Annual Sustainability Report 2012
Acknowledgements

My thanks go out to those people on and off campus who continue to support and believe in us and the journey we are taking at Macquarie. Thank you to my supervisors for 2012, Professor Steven Schwartz (Vice-Chancellor till September), Professor Judyth Sachs (Deputy Vice-Chancellor and Provost) and Mr Jeff Stewart (Acting Chief Operating Officer from September). Your guidance and support has been invaluable. Thank you also to the various departments who provide the data required to complete the report: Finance, Human Resources, Marketing, Property, and Research. 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, Hilary, John, Sally, Adrian and Samantha. You continue to maintain your enthusiasm and innovation to reach our goals and objectives. It truly is a pleasure to work with you.

Leanne Denby
Director of Sustainability

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Message from the Vice - Chancellor

In continuing the tradition of investment in, and accelerating our commitment to sustainability, I am pleased to endorse the 2012 Sustainability Report.

On beginning my term as Vice-Chancellor of Macquarie University, I was very pleased to find the level of activity in the sustainability domain, the expertise of the staff involved and the commitment across the entire organization.

“As sustainability initiatives in large, complex organisations will only ever be as successful as to the degree in which there is alignment and personal commitment of all staff members from the leadership of the university, across academic and professional staff, to make the necessary goals become a reality on a daily basis.”

- Professor S. Bruce Dowton, Vice-Chancellor

As prior reports have noted, a number of progressive accomplishments have been made in the sustainability domain each year. 2012 has been no exception and I’m sure you will enjoy reading about the successes of Macquarie University over the last 12 months in this publication. However, whilst much has been achieved, there remains much to be accomplished.

I take this opportunity to thank all staff for their engagement in sustainability initiatives across the university and in their personal lives. I also urge your continued and thoughtful support at an individual, unit and organisational level for these important issues, which are so vital to the health of our university and the wider community.

I would particularly like to thank the staff of the Sustainability Office for their hard work and dedication through 2012.

I wish you well for 2013 and look forward to actively participating in a number of the sustainability initiatives, which have already been planned for this academic year.

All good wishes.

Professor S. Bruce Dowton
Vice-Chancellor
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Passion of the People

2012 was an interesting year from the perspective of witnessing the passion and power of people to make a difference. It seems that communities are no longer willing to sit idly by while others make poor decisions on their behalf, nor will they accept appalling living conditions or tolerate injustice. The world wants equality, justice, and a decent environment in which to live.

The ongoing uprising and revolution in Arab and African countries, often referred to as the Arab Spring, is a good example of people power. Dissatisfied with the rule of local governments, citizens of 18 different countries protested to bring down dominant regimes – and it worked! Several prime ministers and governments have already resigned or announced their resignation as a direct result of the movement.

On the back of the political uprisings in the middle east, occupy movements also gained prominence around the world. Carrying slogans claiming “We are the 99%”, protestors occupied spaces dominated by bankers and economists, against social and economic inequity. The impact was astounding with movements occurring in over 95 cities across 82 countries. The movement had used social media to spread the message and campaign the masses to great effect.

Also benefitting from social media was Invisible Children’s Kony 2012 campaign, which attempted to bring to light the injustice and inhumanity of Joseph Kony and his militants for crimes against children. Through film, the organisation was able to educate and raise awareness to the masses about what was happening in Africa. The video went viral in a matter of hours, and to date has been viewed over 120 million times, and led to the United States government sending troops into the zone. Another demonstration of the passion of the people and the difference invoking that passion can have.

Thanks to the power of social media, the masses are finding their voices and being heard now more than at any other point in history. Interestingly, the number of people receiving education, formally and/or informally is also growing. Knowledge is bringing understanding and realisation. Combined, social media and education are a force to be reckoned with, when in the hands of passionate people.

As institutions of higher learning, Universities have an obligation to allow the passion of its students to grow and be guided through critical thinking which challenges dominant paradigms. 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 have such a wonderful capacity to build the knowledge, skillsets and resilience required to address our ever-changing world. Our students are the future decision makers and shapers of what the world will look like and how it will cope with 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.

“Macquarie University is embracing the opportunity to change current prominent and unsustainable paradigms through the way in which we carry ourselves.”

- Leanne Denby, Director of Sustainability

Leanne Denby
Director of Sustainability
A Focus On…

Learning and Teaching for Sustainability

In 2012 we commenced the Learning and Teaching for Sustainability project. This ambitious project aims to identify how sustainability is embedded into the curriculum from a content and pedagogical perspective. One of the biggest and most ever-lasting impacts we can have as a learning institution is to equip our students with the skillset and mindset to achieve their personal and professional goals and objectives. With the growing global challenges of the time, what better way to do this than ensure our students are sustainability savvy.

Phase one focussed on existing People and Planet units, through one–on-one conversations with unit conveners. The majority of the discussion utilised the framework (see below) developed by the project team, to enable a better understanding of what sustainability means relative to the curriculum.

The process was generally well received, with conveners being happy to have an indepth conversation about their units and how they relate to sustainability. Through the conversations, a number of concerns were identified, which are now being addressed, the most notable of which was a want for People and Planet conveners to have a platform for discussion amongst themselves. As such, Macquarie Sustainability will commence a Community of Practice in 2013. Primary objectives for 2012 beyond developing the framework and working with People and Planet unit conveners included creating a comprehensive website better detailing the framework, in conjunction with collecting resources that academics can use in their teachings, should they so choose.

The framework is based on five key themes, each of which is accompanied by numerous sub-themes, which better details the intent of the theme. Underpinning the themes are the pedagogical approach, highlighting learning and teaching methodology, techniques and assessment beyond standard expectations; the need for values recognition and connection, given that often there is a disconnect between espoused and actioned values; the opportunity to build student skills and capacity to deal with an ever changing society and environment; all of which will enhance the student experience.
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 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.
About Macquarie University

Who are we

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.

Where are we

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 126 hectares of land, approximately 52% of which is open and/or bush land, making it an ideal place for learning and reflection.

Our focus

As an institute of higher education, Macquarie University has a responsibility to transform society. We have recognised this responsibility by developing a strategy for the long term that focuses on five key areas:

1. Research;
2. Learning and Teaching;
3. Social Inclusion;
4. Business and Community Engagement; and
5. Organisational Sustainability.

In pursuing these key areas, we are committed to undertaking corporate governance and making decisions in ways that are:

- Ethical and transparent;
- Outcome focused, accountable and demonstrate quality;
- Enquiring and creative;
- Inclusive and respectful; and
- Adaptive and agile.

Our values

At Macquarie University, our values determine how we behave toward our students, our staff and our community. We are:

**Ethical**

We are ethical. Ethical behaviour is paramount; our Ethics Framework Project aims to promote a collegial community and to foster a culture within the University that is responsible, respectful and reflective.

**Enquiring**

We pride ourselves on being enquiring, open to new ideas and new ways of thinking, and new ways of ensuring we create a sustainable institution.

**Creative**

We are creative in our response to opportunities and challenges.

**Inclusive**

We are inclusive. Inclusiveness is about making the system fairer and providing access to everyone who, regardless of their background, has potential to benefit from higher education.

**Agile**

We are agile. Agility is our willingness and our ability to be responsive, to listen and act, and not to be bound to traditional approaches where these are no longer relevant to the student of today.

**Excellence**

We are committed to excellence. This is the standard to which we aspire in everything we do. We are asked to offer our best, even when something less may be acceptable to others; and to always uphold the standards relevant to our discipline or practice.

These values are what Macquarie University stands for. We bring these values to life in everything we do.
**Our Statistics**

### STUDENT ENROLMENTS 2012

<table>
<thead>
<tr>
<th>TYPE OF ATTENDANCE¹</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>24,158</td>
<td>25,382</td>
<td>27,370</td>
</tr>
<tr>
<td>Part-time</td>
<td>12,794</td>
<td>12,539</td>
<td>11,377</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GENDER²</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>21,636</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>17,111</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>36,951</td>
<td>37,921</td>
<td>38,747</td>
</tr>
</tbody>
</table>

1. Source: preliminary calendar year data as at 1 January 2013. Individual figures may not add up to totals due to rounding.
2. Source: AMIS data preliminary as at 9 January 2013. 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.

### 2012 FULL TIME EQUIVALENT LOADS

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>24,158</td>
<td>25,382</td>
<td>27,370</td>
</tr>
<tr>
<td>Staff</td>
<td>12,794</td>
<td>12,539</td>
<td>11,377</td>
</tr>
<tr>
<td>Student to academic staff ratio</td>
<td>26:1</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Equivalent Full Time Persons</strong></td>
<td>31,988</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Please note that many of the indicators within the Planet section of this report use this EFTP figure for measurement.

### BREAKDOWN

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic students</td>
<td>24,158</td>
<td>25,382</td>
<td>27,370</td>
</tr>
<tr>
<td>International students</td>
<td>12,794</td>
<td>12,539</td>
<td>11,377</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>36,951</td>
<td>37,921</td>
<td>38,747</td>
</tr>
<tr>
<td>EFTSL³ (student loads)</td>
<td>26,343</td>
<td>27,084</td>
<td>28,500</td>
</tr>
</tbody>
</table>

3. Equivalent full-time student load (EFTSL)

---

### STAFF FULL-TIME EQUIVALENCES

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total academic</td>
<td>1120</td>
<td>1180</td>
<td>1241</td>
<td>1334</td>
</tr>
<tr>
<td>Total non-academic</td>
<td>1245</td>
<td>1289</td>
<td>1423</td>
<td>1434</td>
</tr>
<tr>
<td>Casual staff within totals</td>
<td>427</td>
<td>480</td>
<td>566</td>
<td>599</td>
</tr>
<tr>
<td><strong>TOTAL FTE STAFF</strong></td>
<td>2367</td>
<td>2468</td>
<td>2711</td>
<td>2768</td>
</tr>
</tbody>
</table>

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### U@MQ (trading as Campus Life) STAFFING NUMBERS

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Full time continuing</td>
<td>126</td>
</tr>
<tr>
<td>Full time fixed</td>
<td>12</td>
</tr>
<tr>
<td>Part time continuing</td>
<td>14</td>
</tr>
<tr>
<td>Part time fixed</td>
<td>2</td>
</tr>
<tr>
<td>Casual</td>
<td>321</td>
</tr>
<tr>
<td><strong>TOTAL FTE U@MQ STAFF</strong></td>
<td>320</td>
</tr>
<tr>
<td><strong>OTHER SUPPORT STAFF FTE</strong></td>
<td>400</td>
</tr>
</tbody>
</table>
Our Statistics

Staff full time equivalences: 2009–2012

STAFF FULL TIME EQUIVALENCES - ACADEMIC CLASSIFICATIONS

- **Employment level**

  - Level A
  - Level B
  - Level C
  - Level D
  - Level E
  - Deputy Vice-Chancellor
  - Vice-Chancellor
  - Casual

- **Number of employees**

  - 2009:
  - 2010:
  - 2011:
  - 2012:

*Full time and Fractional Full time staff are as at 31 March 2012 whilst Casual staff are as of 1 January 2011 – 31 December 2011. Casual staff includes sessional staff members.*

STAFF FULL TIME EQUIVALENCES: NON-ACADEMIC CLASSIFICATIONS

- **Employment level**

  - HEW Level 1
  - HEW Level 2
  - HEW Level 3
  - HEW Level 4
  - HEW Level 5
  - HEW Level 6
  - HEW Level 7
  - HEW Level 8
  - HEW Level 9
  - HEW Level 10
  - Above HEW Level 10
  - Casual

- **Number of employees**

  - 2009:
  - 2010:
  - 2011:
  - 2012:
Each of the areas listed here are located within the boundaries of the North Ryde campus.

### 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

<table>
<thead>
<tr>
<th>Accommodation Services</th>
<th>Macquarie Analytics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Gallery</td>
<td>Macquarie Engineering &amp; Technical Services</td>
</tr>
<tr>
<td>Campus Life</td>
<td>Macquarie International</td>
</tr>
<tr>
<td>Campus Wellbeing</td>
<td>Macquarie Sustainability</td>
</tr>
<tr>
<td>Career Development Centre</td>
<td>Marketing Unit</td>
</tr>
<tr>
<td>Centre for Open Education</td>
<td>Office of Institutional Advancement</td>
</tr>
<tr>
<td>Chancellory</td>
<td>Participation and Community Engagement (PACE)</td>
</tr>
<tr>
<td>Equity and Diversity</td>
<td>Property</td>
</tr>
<tr>
<td>Financial Services</td>
<td>Records &amp; Archives Services</td>
</tr>
<tr>
<td>Graduation Unit</td>
<td>Registrar’s Office</td>
</tr>
<tr>
<td>Higher Degree Research Office</td>
<td>Research Office</td>
</tr>
<tr>
<td>Human Resources</td>
<td>Senate</td>
</tr>
<tr>
<td>Informatics</td>
<td>Social Inclusion</td>
</tr>
<tr>
<td>Learning &amp; Teaching Centre</td>
<td>University Counselling Services</td>
</tr>
<tr>
<td>Library</td>
<td></td>
</tr>
<tr>
<td>Macquarie Accessibility Services</td>
<td></td>
</tr>
</tbody>
</table>

### Affiliated Organisations

- Access Macquarie Limited
- Macquarie Graduate School of Management
- Macquarie University Property Investment Trust
- Sydney Institute of Business and Technology

### Trade Unions

- National Tertiary Education Union (NTEU)
- Community and Public Sector Union (CPSU)
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 learning and teaching, research and 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 can aim to ultimately have a net positive impact.

Our Impacts

Net Positive Impact

Bi-annual Swap Parties are held on campus to keep items out of landfill.
Macquarie University has a dedicated team of experts who are responsible for driving the change towards sustainability (Macquarie Sustainability). The Director of Sustainability heads the team and reports directly to the Vice-Chancellor. The team is supported in its quest by the 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 key areas (see Figure 1).
In 2012, Macquarie Sustainability acquired an online performance management and improvement system developed by the sector for the sector called the Learning in Future Environments or LiFE Index. This system will be used to inform the strategic direction for Macquarie Sustainability in relation to the University as a whole. It is based on ensuring that all aspects of core business are addressed, with a capacity to self analyse progress, manage data and delegate responsibility to appropriate people on campus. There are four priority areas, each of which is underpinned by frameworks indicating the strategic intent and focus.

**Leadership and Governance**

Building social responsibility and sustainability into institution-wide processes and management systems, ensuring they remain strategically important and are embedded into everyday institutional practices for long-term benefit.

**The Leadership & Governance Priority Area contains:**
- Human Capital Framework
- Leadership Framework

**Key Data**
- Uploads: 0 items
- Total Rating: 0/80
- Cells Rated: 0 out of 16

**Partnership and Engagement**

Stewarding internal and external relationships that are based upon principles of meaningful partnership and are developed for mutual benefit will facilitate collaboration and cultures of innovation. These conditions are vital for change to occur and as such are of significant importance to sustainable development.

**The Partnership & Engagement Priority Area contains:**
- Business and Industry Interface Framework
- Community Engagement Framework
- Procurement and Supplier Engagement Framework
- Staff Engagement Framework

**Key Data**
- Uploads: 0 items
- Total Rating: 0/240
- Cells Rated: 0 out of 49

**Learning, Teaching and Research**

Realising institutions’ potential to have a significant, long-term positive impact on society through formal and informal curricula, skills training and development, knowledge transfer and research. Ensuring students are exposed to learning experiences that maximise their opportunities to graduate as sustainability-literate citizens.

**The Learning, Teaching & Research Priority Area contains:**
- Learning and Teaching Framework
- Research Framework
- Student Engagement Framework

**Key Data**
- Uploads: 5 items
- Total Rating: 14/120
- Cells Rated: 4 out of 24

**Facilities and Operations**

Addressing sustainable development through effective environmental management. Delivering low carbon, 21st Century campuses that reflect institutions’ commitment to social responsibility and sustainability.

**The Facilities & Operations Priority Area contains:**
- Biodiversity Framework
- Energy Framework
- Resource Efficiency and Waste Framework
- Sustainable Construction and Renovation Framework
- Sustainable ICT Framework
- Transport Framework
- Water Framework

**Key Data**
- Uploads: 1 items
- Total Rating: 3/280
- Cells Rated: 1 out of 59
Even though our general approach now follows four priority areas, we have maintained the reporting format from previous years, in that the report has been divided into three key domains of People, Planet and Participation. Apart from maintaining consistency from previous reports, the reasons behind choosing these themes are as follows:

1. **Creating consistency:** The People, Planet, Participation themes are core to our curricula. It therefore made sense to use our learning and teaching focus to provide consistency across the campus.

2. **Core responsibilities:** People are core to the function and purpose of our University. Therefore to base some of our goals and objectives around ‘people’ fits well. Our immediate connection with the natural environment makes ‘planet’ an obvious choice. This is particularly true when considering the rising complexities associated with a high technology, borderless world where impacts cannot be considered as localised. The ‘participation’ of staff and students with each other, the wider community and sustainability is essential, and therefore also a logical choice.

3. **The balance of sustainability:** The core dimensions underpinning sustainability are considered to be the environment, society and the economy. These domains are often also referred to as planet, people and profit. The key to sustainability is finding the balance between these dimensions. Rather than focus on the profit component and how it fits into the balance, we have chosen to replace it with ‘participation’ whilst allowing for economic imperatives within the ‘people’ domain. Participation is after all, core to our undertakings.

Most of the previous year’s indicators have been brought forward and incorporated into this report. However, minor changes have been made as part of our review and evaluation process. Those indicators which have either disappeared or changed somewhat have done so because we found it was either too difficult to currently collect data and report against, or they were irrelevant. It has been noted throughout the document where data was unavailable or not recalculated in the course of the year to ensure transparency is maintained.

The 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.
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. 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. The Student Sustainability Network, along with our Sustainability Representative Network, have also increased our communication opportunities, with representatives from each disseminating information through their networks. Those who have subscribed to our newsletter also remain engaged with an open rate of 32% (MailChimp reports industry average to be 17.5%).

2. Active engagement with senior executives remains elusive. This gap is predominately due to them not understanding the role they could or should play in delivering sustainability within their portfolios, as well as an absence of presence in conversations at the senior level. With a new Vice-Chancellor commencing late 2012, there is opportunity to re-engage our senior leaders in this conversation.

3. The integration of learning and teaching for sustainability through an interdisciplinary approach still remains a challenge, though we have begun to actively engage with this. As part of our core business, 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 will hopefully provide a framework for progress in this area.

4. The current funding concerns for Macquarie and the sector more broadly have had some impact on our ability to carry out all expected actions to reach goals and objectives. Nonetheless, we worked as diligently as possible with money made available to us and other areas of campus to achieve more than reasonable results.

5. The University has an abundance of knowledge and skills within its student and staff base, whose 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 process 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 communications 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.
PeOPLE

People Are the Core of Our Institution

The active support, participation and engagement of our staff and students is critical if we are to progress on our journey towards sustainability. We cannot reach our destination if the people on whom we trust to deliver our core business are not on the same journey.

Our staff and students are the backbone of our University. From senior leaders through to part time students, each and every one of our community is an integral component of our institution. Without them, we would not exist, nor would we be able to meet our stated goals and objectives. But we cannot presume that all of our community will happily engage in our vision, and support the changes we are trying to make to become a more sustainable institution. Therefore, we need to find ways and processes to make their involvement and engagement a regular part of their daily working lives. We also need to ensure we address staff and student well-being, as those who feel as though their needs are being met are more likely to feel comfortable in being involved in our journey.

Therefore, this section encompasses indicators that report against:

- Governance of the University
- Well-being and satisfaction of staff and students
- Allocation of financial assistance to students
- Financial expenditure on sustainability initiatives
- State of Fair Trade on campus.

Our Performance

Staff and student satisfaction has been a key objective for 2012, with many actions and systems being introduced to ensure this occurs. The Melbourne Cup function and staff family days are excellent examples of how Macquarie is going above and beyond to encourage a sense of belonging and community amongst staff, whilst the appointment of a new Deputy Vice-Chancellor looking specifically at student satisfaction and well-being indicates the seriousness with which we address student happiness and satisfaction. Throughout 2012, reviews of many processes took place to enhance the student experience, most of which led to many actions that will be undertaken in 2013. Student involvement in this process was extremely high, demonstrating our willingness to have students guide and direct what will work for them.

Our commitment to Fair Trade was strengthened also, with our Fairtrade certified goods range growing, along with new contracts for retail food outlets including fair trade as a requirement for tenancy. To some degree we are still dictated by the availability of Fairtrade certified products as to what we can offer, but concerted efforts are being made to increase the range of choices.
Goals
1. Improved health and well-being of staff and students
2. Embedded sustainability in governance
3. Economic viability ensured through diversified income sources
4. The utilisation of existing and future infrastructure is maximised
5. Macquarie University as a model sustainable community

Objectives
• Provide staff and students with appropriate support and services to ensure the best opportunity for optimum physical and mental health
• Policies and procedures will incorporate sustainability
• Committees and Groups will address sustainability issues
• Sustainability will be incorporated into key performance indicators
• Keep tuition fees fair and equitable and in line with expectations
• Ensure investment seeks to maintain ethical and environmental standards
• Secure external funding through appropriate grants
• Use space efficiently and control infrastructure costs
• Build to ensure energy and water efficiency
• Create a campus in which people are proud of their environment
• Meet ethical and environmental standards of practice
• Receive Fairtrade certification
<table>
<thead>
<tr>
<th>THEMES</th>
<th>INDICATORS</th>
<th>CURRENT YEAR VALUES 2012</th>
<th>2014 TARGET</th>
<th>PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOVERNANCE</td>
<td></td>
<td>Total number of policies in place from the list below:</td>
<td>84%</td>
<td>At least 75%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Sustainability Policy</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Energy management</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Water management</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Waste management</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Health and Safety</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Sustainable Purchasing</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>7. Hazardous Waste Management</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>8. Sustainable Transport</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>9. Community Engagement</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>10. Ethically and Environmentally sound investment</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>11. Sustainability in education</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>12. Sustainability in research</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>13. Equity and Diversity</td>
<td>Yes (NB. Not a policy but a strategic plan)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>14. Wellbeing (fitness, safe work environment, spirituality, nutrition, alternative work arrangements)</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>15. Long-term campus land-use planning (principles of smart growth, protection of greenspace, design for efficiency, community engagement)</td>
<td>Yes (NB. Not a policy but a strategic plan)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>16. University mission (broad commitment to sustainability)</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>17. Strategic Plan</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>18. Preferential purchase of Fair Trade goods</td>
<td>Yes (NB. Not a policy but a strategic plan)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>19. Conflict and dispute resolution (known as Grievance)</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>If a particular policy covers more than one of the issues listed above, all of the issues should be counted. For example, if there is a Resource Efficiency policy that addresses energy, water and waste, three points towards the total should be tallied.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Percent of policies (listed above) with active working groups, committees and/or advisory groups</td>
<td>60% (NB. This is a decrease on previous years as some areas no longer have active committees, and instead have committees that are raised as required)</td>
<td>At least 50%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Percent of working groups, committees and/or advisory groups with more than 5 different stakeholder/interest groups including at least 1 student</td>
<td>100%</td>
<td>At least 50%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total number of departments with sustainability representatives and/or committees</td>
<td>52%</td>
<td>At least 25%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Is there a FTE staff member who reports directly to the Senior Executives?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total number of staff in the Sustainability Office</td>
<td>9 plus 1 dedicated staff member in Campus Experience</td>
<td>Not to be depleted</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Percent of issues listed in Policy section above that annually set new objectives for implementation</td>
<td>100% of those with capacity for target setting (NB. Some areas set new objectives on a biennial basis)</td>
<td>At least 75%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Percent of issues listed in Policy section above that are required to provide a report on progress to the University and surrounding community</td>
<td>85%</td>
<td>At least 75%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Percent of issues listed in Policy section above that have data collection and management systems in place</td>
<td>25%</td>
<td>At least 75%</td>
</tr>
<tr>
<td>THEMES</td>
<td>INDICATORS</td>
<td>CURRENT YEAR VALUES 2012</td>
<td>2014 TARGET</td>
<td>PERFORMANCE</td>
</tr>
<tr>
<td>--------</td>
<td>------------</td>
<td>--------------------------</td>
<td>-------------</td>
<td>-------------</td>
</tr>
<tr>
<td></td>
<td>Total number of scholarships offered to undergraduate students (Macquarie funded)</td>
<td>396</td>
<td>1 of 13% from 2011</td>
<td>( )</td>
</tr>
<tr>
<td></td>
<td>Allocation of scholarships</td>
<td>100%</td>
<td></td>
<td>( )</td>
</tr>
<tr>
<td>ECONOMICAL</td>
<td>Total number of HDR scholarships (Macquarie funded)</td>
<td>695</td>
<td></td>
<td>( )</td>
</tr>
<tr>
<td></td>
<td>Allocation of HDR scholarships</td>
<td>100%</td>
<td></td>
<td>( )</td>
</tr>
<tr>
<td></td>
<td>Average Macquarie University fees (including tuition, rec, student fees etc) calculated by totalling all fees for all departments and dividing by the total number of FTE students</td>
<td>$24,468 per program</td>
<td>No target set</td>
<td>( )</td>
</tr>
<tr>
<td></td>
<td>Income from student fees</td>
<td>42%</td>
<td>No target set</td>
<td>( )</td>
</tr>
<tr>
<td></td>
<td>Income from government</td>
<td>47%</td>
<td>No target set</td>
<td>( )</td>
</tr>
<tr>
<td></td>
<td>Income from fundraising (Comprises donations and bequests, and scholarships and prizes)</td>
<td>0.3% of total income</td>
<td>No target set</td>
<td>( )</td>
</tr>
<tr>
<td></td>
<td>Capital which is ethically and environmentally responsibly invested</td>
<td>Negligible focus on environmentally sound investment, though all investments strive to be ethically sound</td>
<td>At least 50% of all investments</td>
<td>More information on our investments can be found in the 2012 Annual Report</td>
</tr>
</tbody>
</table>

Staff and students taste testing Fair Trade tea at Fair Trade Fest, 2012.
### Total workforce by employment type and employment contract
- **Full-time / part-time:** 2145
- **Casual:** 566
- **2012:** Full-time / part-time
- **2014:** No target set
- **Performance:** Number of full-time / part-time employees has increased by 7.9%, while the number of casual staff has increased by 17.9%

### Employee turnover rate
- **2012:** 14.52%
- **2014:** No target set
- **Performance:** Employee turnover rate 14.52% No target set

### Total number of EFTP participating in one or more on-campus recreation programs (NB. Avoid double counting)
- **2012:** 35%
- **2014:** 50%
- **Performance:** Total number of EFTP participating in one or more on-campus recreation programs 35% 50%

### Total number of shops/outlets selling organic products
- **2012:** 100%
- **2014:** At least 80%
- **Performance:** Total number of shops/outlets selling organic products 100%

### Total number of food outlets catering for vegetarian and/or kosher and/or halal and/or diabetic and/or gluten free diets
- **2012:** 100% for vegetarian
- **2014:** 5% Kosher certified
- **2014:** 5% Halal certified
- **2014:** 100% have gluten free options
- **Performance:** Total number of food outlets catering for vegetarian and/or kosher and/or halal and/or diabetic and/or gluten free diets 100% for vegetarian 5% Kosher certified 5% Halal certified 100% have gluten free options

### Total number of seminars/talks/programs regarding healthy lifestyle offered
- **2012:** 71
- **2014:** Target yet to be set
- **Performance:** Total number of seminars/talks/programs regarding healthy lifestyle offered 71

### Total area allocated as smoking space
- **2012:** <2%
- **2014:** 10% or less
- **Performance:** Percentage of open space which is considered ‘usable’ i.e. available for students and staff to utilise for work or breaks in most weather conditions 12% 20%

### Total hectares of greenspace accessible within 1 km of campus (both on and off campus)
- **2012:** 72 ha
- **2014:** 3 ha per 1000 EFTP (78 ha in acc. with EFTP numbers)
- **Performance:** Total hectares of greenspace accessible within 1 km of campus (both on and off campus) 72 ha

### Total number of PD courses with sustainability content included (incorporating health and safety, resource use and efficiency, environmental and social considerations)
- **2012:** Review taking place - unable to respond accurately
- **2014:** At least 75%
- **Performance:** Total number of PD courses with sustainability content included (incorporating health and safety, resource use and efficiency, environmental and social considerations)

### Total number of new staff receiving induction training which includes information on sustainability values
- **2012:** 100%
- **2014:** At least 90%
- **Performance:** Total number of new staff receiving induction training which includes information on sustainability values 100%

### Total number of new students receiving orientation training which includes information on sustainability values
- **2012:** 35%
- **2014:** At least 75%
- **Performance:** Total number of new students receiving orientation training which includes information on sustainability values 35%

### Percentage of employees receiving regular performance and career development reviews
- **2012:** 87%
- **2014:** At least 90%
- **Performance:** Percentage of employees receiving regular performance and career development reviews 87%

### Total number of senior executives with sustainability as a KPI
- **2012:** 25%
- **2014:** 100%
- **Performance:** Total number of senior executives with sustainability as a KPI 25%

### Total number of Deans, Heads of Department/Schools with sustainability as a KPI
- **2012:** 1%
- **2014:** 100%
- **Performance:** Total number of Deans, Heads of Department/Schools with sustainability as a KPI 1%

### Total number of professional staff with sustainability as a KPI
- **2012:** 2%
- **2014:** At least 25%
- **Performance:** Total number of professional staff with sustainability as a KPI 2%

### Total number of student appropriate positions held by students (Campus Experience specific)
- **2012:** <50%
- **2014:** At least 50%
- **Performance:** Total number of student appropriate positions held by students (Campus Experience specific) <50%

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### Macquarie’s growing commitment to healthy lifestyles

![Graph showing the trend in seminars/talks/programs regarding healthy lifestyle from 2009 to 2012.](chart)
A Focus On... Student Processes

To better meet student needs, Macquarie integrated five differing receptions (i.e., Dean of Students, Macquarie International Student Services, Counselling, Welfare, Disability) into one reception called Campus Well-being, which provides issue-based triage and instant referral and in at risk cases immediate access to support. This coupled with the 24/7 support line has increased our holistic understanding of student needs and case management.

Into the Future

Key focus for the immediate future:

• Sustainability presentations to all new employees each week as part of induction processes
• Coordinate with the Deputy Registrar’s office to embed sustainability into recruitment and enrolment processes.
• Bring the sustainability agenda into senior executives portfolios, ideally through specific KPIs
• Involvement in the strategy review process for the University.
Operating to Protect the Natural Environment

Undoubtedly we have some impact upon the natural environment, but we endeavour to minimise this at all times within how we operate our campus.

Given the size of the campus, and the number of people utilising it on a daily basis, it is no surprise that we consume many resources and have an impact upon the environment. In recognising this fact, we have taken steps to improve our efficiencies, and encourage our staff and students to be diligent in the way they use resources. By constantly reviewing our usage rates, and processes in place, we continue to identify our main areas of impact and address how we can minimise our footprint across our activities.

This section encompasses indicators that report actions associated with:

• Water and energy use
• Waste produced and diverted from landfill
• Greenhouse gas emissions
• Transport patterns and diversions from single passenger vehicle use
• Goods we purchase
• Development of new buildings
• Protecting and enhancing our biodiversity.

Our Performance

Our ability to improve in resource efficiency continues to grow. While our overall diversion from landfill figures are not as impressive in comparison to 2011, the amount of waste produced has dropped, indicating that our on campus practices regarding disposal of goods is improving. Total and per person water usage has also decreased on last year’s figures, though our ability to meter and monitor on a per building basis still needs attention, as does our stormwater drain management. More staff are taking advantage of the travel loan scheme, yet interestingly, our total number of users on public transport has decreased. The number of local provenance plantings has greatly increased, with an obvious effect on the physical landscape.
Goals

1. Enhancement and protection of biodiversity
2. Reduced waste and pollutant emissions
3. Efficient use of resources

Objectives

• Ensure hazardous materials are used only when absolutely necessary
• Ensure all decisions, and in particular development, minimises impact to biodiversity
• Ensure the community understands the value of a healthy ecosystem
• Connect learning with practical experience in assisting to maintain and improve biodiversity on campus
• Reduce air pollution and in particular, greenhouse gas emissions
• Reduce waste to landfill and improve waste processes
• Improve stormwater quality
• Reduce reliance on single passenger vehicle transportation
• Increase energy efficiency and supply from renewable resources
• Decrease volume of water wasted across campus
• Decrease per capita potable water consumption
### Water

<table>
<thead>
<tr>
<th>Themes</th>
<th>Indicators</th>
<th>Current Year Values 2012</th>
<th>2014 Target</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water</td>
<td>Total water consumption per year (main source)</td>
<td>212,300 kL - 9% reduction from 2011</td>
<td>Reduced by 40%</td>
<td>📡</td>
</tr>
<tr>
<td></td>
<td>Total consumption per year per EFPT</td>
<td>6.79 kL - 13% reduction from 2011</td>
<td>📡</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Main campus</td>
<td>182,691 kL</td>
<td>📡</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sporting facilities</td>
<td>6.13 kL</td>
<td>📡</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Percentage and total volume of water recycled or reused</td>
<td>64,931.63 kL</td>
<td>No target set as yet</td>
<td>📡</td>
</tr>
<tr>
<td></td>
<td>Stormwater contaminant separation/collection - contaminant collection system should, at a minimum, remove oil and gas and large debris</td>
<td>19%</td>
<td>At least 70% of all areas</td>
<td>📡</td>
</tr>
<tr>
<td></td>
<td>Leaking fixtures - No. of hours between each leaking fixture incident report and the time that the leak is repaired</td>
<td>Less than 2 working days</td>
<td>2 working days or less</td>
<td>📡</td>
</tr>
<tr>
<td></td>
<td>Total number of buildings on campus that have a water meter for that building’s use</td>
<td>56%</td>
<td>100%</td>
<td>📡</td>
</tr>
<tr>
<td></td>
<td>Total no. of buildings that have on-line monitoring capacity</td>
<td>31%</td>
<td>100%</td>
<td>📡</td>
</tr>
</tbody>
</table>

### Procurement

<table>
<thead>
<tr>
<th>Themes</th>
<th>Indicators</th>
<th>Current Year Values 2012</th>
<th>2014 Target</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Procurement</td>
<td>Total amount of paper (of all types) purchased by all departments</td>
<td>49,537 reams - 11% increase from 2011</td>
<td>Reduce by 40%</td>
<td>📡</td>
</tr>
<tr>
<td></td>
<td>Percentage of post-consumer content/recycled/FSC certified paper purchased by departments</td>
<td>100%</td>
<td>100%</td>
<td>📡</td>
</tr>
<tr>
<td></td>
<td>Local goods production - ‘local’ means within a 600km radius of the campus</td>
<td>UqMQ estimate 60%</td>
<td>At least 25%</td>
<td>📡</td>
</tr>
<tr>
<td></td>
<td>Percentage of equipment purchased with maximum efficiency ratings for water and energy or composing of recycled content</td>
<td>UqMQ estimate &gt;75% (part of their standard procurement policy)</td>
<td>At least 90%</td>
<td>📡</td>
</tr>
<tr>
<td></td>
<td>Total percent of Macquarie University merchandise purchased which is Fairtrade / environmentally /socially sound declared produce</td>
<td>46%</td>
<td>At least 45%</td>
<td>📡</td>
</tr>
<tr>
<td>THEMES</td>
<td>INDICATORS</td>
<td>CURRENT YEAR VALUES 2012</td>
<td>2014 TARGET</td>
<td>PERFORMANCE</td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>--------------------------</td>
<td>-------------</td>
<td>-------------</td>
</tr>
<tr>
<td>ENERGY &amp; EMISSIONS</td>
<td>Total energy consumption per year (Gj)</td>
<td>186,366 - 14% reduction from 2011</td>
<td>No target to be set</td>
<td>⚡️</td>
</tr>
<tr>
<td></td>
<td>Total energy consumption per year per EFTP (Gj)</td>
<td>5.8 - 36% reduction from 2011</td>
<td>Reduce by 15%/ EFTP</td>
<td>⚡️</td>
</tr>
<tr>
<td></td>
<td>Total percent of energy consumed from vehicle fleet and grounds vehicles from renewable sources</td>
<td>0%</td>
<td>At least 35%</td>
<td>⚡️</td>
</tr>
<tr>
<td></td>
<td>Percent of energy generated on site. N.B. this figure includes a 21kW solar array and a 1.5MW co-generation plant.</td>
<td>1.85% - much lower than impressive years as the co-gen plant is producing much less. As building C7A was empty in 2012, one generator was switched off for the entire period and the other was only operated for a small percentage of the time.</td>
<td>20 - 30%</td>
<td>⚡️</td>
</tr>
<tr>
<td></td>
<td>Total energy consumption per square metre (kJ) - based on usable floor space</td>
<td>0.86</td>
<td>Reduce by 10% per sqm</td>
<td>⚡️</td>
</tr>
<tr>
<td></td>
<td>Total Scope 1 and 2 GHG emissions (tonnes CO2 e) produced per year</td>
<td>34,406</td>
<td>38% actual reduction by 2030 (based on on-site initiatives)</td>
<td>⚡️</td>
</tr>
<tr>
<td></td>
<td>Total GHG emissions (tonnes CO2 e) produced per year for campus operations per EFTP</td>
<td>1.08 - 22% reduction from 2011</td>
<td>Reduce by 30% per EFTP</td>
<td>⚡️</td>
</tr>
<tr>
<td></td>
<td>Total number of buildings on campus that have metering and monitoring capacity</td>
<td>55%</td>
<td>At least 60%</td>
<td>⚡️</td>
</tr>
<tr>
<td></td>
<td>Total number of air conditioning systems set to broader more season comparable temperature range</td>
<td>Buildings with centralised systems currently using modified set points are C3C, C5C, E3B, E4A&amp;B, E6A, E12A, W5A Class Rooms (cooling), X3B, X5B, X5A, X4A. There are multiple air-conditioning units across campus where temperature is controlled locally. Figures for the number of these are not available.</td>
<td>100%</td>
<td>⚡️</td>
</tr>
</tbody>
</table>

The vast majority of data informing the energy submission has been collected and stored using CarbonSystems enterprise software. Energy consumption data (gas and electricity) has been sourced from utility bills, with the exception of power generated by the University’s tri-generation plant. This plant’s energy output is monitored by TCA meters, and the data extracted from the TCA software suite - Webgraphs. Emissions factors and estimations are those standard within the CarbonSystem tools, however, they have reconciled against the NGER 2012 technical guidelines.
### WASTE

<table>
<thead>
<tr>
<th>THEMES</th>
<th>INDICATORS</th>
<th>CURRENT YEAR VALUES</th>
<th>2014 TARGET</th>
<th>PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total amount of solid waste produced</td>
<td>1,457,976 tonnes - 6% reduction from 2011</td>
<td>Reduced by 30%</td>
<td>🌟 🌟</td>
</tr>
<tr>
<td></td>
<td>Total amount of hazardous waste produced per year</td>
<td>21,250 kg</td>
<td>Reduced by 30%</td>
<td>🌟 🌟</td>
</tr>
<tr>
<td></td>
<td>Percentage of solid waste diverted from landfill</td>
<td>59% - 869,372,311 kg diverted from landfill</td>
<td>60% of 2008 figures</td>
<td>🌟 🌟</td>
</tr>
<tr>
<td></td>
<td>Percentage of hazardous waste going to landfill per year</td>
<td>100% after treatment in accordance with EPA guidelines</td>
<td>Reduced by 40%</td>
<td>🌟 🌟</td>
</tr>
<tr>
<td></td>
<td>Percentage of solid waste diverted from landfill and recycled:</td>
<td></td>
<td></td>
<td>🌟 🌟</td>
</tr>
<tr>
<td></td>
<td>Organic waste diverted to composting</td>
<td>100%</td>
<td></td>
<td>🌟 🌟</td>
</tr>
<tr>
<td></td>
<td>Co-mingled to recycling</td>
<td>708,419 kg - 31% reduction from 2011</td>
<td></td>
<td>🌟 🌟</td>
</tr>
<tr>
<td></td>
<td>Paper and cardboard to recycling</td>
<td>135,829 kg - 10% reduction from 2011</td>
<td></td>
<td>🌟 🌟</td>
</tr>
<tr>
<td></td>
<td>Hazardous materials recycled</td>
<td>Only hazardous material currently accepted for recycling is fluorescent globes of which 600 kg was recycled</td>
<td></td>
<td>🌟 🌟</td>
</tr>
<tr>
<td></td>
<td>Furniture reused or recycled</td>
<td>756 pieces</td>
<td></td>
<td>🌟 🌟</td>
</tr>
<tr>
<td></td>
<td>Total items of e-waste recycled per year (with a view to eliminate e-waste altogether)</td>
<td>21,524 kg</td>
<td></td>
<td>🌟 🌟</td>
</tr>
</tbody>
</table>

### Macquarie’s transport modal shifts: 2008 - 2012

The percentage of students and staff driving alone to campus has dropped by 8.2% and 12% respectively, whilst train use has increased by 11.5% and 10% for both groups between 2008 and 2012.
### Planning & Development

- **Total area of campus taken up by buildings (excluding residential colleges)**: 87,048 m²
- **No more than 65%**
- **Total number of buildings on campus**: 71
- **Total Gross Floor Area**: 217,417 m²
- **Total area of parking lot & impermeable surfaces (eg footpaths)**: 74,775 (parking areas only)
- **No more than 65%**
- **Total area of water sensitive pavement**: 4,047 m²

### Biodiversity

- **Total area of informal open space (excluding the sports fields and academic core areas)**: 45.8 ha
- **N/A**
- **Total area of open space secured by planning documents**: 29.8 ha
- **Total weight of inorganic fertilizers/ha of land**: 20.1 kg/ha (total usage 1000 kg per annum-applied within a concentrated area of around 49.7 ha)
- **Reduce use of inorganic substances by 40%**
- **Total vol. of treatment (e.g. pesticides, herbicides, fertilisers) used (ltrs)/ha of land**: 0.98 lt/ha
- **Reduce by 40%**
- **Total no. of local provenance installed in informal open spaces (excluding turf replacement)**: Approx 39,700 plants
- **All plants being planted will be local provenance**
- **Total area of healthy remnant bushland**: Approx 4.75 ha of 8.5 ha: 56%
- **At least 75% of all remnant bushland area will be healthy**
- **Total area (ha) of remnant bushland protected for the long-term by policy, covenant, or other non-alterable protection strategy**: No formal protection - 7.2 ha under informal measures: 86%
- **100%**
- **Total number of native species known to be utilising natural areas for habitat**: 52
- **Stable or increased**
- **Total number of known species utilising natural areas for habitat that are listed on a threatened species schedule**: 2 - Flying Foxes and Epacris purpurascens
- **Total area (ha) of modified open space restored to natural landscape**: 1.28 ha - 32% towards 2014 target
- **At least 8%**
- **Total area (ha) with management procedures in place to ensure integrity**: Approx. 5.8 ha - 69% of campus

### Transport

<table>
<thead>
<tr>
<th>Themes</th>
<th>Indicators</th>
<th>Current Year Values 2012</th>
<th>2014 Target</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TRANSPORT</strong></td>
<td>Amount of interest free loans offered to staff to purchase public transport tickets</td>
<td>$126,102.73 - 9% increase from 2011</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total number of EFTP who primarily walk to/from campus</td>
<td>9%</td>
<td>Increase to 15%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total number of EFTP who primarily cycle to/from campus</td>
<td>2.2%</td>
<td>Increase to 5%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total number of EFTP primarily travelling by bus to/from campus</td>
<td>13.2%</td>
<td>Increase to 25%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total number of EFTP primarily travelling by train to/from campus</td>
<td>22.3%</td>
<td>Increase to 35%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total number of EFTP primarily travelling by motorcycle to/from campus</td>
<td>1.3%</td>
<td>Maintain / increase to 1%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total number of EFTP primarily travelling alone in a car to/from campus</td>
<td>44.7%</td>
<td>Reduce to 30%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total number of EFTP primarily travelling with passengers to/from campus</td>
<td>7.4%</td>
<td>Increase to 10%</td>
<td></td>
</tr>
</tbody>
</table>

### Themes Indicators

- **Total number of local provenance planted in informal open spaces**

![Graph showing total number of local provenance planted in informal open spaces from 2008 to 2012](image)
Energy and Emissions

• Collecting online data for our energy use and consequent greenhouse gas emissions has gone through a full re-design, enabling our most accurate snapshot for the National Greenhouse & Energy Reporting scheme achieved to date. This online system has been expanded to include data on resource consumption per square metre and per capita on campus. The process and reporting has been provided limited assurance by Deloitte.

Building Energy Use and Energy Targets

• During 2012 building audits were undertaken on the Science Faculty Buildings, over $300K worth of savings were identified from operational savings alone, with $120K of annualised savings implemented. Building benchmarks and targets were set for all buildings on Campus. Energy Dashboards were created to visualise our energy use and targets.

Furniture Re-Use Store

• In 2012, we re-used 447 items of furniture including desks, noticeboards, cabinets, bookshelves, drawers and lockers. Over 200 of these items were desks and tables. In addition, we re-used almost 300 chairs including typist chairs, meeting room chairs, lounge suites and stools. Other items re-used through the store include fans, footrests and even fake plants!

• In early December, Macquarie University working with City of Ryde fitted out the Ivanhoe Estate Community Room with items from the Furniture Re-Use store. The Ivanhoe Social Housing Estate in North Ryde provides community sector housing in our area. Items donated by Macquarie University to furnish the room included tables, chairs, noticeboards, cabinets and shelves.
One Planet

Macquarie University has set up an ecological footprint tool for Campus. The calculator will be used to:

- do detailed ecological footprint assessments throughout the building development trajectory of feasibility, concept design, detailed design and as built
- to set a Campus planet target and capture all non-capital expenditure
- to model the Masterplan to see how the growth is impacting the overall footprint and use it to guide design decisions

By introducing this tool into our refurbishment and new build processes, we endeavor to ensure we build the right buildings for the required purpose, whilst minimizing our build and operational impact long term.

Our first detailed report for the campus has produced an interesting result. Based on 2011 data, it seems we are tracking at 1.3 planets per person as our overall campus footprint. Broken down into different values, 1.3 planets looks like this:

<table>
<thead>
<tr>
<th>Footprint Aspect</th>
<th>Gha absolute</th>
<th>Gm2/EFT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological capacity</td>
<td>139.9</td>
<td>45.8</td>
</tr>
<tr>
<td>Energy</td>
<td>14,535</td>
<td>4,754.3</td>
</tr>
<tr>
<td>Water</td>
<td>72.7</td>
<td>23.8</td>
</tr>
<tr>
<td>Buildings</td>
<td>14,442.9</td>
<td>4,724.2</td>
</tr>
<tr>
<td>Non-building items</td>
<td>8,885</td>
<td>2,906.2</td>
</tr>
<tr>
<td>Operational items</td>
<td>26,588.7</td>
<td>8,697.1</td>
</tr>
<tr>
<td>Transport</td>
<td>8,037.1</td>
<td>2,628.9</td>
</tr>
<tr>
<td><strong>ABSOLUTE FOOTPRINT</strong></td>
<td><strong>72,701.3</strong></td>
<td></td>
</tr>
<tr>
<td><strong>PLANET FOOTPRINT</strong></td>
<td><strong>1.3 per person</strong></td>
<td></td>
</tr>
</tbody>
</table>

Understanding the breakdown of our impact means we can effectively work on the areas of most value to achieve our One Planet goal.

Into the future

Key focus for the immediate future:

- Further implementation of the Eco-footprint tool including a more detailed breakdown of our impact
- Development of benchmarks and targets for Indoor Environmental Quality
- Ongoing Energy Efficiency Management (stage 2 Energy and Efficiency Optimisation Plan)
The active participation of staff, students and broader community members in sustainability is absolutely crucial to achieving a more balanced and equitable society, within an enhanced and respected environment.

Participation can occur in many ways: passively through passing on information sent to you; or more actively by looking at ways to achieve sustainability goals and objectives. In either case, it is important to understand that staff and students will participate in different ways and with varying levels of enthusiasm. This is not an issue per se, so long as people are actively involved in the sustainability journey. From the University’s perspective, the more active the participation, the more likely we will become a model of best practice for others to emulate. Achieving this is no easy ask. In general people do care about the environment and society but feel as though it’s either not their problem, or they are unable to understand how they can make a difference. Providing the community with tangible and simple education and participation activities is one way in which we try to reach our goals.

This section will address issues relating to:
- Engagement through learning and teaching;
- Communications with staff, students and the wider community; and
- Events held on campus.

Our Performance

It is difficult to capture the impact of partnerships, learning and engagement, hence there are fewer indicators in this section. This does by no mean indicate that this section is given less focus or attention. If anything it is quite the opposite. Macquarie Sustainability spends a good deal of its time trying to actively engage with its community. In 2012 this was achieved in several ways, though most predominately through the commencement of the Learning and Teaching for Sustainability project.
Goals

1. Increased understanding and awareness of sustainability throughout the University community
2. Engaged local and global citizens
3. Increased staff and student communications and participation
4. Increased participation with the local and global community
5. Foster an inclusive campus community

- Strengthen staff and student awareness and understanding of sustainability and global citizenship through learning, research and community service

- Staff and students will:
  - have an understanding of the connectivity between local and global issues and the need to work collectively as well as individually
  - ensure ethical practice in relation to social, environmental and economic responsibility
  - display a willingness to contribute to creating a wiser and better society
  - have an awareness of social disadvantage and social justice issues
  - have knowledge of, and openness to, other cultures and perspectives

- Utilise various media and methods of communication
- Encourage and reward participation in actions and initiatives
- Connect with the greater community to promote sustainability and global citizenship through outreach programs, partnerships and collaborations.
- Ensure that all staff and students, regardless of religion, gender, sexual orientation, socio-economic background, age, disability or ethnicity feel as though they are a part of the University and the local community
Communication and Feedback

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 complimented by our quarterly newsletter, Vitality, as well as regular features in Staff News and Grapeshot (the student magazine). 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. We are also an active member of the Macquarie Park Sustainability Committee.</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</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 Park) and the biodiversity corridors for the benefit of native fauna. We have a good working relationship with the National Park, which we will continue to develop and enhance.</td>
</tr>
</tbody>
</table>
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. This table only lists issues raised, though it should be noted that we received positive feedback and comments as well. In all, the number of issues being raised continues to decline, which hopefully means our community feels we are acting appropriately.

**Key issues raised during stakeholder engagement**

<table>
<thead>
<tr>
<th>ISSUE</th>
<th>RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overgrowth of weeds on land owned by the University not situated on campus</td>
<td>The Biodiversity Planner was contacted, in conjunction with the Bushcare@MQ coordinator, to develop a plan for better management of the area.</td>
</tr>
<tr>
<td>Request to remove security personnel from controlling the flow of pedestrian traffic in a highly utilised area.</td>
<td>The security staff were placed in the area as a matter of public safety due to the high risk of accidents due to driver frustration. Staff would remain there as controllers during peak times.</td>
</tr>
<tr>
<td>Establish a campaign for international students to receive half price transport tickets.</td>
<td>Macquarie Sustainability, and in fact our Vice-Chancellor, have been proactive in supporting cheaper fares for international students.</td>
</tr>
<tr>
<td>Eliminate paper notices by providing an online trading post free for students</td>
<td>Macquarie Sustainability supports this idea and made attempts to get this up and running.</td>
</tr>
<tr>
<td>Amount of paper wastage in one of the departments</td>
<td>As the person raising the issue was a student, we encouraged them to go directly to the department with suggestions on how to reduce paper wastage. It would have more impact coming from a student, and show a proactive capacity.</td>
</tr>
<tr>
<td>Lights left on in a currently unused building</td>
<td>Generally the lights are always off; so it is possible that the building was occupied at that particular time.</td>
</tr>
<tr>
<td>Computers being left on in two labs</td>
<td>Staff member was advised to contact the department to advise of the issue, whilst we also passed the information onto the Faculty General Manager to question the actions being taken to resolve computers being left on unnecessarily when not in use.</td>
</tr>
<tr>
<td>Halogen globes in one of the meeting rooms</td>
<td>The message was passed onto the person responsible for the building, who replied they were looking into several initiatives regarding energy efficiency.</td>
</tr>
<tr>
<td>The large digital screen in the courtyard being left on after hours</td>
<td>Altered management arrangements for the big screen saw a reduction in the number of hours it was left on.</td>
</tr>
<tr>
<td>Impact of increased use of computers instead of printing</td>
<td>A valid question with no easy answer as it depends on the type, frequency/amount, source etc for each to determine which is the better solution.</td>
</tr>
<tr>
<td>Purchase of green electricity</td>
<td>Macquarie used to purchase 6% Gold Power, but instead chose to use that money to invest in energy savings projects on site.</td>
</tr>
<tr>
<td>Recycling cardboard boxes</td>
<td>Through the paper and cardboard recycling scheme in place.</td>
</tr>
<tr>
<td>Battery recycling depots</td>
<td>Located in the Spot.</td>
</tr>
<tr>
<td>Installation of chilled water bubblers on campus</td>
<td>The request was forwarded through to the Director, Property, who has responsibility for these kind of decisions.</td>
</tr>
<tr>
<td>Italian mineral water being supplied at meetings, whereas a local alternative would be better</td>
<td>Agreed and sent through to the appropriate contact in catering.</td>
</tr>
<tr>
<td>THEMES</td>
<td>INDICATORS</td>
</tr>
<tr>
<td>--------</td>
<td>------------</td>
</tr>
<tr>
<td><strong>KNOWLEDGE</strong></td>
<td>Total number of programs that have sustainability as a component within its units</td>
</tr>
<tr>
<td></td>
<td>In 2012 was Education for Sustainability built into curriculum planning?</td>
</tr>
<tr>
<td></td>
<td>Was there a committee/staff member responsible for embedding Education for Sustainability (EFS)?</td>
</tr>
<tr>
<td></td>
<td>Is there any kind of research or teaching that focuses on sustainability as a primary area?</td>
</tr>
<tr>
<td><strong>EVENTS</strong></td>
<td>The number of events on campus that involve student assistance to coordinate, plan, or be involved in some capacity</td>
</tr>
<tr>
<td></td>
<td>The number of events which follow Green Event protocols</td>
</tr>
<tr>
<td><strong>INTERNAL COMMUNITY</strong></td>
<td>Total number of staff who feel a strong sense of belonging, attachment to and engagement with the campus (using YourSay survey results)</td>
</tr>
<tr>
<td></td>
<td>Total number of students who feel a strong sense of belonging, attachment to and engagement with the campus (using student satisfaction survey results)</td>
</tr>
<tr>
<td></td>
<td>Total number of schools utilising the campus grounds</td>
</tr>
<tr>
<td></td>
<td>Total number of other visitors utilising the campus grounds</td>
</tr>
</tbody>
</table>
SPOTLIGHT

41 departments took part in the fourth Department Sustainability Challenge (DSC). The Challenge was divided into six categories: food; transport; wellbeing; volunteering; energy and emissions; and a bonus category. Each action in the categories accrued a number of stars. Once departments reached certain levels according to the attainment of stars, prizes such as Fair Trade coffee, Oxfam hampers, animal sponsorships and native Australian plants were received. With our departments scoring a total of 1435 stars (almost double what was achieved in 2010), participants have shown the changes towards sustainability that can be made with just a little effort. The 2012 winners were:

**Faculties**
- Highly Commended:
- Winning Department (FoA):
- Winning Department (FoHS):
- Winning Department (FoS):
- Winning Department (FBE):
- Winning Faculty:

**Professionals**
- Highly Commended:
- Highly Commended:
- Highly Commended:
- Winning Office:

Ancient History
Administration Office
Risk Frontiers
Marketing & Management
Arts
Vice-Chancellors Office
Campus Experience Retail
Office of Financial Services - Revenue Services
Centre for Open Education

100% of surveyed Department Sustainability Challenge co-ordinators found the DSC fun, and a good opportunity to engage with their team members around sustainability:

“Absolutely brilliant when trying to farm out challenge activities to colleagues for ideas, leadership, or simply nutting out the best way to do something. The food activities were great for social mixing!”

*Anonymous feedback from staff*
Knowledge

- As discussed in the feature piece early on in the report, the Learning and Teaching for Sustainability project commenced in 2012 with great success in its aim to focus on People and Planet units. The outcomes from the project included a framework for sustainability in the curriculum, recommendations for a Community of Practice for People and Planet conveners, as well as a comprehensive website with resources for staff and students, further explaining the framework. Aside from this there were a number of events held on campus.

- Two new training modules on ‘Effective Communication Techniques’ and ‘Influencing Stakeholders’ were developed and delivered in conjunction with HR’s Organisational Change team. The aim of the modules was to better equip volunteer staff in their role as Sustainability Representative Network (SRN) members, an important role established on campus three years ago.

Events

- School outreach programs also maintained prominence with sustainability enrichment activities organized for school students visiting campus in conjunction with the University’s LEAP team. The school outreach days were successful in engaging with students and providing an enrichment experience using the campus as a living laboratory.

- The Arboretum continued to attract crowds with 15 tours conducted throughout 2012, including school, corporate and community groups. Staff and students also joined in with dedicated walks for departments on campus. Furthermore, the Arboretum continued to expand with the completion of the Indian Spice Garden in the W6A, a collaborative project with the Faculty of Arts. Interpretive signs were also installed in the Bush Tucker Garden, the Indian Spice Garden, and by the lake, with 80 individual plant labels installed across campus.
Internal Community

- Now in its fourth year, the **Department Sustainability Challenge** was run in the latter half of the year. The Challenge encourages departments to undertake actions in key areas such as participation, energy, waste, governance and transport. A total of 41 departments took part in 2012, with the Centre for Open Education taking out top spot for Professional Offices and the Faculty of Arts winning the Faculty prize. The overall score total of 1,435 stars - the highest yet for the challenge - achieved almost double what was initially achieved through the first competition in 2009. Over 150 pairs of shoes were sent to developing countries through the Shoes for Planet Earth drive, more than 470 items were kept from landfill through the Swap Party, and over $2,000 was raised by staff and students during RSPCA cupcake day.

- The **Student Sustainability Network** (SSN) entered its first full year in 2012, expanding its reach and impact. With 275 students in the database, the group stays connected through quarterly meetings, monthly newsletters, Facebook and ad hoc advocacy and behaviour change campaigns. 2012 saw the establishment of a sustainability PR & Marketing group, a Plastic Free Campus mission, sustainability-themed movie nights, a Fair Trade bake sale, Australia's first ever Project Green Challenge, a staff & student stationery reuse drive, a re-vamp of the Swap Party with change rooms, mirrors & music, and one of AYCC's biggest Youth Decide drives.

The SSN Year Book provides an overview of the standout students and campaigns in 2012. It is available to download from: www.mq.edu.au/ssn

Into the future

**The key focus in the immediate future:**
- Build the relationship with our Research Park, inviting representatives from the companies there to join the Sustainability Representative Network.
- Develop opportunities for the campus to be a living laboratory
- Engage and educate our community through multiple platforms such as digital signage, events, Arboretum walks and the School Outreach Program
- Increase the number of staff involved in the Sustainability Representative Network
- Commence Phase 2 of the Learning and Teaching for Sustainability project.
Key issues

Undoubtedly we have several issues that we deal with on an ongoing basis as a Sustainability team and as a University more broadly, all of which impacts upon our journey towards sustainability. Currently, there is again a time of change for Macquarie, with restructuring occurring right across the campus through the Delivering Excellence program. It is difficult to evoke the interest and involvement of people when so many roles are being shifted and changed, as personal security will always be prioritised over broader interests and concerns. Coupled with this change was the resignation of the Vice-Chancellor, Professor Steven Schwartz, and subsequent appointment of a new Vice-Chancellor, Professor S. Bruce Dowton. The anticipation of what the new VC will bring with him is always high, particularly considering that each new leader usually likes to do things their way, again re-emphasising the impact that change can have on people's focus.

Widespread funding constraints have impacted upon our goals and objectives in a cascading way. As Faculties and Offices prepare to cut spending, it is usually jobs that are cut back – either existing or required – placing more pressure onto those already dealing with crowded workloads. As workloads become overloaded, sustainability is seen as a 'luxury' item to attend to, rather than a necessity. Nonetheless, in spite of all of these issues, and perhaps because of these issues, it remains clear that we, as a university community, have more to do to reach a more balanced, sustainable society.
Focus and Key Action Points for 2013

The focus for 2013 is on:

- **Learning and Teaching**: Commencement of phase two of the project, focusing on the broader undergraduate curriculum in one of the Faculties.
- **Strategy and senior ownership**: We will work with the University strategy review team and senior executives to build sustainability into the governance of the University.
- **Staff and student processes**: We will build sustainability more thoroughly into recruitment and professional development opportunities.
- **Procurement**: Understanding our suppliers, our spend and what opportunities present to improve efficiency in practices and purchases.

Whilst our focus will be on the areas listed above, work will continue on the many other aspects of the sustainability program including transport, waste and staff and student engagement.

Our key action points include:

- The implementation of the Eco-footprint tool including developing a baseline, target and strategy for the Campus’ eco-footprint
- Development of benchmarks and targets for Indoor Environmental Quality
- Ongoing Energy Efficiency Management (stage 2 Energy and Efficiency Optimisation Plan)
- Stage 2 Mars Creek (reaches 3-4 - approaching the lake)
- Improving Environmental Management, Compliance Reporting and Documenting Procedures
- Further expand and support the Student Sustainability Network and Sustainability Representative Network
- Develop an online interactive schools program which includes various sustainability focused activities
- Expanding the Macquarie University Arboretum walks, and conducting tours for local community members
- Further expanding our relationships and partnerships with the community
- Improving the BikeHub facilities whilst encouraging more staff and students to cycle to campus
- Work with campus accommodation to improve energy efficiency for students in university housing
- Develop opportunities for the campus to be a living laboratory
- Engage and educate our community through multiple platforms such as digital signage, events, Arboretum walks and the School Outreach Program
Whilst this report has been primarily developed by Macquarie Sustainability, it has been with the assistance of Property, Office of Financial Services, Macquarie Analytics and Campus Experience. 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 sustainability@mq.edu.au. This publication had limited prints and those that were, have been printed on 100% recycled paper.