Human Resources on Community Volunteering Leave doing bushcare on campus.
Acknowledgements

Acknowledgements: My thanks go out to those people who continue to support and believe in us and the journey we are taking at Macquarie, in particular those staff and students who actively engage with us and the sustainability agenda. Thank you to my supervisors for 2013, Mr Jeff Stewart, Acting Chief Operating Officer (till March), Dr Paul Schreier, Chief Operating Officer (March onwards), and Professor Judyth Sachs, Deputy Vice-Chancellor and Provost. Your guidance, support and counsel has been invaluable. Thank you also to the various Departments who provide the data required to complete the report: Finance, Marketing, Property, Research and HR. Obviously it would be difficult to gauge our progress without you providing the necessary information. Lastly, thank you to the wonderful team I have: Belinda, Cindy, Iain, Sarah Jo and Samantha. You continue to amaze me with your enthusiasm and innovation to reach our goals and objectives. It truly is a pleasure to work with you.

Leanne Denby
Director of Sustainability

ISBN

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Macquarie University has continued to strive towards creating a more sustainable campus, which is again reflected in our sustainability initiatives over the past 12 months.

Sustainability remains as core to our strategy at Macquarie, and is led by a team of dedicated and professional staff who lead by example. Change on a large scale requires commitment across all levels of an organisation, and it is clear that this commitment is present within our University.

Throughout my tenure as Vice-Chancellor I have witnessed a continual growth in the area of sustainability. Through the framework that was developed in 2013, learning and teaching for sustainability is now more clearly defined, allowing us to better implement sustainable practices.

The past year has seen many new sustainable initiatives implemented. The opening of the wetlands area at the top of Mars Creek has allowed all members of the University community to access the natural surrounds of our beautiful campus. Further, the launch of M-Power was an innovative step towards engaging staff and students on the topic of sustainability and encouraging participation.

I thank all staff for their dedication to sustainable practices across the university. 2014 presents us with many more opportunities to develop further, and I encourage you to take up such opportunities where they present themselves.

I especially thank the staff of the Sustainability Office for their tireless efforts in 2013. It gives me great pleasure to endorse the 2013 Sustainability Report.

Good wishes for 2014.

Sincerely

S. Bruce Dowton MD
Vice-Chancellor

“Sustainability remains as core to our strategy at Macquarie, and is led by a team of dedicated and professional staff who lead by example.”

- Professor S. Bruce Dowton, Vice-Chancellor
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What a year 2013 was. It started with a bang as many Australian cities reached record-breaking high temperatures, which eventually saw 2013 become the hottest year since records began. In fact, the start of 2013 was such a weather anomaly, 123 weather records were broken in the 90 days of summer. Of course searing temperatures brought weather uncertainties, leaving Queensland, yet again, dealing with the devastation of flooding and cyclone damage as Cyclone Oswald tore through the small coastal towns of North Queensland. From one extreme to another, parts of NSW battled through the worst bushfires since the 1960’s as areas of the beautiful Blue Mountains were scorched by fire, destroying homes, bushland and habitat.

The weather took its toll elsewhere, with flash floods and landslides in India killing more than 5,700 people, while Typhoon Haiyan, one of the strongest cyclones on record, hit the Philippines and Vietnam causing widespread devastation and leaving over 6,400 people dead in its wake.

Just when we thought that Australia was embracing diversity with the ACT becoming the first Australian territory to pass same-sex marriage laws, the newly elected Commonwealth Government moved quickly to lodge a High Court objection, eventually striking down the new law. Elsewhere, human rights were called into question when an eight story commercial building collapsed in Bangladesh, killing 1,129 people and injuring many more. The accident is the deadliest non-terrorist structural collapse in modern times and drew worldwide attention regarding the health and safety conditions of factory workers in developing countries.

Environmental and social issues continue to make world news, often, unfortunately, as revelations of negative impacts and history making records. The challenges we face appear to magnify each year, at a time when we have the knowledge and technology to see positive change towards a balanced world of environmental protection, social justice and economic well being. Where is the gap in knowledge transfer to new ways of thinking and doing occurring?

As institutions of higher learning, universities have an obligation to guide student learning through pedagogy that develops critical and systemic futures thinking, whilst identifying responsible innovation. This kind of learning is integral in achieving sustainability, as it is only when we have the capacity to understand the necessity for change that change will occur.

Universities are in a unique position to develop the mindset and skillset required to address our ever-changing world. Our students are the future and in order to survive in the future and fulfil their personal and professional goal, they need to have the ability to cope with the reality of growing natural disasters, climate change, social inequity and economic turmoil.

Macquarie University is embracing the opportunity to change current prominent and unsustainable paradigms through the way in which we carry ourselves. We continue to demonstrate best practice in our operations, wherever possible, ensuring we use resources efficiently and effectively to minimise our impact on the environment and society. We continue to provide guidance to our students and surrounding community through the type and quality of learning and teaching offered. Finally, we continue to transform society through cutting edge research that focuses on some of the most pressing issues of the times. Through each of these pathways, we do, and will continue to, make a difference.

Leanne Denby
Director of Sustainability

“As institutions of higher learning, universities have an obligation to guide student learning through pedagogy that develops critical and systemic futures thinking, whilst identifying responsible innovation.”

- Leanne Denby, Director of Sustainability
A Focus On…

M-Power

2013 introduced a new way for staff to engage in sustainability on campus!

M-Power is a fun and practical engagement program designed to empower our staff champions to drive behavioural & cultural change within the departments. Objectives include: cultural change, up-skilling of champions, improving sustainability literacy and action in specific areas, staff engagement benefits (eg. satisfaction, retention, increased workplace engagement).

Every two months, M-Power focuses on a specific sustainability theme, such as Get Green with Your Team, as a way to coordinate messaging and communication across campus. Each M-power theme highlights what is happening around campus and there are also opportunities to win some great prizes by getting involved in the competitions linked to the M-power actions outlined within each theme. Departments can also earn points for the annual Department Sustainability Challenge by getting involved in M-power.

Staff are supported by a dedicated website which contains information, facts and downloadable resources such as posters and videos. Designed to be quick and easy to engage with, there are simple actions to undertake individually or as a team. Each M-Power has a team meeting ‘cheat sheet’ associated with it, designed to equip our Sustainability Representative Network member or sustainability champion with the key messages for each theme.

“The M-Power program offered such a variety of initiatives that it was easy to be able to involve others. Greening the Office was an excellent project and again made it easy to involve others, especially as the project was so successful and the initial sceptics had to change their minds when they saw how well it worked.”

Anonymous, 2013 SRN evaluation.
2013 M-Power themes were as follows:

**Healthy You, Healthy Planet**

Health and sustainability are among the most important issues facing our global community today, and the higher education community is well positioned to be a catalyst for change. Healthy You, Healthy Planet provided education around the link between health and sustainability, encouraged staff to join the Warriors@Work staff health program, and incentivised teams to participate in Warriors@Work activities.

**Get Green with Your Team**

Office plants significantly improve a whole range of aspects of our indoor environment, from cleaner air to productivity. Get Green With Your Team offered guides for choosing suitable office plants, a list of the top 10 performing indoor plants, and a small grant scheme (up to $250 per department, from a total grant pool of $2000) to help kick-start departments efforts to green the office.

**Lend a Hand**

Volunteering is a great way to give back to the community. Lend a Hand promoted Macquarie University's community volunteering program, through which up to 2 days volunteering leave for continuing full time and part-time staff (pro-rata) to contribute to community-based non-profit organisations, charitable groups and groups in need of assistance.

**Turn Off Before Take Off**

With the University in shut down mode from December 24 till January 2, and many taking leave beyond this date, it is a perfect time to do a few simple things to save energy, cut costs and reduce greenhouse emissions over the summer break. Turn Off Before Take Off encouraged staff to think globally and act locally - by turning off all unnecessary appliances over the holiday period.
The vision for Macquarie as a sustainable university was developed as a result of extensive consultation with staff and students on campus. It consists of a simple statement supported by several clarifying intentions.

"Macquarie University is ecologically sound, socially just and economically viable in all of its activities"

This means:

- As an institution we function as a sustainable community, embodying responsible consumption of energy, water, food, products and transport;
- We actively support sustainability in our local community and region;
- Macquarie students leave the University prepared to contribute as working citizens to an environmentally healthy and equitable society;
- Macquarie University has a reputation for being the place to learn, to work and to connect with the local and global community; and
- We actively seek to meet the changing social, environmental and economic conditions as part of the global effort to reduce the impact of climate change upon the environment.
- We adhere firmly to the principles of sustainability in all that we do¹

We will reach this through embracing the following principles:

- Global social and community awareness;
- Staff, student and community participation;
- An inclusive campus community;
- Accepting shared responsibility;
- Demonstrating best practice and leadership;
- Open and transparent processes;
- Utilising the precautionary principle;
- Innovation and creativity; and
- A whole systems approach to change.

Our Sustainability Strategy provides information on how we intend to reach our vision and embed the principles into our practices and procedures.

The principles and values associated with our vision for sustainability at Macquarie University are reflected in our Sustainability Policy. Found at: www.mq.edu.au/policy/all.html#s

¹ Our University: A Framing of Futures (2013)
About Macquarie University

Who we are

Macquarie University is a higher education institution committed to providing excellence in learning and teaching, as well as high quality, relevant research to benefit society and the environment.

While our student and staff numbers continue to grow (see graphs p.46), and the number of buildings on campus have expanded over the past few years to incorporate a new hospital, Cochlear global headquarters, and a state of the art Hearing Hub, we have not had any significant changes to our size or structure from 2012 to 2013.

Where we are

Macquarie University is a large campus located in the rapidly expanding business and technology corridor of North Ryde, approximately 17km north west of Sydney’s CBD, in the state of New South Wales, Australia. The University covers an area of approximately 126 ha of land, approx 52% of which is open and/or bush land, making it an ideal place for learning and reflection.

Our focus

Macquarie is a university of service and engagement:

• We serve and engage our students and staff through transformative learning and life experience
• We serve and engage the world through discovery, dissemination of knowledge and ideas, innovation and deep partnerships.

Our strategic direction was redefined and clarified throughout 2013, with wide consultation resulting in the following priorities being identified:

1. A culture of transformative learning in a research-enriched environment
2. An accelerating and impactful performance in discovery
3. Aligning the nature and size of the University for the future
Our values

As custodians of Macquarie University, we value:

- **Scholarship**: We believe learning, enquiry and discovery improves lives.
- **Integrity**: We conduct ourselves ethically, equitably, and for mutual benefit.
- **Empowerment**: We make our community a source of strength and creativity.

Through our actions, as staff and students, we live these values and it is against them that we hold ourselves accountable.

Our values are embraced and supported by a Code of Conduct for Staff and a Code of Conduct for students, where ethics, equity, diversity and social inclusion are core components.

Our networks

Sustainability focused external networks and memberships that the University is involved with includes:

- **Australasian Campuses Towards Sustainability (ACTS)**: a membership based non-profit association representing sustainability in education across Australia and New Zealand.
- **Association for the Advancement of Sustainability in Higher Education (AASHE)**: Based in America, AASHE is an independent membership based association for the tertiary education sector.
- **Environmental Association for Universities and Colleges (EAUC)**: Based in the UK, EAUC is a non-profit association run by members for members.
As we are not a company that produces goods in the traditional sense of the word, it could be assumed that our impacts are lower than other industries. And to some extent this is true. However, the size and population of our campus equates us to a small town. The predominant impact we have is through our resource use, that is, our energy and water consumption, our purchasing and disposal habits and the various transportation avenues utilised by staff and students. However, not all of our impacts should be considered in a negative way. We also impact on the staff, student and surrounding community through our engagement activities, our learning and teaching, our research, and our operational practices. In these areas that are essentially our core business, we have a positive impact that will benefit environment and society, through the knowledge we share, the partnerships we build and the efficient way we manage our campus. In other words, we ultimately have a net positive impact.

In order to run effectively, universities spend a considerable amount of money on an annual basis. Undoubtedly the biggest expense that the University occurs is in relation to employee expenses. Beyond this, big spending generally occurs in the following areas:

- scholarships, grants and prizes
- general consumables
- contractors and consultants
- construction and renovation
- rental hire and leasing fees
- travel expenses
- audit fees, bank fees and tax expenses
- utilities
- maintenance contracts
- advertising and promotion

Procurement practices
Purchasing habits across the campus are guided by several key documents:

- Purchasing policy – advises the University’s purchasing principles, including whole of life value for money and sustainability
- Purchasing procedure – outlines the role of individuals in purchasing decisions
- Procurement handbook – reviewed in 2013, the handbook provides further details about the requirements of the procurement process including sustainability principles in decision-making.

One aspect of the procurement handbook specifically deals with suppliers, and the assessment that staff are expected to undertake on potential suppliers including:

- tenderer’s workplace and industrial relations management practices and performance
- tenderer’s environmental and social sustainability management practices and performance

While these stipulations are in place, there is no certainty however that this information is in fact being collected as part of purchasing processes as no system has been set up to ensure this.

Fair Trade
The University continues to support fair trade, as part of its requirements to maintain Fairtrade accreditation. The Fair Trade Committee is chaired by a representative from Campus Life, the area responsible for the majority of retail based purchasing on campus. One of the important actions undertaken in 2013 was to include a fair trade clause in all new leasing agreements associated with the retail outlets on campus.

The Campus Life team were not able to add any new products to the fair trade range we already stock, instead focusing on building better relationships with current fair trade suppliers, whilst spending time educating the Retail Team on what fair trade is all about so that they have the capacity to engage with customers.
Engaging our community

The most effective form of engagement for Macquarie Sustainability is through face-to-face communications and utilisation of online media technologies such as Facebook and Twitter. These mediums are complemented by our quarterly newsletter, Vitality, as well as regular features in Staff News. Furthermore, our Sustainability Representative Network and Student Sustainability Network receive regular e-newsletters which keep them up to date with what Macquarie Sustainability is doing, as well as what is happening within the networks themselves.

A great deal of our time is spent in face-to-face communications such as meetings, presentations and informal discussions. These communications provide our staff and students with opportunities for two-way communication, a vital tool in negotiating our way forward. The sustainability website also provides opportunity for feedback from our community. The sustainability team are easily contacted through a dedicated email, which we include on all communications and presentations, as well as a feedback page nested in our website.
Who are our key stakeholders?

<table>
<thead>
<tr>
<th>STAKEHOLDER</th>
<th>IMPACT ON OUR SUSTAINABILITY PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff</td>
<td>Our staff are key to us being able to achieve our goals and objectives. Through their actions and decisions we can either progress to being more sustainable, maintain current status, or even regress. From our conversations with staff, they are keen for us to progress, so we will continue to work with them to ensure we make the journey enjoyable and as simple as possible.</td>
</tr>
<tr>
<td>Current and future students</td>
<td>Students are our future leaders, policy makers and professionals. It is therefore imperative that we engage them through our learning and teaching, and through demonstrating best practice, so that they are appropriately equipped to deal with the challenges before them. An overwhelming number of our students believe that the Macquarie environment is one of the most important features, and reasons for studying here.</td>
</tr>
<tr>
<td>Contractors and suppliers</td>
<td>By not acknowledging or understanding our sustainability goals, the contractors and suppliers who work with us can have a negative impact through their activities. As such, we actively engage with our larger suppliers (e.g. OfficeMax our stationery supplier) and contractors (through induction and tender processes) to ensure that we work together for sustainable outcomes.</td>
</tr>
<tr>
<td>Macquarie Park and the surrounding community</td>
<td>We recognise that we are part of a larger community, and therefore have an obligation to consult and engage with those around us outside our campus. To this end we have good relationships with the local business community, establishing research and working partnerships where possible. We also invite our local community to our campus for events such as seminars, forums and open days.</td>
</tr>
<tr>
<td>Local and state government</td>
<td>We work closely with our local council of Ryde to ensure that we work together to create positive changes in our community. We have also taken part in the state government Sustainability Advantage program to build good relationships at the state level.</td>
</tr>
<tr>
<td>Local schools</td>
<td>We have an active schools program as part of our commitment to building relationships with our local schools. We open the door for schools to use our facilities and programs for the benefit of student learning and experience.</td>
</tr>
<tr>
<td>Lane Cove National Park Wildlife Services</td>
<td>As a direct neighbour of the Lane Cove National Park, we are very aware of our stewardship role in maintaining the integrity of Mars Creek (which flows through to the National Park) and the biodiversity corridors for the benefit of native fauna. We have a good working relationship with the National Park Wildlife Services, which we will continue to develop and enhance.</td>
</tr>
</tbody>
</table>
Key issues raised during stakeholder engagement

Consultation and communication with our community is one of our greatest, yet most difficult tasks. The table below highlights some of the key issues raised during stakeholder engagement and the way in which Macquarie Sustainability responded to these issues. In all, the number of issues being raised continues to decline, which hopefully means our community feels we are acting appropriately.

<table>
<thead>
<tr>
<th>ISSUE</th>
<th>RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Better coordination of toner cartridges recycling</td>
<td>The toner cartridge recycling scheme is not managed by one department, but individual departments through the Planet Ark program. This places the onus onto individual departments rather than one department.</td>
</tr>
<tr>
<td>Where can toner cartridges be recycled?</td>
<td>Individual departments have set up Planet Ark collection points. If your department does not have this in place, follow the provided link to order a box: <a href="http://cartridges.planetark.org/workplace/">http://cartridges.planetark.org/workplace/</a></td>
</tr>
<tr>
<td>Inconsistencies in advising where recycling takes place</td>
<td>The website was overhauled to ensure the same message across all areas.</td>
</tr>
<tr>
<td>Banning the sale of plastic water bottles, coupled with a need to increase water bubblers on campus for student access to free drinking water</td>
<td>Macquarie University released a commitment to address plastic bottles on campus, while also installing more bubblers. Installation of more bubblers will occur in 2014.</td>
</tr>
<tr>
<td>Jumbotron (large video screen outside E7B) left on in the courtyard when no one is around</td>
<td>The Jumbotron is turned on from 8.30AM to 6.00PM, Monday to Friday. This is an automated control process to ensure that the screen is on during the main operating hours of the campus. Steps have already been taken to improve the energy consumption of the system, including a control system which only turns on various components of the system when required (the rest of the time they are disabled and off) and as mentioned, automated power control to prevent the screen being accidentally left on over night or through a weekend for example.</td>
</tr>
<tr>
<td>Lights left on unnecessarily, as well as faulty sensor lighting</td>
<td>The matter was directed to the Property team as this is something they need to address. No response was forthcoming</td>
</tr>
<tr>
<td>Lack of control over temperature of centrally run air conditioning unit, resulting in some areas being too cold, and some areas being too hot. Suggested installing windows that actually opened</td>
<td>The matter was directed to the Property team as this is something they need to address. No response was forthcoming</td>
</tr>
<tr>
<td>Changed shuttle bus service is not as convenient as previous schedule</td>
<td>The matter was referred to Security who advised new routes and more frequency would be included in the schedule to ensure convenience was there.</td>
</tr>
<tr>
<td>Embrace Meatless Mondays</td>
<td>This was trialled in 2009 with huge backlash. The other issue is we cannot get the food outlet tenants on board. We will however re-investigate to see how we can embrace the idea.</td>
</tr>
<tr>
<td>Lack of supervisor support to participate in the SRN and Department Sustainability Challenge</td>
<td>The Director of the Department in question was contacted to advise of the situation and seek counsel regarding how to proceed. The Director took control and resolved the situation.</td>
</tr>
</tbody>
</table>
Numerous events and forums were held on campus, as another means to engage the community in all things sustainability. Some of the highlights from our 2013 events and forums are as follows:

**Swap Party**
Held twice per year, the Swap Party is a great success with lots of fantastic items donated, swapped and purchased by Macquarie staff and students. Semester 2, 2013 was our best Swap Party ever with:
- 1,330 items donated to the Swap Party by Macquarie staff and students
- 1,192 items bought or swapped (approx. 420 of these items were swapped)
- 138 items donated to The Salvation Army at the end of the Swap Party
- A total of $768.45 raised for Sydney Wildlife

**Bushcare@MQ**
Since inception in 2008, Bushcare@MQ has held over 110 sessions, translating to over 1,400 volunteer hours. The group’s main aim is to enable all members of the wider University community the chance to contribute to protecting and restoring the bushland environments on and around the campus.
Each month Bushcare@MQ meets at various sites around campus to help preserve the biodiversity of our beautiful campus. We meet with a Bush Regeneration expert who tells us the work plan for the session. Bushcarers are provided with all the tools and equipment they need - and of course light refreshments! Sessions involve weeding and planting of trees, shrubs and groundcovers.

**Student Sustainability Network General Meetings**
The Student Sustainability Network (SSN) is a team of Macquarie University students seeking to mobilise and engage our community in sustainability. The network meets formally each quarter to catch up on sustainability at Macquarie, discuss current campaigns and ideas, and workshop action plans.

**Arboretum Tours**
The Macquarie University Arboretum comprises all the trees and shrubs on campus. These trees, growing in natural and planted habitats, provide a valuable resource for teaching and research and a pleasing and relaxing environment for the enjoyment of staff, students and visitors to the University. The Arboretum also provides habitat for many native birds and animals. A range of walks have been developed as part of the Arboretum, with guided tours offered to staff, students, and general community throughout 2013. Self guided tours available for download from the website: www.mq.edu.au/arboretum

**Cycle Skills Training**
To encourage staff and students to take up cycling as a safe, sustainable, convenient form of transport, Macquarie University offers a free course to assist people to cycle safely. Cycle Skills Training is available to all Macquarie University staff and students. The course is designed for people who can already ride but want to develop their skills to ride safely in different cycling environments. The course structure covers bike safety checks, basic bike maintenance, and practice of basic cycling skills. Participants go on a group ride to gain confidence cycling in regular traffic to practice urban traffic cycling skills.

**Ride2Uni Day**
Aligning with national Ride2Work Day, Macquarie hosted our 7th annual Ride2Uni Day breakfast. Over 110 registered riders helped inspire new and experienced riders on Wednesday 16 October, 2013. Free breakfast, workshops, bike health checks and a slow bike race transformed the Central Courtyard into a cyclists’ haven for the morning.
Sustainability Representative Network (SRN) Quarterly Meetings

The SRN holds quarterly meetings to build the capacity of our staff sustainability champions to affect change within their areas. The Vice-Chancellor, Professor Bruce Downton addressed the SRN at the February quarterly meeting. The Vice-Chancellor commended the contribution of SRN members to the network. He expressed his appreciation of the efforts put in by SRN reps in their own ‘back yards’ and the time they give in coming together as a group to share their experiences as well as challenges. Pictured above, students from the Australian Youth Climate Coalition delivered an Effective Communications workshop to SRN staff at a quarterly meeting.

Wetland Launch & Bushcare@MQ’s 5th Birthday

To celebrate both the completion of the first phase of the Mars Creek Environmental Plan and Bushcare@MQ’s 5th birthday, staff and students gathered for afternoon tea, an address by the Vice-Chancellor, Professor Bruce Downton, and to plant 200 new seedlings. The Mars Creek Environmental Plan was developed in an effort to improve the creek’s water quality, restore native habitats and preserve a scenic, educationally-valuable and distinct green edge to our Campus. Phase One of the Plan saw the upper reach of the creek at its entry point to the Campus undergo substantial rehabilitation and naturalisation into a wetland area.

Department Sustainability Challenge & Awards

37 departments across campus participated in our 5th annual Department Sustainability Challenge. Competing for sustainable prizes (such as sponsoring a piglet in Vietnam or a tree in critical koala habitat) and to take out award titles at the Awards Ceremony, the 2013 Challenge saw teams undertake sustainability initiatives, including the following events (which were also open to students):

Nude Food

It is easy to forget about the resources used to produce everyday foods and the packaging that goes with it. Nude Food is a trend sweeping the health and sustainability world - and is about eating whole foods with minimal/no packaging or cooking. These foods are a gift from the earth in natural packing and infuse our spirit with vitality - a beautiful way to eat and enjoy food! Teams across campus shared Nude Food lunches as part of the 2013 Department Sustainability Challenge. It was an immensely popular category with many teams continuing on their shared nude food lunch times.

Sustainability Scavenger Hunt

8 teams (about 35 staff) came down to the Central Courtyard for our Sustainability Scavenger Hunt. We were blessed with lovely weather and heard lots of laughs from all the teams, and some hilarious answers/pictures/videos in response to the scavenger hunt (eg. a wheelbarrow and a trolley as a non-fossil fuel mode of transport?! A fun lunch hour was had by all, and we now have many experts on campus sustainability, and lots of refillable water bottle users were high-fived for their efforts.. OFS Revenue Services even dressed up for the occasion.

MOOP Troops Clean Up Campus Day

MOOP is an acronym for Matter Out Of Place and applies to any litter, rubbish or artifacts left behind that are not native to the immediate environment. Our MOOP Troops were in full force on Wednesday 14 August cleaning up MOOP from all over Macquarie Campus. Some interesting discoveries across campus - a car battery and a semi-submerged shopping trolley amongst them! 3.5 skip bins full of MOOP were collected, and hundreds of cigarette butts.
Challenges and Opportunities

Undoubtedly every organisation deals with difficulties on the journey towards sustainability. While we admit that we also deal with frustrations and difficulties, we have taken the view that every challenge can also provide us with an opportunity.

1. **Active participation** of staff and students in sustainability initiatives continues to ebb and flow. Despite offering various ways and approaches to engage with our goals and objectives, we have not found anything that hits the mark completely. The most successful initiative we currently have is the Department Sustainability Challenge, which engages a broad audience of staff from various departments and positions across campus.

2. Regular **communication** with the majority of staff and students continues to be a challenge for us, however through social media avenues such as Facebook and Twitter we have begun to better connect with our community. We currently have 878 Facebook likes, with an average weekly reach of 1000. The Student Sustainability Network, along with our Sustainability Representative Network, have also increased our communication opportunities, with reps from each disseminating information through their networks. Those who have subscribed to our newsletter also remain engaged with an open rate of 24.8%.

3. **Active engagement with senior** executives remains tenuous, yet improving with the new line up in the executive team, and the broad involvement offered through the strategic direction project **Our University: A Framing of Futures**. Macquarie Sustainability actively engaged in this process through attending public feedback sessions, private workshop sessions and written submissions to the **Our University** team.

4. The **integration of learning and teaching for sustainability into curriculum** still remains a challenge, predominately due to the difficulty of engaging with academics. Integration of sustainability across the curriculum remains a priority focus, as we cannot claim to be truly sustainable without addressing how principles of, and approaches to, reaching sustainability fit within our curriculum. Our learning and teaching for sustainability project seeks to provide a framework for progress in this area.

5. The University has an **abundance of knowledge and skills** within its student and staff base. This expertise can be drawn upon to reach our goals and objectives. The Sustainability Representative Network and Student Sustainability Network attempt to capture this expertise through two-way communication and action where staff representatives work with their colleagues on things that are of interest and importance to them, whilst student representatives undertake several actions to improve their capacity and skills to deliver sustainability within the broader community.

6. The term **sustainability still remains ambiguous** with most people assuming it is only about the environment. The links with climate change only reinforce the misconception, and worse still, has the effect of turning some people away altogether due to climate change fatigue. We attempted to alleviate this through better communication through our various channels, and focusing on the social aspect of sustainability more concertedly.

7. Becoming a sustainable institution and therefore a model of best practice provides Macquarie with an **opportunity to be a leader in this space**. Organisations at a national and international level are striving to become examples of best practice, where globally others can learn from the work done. Achieving this will enhance Macquarie’s reputation as the place to learn.
Macquarie University continues to be governed by the Macquarie University Act 1989, and is bound by both state and federal laws of conduct and accountability, ensuring that the University maintains high standards of workplace practice.

To drive the change towards sustainability, the University has a dedicated team of experts (Macquarie Sustainability). The Director of Sustainability heads the team and reports to the Chief Operating Officer, with a semi-formal reporting line to the Deputy Vice-Chancellor (Provost). The team is supported in its quest by the Property Sustainability team, Sustainability Representative Network (SRN) and the Student Sustainability Network (SSN). The SRN and SSN consist of staff and students, respectively, from across the campus, representing different departments and perspectives. Macquarie Sustainability has also established several partnerships to work closely with those departments who have primary responsibility for our key areas of change (see Figure 1).
Environmental
Due to the very size of the University, there are significant levels of resource consumption, carbon emissions, waste and pollution. Risks here include degradation (of natural environments both on and off campus); security (longevity and consistency of supply); reputation (both internal and external community expectations) and financial (often linked to legal compliance). Key areas for intervention in relation to environmental parameters are energy, carbon management and climate change, water, waste, and biodiversity; and management parameters such as the planning, design and development of the campus; and the “greening” of specific operational activities such as offices, laboratories, information technology, transport and procurement.

Economic
The University is a major employer, investor and purchaser of goods and services. Risks and opportunities exist in these areas in terms of direct and indirect support for local jobs, ethical/sustainable investment and sustainable procurement strategies (for example by specifying standards of environmental performance in tender documentation). Each needs to be attended accordingly. One growing risk is the declining level of public funding. Cost is often perceived to be a significant factor in most sustainability investment. However, options to address sustainability imperatives are always available, usually through the capture of savings around management of the key flows (inputs and outputs) of energy, water and materials, which can provide a buffer for future capital and operational investment in sustainability initiatives. The aligning risk here is that senior management may welcome the savings, but be reluctant to channel any funding into new sustainability endeavours, thereby relinquishing the opportunity for continual improvement.

Socio-cultural
The socio-cultural dimension of sustainability needs to be considered at two levels: internally with respect to the University’s own formal and informal organisational structures; and externally with respect to the University’s reputation and relationships with the wider community. Regarding the former, the key issue is gaining support and commitment from students, academic staff, operational staff and senior management; groups whose motivations, priorities and ways of thinking and doing may be on some issues not just unaligned, but diametrically opposed. Absence of top management support precludes long-term gains. Similarly, if the University’s leadership is not “walking the talk”, then employees will disregard any change initiative as just “talk”. Regarding the latter, the key issue here can often be referred to as greenwash. Greenwash occurs when an organisation makes serious claims to “green” credentials but does little or nothing to act on them. The University must therefore evidence its commitment through appropriate resourcing (budget, people, time, knowledge and skills) to reach sustainability objectives; internal and external engagement; efficient and effective governance and administration systems (finance, facility management, human resources, teaching and research management); internal and external communications; an open and transparent approach; and incorporation of learning opportunities (e.g. staff development programs, internal and external benchmarking and quality systems).
Our Reporting Framework

This report is based on the 2013 calendar year performance and provides information on our sixth year of sustainability activities, initiatives and reporting. It focuses on economic, environmental, and social performance, with more detailed information regarding financial elements found in the Macquarie University Annual Report available at www.mq.edu.au/university/about/reports.html, while the 2012 Annual Sustainability Report can be found at www.mq.edu.au/about_us/strategy_and_initiatives/sustainability/areas_of_focus/reporting/. Please note that the data associated with environmental indicators is based on the 2012/2013 financial year to align with external reporting requirements.

The Global Reporting Initiative (GRI) G4 indicators and G3 framework has been used to guide the reporting style of this document. As a public institution, we have also utilised the NGO Sector Supplement as well as the Construction and Real Estate Sector Supplement due to the considerable amount of renovation and construction we undertake.

There have been considerable changes to the indicators utilised in this report in comparison to previous years. With the decision to follow the G4 Core Indicators, the previous framework based on the Campus Sustainability Assessment Framework has been discontinued in its entirety. We have taken the stance that this is a pilot year for the GRI approach, and will review its usefulness prior to deciding how we will move forward for the next cycle of reporting.

The overall look and layout of this report matches previous annual reports issued as we believe continuing a similar layout and style will allow for better consistencies and comparisons to be made.

Framework for sustainability

The core business of any higher education institution focuses on three key areas:
- Learning and teaching
- Research
- Community engagement

Supporting core business is the operational aspect associated with facilities and utilities. As such, Macquarie University uses a holistic approach to embedding sustainability into policies and practices across campus, believing that the only way to have significant impact is to address the core functions and support services. To assist in defining the areas that have a material impact, the University has adopted the Learning in Future Environments (LiFE) Index (Figure 2).
Each area of the LiFE Index is briefly introduced throughout the remainder of the document, to give a better understanding of what is meant by our approach.
Leadership and Governance addresses not only the ambitious strategic intent to be forward thinking leaders in society, but the way in which this will be achieved through building capacity in human capital and development. Building social and environmental sustainability into established processes and management systems ensures sustainability remains strategically important, embedded into everyday institutional practices for long-term benefit.

This section addresses two key elements:

- **Leadership**
  Leadership for sustainability is about the strategic and public commitment of the institution towards sustainability on a holistic level, ensuring this commitment is implemented. It is about ensuring that new, emerging and future issues are appropriately dealt with and seamlessly and professionally embedded into the institutions strategic direction. It is about doing business well, dealing with current issues within a framework of considering economic, environmental, social and cultural implications of decision-making.

- **Human Capital**
  Human Capital is about understanding how our university is managing formal processes to advance the sustainability agenda in relation to staff and student engagement. Formal engagement with sustainability maximises an institution's potential for embedding a culture that promotes sustainability. In essence, this human capital addresses three critical areas:
  - Recruitment
  - Recognition
  - Professional development

Our performance

With the appointment of a new Vice-Chancellor towards the end of 2012, as well as a number of other key senior executive appointments, the University completed a strategic review process to determine the direction it would take moving forward. The review was directed by the Vice-Chancellor himself with several opportunities and platforms for all staff to engage in the process of determining what the strategic priorities for the University are.

Macquarie Sustainability galvanised itself into action in numerous ways, in order to ensure that sustainability was a key element of the new strategy. Firstly, we availed ourselves of all opportunities to provide feedback, from submitting written responses to focused workshops, no opportunity was left untouched. Secondly, we encouraged our Sustainability Representative Network members to get involved in the process, championing the notion of sustainability from the broader campus perspective.

As a result of our active participation, and with the support of numerous staff across campus, sustainability is now a key strategic priority at Macquarie University, with one of the most critical points being to “adhere firmly to the principles of sustainability in all that we do”. The critical element now will be to ensure this point is addressed through our actions and practices.

<table>
<thead>
<tr>
<th>2013 OBJECTIVE</th>
<th>2013 ACTIONS</th>
<th>PROGRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explicit connections to sustainability in University strategy</td>
<td>Input into strategic review process</td>
<td>Through the strategic review process, Macquarie Sustainability was able to actively engage in discussion to drive the inclusion of sustainability in the strategic document Our University: A Framing of Futures.</td>
</tr>
<tr>
<td>Active support and ownership across the senior level</td>
<td>Engage senior executives</td>
<td>Due to the strategic review process, this particular objective was placed on hold to leverage outcomes from the review process. This objective will carry over to 2014.</td>
</tr>
</tbody>
</table>
Human Capital

Large higher education institutions are often disparate in their sense of collectiveness, and Macquarie is no exception. In order to address this issue, and ensure that staff understand the importance of sustainability – to the institution and their role more specifically – Macquarie Sustainability worked with Human Resources to arrive at a decision to have one of the Sustainability team present to all new starters each Monday. This face-to-face initial interaction provides a great opportunity to meet new employees and set the scene for them ongoing. The introduction of a Macquarie Sustainability team member into the New Starter process complements the already existing Sustainability Induction Modules.

The Sustainability Induction Modules were comprehensively reviewed in 2013, and moved across from an external hosting site to a local Macquarie hosting site. The reason for the move was two fold. It firstly saves money on licencing fees for the external site – funds which were diverted to an exciting project for 2014 – but also streamlines the process for staff and familiarises them with technology available on campus.

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Understand current processes for staff and students and embed sustainability where possible</td>
<td>Work with Deputy Registrars Office to see what opportunities exist</td>
<td>MQ Sustainability had a meeting early in the year with the Deputy Registrar who advised that their area was thinking about sustainability from a practical point, how to reduce paper and increase efficiencies. This project will continue into 2014.</td>
</tr>
<tr>
<td></td>
<td>Investigate student group opportunities for engagement</td>
<td>Connecting with existing student groups to find meaningful ways to address sustainability has been a successful step forward, with 2014 being a focus year for this level of engagement</td>
</tr>
<tr>
<td></td>
<td>Work with the student mentors team to embed sustainability into student information</td>
<td>Sustainability is now a key element within the Mentors@Macquarie program, set up to predominately assist first year students. Being incorporated into this program at a face-to-face level has been well received by students to date.</td>
</tr>
<tr>
<td></td>
<td>Build sustainability into the student handbook</td>
<td>Sustainability has been incorporated into the new student information booklet, but not the actual student handbook, which remains focused on unit information.</td>
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<tr>
<td></td>
<td>Have a presence during First Day for Staff processes</td>
<td>Macquarie Sustainability has an allocated time slot during first day induction processes for new starters.</td>
</tr>
<tr>
<td></td>
<td>Review and update existing sustainability induction modules, moving them to existing University platforms</td>
<td>The Sustainability Induction Modules were completely reviewed and moved onto a local platform.</td>
</tr>
<tr>
<td>Ensure adequate professional development opportunities exist for staff to develop sustainability literacy</td>
<td>Where professional development programs exist, make implicit connections explicit</td>
<td>MQ Sustainability met with the Organisational Development team to work collaboratively on understanding where connections exist. The project is still ongoing.</td>
</tr>
<tr>
<td></td>
<td>Develop a program for academics if necessary</td>
<td>A program for academics was developed, and ready to be placed on iLearn for academic access. However, on consulting with relevant stakeholders it was felt it was more appropriate on a dedicated and interactive website where the public could also access it. This project will continue into 2014.</td>
</tr>
</tbody>
</table>

Into the future

Key focus for the immediate future:

• Review and redevelopment of the Sustainability Strategy to cover 2014 to 2019, and align with the Framing of Futures strategic document for the University
• Continue to build sustainability connections through professional development opportunities
• Publish the sustainability program for academics
• Work with the team associated with back office business process improvements to see where sustainability can be considered
“Education is the most powerful weapon you can use to change the world”

-Nelson Mandela

Learning, teaching and research are essential components of our core purpose. It is within these areas that we can address the societal shift required for sustainability. Through formal and informal curricula, skills training and development, knowledge transfer and research, we can have a significant, long-term positive impact on society.

This section addresses three key elements:

- **Learning and Teaching**
  The challenges faced by the international community now and into the future emphasise how vital it is for graduates to be equipped with the skills, knowledge and experience that will enable them to make a positive impact and contribution to society and the environment. Educational institutions clearly have an important role to play in ensuring their students experience an education that maximises their opportunities to develop such a skill set. Students and businesses alike are also increasingly understanding the links between employability and sustainability skills and their need to maximise opportunities for both.

- **Research**
  Research conducted by universities and TAFEs is the main source of the innovation and discovery that drives our global economy, produces advances in our standard of living and helps us understand the world around us. The integration of sustainability into the research we do and the way research is carried out can have a huge impact on the behaviours of researchers but also the outputs and outcomes of the research itself.

- **Student Engagement**
  Sustainability is a holistic approach necessitating the involvement of the entire community. For educational institutions, students are clearly a significant part of the internal community both in terms of numbers and also in the potential that they offer. Every new intake of students offers a surge of fresh energy and ideas that can be harnessed for the benefit of all. As future leaders, professionals and policy makers, students should also be considered as future change agents given they will interact with wider society where their learning will continue to be felt. Students who are actively engaged with sustainability agendas as part of their student experience are more likely to emerge as graduates who are equipped with the skills, knowledge and experience that make positive contributions in their professional and personal lives.

Our performance

**Learning and Teaching**

Students have an opportunity to engage with sustainability in a number of ways on campus. There are the obvious ways, through undertaking specific units that have content driven by sustainability, as well as the People and Planet units that all students are required to take as part of their degree. Complementing this are the many informal learning opportunities through examples of good practice across campus, and the numerous seminars, workshops, and walks that departments host. While these opportunities are extremely important, the University is actively seeking ways to make connections to sustainability more explicit throughout the curriculum through the Learning and Teaching for Sustainability project.

The Learning and Teaching for Sustainability project, which commenced quite successfully in 2012, stalled quite a bit in 2013, predominately due to a number of competing priorities and an inability to appropriately engage with academics. The climate was not right to have discussions around this agenda, given the changes at the senior level and the strategic review process undertaken across the University. Nonetheless, the project remains a key focus for the University.

Another exciting development was the integration of the Green Steps program into curriculum as a designated Participation unit. Macquarie University has been hosting the very successful"Thank you for giving us the opportunity to be a part of Green Steps, and for the contribution that (the Macquarie Student) has made to our organisation." Feedback from a Green Steps host organisation
Monash University developed program for 5 years now, with 2013 being the first in which students could earn credit towards the completion of their degree. Delivered in session two, the feedback from students was really positive, with many enjoying the interactive and dynamic nature of the unit. The internships that students are required to take as part of completion was also very well received by external organisations, with all singing the praise of the students who were placed with them, and agreeing to host further students should the opportunity arise.

“The Macquarie Student) opened my eyes to the environment and influenced me in a positive way.”  
Feedback from a Green Steps host organisation

### 2013 Objective 2013 Actions Progress

<table>
<thead>
<tr>
<th>2013 Objective</th>
<th>2013 Actions</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build explicit connections to the sustainability framework within the undergrad curriculum</td>
<td>Implementation of phase 2 of the Learning and Teaching for Sustainability project</td>
<td>Little progress was made on this, predominately due to many competing priorities and the University wide strategic review process. This will continue into 2014.</td>
</tr>
<tr>
<td>Develop opportunities for the campus to be a living laboratory</td>
<td>Investigate which academics currently use campus as part of teaching</td>
<td>Delayed till 2014</td>
</tr>
<tr>
<td>Provide resources to enhance learning</td>
<td>Website improvement and resource development</td>
<td>Minor changes were made to the existing L&amp;T for Sustainability website, with most of the attention for resource development being placed on the development of a sustainability focused learning module for academics</td>
</tr>
<tr>
<td></td>
<td>Development of new gardens/walks for teaching</td>
<td>Expansion of the existing Indian Spice Garden, a partnership with Faculty of Arts</td>
</tr>
</tbody>
</table>

### Research

Macquarie University has 65 research centres comprising of world leading researchers, producing world-leading research. Many of these Centres focus on issues pertaining to sustainability, and in particular social sustainability. Some of the highlights of just a handful of our research centres are presented here.

**Australian Research Institute for Environment and Sustainability (ARIES)**

ARIES is a research, consultancy and education centre that supports change for sustainable development within government, business and the community. 2013 was a particularly busy year for the ARIES team, with the commencement and completion of several projects:

**Habitat Stepping Stones (2013–2014)**

A competitive grant received from the NSW Environmental Trust to undertake research and development of an environmental education tool encouraging the residents of Ku-ring-gai to add wildlife-friendly elements to their backyard, balcony, school or community centre.


**Our Place (2013–2014)**

A competitive grant received from the Australian Government’s Indigenous Heritage Program to undertake research and development of an online presence for Hornsby Shire Council showcasing Aboriginal stories from the local Hornsby area. ARIES has created three inspiring short films showing Aboriginal elders telling stories that relate to particular locations within the Hornsby Shire, including beautiful footage of rock carvings and paintings that connect the story to the local area.
ARIES video: Shining a Light on Sustainability
In March 2013 ARIES launched an 18-minute free educational video to introduce the concept of sustainability to the wider international community. By the end of the year it had 7,000 views. The video was also:
- showcased on the front page of the Australian Government’s Learning & Teaching Sustainability website
- featured on the NSW Government’s Education for Sustainability online Professional Learning Hub.
- included in the NSW Office of Environment & Heritage online Energy Teaching Resources / Waste Teaching Resources
- featured in Eco News by the NSW Dept Education & Training
- featured on the TAFE NSW Sustainability Hub
- posted on Facebook by the Commissioner for Environmental Sustainability, Victoria, The Natural Step (Italy), the Australian Marine Environmental Protection Association, The Hapi Sustainable Solutions in Portugal, and The Blue Academy in Belgium.

Accounting for Energy Efficiency (2011–2013)
A competitive grant from the NSW Office of Environment & Heritage to develop two courses for CPA Australia and one for Macquarie University:
- CPA training for practising accountants who have small-business and personal clients
- CPA training for accountants in large energy users for improving greenhouse gas measurement and reporting
- Macquarie undergraduate and postgraduate units on accounting and reporting for energy efficiency. This project was successfully completed in 2013 as a partnership between ARIES and the Faculty of Business and Economics.

Animal Welfare online course development (2011–ongoing)
Direct funding received from the Australian Government Department of Agriculture, Fisheries and Forestry to develop an online professional development course about the new Australian Government Animal Welfare Standards & Guidelines, to be delivered publicly and in particular to members of the Zoo and Aquarium Association. The course has been written and developed and is awaiting delivery once the related government legislation is finalised.

Wildlife Guardians (in design stage)
Direct funding received from the WV Scott Trust to develop a pilot project to assist the Australian Wildlife Conservancy’s reintroduction of endangered species to protected areas of NSW. Productive meetings in 2013 contributed to the project design.

Online course: Sustainability – Get on Board!
This five-hour online course was written and developed by ARIES and will be marketed internationally in 2014.

Centre for the Health Economy
The Macquarie University Centre for the Health Economy draws from across the faculties of Human Sciences and Business and Economics to provide multi-perspective information in one of the largest sectors of the economy, Health Care. The research of the Centre enables decision-makers & health providers to better manage risk to ensure a sustainable health system.

Climate Futures
Climate Futures is a multidisciplinary research centre that includes over 50 members from across all four faculties. Undertaking activities such as seminars, workshops, roundtable discussions and public lectures, the Centre is focused on building capacity across Macquarie University while building external industry and government linkages to develop long term research projects and educational initiatives.

The Centre’s workshops and outreach program attracted attendees from 28 government agencies, seven not-for-profit organisations, 23 corporate bodies and 12 universities. Climate Futures continued to focus on lifting our internal and external profile by promoting the expertise of its members and potential for collaborative research.

One of the major achievements of Climate Futures in 2013 was the successful application to host the Biodiversity Node of the NSW Office of Environment and Heritage Adaptation Research Hub (the Hub). The Hub is a collaborative partnership between leading NSW universities and the scientists and policy officers within OEH. The Hub aims to generate new research that will assist the people of NSW to be better prepared to respond and adapt to a changing climate, and will increase the resilience and adaptive capacity of the environment.

Over the past couple of years Climate Futures members were awarded $7,944,075 for climate-related research, produced over 60 journal articles and supervised 73 postgraduate students undertaking climate or environmental research.
Institute for Sustainable Leadership

The Institute for Sustainable Leadership (ISL) began at the Macquarie Graduate School of Management (MGSM) in 2007. Though the ISL is no longer formally a part of MGSM, setting up as a public corporation with limited liability in 2010, the work of the Institute continues on through many academics associated with MGSM. The ISL examines theories and practices of sustainable leadership from organisations and literature across the globe, synthesising them into a coherent model and exploring how organisations can best implement these into the way they work every day. In 2013 the ISL published three books, eight book chapters, two referred articles and conference papers and organised two international events.

Risk Frontiers

Risk Frontiers is an independent research centre founded in 1994 to service the specialized needs of local insurance and international reinsurance markets, government agencies, and corporate and utility organisations on risk related issues.

Risk Frontiers' research and model developments are geared towards:

- Providing tools to promote risk-informed underwriting in relation to natural perils
- Providing applications of advanced spatial imaging tools and geographical information systems
- Providing multi-peril Probable Maximum Loss (PML) modelling
- Providing risk-informed decision making
- Providing an understanding of community vulnerability to natural hazard
- Promotion of the responsible management of risk
- Determining the factors which enable and inhibit risk reduction and adaptation at a range of levels

Relevant recent assignments by Risk Frontiers include:

- Development of an Australian loss model to price riverine flood risk
- Development of an Australian Multi-Peril Loss modelling platform to price risks due to riverine flood, hail, bushfire, tropical cyclone and earthquake either individually or in combination
- Joint development of the National Flood Information Database (NFID) (with Willis Re) for the Insurance Council of Australia
- Rapid post-event field assessments of flood, cyclone and earthquake damage incurred as a result of flooding in Queensland, Tropical Cyclone Yasi and the Christchurch earthquakes
- Street-address natural hazard profiles for all addresses in Australia — bushfire vulnerability, earthquake peak ground acceleration and seismic soil conditions, risk of ground level flooding, peak gust speeds, distance to coast, elevation, etc.
- Probabilistic tsunami wave height analyses
- Database of coastal vulnerability by population and elevation
- Investment analysis and risk assessment of remedial engineering works related to flood levee failure in an Australian city
- Indexing the Insurance Council of Australia's natural disaster loss database for inflation, wealth, population increase and changes in building codes in order to access the likely losses if historical disaster events were to recur under today's societal conditions
- Valuing the benefits arising from regulations mandating improvements in construction standards in cyclone-prone areas of Australia
- Estimating the time scale at which a clear climate change signal may emerge in property loss records
Student Engagement

Students have an opportunity to engage with sustainability in a number of ways on campus. There are the obvious ways, through undertaking specific units that have content driven by sustainability, as well as the People and Planet units that all students are required to take as part of their degree. Complementing this are the many informal learning opportunities through examples of good practice across campus, and the numerous seminars, workshops, and walks that departments host. While these opportunities are extremely important, the University is actively seeking ways to make connections to sustainability more explicit throughout the curriculum through the Learning and Teaching for Sustainability project.

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Another exciting development was the integration of the Green Steps program (developed by Monash Sustainability Institute) into curriculum as a designated Participation unit. Macquarie University has been hosting the very successful Green Steps program as an extra-curricular activity since 2009. Green Steps (BIOL392) is now a 3-credit point undergraduate sustainability training and internship unit that gives students from all faculties the skills to work with businesses in reducing their environmental impact.

Student Sustainability Network

The Student Sustainability Network (SSN) is a team of Macquarie University students seeking to mobilise and engage the community in sustainability. The network is fully supported by the Macquarie Sustainability team, who offer support through capacity building, professional development, campaign ideas and development, resource allocation and recognition. The SSN hosts quarterly meetings, and supports student directed sustainability campaigns through a grants program. In 2013, the following campaigns were funded:

- **Greening Y2A**
  To ensure we walk-the-talk, SSN students decided to spruce up Y2A (Sustainability office) with some greenery. The students selected a mix of plants to make the best use of our indoor space and verandah. They planted a variety of natives, air purifying plants and some companion planted edibles (strawberries, parsley, lettuce, silverbeet, snow peas, beans) to brighten up the office.

- **Grow**
  Students from Oxfam@MQ hosted a seedling give-away in the Central Courtyard as part of Oxfam’s Grow campaign. They handed out fresh fruit and decorative recycled cardboard boxes containing heirloom seeds, grow and care instructions, and a seasonal recipe. Over 13,200 seeds were handed out as part of this successful campaign.

- **RSPCA Cupcake Day**
  The SSN partnered with the Animal Liberation student group to host a successful RSPCA Cupcake Day. Cupcakes and other baked goods, including vegan and gluten free cupcakes were donated by staff participating in the Department Sustainability Challenge, as well as by Crunch Catering and students. Over $1,400 was raised and went directly to supporting RSPCA shelters, vet hospitals, community programs, education services and inspectors (to help them fight cruelty).
Increase student engagement Expand the SSN Membership doubled from 2012 (271 members to 540 members)

Work with established groups and networks Partnerships were established with the Australian Youth Climate Coalition, Oxfam@MQ, Plastic Free Campus, Animal Liberation, Mentors@Macquarie, and various student artists.

Engage and educate our community through multiple platforms Media productions and website maintenance; event coverage Completed

Provide resources to enhance learning Tutorials, activities, walks involving the Arboretum 7 general Arboretum tours were held for local community involvement

Key focus for the immediate future:
- Build case studies from each faculty around the implementation of the L&T for Sustainability framework
- Research a number of universities across Australia to ascertain benchmarks regarding sustainability in the curriculum
- Work with existing student groups to better engage students with sustainability
- Work with Mentors@Macquarie during student orientation and introduction programmes to embed sustainability as a key concept
- Strengthen relationships with student housing, demonstrating good sustainability practice
- Develop a best practice sustainable research guide
Sustainability is only possible when there is collaboration and engagement

The challenges posed by the enormity of delivering sustainable development mean that progress is achieved through the sharing of ideas and approaches that can lead us to more sustainable practices. Collaboration builds community, through which a cultural shift towards sustainability can occur.

This section addresses two key elements:

- **Staff Engagement**
  Many institutions work pro-actively to engage staff in activities for mutual benefit, as engaged staff are a source of motivation, ideas and action no matter what the agenda. Technological changes alone will not ensure an institution becomes more sustainable. It is only through the active participation and engagement of staff that real change towards sustainability will occur.

- **Community Engagement**
  Institutions can function as important conduits for partnerships by stimulating and supporting meaningful relationships for mutual benefit within the wider community. By utilising internal expertise to contribute to local strategic partnerships, such groupings might be energised and better able to contribute to an area’s regeneration or development. Outreach programmes and/or activities to widen participation and promote inclusion in the local area can also contribute significantly to the development of otherwise neglected sections of society.

- **Business and Industry Interface**
  Many institutions work pro-actively to ensure that the expertise developed through research and/or teaching is shared with the wider business community for mutual benefit. Many more have meaningful relationships with industry that support both student employability and workforce skills development. A culture of sharing and collaboration between business and universities supports the student experience, reputation, leading edge business practices and associated societal benefits. Activities of this kind are crucial to the development of sustainable communities and are important demonstrations of social responsibility in action.

- **Procurement and Supplier Engagement**
  Procurement, and increasingly, Sustainable Procurement, is one of the key areas of change in institutions, evermore becoming a key mechanism for policy delivery and reduction of costs. Institutions spend millions of dollars each year undertaking capital projects and buying goods and services. Increasingly, institutions are making their spending decisions in a sustainable way and many institutions are adopting sustainability focused procurement policies.

Our performance

**Staff Engagement**

The Sustainability Representative Network (SRN) remains the primary platform for engaging with staff. In 2013, the value of the SRN continued to grow as members proved in many and various ways their eagerness to see Macquarie University become more sustainable. From the installation of more community gardens, to collection drives and fair trade morning teas, SRN members time again proved to the community that being sustainable is not only easy, but fun and rewarding.

Several new initiatives were introduced throughout the year, commencing with the M-Power Engagement program. In order to better support our SRN members, the Macquarie Sustainability team developed a suite of resources based on various themes, that SRN members could utilise to engage their colleagues. The most successful of these themes was based on greening the office for health and aesthetic benefits. In all, M-Power proved to be a successful approach to broader engagement with sustainability actions.

Also introduced was the SRN Award of Excellence. The Award is a fantastic way to provide recognition to our dedicated members, with three enthusiastic and passionate staff receiving an award. Congratulations and thank you to our winners, along with all of our many members. We could not keep momentum and achieve what we achieve without you.
Undoubtedly the greatest benefit provided by the SRN is its ability to build a community, through facilitating engagement across departments on campus. Universities often deal with a legacy of silos, alongside barriers to holistic communication and engagement. However, the SRN has been able to make great headway to breaking down the barriers and creating a platform of engagement.

Complementing the SRN is the annual Department Sustainability Challenge. A total of 37 departments participated in our 5th Challenge. Competing for sustainable prizes (such as sponsoring a piglet in Vietnam or a tree in critical koala habitat) and to take out award titles, the 2013 Challenge saw teams undertake sustainability initiatives such as greening the office to earn ‘sustainability stars’.

Overall, 1,135 sustainability stars were earned, comprising of activities such as: Nude Food team lunches; picking up MOOP (Matter Out Of Place) from all around campus (including shopping trolleys in the creek); community volunteering efforts; scavenger hunting for campus sustainability initiatives; mobile phone recycling collections; or swapping items at the Swap Party. Categories and activities change from year to year, but a good way to keep your finger on the pulse regarding challenge-related activities is through the Staff Representative Network.

### 2013 Award Winners

**From the Faculties:**
- Highly Commended:  
  - Winning Department (FoA): 
  - Winning Department (FoHS): 
  - Winning Department (FoS): 
  - Winning Department (FBE): 
- Winning Faculty:  
  - Faculty of Arts Administration Office
  - Ancient History
  - Administration Office
  - Biology
  - Accounting & Corporate Governance
  - Human Science

**From the Professional Offices:**
- Highly Commended:  
- Highly Commended:  
- Highly Commended:  
- Winning Office:  
  - Campus Life Services
  - Property
  - Office of Financial Services - Revenue Services
  - Human Resources

### 2013 OBJECTIVE 2013 ACTIONS PROGRESS

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<tr>
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<th>2013 ACTIONS</th>
<th>PROGRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase staff exposure to the SRN, in order to increase membership</td>
<td>Introduce sustainability and the SRN at induction meetings with HR</td>
<td>The Sustainability Engagement Officer joined the New Starter delivery program early in the year, introducing the SRN to new employees</td>
</tr>
<tr>
<td></td>
<td>Meet with Department Heads and other staff to discuss the benefits of being involved</td>
<td>Did not occur beyond opportunistic discussion</td>
</tr>
<tr>
<td>Engage and educate our community through multiple platforms</td>
<td>Media productions and website maintenance; event coverage</td>
<td>Completed as required</td>
</tr>
<tr>
<td></td>
<td>Host the Department Sustainability Challenge</td>
<td>Hosted successfully – see above</td>
</tr>
<tr>
<td></td>
<td>Host events on campus</td>
<td>See page 16-17 for an overview of 2013 events</td>
</tr>
<tr>
<td></td>
<td>Guided Arboretum tours and specific group activities</td>
<td>12 guided tours were held; 3 related to the Department Sustainability Challenge; 2 specifically for schools; and 7 general tours including one for Open Day</td>
</tr>
</tbody>
</table>
Community Engagement

Community Volunteering

The opportunity to use leave in order to undertake community volunteering came into play with both the Professional and Academic Enterprise Agreement documents in 2010 and 2011 respectively. However, the Community Volunteering Program had no one advocating for it, or championing it to reach the potential levels of community engagement that can be achieved through such programs. In order to change this, and increase the number of staff utilising the two day (pro rata) community leave opportunity, Macquarie Sustainability took ownership of the program at the beginning of 2013.

The first action undertaken was to develop a website, outlining the benefits of volunteering, along with easy to follow steps for participating, and identification of a number of organisations who happily take volunteers. After this, a number of posters and brochures were developed and disseminated throughout the Departments, one of which specifically targeted managers, as managers are often identified as barriers for participation.

Enticing Directors to get their Departments involved proved to have limited success, as only Human Resources took up the call to participate in a Department wide volunteering activity coordinated on campus through Bushcare@MQ. Led by Director Tim Sprague, the HR team spent the day weeding and planting, bonding over bindi’s and bushes, accompanied by a delicious and nutritious lunch.

Staff from Macquarie Sustainability looked further afield, venturing to the Sydney Dog and Cat Shelter, to spend the day socialising with the dogs and cats patiently waiting for someone to adopt them. Rather than pay the normal fee for corporate volunteering, the team headed a donation drive, collecting and donating over a shopping trolleys worth of goods for the homeless dogs and cats, thanks to the generosity of staff across the campus.

Professional and Community Engagement (PACE)

PACE is a key component of the University’s strategic direction, emphasising the University’s commitment to excellence in research, learning and teaching, and community engagement.
PACE is the third pillar of the undergraduate curriculum; People, Planet and PACE. PACE units foster professional and community engagement by enabling students to work with partner organisations in a range of workplace activities as part of their degree. PACE activities are similar to:

- Internships
- Practicums
- Field trips with a partnership component
- Community service and learning
- Community development and/or research projects

PACE units provide an academic framework through which students can engage with the community, learn through participation, develop their capabilities, and build on the skills that employers value. Business and community partnerships continued to grow throughout 2013, with a total of 600 partners on board by the end of 2013.

### 2013 OBJECTIVE

<table>
<thead>
<tr>
<th>2013 OBJECTIVE</th>
<th>2013 ACTIONS</th>
<th>PROGRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013 OBJECTIVE</td>
<td>2013 ACTIONS</td>
<td>PROGRESS</td>
</tr>
<tr>
<td>Develop opportunities for the campus to be a living laboratory</td>
<td>Develop a plan for a sustainable display house</td>
<td>Discussions took place, but did not eventuate into any firm commitment. Still uncertainty about the longevity of the building chosen for the education centre</td>
</tr>
<tr>
<td></td>
<td>Liaise with Director of Property and City of Ryde re refurbishment of Y1A as a showcase for the community and avenue for research</td>
<td>Discussions with City of Ryde quite successful with the council happy to be involved.</td>
</tr>
<tr>
<td>Engage and educate our community through multiple platforms</td>
<td>Media productions and website maintenance; event coverage</td>
<td>MQ Sustainability took ownership of the Community Volunteering Program</td>
</tr>
<tr>
<td></td>
<td>Seminars/forums/events</td>
<td>See page 16-17 for an overview of 2013 events</td>
</tr>
<tr>
<td></td>
<td>Regular communications</td>
<td>Communications with the broader community predominately occur through social media, which continues to be a growing avenue for dissemination of knowledge, along with broader engagement</td>
</tr>
<tr>
<td></td>
<td>School outreach program</td>
<td>Stalled due to circumstances beyond our control</td>
</tr>
<tr>
<td>Provide a positive and enjoyable environment on campus</td>
<td>Engage local community through the Arboretum</td>
<td>Indian Spice Garden was expanded and 12 guided tours were offered</td>
</tr>
<tr>
<td></td>
<td>Enhance accessibility and enjoyment of campus through further development of interpretive signage and plant labels</td>
<td>Two new signs and 30 new botanical labels were produced to enhance knowledge and experience of the campus environment</td>
</tr>
</tbody>
</table>

### Business and Industry Interface

In general, this particular area is one in which we are still identifying how best to capitalise on connections for sustainable impacts and outcomes.

### MGSM Corporate Social Responsibility Partnership

The MGSM CSR Partnership launched with the aim of creating an evidence-based dialogue on various aspects of CSR, creating shared knowledge and providing organisations with a strong network. The Partnership is based on multi-sectorial collaboration and includes selected Australian companies, not-for-profit organisations and governmental departments known for their CSR initiatives. In 2013, members included: Macquarie University; Johnson & Johnson Medical; Johnson & Johnson Pacific; Janssen; the NAB; PwC; IBM; AMP; Qantas; Brookfield Johnson Controls; the Commonwealth Department of the Prime Minister and Cabinet, the NSW Department of Citizenship; the Salvation Army; Habitat for Humanity Australia; and the NSW Centre for Volunteering.

The major project for the Partnership, besides its actual initiation, was a study regarding corporate volunteering, participation and engagement. Over 4,100 responses helped to formulate the findings of the study, including acknowledgement by employees that corporate volunteering contributes to the overall value of their work.
Corporate Engagement portfolio

Beyond the MGSM CSR Partnership, little is known about the business and industry partnerships that the University has, with the exception of those listed on the website or established through the PACE program. A new Director Corporate Engagement was hired in 2013 to take charge of our corporate partnerships and ensure both parties receive the most benefits from any partnerships created.

<table>
<thead>
<tr>
<th>2013 OBJECTIVE</th>
<th>2013 ACTIONS</th>
<th>PROGRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build the relationship with Research Park businesses</td>
<td>Make contact and see if they want to participate in the SRN</td>
<td>Contact details requested for businesses within Research Park, but building owners were reluctant to give out details. This objective did not progress beyond this.</td>
</tr>
</tbody>
</table>

Procurement and Supplier Engagement

The existing purchasing policy and procedure documents refer to sustainability principles throughout the procurement process, and especially when dealing with suppliers. However, these documents in and of themselves are of little impact when the actual procurement process is flawed. Before any real engagement at the supplier level can happen, the process needs to be improved. This improvement occurred in several ways. Firstly, a set of procurement objectives were developed by a select group of high level decision makers, including the Chief Financial Officer. These objectives are listed below:

- Pursue value for money, incorporating the four E’s: economy, efficiency, effectiveness, and ethics
- Embedding sustainable procurement
- Working in partnership with internal and external stakeholders
- Ensure probity and accountability for outcomes
- Strive for effective, efficient and simple processes and systems

Secondly, the delegations were better clarified to ensure consistency in decision making and devolve responsibility to those with control of the budget. Previously all contracts were diverted via the Chief Operating Officer, no matter the cost or length of the goods/services being procured. Thirdly, a new procurement handbook was developed to assist those making purchases to do so in a more efficient and sustainable manner. The handbook features a comprehensive checklist of things to consider prior to making a purchase, with environmental and social impacts given strong consideration—particularly as part of tender processes.

Lastly, existing practice for processing invoices was moved completely online, increasing efficiency in approval processes and removing the need for paper trails sent all across campus. Teething problems are still being addressed with the online system, but it is hopeful this new way of processing invoices will reduce waste.

These improvements point to an opportunity to think beyond the process to the suppliers of the goods or services we are purchasing. Undoubtedly procurement and supplier engagement will remain a priority for the University for years to come.

<table>
<thead>
<tr>
<th>2013 OBJECTIVE</th>
<th>2013 ACTIONS</th>
<th>PROGRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build sustainability into procurement processes</td>
<td>Participate in the procurement review process to see how sustainability can be explicitly included as part of purchasing decisions</td>
<td>Sustainability features prominently in the procurement handbook, and in particular as part of the tender process when dealing more closely with suppliers.</td>
</tr>
<tr>
<td></td>
<td>Develop a set of overarching procurement objectives which embrace sustainability</td>
<td>Procurement objectives were developed by a focus group consisting on high-level decision makers. The objectives are reflected within the procurement handbook.</td>
</tr>
</tbody>
</table>
Into the future

Engaging with staff, community, business and industry will continue to remain a high priority for Macquarie Sustainability. In particular, growing our levels of staff engagement, and community engagement through the community volunteering program will be a focus.
Energy efficiency, waste reduction, water conservation, biodiversity management, green IT and sustainable travel planning all provide evidence of an institution's commitment to environmental management and social responsibility. Addressing the way our buildings and grounds operate provides an opportunity to show students, staff and the broader community how we are planning, managing and implementing measures to meet sustainability best practice, whilst providing a living laboratory space to educate and demonstrate.

This section encompasses seven elements:

- **Biodiversity**
  Many campuses already contain important habitats and there are always opportunities to increase biodiversity through sensitive grounds management. This brings benefits for staff and students and can provide good publicity. Enhancing and creating green spaces sends a positive message about an institution's commitment to sustainability regardless of whether you are a regional or inner city institution. For significant habitat areas the institution may enter into some form of conservation agreement to protect this sensitive area in perpetuity.

- **Energy**
  The University is actually quite large, with a population the size of a small town. Therefore, it is no surprise that energy use is quite substantial. Currently, the cost to use energy does not appropriately reflect the actual cost to the environment and society, and as such, we have been afforded the use of natural resources at minimal expense. This may not be an issue except for the fact that we consume energy at a rate greater than which it can be naturally replenished. Add to this the fact that our energy consumption patterns are contributing to excess levels of greenhouse gas emissions, exacerbating climate change and it is clear that institutions have a responsibility to ensure appropriate management of utilities.

- **Resource Efficiency and Waste**
  All business, industry and community has a legal and social responsibility to promote and protect human health and the environment by safely, responsibly and efficiently managing and reducing waste and maximising waste reuse, recycling and resource generation opportunities. As large organisations dealing with staff, student, visitor and supplier waste, institutions must contend with a host of operational waste issues.

- **Sustainable Construction and Renovation**
  Buildings have an extremely important role to play in how a stakeholder experiences an institution, whether it is used as general office buildings, laboratories, lecture halls, classrooms or student accommodation. Buildings also impact upon:
  - Stakeholders health and well being
  - The local community and overall landscape/skyline (place making)
  - The environment (energy, water, waste, travel, procurement, carbon emissions)
  - An institution's reputation
  - Student and staff recruitment and retention
  These factors are issues that apply to all aspects of sustainable construction, be it a new building or maintaining existing ones.

- **Sustainable Information & Communications Technology (ICT)**
  ICT-related energy and environmental issues are increasingly important in higher and further education. Consumption of electricity in data centres, computers and peripherals continues to grow, whilst e-waste associated with the turnover of hardware is quickly becoming one of the greatest waste issues of the century. The costs associated with these issues are rising as are the social implications of disposal of no longer wanted, and often toxic, computer equipment to developing countries.

- **Transport**
  Given the high number of people within the University, the travel patterns of staff and students can have a significant impact on surrounding communities due to congestion and pollution. Moreover, travel and transport costs money but much of the cost is not immediately evident. Mileage claims and vehicle fleet management are only the visible tip of the iceberg for under the surface there are many hidden costs. For example, there are costs associated with staff time spent travelling for business and the surprisingly high average annual cost of providing car parking space meaning many institutions spend thousands of dollars on maintaining and subsidising parking every year. In addition, there are the costs of travel delays and unreliability due to congestion.

- **Water**
  The population size of the University is equivalent to that of a small town. Therefore, it is no surprise that water use is quite substantial. Currently, the cost to use water does not appropriately reflect the actual cost to the environment and society, and as such, we have been afforded the use of natural resources at minimal expense. This may not be an issue except for the fact that we consume water at a rate greater than which it can be naturally replenished. Add to this the fact that our draw on groundwater and river supplies is causing ongoing effects regarding ground stability and biodiversity loss and it is clear that institutions have a responsibility to ensure appropriate management of water.
Our performance

Biodiversity

Macquarie University is recognised for its exceptional landscape setting of natural Australian bushland, which includes an area of ecologically endangered community and two creek lines. The Mars Creek Environmental Plan was produced in 2011 with the aim of rehabilitating a degraded urban creek with an eroded and largely engineered channel, to a more natural creek line.

In 2013, the first on-ground milestones under the Plan reached completion with the rehabilitation of the channel in Mars Creek's uppermost reaches. What was previously an unstable, eroding channel has been shaped into a more sinuous course with gently sloping banks stabilised by dense plantings of native sedges and grasses. A buffer zone of native vegetation now extends along both sides of the creek line.

Creek flow enters the campus where it is captured and filtered through a new array of pollutant traps and wetland features, meaning that water leaves this section of Mars Creek much cleaner than when it arrived. Additionally, the Creek now provides opportunities for transformative, hands-on learning for environmental units of study in research and teaching, as well as allowing us to showcase our innovative environmental management methods. On 16 October 2013 the wetlands area was officially opened by the Vice-Chancellor.

Habitat restoration

Taken together with other habitat areas not requiring restoration intervention, in 2013 58% of natural and planted bushland assets were managed according to the principles of building and maintaining ecosystem resilience. This proportion has increased steadily over the previous 5 years, from both a lower total land base, and as a total percentage of initially around 25%.

The native re-vegetation program to date has been closely aligned with rehabilitation of creek systems within the University, ie riparian zone restoration. A relatively continuous riparian vegetation corridor of some 0.6 kilometres length has been established in stages over the five year period to end of 2013.

Two species listed under State legislation and recognised under the IUCN classification system are recorded from the University:

- The native shrub *Epacris purpurascens var. purpurascens*;
- The large native bat *Pteropus poliocephalus* (Grey Headed Flying Fox) – which are intermittently present in small numbers

Within the habitat restoration program, the habitat requirement of *Epacris purpurascens* guided the early stages of bushland restoration works. The small shrub was previously affected by elevated shading of its habitat. The shading arose from prevalence of woody weeds, and an opportunistic native that forms into dense thickets in the absence of periodic wild fire. As at 3 years after primary weed clearing and thinning of the over-dense mid story vegetation, two of the four known groves of the *Epacris* have shown recruitment of young plants surrounding the parent individuals. This is estimated as a 10-15% increase in numbers.

<table>
<thead>
<tr>
<th>2013 OBJECTIVE</th>
<th>2013 ACTIONS</th>
<th>PROGRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protect endangered ecological</td>
<td>Develop an Arboretum plan/model within the context of the University’s</td>
<td>Stalled due to awaiting completion and subsequent approval of the Campus Masterplan</td>
</tr>
<tr>
<td>communities</td>
<td>development</td>
<td></td>
</tr>
<tr>
<td>Restore habitat</td>
<td>3.35 ha met criteria for habitats being restored, under two distinct</td>
<td>Completed</td>
</tr>
<tr>
<td></td>
<td>pathways</td>
<td></td>
</tr>
<tr>
<td>Assisted natural regeneration of</td>
<td>Establishment and maintenance of native re-vegetation areas on formerly</td>
<td>7 general Arboretum tours were held for local community involvement</td>
</tr>
<tr>
<td>weed-affected bushland – 1.96 ha</td>
<td>cleared land – 1.39 ha</td>
<td></td>
</tr>
<tr>
<td>Enhance biodiversity on campus</td>
<td>Completion of Stage 2 of Mars Creek rehabilitation works</td>
<td>Completed</td>
</tr>
<tr>
<td></td>
<td>Engage with and promote all biodiversity initiatives</td>
<td>Completed</td>
</tr>
</tbody>
</table>

Wetland launch and Bushcare@MQ’s 5th Birthday
Energy

Energy and Carbon Emissions

Macquarie University is among the largest 500 energy users in Australia. In comparison with other Australian universities however, Macquarie University is an average energy consumer. During the financial year 2012/2013, we consumed 197,091 gigajoules (Gj) of energy across the campus, an increase of 10,725 Gj or a 6% increase compared to 2012 figures. Energy intensity was 6.26 Gj of energy per equivalent full time person (EFTP), an increase from 5.83 Gj per person in 2012.

As carbon emissions are directly related to energy use, Macquarie University is also an average producer of carbon emissions in comparison with other Australian universities, producing 37,431 tonnes of carbon dioxide, equating to 1.19 tonnes per EFTP. This is a total increase of 3024 tonnes or an 9% increase on 2012 figures, and 0.11 tonnes per EFTP.

It should be noted that 2013 was the first full year of operations for two new buildings on campus, as well as a third coming online during the year, which naturally mean increases in energy use and carbon emissions.

Energy Efficiency Projects

During 2013, Macquarie Property implemented a number of innovative projects to increase energy efficiency and reduce energy use. Within the Technical Services section, most of the work is related to plant replacement or building refurbishment projects. As the opportunity arises to make improvements at the commencement of a project in the design stage, Technical Services have taken an energy efficiency approach as a mandatory requirement for the mechanical specification for refurbishments.

Some examples of energy efficiency methods adopted in refurbishments include:

- Installation of heat recovery units on all fresh air intakes on mechanical plant which harvests cool air or heat from the air-conditioning exhaust and uses it to either pre-cool or pre-heat incoming fresh air. Examples include E12A (MGSM) and CSC Level 4 refurbishments
- Chiller bypass modifications which reduce pumping energy lost when chilled water bypasses the chiller in low load conditions. This technique was used for the chiller in building F7B
- Using the heat exchanger to pre-cool fresh air before it passes through the cooling coil, subsequently reducing chilled water energy demand.

Case Study: Building Y3A – Replacement Chiller Project

During the Y3A Replacement Chiller Project, three existing inefficient chillers were replaced by two turbine compressor chillers. At the same time, the building chilled water system was reconfigured and rebalanced to reduce chilled water flow and demand. As a result of these upgrades to the main plant room, there have been significant energy savings, as can be seen by the following graphs showing maximum daily demand in 2012 and 2013.
<table>
<thead>
<tr>
<th>2013 OBJECTIVE</th>
<th>2013 ACTIONS</th>
<th>PROGRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage students with the impacts of wasting energy</td>
<td>Develop an energy savings education program for accommodation</td>
<td>Completed and delivered with great success, as measured by the enthusiasm with which the students in student housing embraced the program</td>
</tr>
<tr>
<td>Improve energy efficiency</td>
<td>Ensure energy savings through maintenance and refurbishment projects</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>
Resource Efficiency and Waste

The Furniture Store

The Furniture Store was established in 2010 as a method of recirculating used items of furniture across Campus. In a win-win situation, re-use of furniture items on campus means the Store promotes sustainable waste diversion and at the same time saves money.

In 2013, we re-used 754 items including 183 desks, 80 sets of drawers, more than 70 filing cabinets and well over 200 chairs. This brings the total since the scheme began to almost 2,000 items re-used, resulting in a huge 380 tonnes of waste diverted from landfill.

Paper

Reduction of paper use continues to be an ongoing challenge, though we did manage to achieve a 2% reduction in use from 2012 to 2013. As long as we continue this trend, we will be able to achieve good results.

E-waste Day

In early May an e-waste disposal day was held, providing a free recycling service for e-waste for staff and students, and at the same time providing a sustainable waste initiative to keep e-waste out of landfill. The estimated gross embedded energy and subsequent greenhouse gas reduction from the recycling of these products is estimated at 6.6 tonnes of carbon dioxide!

Almost 1.6 tonnes of e-waste was collected including desktop PCs, laser printers and monitors (both flatscreen and the old CRT type). Recovered commodities included 914 kg of metal, 334 kg of plastics and almost 140 kg of glass. The main items collected were Desktop PCs (388kg); Laser Printers (345kg); Flatscreen monitors (230kg); CRT Monitors (171kg); and computer accessories (184kg). Once disassembled, the main components were metals (58%); plastics (21%); glass (9%); printed circuit boards & cables (8%); and miscellaneous (4%).

2013 OBJECTIVE | 2013 ACTIONS | PROGRESS
--- | --- | ---
Make battery and mobile phone recycling easier for staff and students | Identify suitable locations for collection points | Unable to progress this objective due to nowhere being made available to place the collection point, it remains an ongoing focus for 2014
Reduce paper usage | Monitor departmental use of paper | Minor improvements to paper usage against 2012 figures
Sustainable Construction and Renovation

The Australian Hearing Hub (AHH) is a unique facility, purpose-designed to facilitate collaborative research into hearing and related speech and language disorders. In 2013, the AHH achieved a 5 Star Green Star “Design Rating” from the Green Building Council of Australia (GBCA), further adding to its credibility as a world-class facility.

GBCA is an authority on sustainable buildings and communities and operates Green Star, Australia’s only national, voluntary, holistic rating system for sustainable buildings. Buildings are assessed across a range of categories including management, indoor environmental quality, energy, transport, water, materials, land-use and ecology, emissions and innovation.

In particular, credits towards the Green Star Design Rating were achieved in the following categories:

- **Management** – Focuses on highlighting the importance of a holistic and integrated approach to design and construction of an environmentally sustainable building. AHH received all 12 points available in this category
- **Transport** – Rewards encouragement to use alternative methods of transport with a view to reducing the pollution associated with car transport. AHH received 10 out of a possible 11 points available in this category
- **Indoor environment quality** – Targets the provision of a healthy, productive indoor working environment for the wellbeing of the building’s occupants
- **Water** – Addresses the reduction in use of potable water through efficient design of building systems, rainwater collection and water re-use in the building
- **Materials** – Targets the sustainable selection and use of building materials.

<table>
<thead>
<tr>
<th>2013 OBJECTIVE</th>
<th>2013 ACTIONS</th>
<th>PROGRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation of the Eco-footprint tool</td>
<td>Develop a baseline, target and strategy for the campus eco-footprint</td>
<td>A full analysis of the campus utilising the tool has been completed</td>
</tr>
<tr>
<td>Development of benchmarks and targets for Indoor Environmental Quality</td>
<td>Unable to complete in 2013</td>
<td>Rolled into 2014</td>
</tr>
</tbody>
</table>

Sustainable Information and Communication Technology (ICT)

It has only been within the last few years that the University has developed any coordinated effort to upgrading and updating ICT across campus. Prior to this, little was done to embrace new technologies. As such, much of the focus has been on getting our ICT up to current technologies, including the installation of more efficient hubs and utilisation of cloud technologies. No baseline had been established prior to any upgrades occurring, making it difficult to show improvements and progress.

**Case Study: E6A Data Centre**

Data centres are significant users of energy as they run equipment 24 hours a day, seven days a week utilising air conditioning to keep temperatures within a very specific and crucial range. To improve energy efficiency, the E6A Data Centre Condenser project replaced old end of life condensers with new replacement refrigerant condensers. At the same time, new variable speed drive fans were installed along with new controls to improve efficiency and reliability, which work by reducing energy demand.

<table>
<thead>
<tr>
<th>2013 OBJECTIVE</th>
<th>2013 ACTIONS</th>
<th>PROGRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop a cohesive approach to sustainable ICT</td>
<td>Revisit indicators being included in project assessment</td>
<td>Done but not successfully. New indicators were suggested to Informatics, however, none were incorporated into the assessment process due to perceived complexities.</td>
</tr>
<tr>
<td></td>
<td>Research approaches in other institutions for best practice.</td>
<td>Completed in relation to the requirements of specific projects</td>
</tr>
</tbody>
</table>
Transport

Travel Loan Scheme

As part of an initiative to actively support sustainable travel, staff are encouraged to make full use of the various public transport options available when travelling to campus. The Travel Loan Scheme offers interest free travel loans to all fixed term and permanent staff members of Macquarie University for the purchase of public transport tickets.

In 2013, 128 staff members took advantage of the Scheme and more than $170,000 was spent on the purchase of quarterly and annual MyTrain and MyMulti transport tickets in the form of interest free travel loans to staff. This constituted a 35% increase over 2012 figures proving the increasing popularity of the Scheme.

Shuttle Bus Service

The courtesy Shuttle Bus service was expanded in 2013 with two routes around campus now being offered. Route 1 covers the eastern side of campus, whilst Route 2 covers the western side. Services run every 30 minutes between 4pm and 12.30am Monday to Friday during the semester.

This free service offers improved accessibility and security for staff and students, particularly at night time.

Cycling

2013 saw the Eastern BikeHub at full capacity throughout the entire year, with the Western BikeHub at approximately 80% capacity. Riders were offered two cycle skills training sessions, with a total of 7 participants joining in across both sessions. The annual Ride2Uni Day breakfast attracted cyclists from near and far, with a total of 87 registered, up from 73 in 2012, and 59 in 2011. From the money raised through BikeHub locker fees, we were able to install two bike repair stations, one near the Central Courtyard on Wallys Walk, and the other outside the Western BikeHub at W6A. Lastly, we were able to collect 10 abandoned bikes from various locations around campus, which were then donated to a charity that fixes up old bikes and donates to needy recipients.

<table>
<thead>
<tr>
<th>2013 OBJECTIVE</th>
<th>2013 ACTIONS</th>
<th>PROGRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve bike hub facilities</td>
<td>Install 2 bike repair stations</td>
<td>One installation completed</td>
</tr>
<tr>
<td>Continue the travel loan Scheme</td>
<td>Travel loan scheme for staff offered 4 times per year</td>
<td>Completed</td>
</tr>
</tbody>
</table>
Water

Highlighting the Sports Field

There are three water tanks at the University Sports Fields, each 250,000L in size. These tanks fill from rainwater and are topped up by potable water if necessary. The runoff area that collects rainwater to fill these tanks is small and as the tanks are not metered separately to the Sports Fields, consumption figures specific to these tanks are not available. However, the use of the tanks is an important element in reducing water use to these highly utilised fields.

Recycling

Waste Water

The Waste Water treatment plant at the Sports Fields is operational but the black water is currently pumped back into the sewer systems. Until certification is received from City of Ryde Council, the blackwater cannot be used for irrigation purposes on the Sports Fields. Council approval has been a long time coming, with the blackwater recycling system having been in place for two years now.

Total amount of utility water consumed was 226,212 kL. This is a total increase from 2012 of 13,912 kL or 6.2%. Total consumption per EFTP also increased from 6.79kl per person to 7.19kl per person.

Rainwater collection on campus is not metered. Calculations were performed based on roof / drainage area and annual rainfall (1141mm source: BOM) less a runoff coefficient of 80%. It was assumed that there was no tank overflow. Calculations were performed for rainwater tanks installed at:

- Australian Hearing Hub
- C3C Library
- W5C Tanks

Total rainwater collected figure reported is 11,168 kL.

It should be noted that 2013 was the first full year of operations for two new buildings on campus, as well as a third coming online during the year, which naturally leads to increases in water use.

<table>
<thead>
<tr>
<th>2013 OBJECTIVE</th>
<th>2013 ACTIONS</th>
<th>PROGRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>No specific objectives set</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Into the future

Improving operational aspects of the campus continue to be a priority area of focus. A number of initiatives will take place in the next year including:

- Further upgrades to the Mars Creek line
- Commencement of a large project to identify energy efficiency opportunities across all buildings
- Revision of the current waste tender and associated disposal practices
- Completion of the iPrint project to improve printing processes and reduce paper waste
Our Statistics

2013 FULL TIME EQUIVALENT LOADS

Students: 27,944
Staff: 3,542
Student to academic staff ratio: 26.84:1
Equivalent Full Time Persons: 31,486

1. This figure uses:
   - 2013 student EFTSL that have a campus postcode in Australia
   - 2013 Full-time and fractional full time staff FTE where staff have an Academic OUA and they have a work function of either Teaching and Research or Teaching only
   - 2012 casual staff FTE where staff have an Academic OUA and they have a work function of either Teaching and Research or Teaching only

STAFF FULL-TIME EQUIVALENCES

<table>
<thead>
<tr>
<th>Year</th>
<th>Total academic</th>
<th>Total non-academic</th>
<th>Casual staff within totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>1180</td>
<td>1289</td>
<td>480</td>
</tr>
<tr>
<td>2011</td>
<td>1241</td>
<td>1423</td>
<td>566</td>
</tr>
<tr>
<td>2012</td>
<td>1334</td>
<td>1434</td>
<td>599</td>
</tr>
<tr>
<td>2013</td>
<td>1380</td>
<td>1435</td>
<td>586</td>
</tr>
</tbody>
</table>

TOTAL FTE STAFF: 2468

2. Casual staff FTE are for the previous calendar year from 1 January to 31 December 2012.
### STUDENT ENROLMENTS 2013

<table>
<thead>
<tr>
<th>TYPE OF ATTENDANCE</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>26,453</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part-time</td>
<td>12,300</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GENDER</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>21,216</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>17,537</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| TOTAL   |       |       | 38,753|

4. Source: AMIS data preliminary as at 9 January 2014. Note: In this annual report a student with multiple enrolments will be counted only once in the course with the greatest EFTSL which is the methodology adopted by the government.

### STUDENT POPULATION BY GENDER

- Male: 21,216
- Female: 17,537

### RETURN TO WORK AFTER PARENTAL LEAVE

<table>
<thead>
<tr>
<th>All employees on parental leave*</th>
<th>FEMALE</th>
<th>MALE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>162</td>
<td>78</td>
<td>240</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Employees who returned to work after parental leave**</th>
<th>FEMALE</th>
<th>MALE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>91</td>
<td>53</td>
<td>144</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Employees who left Macquarie University after parental leave***</th>
<th>FEMALE</th>
<th>MALE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>26</td>
<td>16</td>
<td>42</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reasons for separations after parental leave:</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>End of Appointment</td>
<td>4</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td>Resignation</td>
<td>16</td>
<td>7</td>
<td>23</td>
</tr>
<tr>
<td>Retrenchment</td>
<td>-</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Severance Pay on End of Appointment</td>
<td>2</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Termination of Employment</td>
<td>-</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Voluntary Redundancy Scheme</td>
<td>4</td>
<td>2</td>
<td>6</td>
</tr>
</tbody>
</table>

Notes on data:
*Data includes all staff who took parental leave between 1 January 2012 and 31 December 2013
** Data includes staff who took parental leave between 1 January 2012 and 31 December 2013 and returned to work, as at 25 March 2014
*** Data includes staff who took parental leave between 1 January 2012 and 31 December 2013, and who are no longer employed at Macquarie University, as at 25 March 2014
Our Statistics

Staff full time equivalences: 2009–2013

**STAFF FULL TIME EQUIVALENCES - ACADEMIC CLASSIFICATIONS**

![Graph showing staff full time equivalences for academic classifications from 2009 to 2013.](image)

**STAFF FULL TIME EQUIVALENCES: NON-ACADEMIC CLASSIFICATIONS**

![Graph showing staff full time equivalences for non-academic classifications from 2009 to 2013.](image)
The University’s corporate structure consists of the parent company plus seven materially operating subsidiaries. The reporting structure for this report reflects the subsidiaries where Macquarie Sustainability has some influence over implementing sustainability initiatives.

Faculties

**Faculty of Business and Economics** – consisting of 6 main Departments, Schools and Centres  
**Faculty of Human Sciences** – consisting of 6 main Departments, Schools and Institutes  
**Faculty of Science** – consisting of 11 main Departments and Schools  
**Faculty of Arts** – consisting of 11 main Departments, Schools and Centres

Administrative Departments

- Accommodation Services  
- Art Gallery  
- Campus Life  
- Campus Wellbeing  
- Career Development Centre  
- Centre for Open Education  
- Chancellery  
- Equity and Diversity  
- Financial Services  
- Global Programs Office  
- Graduation Unit  
- Higher Degree Research Office  
- Human Resources  
- Informatics  
- Learning & Teaching Centre  
- Library  
- Macquarie Accessibility Services  
- Macquarie Analytics  
- Macquarie Engineering & Technical Services  
- Macquarie International  
- Macquarie Sustainability  
- Marketing Unit  
- Office of Institutional Advancement  
- Participation and Community Engagement (PACE)  
- Property  
- Registrar’s Office  
- Research Office  
- Senate  
- Social Inclusion  
- University Counselling Services  
- Vice-Chancellors Office  
- Widening Participation

Affiliated Organisations

- Access Macquarie Limited  
- Australian Proteome Analysis Facility  
- Centre for Money, Banking & Finance Ltd  
- Macquarie Graduate School of Management  
- Risk Frontiers  
- Sydney Institute of Business and Technology

Trade Unions

- National Tertiary Education Union (NTEU)  
- Community and Public Sector Union (CPSU)

Other

- Cochlear  
- Toyota Finance Australia  
- Fibonacci Coffee  
- Multitilt Pty Ltd  
- Luxottica Retail Australia  
- Becton Dickinson Pty Ltd  
- Voice Project  
- Covance Pty Ltd  
- EMC Global Holdings  
- Lundbeck Australia Pty Ltd  
- Panasonic Limited  
- H&H Management Pty Ltd  
- Ciena Australia  
- Proctor and Gamble Australia  
- Lego Australia Pty Ltd  
- Shell Company of Australia Limited  
- Crown Castle International  
- Telstra Corporation Limited  
- Australian Hearing Services  
- The Shepherd Centre  
- Sydney Cochlear Implant Centre  
- Royal Institute of Deaf and Blind Children
# GRI Content Index

## G4 Content Index 'In accordance' - Core

### General Standard Disclosures

<table>
<thead>
<tr>
<th>Profile disclosure</th>
<th>Description</th>
<th>Page</th>
<th>Other reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>G4-1</td>
<td>Statement from the senior-most decision maker</td>
<td>See ‘Message from the Vice-Chancellor’ P4</td>
<td>-</td>
</tr>
</tbody>
</table>

### STRATEGY AND ANALYSIS

<table>
<thead>
<tr>
<th>Profile disclosure</th>
<th>Description</th>
<th>Page</th>
<th>Other reference</th>
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</thead>
<tbody>
<tr>
<td>G4-3</td>
<td>Name of the organisation</td>
<td>See front cover and ‘About Macquarie University’ section P10</td>
<td></td>
</tr>
<tr>
<td>G4-4</td>
<td>Primary brands, products, services</td>
<td>See ‘About Macquarie University’ section P10</td>
<td></td>
</tr>
<tr>
<td>G4-5</td>
<td>Location</td>
<td>See ‘About Macquarie University’ section P10</td>
<td></td>
</tr>
<tr>
<td>G4-6</td>
<td>Countries where the organisation operates</td>
<td>See ‘About Macquarie University’ section P10</td>
<td></td>
</tr>
<tr>
<td>G4-8</td>
<td>Markets served</td>
<td>See ‘Our Stats’ P46</td>
<td></td>
</tr>
<tr>
<td>G4-9</td>
<td>Total employees, operations, net revenues, quantity of products/services provided</td>
<td>See ‘Our Stats’ P46</td>
<td>Macquarie University Annual Report 2013</td>
</tr>
<tr>
<td>G4-10</td>
<td>Employment breakdown</td>
<td>See ‘Our Stats’ P46</td>
<td></td>
</tr>
<tr>
<td>G4-11</td>
<td>Employees covered by collective bargaining agreements</td>
<td>Employees under the salary cap (approximately $180,000 in 2014) are covered by an Enterprise Agreement.</td>
<td>Both the professional and academic Agreements can be found at <a href="http://staff.mq.edu.au/human_resources/ea/">http://staff.mq.edu.au/human_resources/ea/</a></td>
</tr>
<tr>
<td>G4-12</td>
<td>Organisation’s supply chain</td>
<td>See ‘Our supply chain impacts’ P12</td>
<td>Macquarie University Annual Report 2013</td>
</tr>
<tr>
<td>G4-13</td>
<td>Significant changes to size, structure, ownership, supply chain</td>
<td>See ‘About Macquarie University’ section P10</td>
<td></td>
</tr>
<tr>
<td>G4-15</td>
<td>Economic, environmental and social charters endorsed</td>
<td>Not known</td>
<td>This information is not collected</td>
</tr>
<tr>
<td>G4-16</td>
<td>Memberships in associations</td>
<td>See ‘Our Networks’ P11</td>
<td>The memberships included here address only those that Macquarie Sustainability itself is involved in. It is not possible at present to capture all the memberships different areas of the University have</td>
</tr>
</tbody>
</table>

### ORGANISATIONAL PROFILE

<table>
<thead>
<tr>
<th>Profile disclosure</th>
<th>Description</th>
<th>Page</th>
<th>Other reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>G4-17</td>
<td>List entities included in consolidated financial statements or equivalent documents</td>
<td>Not included</td>
<td>Macquarie University Annual Report 2013</td>
</tr>
<tr>
<td>G4-18</td>
<td>Define the report content and aspect boundaries</td>
<td>See ‘Report Contents’ P4 and ‘Our structure’ P49</td>
<td>-</td>
</tr>
<tr>
<td>G4-19</td>
<td>Material Aspects identified in the process for defining report content</td>
<td>See ‘Our Structure’ P49 and ‘Framework for Sustainability’</td>
<td>-</td>
</tr>
<tr>
<td>G4-20</td>
<td>Materiality of the Aspects within the organisation</td>
<td>See ‘Our Structure’ P49 and ‘Framework for Sustainability’</td>
<td>-</td>
</tr>
<tr>
<td>G4-21</td>
<td>Materiality of the Aspects outside the organisation</td>
<td>See ‘Our Structure’ P49 and ‘Framework for Sustainability’</td>
<td>-</td>
</tr>
</tbody>
</table>
### IDENTIFIED MATERIAL ASPECTS AND BOUNDARIES (cont)

<table>
<thead>
<tr>
<th>Profile disclosure</th>
<th>Description</th>
<th>Page</th>
<th>Other reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>G4-22</td>
<td>Restatements from previous reports: include reasons</td>
<td>N/A</td>
<td>-</td>
</tr>
<tr>
<td>G4-23</td>
<td>Significant changes since last report</td>
<td>See 'Who we are' P10</td>
<td>-</td>
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</table>

### STAKEHOLDER ENGAGEMENT

<table>
<thead>
<tr>
<th>Profile disclosure</th>
<th>Description</th>
<th>Page</th>
<th>Other reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>G4-24</td>
<td>Stakeholders engaged by the organisation</td>
<td>See 'Engaging our community' P13</td>
<td></td>
</tr>
<tr>
<td>G4-25</td>
<td>Basis for why stakeholders were selected</td>
<td>See 'Engaging our community' P13</td>
<td></td>
</tr>
<tr>
<td>G4-26</td>
<td>Approach to stakeholder engagement</td>
<td>See 'Engaging our community' P13</td>
<td></td>
</tr>
<tr>
<td>G4-27</td>
<td>Key issues raised and organisational response</td>
<td>See 'Engaging our community' P13</td>
<td></td>
</tr>
</tbody>
</table>

### REPORT PROFILE

<table>
<thead>
<tr>
<th>Profile disclosure</th>
<th>Description</th>
<th>Page</th>
<th>Other reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>G4-28</td>
<td>Reporting period</td>
<td>See 'Reporting' P22</td>
<td></td>
</tr>
<tr>
<td>G4-29</td>
<td>Date of most recent previous report</td>
<td>See 'Reporting' P22</td>
<td></td>
</tr>
<tr>
<td>G4-30</td>
<td>Reporting cycle</td>
<td>See 'Reporting' P22</td>
<td></td>
</tr>
<tr>
<td>G4-31</td>
<td>Contact point</td>
<td>See back page</td>
<td></td>
</tr>
<tr>
<td>G4-32</td>
<td>Report 'in accordance' option and Content Index</td>
<td>See 'GRI Content Index' P50</td>
<td></td>
</tr>
<tr>
<td>G4-33</td>
<td>Report policy on external assurance</td>
<td>The 2013 report is a pilot report utilising the GRI approach and indicators. The next report will endeavour to pursue external assurance.</td>
<td></td>
</tr>
</tbody>
</table>

### GOVERNANCE

<table>
<thead>
<tr>
<th>Profile disclosure</th>
<th>Description</th>
<th>Page</th>
<th>Other reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>G4-34</td>
<td>Governance structure of the organisation</td>
<td>See 'Our approach to sustainability - Governance' P20</td>
<td>How Macquarie Works - <a href="http://www.mq.edu.au/about/how_mq_works/">http://www.mq.edu.au/about/how_mq_works/</a></td>
</tr>
</tbody>
</table>

### ETHICS AND INTEGRITY

<table>
<thead>
<tr>
<th>Profile disclosure</th>
<th>Description</th>
<th>Page</th>
<th>Other reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>G4-56</td>
<td>Organisation’s values, principles, standards and norms of behaviour such as codes of conduct and codes of ethics</td>
<td>See 'Our focus' P6 and 'Our Values' P10</td>
<td>Staff code of conduct - <a href="http://staff.mq.edu.au/human_resources/about_hr/forms_and_policies/code_of_conduct/">http://staff.mq.edu.au/human_resources/about_hr/forms_and_policies/code_of_conduct/</a> Student code of conduct - <a href="http://www.mq.edu.au/policy/docs/student_conduct/conduct.html">http://www.mq.edu.au/policy/docs/student_conduct/conduct.html</a></td>
</tr>
</tbody>
</table>

This report contains Standard Disclosures from the GRI Sustainability Reporting Guidelines (core). The full GRI Content Index can be found at [https://webcentral.mq.edu.au/public/download/?id=157851](https://webcentral.mq.edu.au/public/download/?id=157851)

Whilst this report has been primarily developed by Macquarie Sustainability, it has been with the assistance of Human Resources, Property, the Office of Financial Services, Macquarie Analytics and Campus Life. There will only be a limited number of printed publications made available each year as the focus will be on delivering a user friendly online report.

Any enquiries regarding the contents of this report should be directed to sustainabilty@mq.edu.au.

This publication had limited prints and those that were have been printed on 100% recycled paper.