recognised as a growing environmental problem and La Trobe generates a significant amount annually. This waste is recycled, but what if reuse became the norm instead? Supporting a local council to deliver an innovative program by donating e-waste to help kids to build cost effective Raspberry Pi computers has proved a win-win for all of the project partners - Whittlesea City Council, Lalor Primary School, Mill Park Library, and La Trobe Uni.

Teaching children to build low-cost computers reusing e-waste could be an important part of the e-waste solution and this project has achieved just that!



TOP 3 LEARNINGS

1. There are interesting reuse opportunities all around us if we look for them.
2. A small helping hand can pay dividends for many people and organisations.
3. Connecting to others in our local communities means achieving better outcomes for everyone.



Don't hike it, bike it! La Trobe University Bike Share Program

La Trobe's Bike Share program has 40 bikes located at 14 strategic locations across the Bundoora Campus. The program presents staff, students and Polaris residents (local development adjacent to La Trobe) with the opportunity to unlock-ride-lock up a bike.

The program saves users time when traveling across the 255 Ha campus and also benefit from healthy activity and stress reduction as they ride past a unique Wildlife Sanctuary, moat wetland system and landscaped gardens. The program has been successful in reducing cross-campus travel times and has afforded students better access from outlying accommodation.



TOP 3 LEARNINGS

1. Make the program accessible and easy for all to use by being strategic in selecting docking station locations.
2. Utilise bikes that can be easily maintained and functional, but don't pick a bike too fancy looking as they become victims of theft.
3. Ensure that you have a strong support network for bike rotation and servicing.



Embedding Fair Trade at the University of Melbourne

As the University comprises 47,000 students and 6,500 staff, the consumer choices made on campus matter. When the University achieved Fair Trade Accreditation in 2012, they became committed to helping reduce poverty and make a real difference to the lives of farmers and to communities in the developing world. Since then, the initiative has grown in leaps and bounds across campus.

The outcomes of the initiative have seen major operational benefit for the institution, with an increase of over 256% of Fair Trade in staff kitchens. Furthermore, the lasting efforts offer fantastic opportunity to improve the student experience with an engagement initiative that serves public ends.



TOP 3 LEARNINGS

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. Fair trade is a significant opportunity. Start small and grow progressively.

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 growing, with 11 categories open to Australasian institutions, including two new categories - Built Environment and the Leadership Award.

The Green Gown Awards Australasia is administered by Australasian Campuses Towards Sustainability (ACTS), and is governed by a cross sector agency steering group made up of:

- Australasian Campuses Towards Sustainability (ACTS)
- Australian Youth Climate Coalition (AYCC)
- Federal Government
- Office for Learning & Teaching (OLT)
- TAFE Directors Australia (TDA)
- Tertiary Education Facilities Management Association (TEFMA)
- Universities Australia (UA)

AWARD ETHOS

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 and previous years finalists. There is a wealth of knowledge at your fingertips.

CONTINUOUS IMPROVEMENT – INSTITUTIONAL CHANGE



Striking the Right Balance

Durack Institute of Technology has used innovation and cultural change, to enable them reduce their reliance on potable scheme water of more than 89% in less than a decade. Each year, Durack has strived to reduce its scheme water usage whilst at the same time, manage and balance its groundwater, so it recharges more into the groundwater system than it extracts. It is all about striking the right water balance!



TOP 3 LEARNINGS

1. Installation of sub meters are one of the most critical elements to managing our precious water resources.
2. Groundwater is a resource that needs to be closely monitored and managed, to ensure that it is there as a future resource that others can enjoy and benefit from.
3. When staff & students know how hard we are trying to minimise water use, it makes it much easier to get buy in, ownership & support.



When You're Green You're Growing

TAFE Illawarra has continued its sustainability journey recently with some notable environmental initiatives to keep the Institute 'green and growing'. Internal Business Units are now being rated under the Section Sustainability Rating Tool, developed by the Institute to engage and recognise environmentally sustainable work and teaching practices. Environmental metrics are reported to staff to provide feedback on sustainability performance and achievement of targets, set out in their Environmental Sustainability Plan 2012-2015. The Yallah Campus, with its ISO 14001 certified EMS, continues to lead the way with the latest green buildings and on-ground work by a Green Army team to protect its endangered ecological community.



TOP 3 LEARNINGS

1. Create a sustainability 'hero' (site or business unit) in your organisation and promote that heavily so other areas will follow.
2. Green growth can take time – so have a plan and work on that with staff and student engagement.
3. Partner with others to support and expand your sustainability 'sphere of influence'.

CONTINUOUS IMPROVEMENT – INSTITUTIONAL CHANGE



Integrating Sustainability at Melbourne – A whole of University approach

The Sustainability Program at the University of Melbourne has grown since 2006 to include initiatives across leadership and governance, facilities and operations, learning teaching and research, and partnerships and engagement. The program has seen increases in carbon savings from 9,713 in 2008 to 31,754 tonnes in 2014, water savings of 164ML/pa (30%) since 2006 and savings from the furniture reuse program of \$2,821,815 based on estimated retail replacement value and \$130,445 on landfill charges.



TOP 3 LEARNINGS

1. Staff and students really do want to make a positive impact. By facilitating them we really can make a difference.
2. We shouldn't underestimate that the work we do has an impact on the broader the community and the world.
3. Change in sustainability is a continual improvement process and needs to be embedded in everything we do.



GoingGreen@Waikato

GoingGreen@Waikato was established in 2012, and is an ongoing broad approach to embedding and implementing sustainability. It includes people, practices and programmes.

Several thousand people have been involved over the last 4 years. Key successes have been in waste reduction, gifting furniture and equipment to the community, funding for educational waste films, research on waste minimisation, the VC approved waste minimisation and management programme, and WASTED branding. Total savings & funding combined have exceeded \$200,000. The key to success has been the engaging and unique nature of the initiative, buy-in from staff and students, and support from stakeholders.



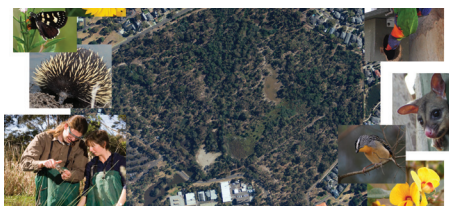
TOP 3 LEARNINGS

1. Make it engaging, fun and a norm.
2. Create an accessible brand with student input.
3. Get internal (both top down and bottom up) and external support.



Restoration of a Sanctuary: From Mental Hospital Grounds to Conservation Education

La Trobe University's Bundoora campus was master-planned in the 1960s, dedicating 6.5 hectares of the campus for indigenous flora restoration. The reserve was part of the former Mont Park mental hospital grounds which included a cricket pitch, tennis courts, croquet lawn and a dairy farm. Almost fifty years later, the reserve, now known as the La Trobe University Wildlife Sanctuary, has grown to 30 hectares in size; is permanently protected under a Trust for Nature conservation covenant; and has been restored from its original condition, with more than 580 indigenous plants and 355 native fauna species in existence. The success of the restoration is a result of the hard work and dedication of La Trobe University staff, students and volunteers.



TOP 3 LEARNINGS

1. Control soil disturbances inside and adjacent to the restoration site to reduce the spread of invasive weeds.
2. Thoroughly engage with adjacent land owners prior to commencing visible, construction works on or around the site.
3. Have a population management plan in place for stocked fauna within a fully-fenced site.



Yallah TAFE Campus – where education greets nature

TAFE Illawarra's Yallah Campus has been the sustainability 'hero' of the Institute with its leading sustainable education and operations. Recent campus 'green' credentials include the opening of the Transformational Technical Training building (one of the most sustainable buildings in the region), on-ground conservation works by one of Australia's first Green Army projects to protect the endangered Yallah Woodland on campus, and the completion of the Conservation Areas Management Plan by staff and students.

TAFE Illawarra also partners with the University of Wollongong's Sustainable Buildings Research Centre (SBRC) to develop new technologies and strategies for making existing and future buildings more sustainable, resilient and energy-efficient.



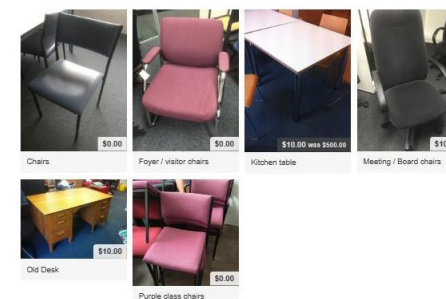
TOP 3 LEARNINGS

1. Create a sustainability 'hero' (site or business unit) in your organisation and promote that heavily so other areas will follow.
2. Green growth can take time – so have a plan and work on that with staff and student engagement.
3. Partner with others to support and expand your sustainability 'sphere of influence'



Furniture and Equipment Re-use Service

The Furniture and Equipment Re-use Service offers a range of workstations, storage solutions, and other items for sale at a low cost, presenting a sustainable and economic alternative to purchasing new furniture or equipment. It is available to University of Melbourne departments, faculties and affiliate organisations. The project has been underway for 3 years and has enabled the reuse of 7000+ items, diverted 180+ tonnes from landfill, saved an estimated \$200K on landfill charges and \$3.5M savings on retail replacement.



TOP 3 LEARNINGS

1. Keeping up to date records and statistics are vital for efficient management of the service, and to accurately demonstrate metrics and relative success.
2. Never underestimate the value of any item with regard to reuse potential.
3. Vigilant and systematic turnover of items is crucial.



Refill not Landfill – Leading the way with a water refill campus!

In 2015 USC became the first University in Queensland to remove the sale of bottled water and implement refill alternatives which the University has coined a "total water refill campus".

USC provides bottle refill stations, fountains and water refill vending machines that dispense chilled and filtered water in place of selling bottled water. This initiative aligns with the University's goal to reduce waste and foster an environmentally responsible campus. In one year USC has saved 29,711 single use plastic water bottles from being sold on campus which equates to 767 kg of carbon emissions.



TOP 3 LEARNINGS

1. Gain support from all levels of the organisation and involve all stakeholders in the change management process.
2. Take adequate time to plan your project well and include a water refill transition period before removing the sale of bottled water.
3. A communication plan based on social marketing and thematic communications is an essential part of the process.



Head, hearts and hands - intertwine and inspire!

Creating Sustainable Futures commenced as an interdisciplinary unit on climate change, seven years later it has evolved into a process for, as well as product of, Education for Sustainability (EfS) which over 1000 students have experienced. It is included in all Deakin University undergraduate sustainability majors. It has facilitated and contributed to: establishment of a student society; short courses for health practitioners; sustainability events for local communities; sustainability workshops for secondary school students and; reinvigorated a Centre for Sustainability Research. Operating successfully for seven years, it is testimony that interdisciplinary perspectives and collaboration can be productively implemented in EfS.



TOP 3 LEARNINGS

1. Be open to and respectful of diversity in thinking and approaches from disciplines other than your own.
2. Ensure all curriculum content, assessments and teaching approaches align and reinforce each other and the curriculum aim and objectives.
3. Be creative and take risks.



Thirty years of education in environmental sustainability

The Bachelor of Environmental Science (Environmental Management and Sustainability) has been offered (under different names) at Deakin University (and its predecessor Victoria College) since 1984. In 2014 they celebrated 30 years of education in environmental science and environmental sustainability. The course remains one of the strongest courses in environmental science, nationally, and the largest "environmental sustainability" undergraduate course in Australia. Deakin students experience a truly transdisciplinary education and graduates work across diverse sectors. The fundamental principles of the course now extend to other university courses, diverse workplaces, and communities both nationally and globally.



TOP 3 LEARNINGS

1. Learn from other disciplines to provide a truly transdisciplinary curriculum.
2. Learn from industry to ensure the curriculum is aligned with current trends.
3. Learn from your students to ensure they are given the education they need to make a lifelong contribution to environmental sustainability.



Transforming Economics for the 21st century

Economics is a discipline that is often accused of ignoring broader societal concerns and of promoting unsustainable business practices. This project transformed the core economics course within Griffith University's Master of Business Administration (MBA) Program in order to ensure that the course fully aligned with the MBA Program's core values of responsible leadership and sustainable business practice.

This transformation expands students' exposure to competing ideas and philosophies, allowing students to challenge current (unsustainable) economic orthodoxies and pursue a more sustainable path.



TOP 3 LEARNINGS

1. There is a wealth of expertise in the field of sustainability economics, and these experts are more than willing to contribute to this knowledge.
2. The transformation of a course or program to be more sustainable is embraced by students, academics and the wider community.
3. Achievements can be made at a very low cost – all is needed is an individual who is willing to drive the project & ensure its success.



Building national consensus for essential learning in tertiary sustainability education

The key output from this project is a set of inspiring yet workable standards for tertiary sustainability education that articulate what constitutes essential learning for sustainability in tertiary education. The process of crafting the standards was highly collaborative and participatory, leading to a consensus amongst stakeholders in sustainability education about what knowledge, understanding and skills are essential for graduates from tertiary programs in sustainability. The consortium is led by The University of Newcastle and includes The Australian Council of Environmental Deans and Directors, Australian National University, Flinders University, Macquarie University and the University of New South Wales.



TOP 3 LEARNINGS

1. In collaborative projects it is important to begin with an open mind.
2. Be as broad as possible in listening to stakeholders who may be affected by the outcome of your project and make an extra, deliberate effort to hear from those whose voices may not be as loud as others.
3. Embrace complexity and contestation: they test your assumptions and will strengthen your final result.



The JCU Green Bike Fleet - new love for unwanted bikes

JCU's innovative Green Bike Fleet program gives new love to abandoned or unwanted bikes. The program has restored over 260 bikes since August 2013, which are then sold to students at low cost. The project uses a cost neutral business model, allowing it to continue indefinitely without additional funding, which can often be a weak point with sustainability projects. The popularity of the program has been outstanding, with initial targets exceeded by 260% and supply of bikes unable to keep up with demand. Support from both within and outside JCU has been exceptional, with staff, the general public and local businesses donating bikes to the program regularly.



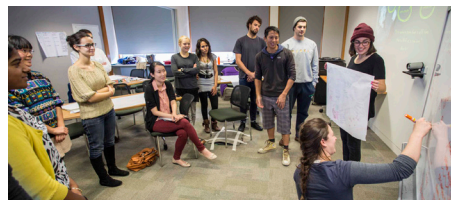
TOP 3 LEARNINGS

1. Ensure you put plenty of time into planning and due diligence before starting the project.
2. Ensure key stakeholders are involved in the process from the outset and along the journey.
3. Talk to the students about what they want and let them take ownership wherever possible.



'Take One Step' with Monash University's Green Steps

Green Steps aims to inspire students to see themselves as change agents working to make a difference to the world one organisation at a time. As part of this, Green Steps runs an annual education program with select universities that trains young leaders and gives them experience on live sustainability projects. Challenged by the sheer volume of applications, Green Steps sought to use the program's popularity to get students to act on their own sustainability. Take One Step was developed as an online challenge that got students to act on their own behaviours. The end result was greater student engagement, quantifiable action on sustainability and improved student applications for the Green Steps program.



TOP 3 LEARNINGS

1. Always ask questions – It's too easy to get stuck in the status quo. If you don't ask, you'll never realise when things could be improved.
2. Go with your gut – instinct says a lot for creating change. Do your due diligence and market test, but gut feel often guides ideas.
3. Never, ever give up – no matter how pressured you may feel to reverting back to how it had always been done.



Greening RMIT

Greening RMIT is a student-run project and all about promoting sustainable food and gardening on campus. Through hands-on education and community building events, they hope to reconnect people with food and the natural environment. Center to the project is the rooftop community garden, located on a 10th floor balcony in the Melbourne CBD, where students come along and learn about growing their own food. This 'living laboratory' serves to educate students and inspire them to create their own gardens at home, helping cultivate sustainability in all areas of their lives.



TOP 3 LEARNINGS

1. Engage and collaborate with as many different people as possible; even seemingly unrelated projects can be of benefit to each other.
2. For student-led initiatives, it is important to create a strong management structure that both attracts new members and provides a succession plan.
3. Gardening can help cultivate sustainability in other areas of people's lives.

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.

1 Million Women

ATEM - Association for Tertiary Education Management

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

ACTS - Australasian Campuses Towards Sustainability

ACCSR - Australian Centre for Corporate Social

Responsibility

Australian Government – Office for Learning & Teaching

CSL - Centre for Sustainability Leadership

Climate Friendly

Eastern Alliance for Greenhouse Action

Eco-Buy

EAUC - Environmental Association for Universities & Colleges, UK

Envizi

Fairly Educated

FTAANZ - Fair Trade Association of Australia and New Zealand

GBCA - Green Building Council Australia

Green Cross Australia

Green Steps

Griffith University

Honeywell

James Cook University

Jacobs Engineering

Learning & Teaching Sustainability

NCS - National Centre for Sustainability

NCV - National Centre for Volunteers

NTEU - National Tertiary Education Union

NSW Government – Environment & Heritage

Pangolin Associates

Swinburne Leadership Institute

TDA - TAFE Directors Australia

TAG - Tertiary Access Group

TEFMA - Tertiary Education Facilities Management Association

UA - Universities Australia

University of Melbourne

Westpac

WWF-Australia



C15Hack – Australia’s biggest green innovation hackathon

C15Hack was Australia’s biggest green innovation hackathon. 41 students worked in small teams to tackle 7 different challenges from across the campus and Melbourne city-wide. They had 24 hours and a designed process, with tons of great prizes, challenges and activities along the way. The winning team, Wildiversity, has gone on to gain seed funding through the University’s Green Innovation Fund for their campus biodiversity app.

The event was organised by student group, the Post Graduate Environment Network and supported by the University. The innovative design process and concept all developed by University of Melbourne students.



TOP 3 LEARNINGS

1. Don’t get ready, get started! The best ideas don’t mean anything without a team that will make it happen.
2. Think of everything as a learning experience. Perfection is the end-point which you never reach, but as long as you enjoy the process, good things will happen.
3. Identify your underlying individual goals and objectives first. These will be important to return to when it starts to get tough.



A Fair Effort

The Fair Trade Collective are a shining example of how students can work together to bring about positive change. The passionate and energetic Club of University of Adelaide students work tirelessly to raise awareness of fair trade, motivate others and bring about positive change. Engaging with thousands of staff, students and strangers via market stalls, forums and festivals, the Collective are spearheading the Fair Trade movement on campus.

By making the Fair Trade agenda relevant and interesting, the Collective have demonstrated an ability to motivate and inspire action, to increase the sale of fairtrade products on campus and to bring attention to other important ethical, environmental and human rights issues at the same time.



TOP 3 LEARNINGS

1. Know your stuff. You must be able to fully communicate what it’s about and how it impacts all members of the Fair Trade chain, from the producer to the consumer.
2. Remember it’s a ‘movement’ and keep it moving. Utilise multiple communication channels and engagement methods.
3. Make it fun! Incorporate games, music, variety and colour into your promotion and events. Encourage collaboration and work in groups.



Professor Grant Guilford

Vice Chancellor, Victoria University of Wellington

Professor Grant Guilford is the current Vice Chancellor of Victoria University of Wellington. Since taking the role in February 2014 he has already made a significant impact in the area of sustainability. He has established a new role of Assistant Vice-Chancellor (Sustainability), integrated sustainability into the strategic plan, driven the decision to divest from fossil fuels and led sector wide lobbying of central government on climate change targets. Through his decisions and actions Professor Guilford has raised the profile of sustainability at Victoria, created a mandate for staff and students to get involved and motivated wider action.



Professor Andrew Vann

Vice Chancellor, Charles Sturt University

Professor Andrew Vann, Vice-Chancellor and President of Charles Sturt University (CSU) since 2011, has had a significant and positive impact in establishing an ethos of CSU of leading by example in the sustainability space. This leadership has allowed sustainability improvement efforts to move from the limited realms of facilities and operations to a pervasive University approach. Specific examples include: the elevation of sustainability to the University Strategy level giving it organisational-wide focus, supporting the adoption and personally participating in the implementation of the Learning in Future Environments Index at CSU, maintaining an organisational commitment to progressing carbon neutrality in the face of a challenging external environment, and the introduction of social and environmental screens to the University’s investment portfolio.



Professor Tom Kvan

Pro Vice-Chancellor (Campus and Global Development), The University of Melbourne

Professor Tom Kvan is the Pro Vice-Chancellor (Campus and Global Development) at the University of Melbourne. A Professor of Architecture and former Dean of the Faculty of Architecture, Building and Planning (ABP), Tom Kvan is internationally recognised for his work in the management of design practice and development of digital applications in design. His engagement in the design of campuses for educational and industrial purposes spans forms and technologies, including research into the intersection of Physical and Virtual Learning Spaces. He is currently founding Director of LEARN, the Learning Environments Applied Research Network, and was founding Director of AURIN, the Australian Urban Research Information Network, hosted at the University of Melbourne that is developing a national digital infrastructure to support urban research.



ACTS AWARD OF EXCELLENCE - STAFF



Dr Colin Hocking



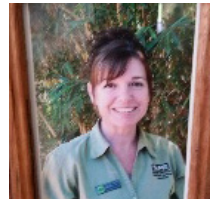
Colin has collaboratively led the curriculum development processes at La Trobe to help embed sustainability across all undergraduate courses – an Australian first. To date, this has included working with academic staff in large scale subjects across disciplines such as business, arts, health, education and science, to incorporate sustainability that is robustly expressed and assessed, in line with the University-wide definition of sustainability.



Eva Fox



Eva is an energetic environmental educator! Eva has worked with Hunter TAFE for the five years as a part time casual teacher in the Children's Services section at Ourimbah. With over 30 years' experience in diverse environmental education roles, Eva is a champion for promoting environmental sustainability practice with our staff, learners, children and families attending play sessions as well as in the wider Central Coast community.



Judith Alcorn



Judith is the University of Melbourne's Waste and Recycling Coordinator. Her personal and professional attributes of curiosity, networking ability and multi-disciplinary knowledge, combined with her life and work experience in a broad range of sectors, have enabled her to engage with multiple stakeholders to carry out research on the ways the waste and recycling systems work and then implement improvements to raise the recycling rate from 16% to 41% in 4 years.



Matt Stewart



Matt's commitment to sustainability, combined with an unrelenting desire to solve complex problems in a creative manner, has seen him be involved in a range of exciting initiatives – many of which he has co-created and managed. With ambitious goals a hallmark of his approach, such as cementing the University of Melbourne as a hub for green innovation through the Green Innovation Fund, Matt doesn't do things by halves. His impact has already been significant but will continue to grow.



Dr Melissa Edwards



Melissa is an early-career academic in the UTS Business School who has been central in helping to embed sustainability into the business faculty. She is a voluntary member of the school's sustainability working party and currently chairs this interdisciplinary group. Over the past five years she has helped embed sustainability into the curriculum as part of the team who developed an inter-disciplinary subject that introduces all first year students to sustainability concepts.



ACTS AWARD OF EXCELLENCE - STUDENTS



Anna Jane Linke



As convener of the UTS Students' Association Enviro Collective, AJ has been instrumental in growing the Collective and organising student activities on a range of sustainability issues. She is a leader in the national divestment campaign and helped establish the Fossil Free UTS initiative. AJ volunteers with the community organisation 'Solar Citizens' and recently helped organise the national 'Stand up for Solar' campaign. She is passionate about marine ecology and with the Save our Marine Life Alliance.



Benjamin McMenamin



Ben has been working hard to engage other students on issues surrounding sustainability. He started a project called Greening RMIT, dedicated to promoting sustainable food and gardening on campus. In 2014, Ben's passion saw the creation of a student association for his program where he ran a number of career and networking events to give students exciting networking opportunities. Ben has been instrumental in the initiation of the sustainable food procurement campaign - Fair Food Challenge.



Jason Tran



Jason Tran's achievements in raising awareness of fair trade at the University of Adelaide and motivating others to action, serve as an impressive example to staff and students alike. As President of the Fair Trade Collective (FTC), Jason has spearheaded the fair trade movement at the university for almost two years. He has developed educational materials, engaged with thousands on fair trade and participated in more than 20 promotional events, including market stalls, radio interviews and seminars.



Lucy Graham



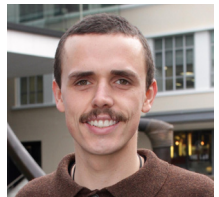
Lucy has demonstrated a great passion and commitment to sustainability in the JCU and Cairns community. Since being elected president of the JCU sustainability club, she has volunteered endless hours to create connections between the community and encourage students to run projects on campus; successfully creating partnerships in which students volunteer and engage with a wide range of community groups. Lucy has played a key role in encouraging students to be leaders themselves.



Rory Lenihan-Ikin



Rory has made a difference. He has championed, supported and delivered several sustainability initiatives – an organic food co-op, a climate change innovation think tank, organic waste collection, an energy saving campaign, community gardens and several others. In a time of competing demands and financial pressures that are absorbing student's time, Rory has been dedicated in investing his time and energy to help support Victoria University of Wellington on its path to a sustainable future.





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

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 and developments
- A support network of like-minded colleagues
- Events and training at discounted rates
- Online learning and webinars
- Access to unrivalled, comprehensive sustainability resources - case studies, policies, guides, tools, legislation and more from Australasia, UK and USA
- Professional development and experience
- Sector development tools and practices
- 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