Annual Sustainability Report 2009
Acknowledgements

To those of you who continually and actively support our goals and initiatives, I thank you. You are the reason we keep moving forward and progressing.

To those who assisted by providing the necessary data for the report to be completed, I thank you. Without your assistance there wouldn’t be much of a report! To the Vice-Chancellor and his team, I thank you all for your continued support and unquestioning loyalty for what we are aiming to achieve. My thanks also to the patient and ever enthusiastic Sustainability Working Group who provide a sounding board for everything we do. And to my wonderful team of experts – Belinda, Iain, Hilary, John, Adrian, Samantha and Lara – my greatest admiration and thanks. Without you much of this would not be possible.


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Macquarie University emerged from 2009’s Global Financial Crisis in a strong position. We finished the year with a substantial surplus of $61 million, one of the largest in the University’s history. We are investing heavily in new buildings, facilities and refurbishments all designed to boost our teaching and research efforts. The New York based rating agency, Moody’s, has given the University an AA2 rating, which means we are a “very low credit risk”. This rating represents an independent assessment that despite our ambitious development program, which includes Cochlear, the hearing hub, the new library and hospital, our finances remain exceptionally strong. Further, our FTE student rates rose, as did our FTE staffing numbers. Taken together, we can see that the University is moving towards its goal of becoming one of the world’s leading research universities.

I would like to thank and congratulate you all for your contribution to Macquarie’s success.

Macquarie’s commitment to becoming a sustainable university remains as strong as ever. One of the University’s major priorities is to incorporate sustainability into the fabric all of our activities – in the way we construct our buildings, in our learning and teaching efforts, our research, in our clubs and societies, and through engaging staff and students in sustainability projects.

It is our aim to operate in ways that avoid compromising the ability of future generations to access resources that many of us often take for granted.

We recognise that to do all this - to become a truly sustainable organisation – we constantly need to challenge the way we think so that “business as usual” for us incorporates environmental and social concerns.

From this year onwards we will have a more robust way of engaging our students in environmental and social concerns. The new curriculum, focused on People, Planet and Participation, will ensure that all of our students will be required to learn more about the environment and society, regardless of what degree they are completing.

2009 saw some significant achievements for sustainability at Macquarie.

These include an expanded staff engagement program; a new waste system allowing us to achieve a 70% reduction in waste to landfill; several ‘firsts’ for the higher education sector including FairTrade certification, 4 star rating for water management, and international profiling. We also enlarged our sustainability team and associated funding, as well as placing the sustainability portfolio into the Vice-Chancellor’s Office.

We have achieved much, but we realise we have more to do to become a truly sustainable institution. Through your continued commitment and passion I am confident we will reach our goals.

Thank you all for your great efforts in 2009.

Professor Steven Schwartz
Vice-Chancellor
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During a period of global economic uncertainty, what became clear to us is that sustainability goals and objectives cannot be pushed aside in a time of apparent financial crises. To put that comment into perspective, you must acknowledge that serious crises are faced by individuals every day, week in week out, year after year – regardless of how well the economy performs. Consider those who live in poverty, losing family members through malnutrition, exposure and disease with little hope of relief; or those at serious risk from the effects of a rapidly changing climate, particularly our close neighbours located in the Pacific Isles who deal with such devastating events as earthquakes and tsunamis; or the flow on effects from rapid deforestation being felt by communities all over the globe as the push for more products and more agriculture to feed an ever expanding population continues. Consider all these things and more to put into perspective the true cost of abandoning environmental and social goals.

As an institute of higher education, Macquarie University has an opportunity to provide hope for those who suffer. We have realised that to offer this hope and be inspiring, we must first become sustainable ourselves, whilst providing assistance and education to others so that they may also move toward sustainability. We have the opportunity to demonstrate best practice in our operations, ensuring we use resources efficiently and effectively to minimise our impact on the environment and society. We have the opportunity to provide guidance to our students and surrounding community through the type and quality of learning and teaching offered. Finally, we have the opportunity to transform society through cutting edge research which focuses on some of the most pressing issues of the times. Through each of these pathways, we can and will make a difference. Through each of these pathways we will bring the environment and society into perspective.
A focus on…

New waste system

With approximately 15,000 people utilising the campus grounds on a daily basis, it is easy to understand that the amount of waste produced at the University is substantial. To address our waste management accordingly, Macquarie undertook a competitive tender process in 2009 to find a best solution, maximum outcome system for waste disposal. Sustainability objectives were high on the requirements, with a particular focus on reaching our set target of a minimum 70% diversion from landfill. The WSN response provided us with the solution required to reach this goal, through the implementation of a one bin, zero contamination approach. A key aspect of the new system was to address some of our largest waste streams through utilising two large compactors kept on site, and cleared only once a week, saving on associated transport related emissions.

Bushcare@MQ

A large proportion of the Macquarie campus encompasses green space. There are two creek systems running through the grounds, as well as patches of endangered ecological communities. Numerous flora and fauna are situated within our boundaries, one side of which runs close to the Lane Cove National Park. The management practices of our biodiversity therefore have the potential for great impact. With this in mind, and responding to the suggestions of students and staff, a bush care group was established in late 2008. Bushcare@MQ meets on a bi-monthly basis in a designated area set aside for restoration. Approximately 300 plants were planted in 2009, with over 148 additional people signed up to participate. Through Bushcare@MQ and improved management practices on campus, Macquarie will continue to expand its corridors of vegetation, and restore areas of natural habitat.
Vision for sustainability

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; and
• Macquarie University has a reputation for being the place to learn, to work and to connect with the local and global community.
• 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;
• Utilizing 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.
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 approximately 126 ha of land, approx 39% of which is open and/or bush land (52% including the sports fields), 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 which 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 which are:

- Ethical and transparent;
- Outcome focussed, 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.

**Excellent**

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

<table>
<thead>
<tr>
<th>TYPE OF ATTENDANCE</th>
<th>2009</th>
<th>2008</th>
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<td>Part-time</td>
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<th>GENDER</th>
<th>2009</th>
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<td>Female</td>
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<tr>
<td>Male</td>
<td>15,362</td>
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| TOTAL  | 35,073 |     |

1 Source: Management Information provided by Institutional Research Unit

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<th>BREAKDOWN</th>
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<th>2009</th>
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<td>Domestic students</td>
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<td>International students</td>
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<td>Total</td>
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<th>2009 FULL TIME EQUIVALENT LOADS</th>
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<tbody>
<tr>
<td>Students</td>
</tr>
<tr>
<td>Staff</td>
</tr>
<tr>
<td>Equivalent Full Time Persons</td>
</tr>
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TOTAL WORKFORCE BY GENDER AND EMPLOYMENT TYPE:

- Female
- Male
- Full time continuing
- Part time continuing
- Full time fixed term
- Part time fixed term
- Casual
Staff full time equivalences: 2006–2009

STAFF FULL TIME EQUIVALENCES - ACADEMIC CLASSIFICATIONS

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<thead>
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<th>2007</th>
<th>2008</th>
<th>2009</th>
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<td>1123</td>
<td>1132</td>
<td>1246</td>
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<td>Level B</td>
<td>1759</td>
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<td>1829</td>
<td>1121</td>
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<td>Level C</td>
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<td>455</td>
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<td>426</td>
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<tr>
<td>Level D</td>
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<td>Level E</td>
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<td>150</td>
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<td>Deputy VC</td>
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<td>10</td>
<td>10</td>
<td>10</td>
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<tr>
<td>VC</td>
<td>10</td>
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</tr>
<tr>
<td>Casual</td>
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STAFF FULL TIME EQUIVALENCES: NON ACADEMIC CLASSIFICATIONS

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<th>2008</th>
<th>2009</th>
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<td>HEW Level 1</td>
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<td>HEW Level 2</td>
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<td>HEW Level 3</td>
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<td>HEW Level 4</td>
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<td>HEW Level 5</td>
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<td>50</td>
<td>50</td>
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<td>HEW Level 6</td>
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<td>50</td>
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<td>HEW Level 7</td>
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<td>HEW Level 8</td>
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<td>HEW Level 9</td>
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<td>50</td>
<td>50</td>
<td>50</td>
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<tr>
<td>HEW Level 10</td>
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<td>200</td>
<td>200</td>
<td>200</td>
</tr>
<tr>
<td>Above HEW Level 10</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
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<tr>
<td>Casual</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Total non-academic | 2006 | 2007 | 2008 | 2009 |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>1126</td>
<td>1123</td>
<td>1132</td>
<td>1246</td>
</tr>
<tr>
<td>Full-/Part-time total</td>
<td>1759</td>
<td>1766</td>
<td>1829</td>
<td>1121</td>
</tr>
<tr>
<td>Casual total</td>
<td>433</td>
<td>455</td>
<td>420</td>
<td>425</td>
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<tr>
<td>TOTAL UNIVERSITY</td>
<td>2192</td>
<td>2221</td>
<td>2249</td>
<td>2793</td>
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</table>

Our stats

- Staff full time equivalences for academic and non-academic classifications from 2006 to 2009 are provided.
- Graphs illustrate the number of staff in different employment levels and HEW levels for each year.
- Total non-academic staff, full-/part-time total, casual total, and total university staff are listed for each year.
Our structure

Each of the areas listed here are located within the boundaries of the North Ryde campus. As such information from each has been amalgamated and included in this report.

Faculties
The formation of Faculties occurred 2009. Prior to this, the structure consisted of numerous Divisions and associated Departments, Schools, Centres and Institutes – approximately 47 in total.
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
Chancellory
Student Services
Information Technology Services
Office of Financial Services
Office of Facilities Management
Office of Major Projects
Macquarie International
University Library
Learning and Teaching Centre
Human Resources
Research Office
Management Information Unit
Sustainability@MQ

Affiliated organisations
Access Macquarie Limited
Macquarie Christian Studies Institute
Macquarie Graduate School of Management
Macquarie University Property Investment Trust
Sydney Institute of Business and Technology
U@MQ

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

2009 FULL TIME EQUIVALENT LOADS

| Students  | 24,608 |
| Staff    | 2,365  |
| Equivalent Full Time Persons | 26,973 |
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 we can have a positive impact that can ultimately benefit the environment and society, if we get it right.
Macquarie University has a dedicated team of experts who are responsible for driving the change towards sustainability (Sustainability@MQ). The Director of Sustainability heads the team and reports directly to the Vice-Chancellor. The team is supported in its quest by the Sustainability Working Group (SWG), and numerous Action Groups. The SWG consists of staff and students from across the campus, representing different departments and perspectives. Key players and interested staff and students also fill the many Action Groups which focus on our key areas for change. Aside from this, Sustainability@MQ has established several partnerships to work closely with those departments who have primary responsibility for our key areas of change (see Figure 1).
Challenges and opportunities

Undoubtedly every organisation deals with difficulties in making changes 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 – an opportunity to take a challenge and improve the way things are.

1. The **Global Financial Crisis** placed unexpected stress on our operations throughout the year. Requests were issued for 2009 expenditure to decrease by 5% to safeguard our financial status into 2010. This had minimal impact on Sustainability@MQ but did place some departments in difficult situations.

2. **Communication** with staff and students remains an area of concern for us. However, many changes were made throughout the year to improve old processes and increase communication channels, particularly with the establishment of the Internal Communications Team. Through establishing good relationships with the team, we were able to secure the help of the IC team throughout 2009.

3. Continued **ongoing community support** is essential to the success of the sustainability programme, both in the community taking action and in supporting sustainability decisions. To this end, Sustainability@MQ has focussed primarily on our internal community, avidly trying to liaise and dialogue with its staff and students. Outreach to the external community occurred where opportunities arose.

4. Through the curriculum review process, **integration of interdisciplinary study** into education has been stressed. We have developed effective ways to break down and transcend disciplinary silos through the introduction of defined graduate capabilities and People and Planet focused units for all students to undertake, regardless of the degree in which they are enrolled.

5. There currently exists a **skills shortage** at the University to address the requirements of embedding sustainability into degrees as an outcome of the curriculum review. To assist academics in dealing with this requirement resources and training need to be provided. We have started this process through the development of a handbook.

6. Whilst many corporate and administrative **departments are currently working in isolation**, steps have been taken to blur traditional demarcations and support inter-department communication. This will hopefully allow better relationships to be built, barriers to be identified and opportunities to be embraced.
7. The University has an abundance of knowledge and skills within its student and staff base, whose expertise can be drawn upon to the benefit of change towards sustainability in all aspects of the programme. To harness knowledge and skills, a Sustainability Representative role has been developed and approved by the Vice-Chancellor.

8. While an economic focus currently dominates much of the thinking and decision making processes, we have demonstrated that this is slowly changing through our commitment to green buildings and to sufficiently resourcing Sustainability@MQ and its activities.

9. The term ‘sustainability’ has been overused of late and as a result many people ‘switch off’ when it is mentioned. To alleviate this fatigue, a new approach will be utilised in 2010.

10. Despite the overuse of ‘sustainability’ there is a strong and growing awareness amongst the community that individuals and organisations need to do something to address environmental and social concerns. We are endeavouring to embrace this awareness through the new Sustainability Representative Network initiative.

11. Our approach to sustainability is becoming recognised on an international level. This places continuing pressure on us to perform, and also provides us with leverage and market advantage as more and more demand is placed upon institutions through mandatory requirements and user insistence to demonstrate how they are responding to the challenges of a changing environment.

12. Many changes to the structure of the University are occurring simultaneously. Staff feel overwhelmed at the level of change and sustainability initiatives appear to add to the weight and expectation. We have acknowledged this fact and have approached staff engagement with sustainability in a different way through fun focused initiatives.

13. The substantial amount of planned development on campus has the potential to negatively impact upon our ability to meet defined targets and objectives. However, we are approaching this development rationally and within defined and recognised sustainable building frameworks (such as the Green Building Council of Australia). The Planning and Infrastructure Project Control Group, the discussion place for all development, has undergone Green Star training to ensure members are familiar with the concept of green buildings.

14. New State and Federal Government legislation, such as the National Greenhouse and Energy Reporting Scheme, ensures that organisations take responsibility for their actions and provide a basis upon which the University can use to make significant changes to existing systems.
This report is based on the 2009 calendar year performance and provides information on our second year of sustainability programme and reporting. Whilst we recognise that sustainability encompasses three main aspects being the environment, social and economic factors of an organisation, this report will focus on the first two only. Details pertaining to the University’s detailed economic performance can be found in the Macquarie University Annual Report.

The Global Reporting Initiative (GRI) G3 framework has been used to guide the reporting style of this document. As a public institution, we have particularly utilised the Sector Supplement for Public Agencies version 1.0. The Sustainability Indicator Framework against which we measure our progress towards goals and objectives was predominately developed utilising the Campus Sustainability Assessment Framework (Cole, 2003) in conjunction with the GRI Indicators. The decision to utilise the CSAF indicators as our main guide was mainly due to the fact that it is a University specific tool and therefore met our specificities better than the GRI Indicators. Wherever possible, GRI Indicators have been incorporated.
Our Framework has been divided into three key domains of People, Planet and Participation. The reasons behind choosing these themes are as follows:

1. **Creating consistency:** The People, Planet, Participation themes are core to our newly developed curricula as part of the review of academic programs undertaken in 2008. 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. In particular, the section associated with Knowledge in the Participation domain has changed quite substantially due to an inability to accurately report against previously utilised indicators. 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 our first report issued capturing 2008 progress. We believe continuing a similar layout and style from the previous year will allow for better consistencies and comparisons to be made.
The core of our institution

For us to achieve our goals and objectives, we must ensure our staff and students remain positive, satisfied and happy with their place at Macquarie University.

For any organisation to successfully perform and achieve goals and targets, people are key. At Macquarie we recognise that we have a responsibility to assist our people in meeting their basic, belonging and growth needs so that we can successfully perform as an institution. Hence we focus on providing our staff and students with opportunities to improve their well-being and learning through fitness programs and professional development courses. We offer a large number of scholarships for students – particularly those who are disadvantaged, and also a few for our staff so that access to learning is not restricted. By acknowledging that people are core to our institution we can succeed in providing quality education and research and importantly, embed sustainability into everything we do.

This section encompasses indicators to 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

2009 was a ground breaking year for sustainability at Macquarie University. Our team expanded to 8 staff; we had a dedicated operational and project budget; and our reporting line changed so that the Director reports directly to the Vice-Chancellor. We worked diligently to develop more policies to guide practices and embed principles into the governance of our organisation and we expanded our offering of scholarships for students. We also achieved Fair Trade certification through the hard work and persistence of our student body and U@MQ. We achieved this in a short space of time because we are dedicated to improving all that we do and offer.
Goals

1. Improved health and wellbeing 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 Fair Trade certification
N.B. As 2008 is the base year and first year for reporting it is difficult to judge progress towards 2014 targets in many areas.

<table>
<thead>
<tr>
<th>THEMES</th>
<th>INDICATORS</th>
<th>CURRENT YEAR VALUES 2009</th>
<th>2014 TARGET</th>
<th>PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percent of policies (listed above) with active working groups, committees and/or advisory groups</td>
<td>75%</td>
<td>At least 50%</td>
<td>😞</td>
</tr>
<tr>
<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>
<td>😞</td>
</tr>
<tr>
<td></td>
<td>Total number of departments with sustainability representatives and/or committees</td>
<td>50%</td>
<td>At least 85%</td>
<td>😞</td>
</tr>
<tr>
<td></td>
<td>Is there a FTE staff member who reports directly to the Senior Executives?</td>
<td>Yes</td>
<td>Yes</td>
<td>😊</td>
</tr>
<tr>
<td></td>
<td>Total number of staff in the Sustainability Office</td>
<td>8 plus 1 dedicated staff member in UoMQ</td>
<td>Not to be depleted</td>
<td>😊</td>
</tr>
<tr>
<td></td>
<td>Total amount of funding spent on staffing and operations of sustainability focused programs and initiatives</td>
<td>$1,312,086 0.3% of total university spend</td>
<td>No specific target</td>
<td>😞</td>
</tr>
<tr>
<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</td>
<td>At least 75%</td>
<td>😞</td>
</tr>
<tr>
<td></td>
<td>Percent of issues listed in Policy section above that are required to provide report on progress to the University and surrounding community</td>
<td>85%</td>
<td>At least 75%</td>
<td>😞</td>
</tr>
<tr>
<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>
<td>😞</td>
</tr>
</tbody>
</table>
## ECONOMICAL

<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 number of scholarships offered to students</td>
<td>196</td>
<td>1 of 59%</td>
<td>📈</td>
</tr>
<tr>
<td></td>
<td>Allocation of scholarships</td>
<td>96%</td>
<td>📈</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Average MQ 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>$13,704 per program</td>
<td>📈</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Compare MQ average University Fees with national average student university fees</td>
<td>Unable to respond as yet as information is not accessible</td>
<td>📈</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total number of bursaries and other financial assistance available to students</td>
<td>$27,186,000</td>
<td>Increase of 4% from 2008</td>
<td>📈</td>
</tr>
<tr>
<td></td>
<td>Income from student fees</td>
<td>$317,456,000 63.74% of total income</td>
<td>No target set</td>
<td>📈</td>
</tr>
<tr>
<td></td>
<td>Income from government</td>
<td>$151,478,000 30.41% of total income</td>
<td>No target set</td>
<td>📈</td>
</tr>
<tr>
<td></td>
<td>Income from fundraising (Comprises donations and bequests, and scholarships and prizes)</td>
<td>$ 1,104,000 0.22% 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 - environmentally and ethically sound investment not a priority at this stage</td>
<td>At least 50% of all investments</td>
<td>More information on our investments can be found in the 2009 Annual Report</td>
</tr>
<tr>
<td></td>
<td>Deferred maintenance costs</td>
<td>$444,947</td>
<td>📈</td>
<td></td>
</tr>
</tbody>
</table>

## FAIR TRADE

<table>
<thead>
<tr>
<th>INDICATORS</th>
<th>CURRENT YEAR VALUES</th>
<th>2014 TARGET</th>
<th>PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of administrative units (e.g. departments, faculties) using Fair Trade certified coffee/tea for University hosted meetings</td>
<td>100% of catered meetings, Unable to provide details of informal, not catered meetings</td>
<td>80%</td>
<td>📈</td>
</tr>
<tr>
<td>Fair Trade items stocked in retail outlets in cases where a Fair Trade alternative is available</td>
<td>17 items in two lines (chocolate and teas/coffees)</td>
<td>50% of all possible stocks lines</td>
<td>📈</td>
</tr>
<tr>
<td>Fair Trade Coffee, Tea and Hot Chocolate sold in all U@MQ operated Food &amp; Beverage Outlets on campus</td>
<td>100%</td>
<td>100%</td>
<td>📈</td>
</tr>
<tr>
<td>Fair Trade certification</td>
<td>Achieved</td>
<td>Achieved</td>
<td>📈</td>
</tr>
</tbody>
</table>
**N.B. As 2008 is the base year and first year for reporting it is difficult to judge progress towards 2014 targets in many areas**

<table>
<thead>
<tr>
<th>THEMES</th>
<th>INDICATORS</th>
<th>CURRENT YEAR VALUES 2009</th>
<th>2014 TARGET</th>
<th>PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUMAN RESOURCES</td>
<td>Total workforce by employment type and employment contract</td>
<td>Full time continuing 1,137</td>
<td>No target set</td>
<td>😞</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Full time fixed term 583</td>
<td></td>
<td>😞</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Part time continuing 69</td>
<td></td>
<td>😞</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Part time fixed term 150</td>
<td></td>
<td>😞</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Casual 427</td>
<td></td>
<td>😞</td>
</tr>
<tr>
<td></td>
<td>Total number and rate of employee turnover by age group, gender, and region.</td>
<td>Unable to respond as yet</td>
<td>No target set</td>
<td>😞</td>
</tr>
<tr>
<td></td>
<td>Percentage of employees covered by collective bargaining agreements.</td>
<td>97.8%</td>
<td>98%</td>
<td>😞</td>
</tr>
<tr>
<td></td>
<td>Total number of EFTP participating in one or more on-campus recreation programs (NB. Avoid double counting)</td>
<td>35%</td>
<td>50%</td>
<td>😞</td>
</tr>
<tr>
<td></td>
<td>Total number of shops/outlets selling organic products</td>
<td>50%</td>
<td>At least 80%</td>
<td>😞</td>
</tr>
<tr>
<td></td>
<td>Total number of food outlets catering for vegetarian and/or kosher and/or halal and/or diabetic and/or gluten free diets</td>
<td>100%</td>
<td>Target yet to be set</td>
<td>😞</td>
</tr>
<tr>
<td></td>
<td>Total number of seminars/talks/programs regarding healthy lifestyle offered</td>
<td>5 per year</td>
<td>Target yet to be set</td>
<td>😞</td>
</tr>
<tr>
<td></td>
<td>Total area allocated as smoking space</td>
<td>90%</td>
<td>10% or less</td>
<td>😞</td>
</tr>
<tr>
<td></td>
<td>Percentage of open space which is considered 'usable' i.e. available for student and staff to utilise for work or breaks in most weather conditions</td>
<td>13%</td>
<td>20%</td>
<td>😞</td>
</tr>
<tr>
<td></td>
<td>Total hectares of greenspace accessible within 1 km of campus (both on and off campus)</td>
<td>72 ha</td>
<td>3 ha per 1000 EFTP (78 ha in acc. with EFTP numbers)</td>
<td>😞</td>
</tr>
<tr>
<td></td>
<td>Total number of PD courses with sustainability content included (incorporating health and safety; resource use and efficiency; environmental and social considerations)</td>
<td>75%</td>
<td>At least 75%</td>
<td>😞</td>
</tr>
<tr>
<td></td>
<td>Total number of staff training hours devoted to sustainability (by headcount)</td>
<td>1.5%</td>
<td>At least 12 hours per year per staff member</td>
<td>😞</td>
</tr>
<tr>
<td></td>
<td>Total number of new staff receiving induction training which includes information on sustainability values</td>
<td>10%</td>
<td>At least 90%</td>
<td>😞</td>
</tr>
<tr>
<td></td>
<td>Total number of new students receiving orientation training which includes information on sustainability values</td>
<td>0%</td>
<td>At least 75%</td>
<td>😞</td>
</tr>
<tr>
<td></td>
<td>Percentage of employees receiving regular performance and career development reviews.</td>
<td>87%</td>
<td>At least 90%</td>
<td>😞</td>
</tr>
<tr>
<td></td>
<td>Total number of senior executives with sustainability as a KPI</td>
<td>50%</td>
<td>100%</td>
<td>😞</td>
</tr>
<tr>
<td></td>
<td>Total number of Deans, Heads of Department/Schools with sustainability as a KPI</td>
<td>2%</td>
<td>100%</td>
<td>😞</td>
</tr>
<tr>
<td></td>
<td>Total number of student appropriate positions held by students</td>
<td>75%</td>
<td>At least 50%</td>
<td>😞</td>
</tr>
</tbody>
</table>
Highlights for 2009

- Joint first university to achieve FairTrade certification in Australia and New Zealand (see Spotlight)
- Recognised as an EOWA Employer of Choice for Women
- Development of staff engagement initiatives including online training modules
- Dedicated sustainability budget and expanded staffing
- Several new policies and procedures developed including: Resource Management Policy; Water Management Procedure; Fair Trade Policy; and drafted Smoke Free Campus Policy and Waste Management Procedure
- Revised purchasing policy to incorporate sustainability and introduction of purchasing guidelines and a purchasing checklist

Into the Future

Key focus for the immediate future:

- Roll out of the Sustainability Representative Network
- Increased Fair Trade certified products available for sale
- Expanded staff engagement program
- More expansive range of healthy foods including allergen-free, organic and vegetarian lines
- Development of more policies and procedures to fill existing gaps

SPOTLIGHT

In 2008, a dedicated and passionate student began a quest to bring Fair Trade to the University. After collecting over 800 signatures in the space of a few hours, Macquarie commenced trials of FairTrade certified coffee and tea. Within months, the trial expanded to the whole campus with only FairTrade coffee and tea available at all outlets across the University. The target of reaching FairTrade certification was realised once we had put in place a Fair Trade policy and received the support of both Student and University Councils to bring more Fair Trade on campus. As a result, we were the joint first University in the Southern Hemisphere to achieve FairTrade certification.
Providing an example of good practice

We acknowledge our decisions have an impact on the environment and society both locally and globally, and therefore endeavour to make the right choices.

The decisions we make on a daily basis, from the goods and services we purchase to the equipment we use and the way in which we travel to and from the University, have far reaching effects on the local and global environment. We recognise and understand we have a responsibility to minimise those effects, whilst enhancing our local environment. And so we ask pertinent questions such as where are our goods made; what is the efficiency of equipment; how can we improve our local area; what measures do we need to take to enhance our biodiversity; and what else do we need to do to improve our resource use.

As an institution of higher education, being an example of good sustainability practice supports our learning and teaching program. In this way students can not only learn about the environment and society through the degrees they undertake, but also through what they see is actually happening on campus.

This section encompasses indicators to 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

With the appointment of a dedicated Biodiversity Planner and Sustainable Transport Officer, our approach to managing our grounds and travel patterns began to change. The ad hoc approach to resource efficiency that had previously dominated was dissolved as we strategically planned our actions against goals and objectives. We recognised our short comings and worked to address them appropriately starting with our waste management procedures. Through concerted efforts throughout the year, we have been able to improve on our performance from last year.
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>Indicators</th>
<th>Current Year Values</th>
<th>2014 Target</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total water consumption per year (main source)</td>
<td>285,255 kL</td>
<td>Reduced by 40%</td>
<td>:smiley:</td>
</tr>
<tr>
<td>Total consumption per year per EFTP</td>
<td>12.6 kL</td>
<td>No target set as yet</td>
<td>:sunglasses:</td>
</tr>
<tr>
<td>Main campus</td>
<td>147,153 kL</td>
<td></td>
<td>:sunglasses:</td>
</tr>
<tr>
<td>Main campus per EFTP</td>
<td>6.5kL</td>
<td></td>
<td>:sunglasses:</td>
</tr>
<tr>
<td>Residential colleges</td>
<td>85,038 kL</td>
<td></td>
<td>:sunglasses:</td>
</tr>
<tr>
<td>Residential colleges per bed</td>
<td>86.5kL</td>
<td></td>
<td>:sunglasses:</td>
</tr>
<tr>
<td>Sporting facilities</td>
<td>530,64kL</td>
<td></td>
<td>:sunglasses:</td>
</tr>
<tr>
<td>Percentage and total volume of water recycled or reused</td>
<td>0</td>
<td>No target set as yet</td>
<td>:sunglasses:</td>
</tr>
<tr>
<td>Main campus</td>
<td>0</td>
<td></td>
<td>:sunglasses:</td>
</tr>
<tr>
<td>Residential colleges</td>
<td>0</td>
<td></td>
<td>:sunglasses:</td>
</tr>
<tr>
<td>Sporting facilities</td>
<td>0</td>
<td></td>
<td>:sunglasses:</td>
</tr>
<tr>
<td>Total no. of stormwater drains utilising traps/ contaminant separation/collection systems</td>
<td>9%</td>
<td>At least 70% of all areas</td>
<td>:sunglasses:</td>
</tr>
<tr>
<td>Leaking fixtures - No. of hours between each leaking fixture incident report and the time that the leak is repaired</td>
<td>Approximately 2-3 working days</td>
<td>2 working days or less</td>
<td>:sunglasses:</td>
</tr>
<tr>
<td>Total number of buildings on campus that have a water meter for that buildings' use</td>
<td>60%</td>
<td>100%</td>
<td>:sunglasses:</td>
</tr>
<tr>
<td>Total no. of buildings that have on-line monitoring capacity</td>
<td>60%</td>
<td>100%</td>
<td>:sunglasses:</td>
</tr>
</tbody>
</table>

### Energy & Emissions

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Current Year Values</th>
<th>2014 Target</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total energy consumption per year (Gj)</td>
<td>211,976 - 4% reduction since 2008</td>
<td>No target to be set</td>
<td>:sunglasses:</td>
</tr>
<tr>
<td>Total energy consumption per year per EFTP (Gj)</td>
<td>7.85</td>
<td>Reduce by 15% EFTP</td>
<td>:smiley:</td>
</tr>
<tr>
<td>Percentage of campus energy use from accredited renewable sources - renewable sources means clean, non-nuclear and perpetual energy (Green Energy)</td>
<td>5%</td>
<td>At least 20%</td>
<td>:sunglasses:</td>
</tr>
<tr>
<td>Total percent of energy consumed from vehicle fleet and grounds vehicles from renewable sources</td>
<td>3%</td>
<td>At least 35%</td>
<td>:sunglasses:</td>
</tr>
<tr>
<td>Percent of energy generated on site. N.B. this figure has been determined using a 70% heat recovery rule used by the NSW State Government for determining the GHG abatement from CoGeneration Plants. The Macquarie University CoGeneration Plant is a HIGHLY efficient heat recoverer and the actual number is likely closer to 16 or 17%.</td>
<td>11.8%</td>
<td>20 - 30%</td>
<td>:sunglasses:</td>
</tr>
<tr>
<td>Total energy consumption per square metre (kJ). Based on usable floor space.</td>
<td>891,477</td>
<td>Reduce by 15% per sqm</td>
<td>:sunglasses:</td>
</tr>
<tr>
<td>Total GHG emissions (tonnes CO2 e) produced per year for campus operations - includes, building use, external lighting, anything billed through meters</td>
<td>27,372</td>
<td>No target set as yet</td>
<td>:sunglasses:</td>
</tr>
<tr>
<td>Total GHG emissions (tonnes CO2 e) produced per year for campus operations per EFTP</td>
<td>1.01</td>
<td>Reduce by 30% per EFTP</td>
<td>:sunglasses:</td>
</tr>
<tr>
<td>Total GHG emissions (tonnes CO2 e) produced per all fleet and ground vehicle use</td>
<td>5,255</td>
<td>Reduce by 30%</td>
<td>:sunglasses:</td>
</tr>
<tr>
<td>Total number of buildings on campus that have metering and monitoring capacity</td>
<td>32%</td>
<td>At least 60%</td>
<td>:sunglasses:</td>
</tr>
<tr>
<td>Total number of air conditioning systems set to broader more season comparable temperature range</td>
<td>12%</td>
<td>100%</td>
<td>:sunglasses:</td>
</tr>
</tbody>
</table>
**PLANNING & DEVELOPMENT**

Total area of campus taken up by buildings (excluding Research Park) 100,403m² - building and multi-deck car park footprint: 8% of campus

No more than 65%

Total area of parking lot & impermeable surfaces (e.g. footpaths) 71,356m² in multi-deck parking lot space

GBCA Certified 5 star and above buildings built within the last 3 years 0

At least 70%

*NB. No new builds have been completed in the past three years*

**PROCUREMENT**

Total amount of paper (of all types) purchased by all departments 43,159 reams

Reduce by 40%

Percentage of post-consumer content/recycled/ FSC certified paper purchased 100%

100%

Local goods production - 'local' means within a 600km radius of the campus

Unable to respond as yet

At least 25%

Percentage of equipment purchased with maximum efficiency ratings for water and energy or containing recycled content

Unable to respond as yet

At least 90%

Total percent of MQ merchandise purchased which is fair trade/ environmentally/socially sound declared produce

< 5%

At least 45%

**ENERGY & EMISSIONS**

Total energy consumption per year (Gj) 211,976 - 4% reduction since 2008

No target to be set

Total energy consumption per year per EFTP (Gj) 7.85 Reduce by 15%/ EFTP

Percentage of campus energy use from accredited renewable sources - renewable sources means clean, non-nuclear and perpetual energy (Green Energy)

5% At least 20%

Total percent of energy consumed from vehicle fleet and grounds vehicles from renewable sources

3% At least 35%

Percent of energy generated on site. N.B. this figure has been determined using a 70% heat recovery rule used by the NSW State Government for determining the GHG abatement from CoGeneration Plants. The Macquarie University CoGeneration Plant is a highly efficient heat recoverer and the actual number is likely closer to 16 or 17%. 11.8% 20 - 30%

Total energy consumption per square metre (kJ). Based on usable floor space.

891,477 Reduce by 15%

per sqm

Total GHG emissions (tonnes CO₂ e) produced per year for campus operations - includes, building use, external lighting, anything billed through meters

27,372 No target set as yet

Total GHG emissions (tonnes CO₂ e) produced per year for campus operations per EFTP 1.01 Reduce by 30%

per EFTP

Total GHG emissions (tonnes CO₂ e) per year produced for all fleet and ground vehicle use

5,255 Reduce by 30%

Total number of buildings on campus that have metering and monitoring capacity 32% At least 60%

Total number of air conditioning systems set to broader more season comparable temperature range

12% 100%

**WASTE**

Total amount of solid waste produced August - December 561.91 tonnes

Reduced by 30%

Total amount of hazardous waste produced per year Unable to respond as yet

Reduced by 30%

Percentage of solid waste diverted from landfill 70%

70% of total waste

Percentage of hazardous waste going to landfill per year Unable to respond as yet

Reduced by 40%

Percentage of solid waste diverted from landfill and recycled 1.56%

Organic waste diverted to composting 8.6 tonnes

Co-mingled to recycling 8.8 tonnes

Paper and cardboard to recycling 5 tonnes

Hazardous materials recycled No data

Furniture reused or recycled No data

Total items of e-waste recycled per year (with a view to eliminate e-waste altogether) 25,018

**THEMES INDICATORS CURRENT YEAR VALUES 2009 2014 TARGET PERFORMANCE**

**ON TRACK**

**NEEDS IMPROVEMENT**

**NO CHANGE**

N.B. As 2008 is the base year and first year for reporting it is difficult to judge progress towards 2014 targets in many areas.

* No reliable data is available prior to August 2009 *

* NB. No new builds have been completed in the past three years *
**Biodiversity**

- **Total area of informal open space (excluding the sports fields and academic core areas):** 49.4 ha
- **Total area of open space secured by planning documents:** 33.8 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 0.7 ha)
  - NB: In 2009 inorganic fertilisers have been supplemented with more organic solutions such as worm castings and soil bacteria
- **Total vol. of treatment (e.g. pesticides, herbicides, fertilisers) used (ltrs)/ha of land:** 0.98lt/ha
- **Total no. of local provenance installed in informal open spaces (excluding turf replacement):** Approx 530 plants added at bushcare locations and other creek frontage sites; approximately 90% of all plants being planted will be local provenance
- **Total area of healthy remnant bushland:** Approx 5.5 of 8.3 ha: 67%
  - 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:** 248 sq meters in 2009; 478 sq meters since strategy commenced; 1.9% progress towards meeting 2014 indicator
  - At least 8%
- **Total area (ha) of degraded natural landscape managed to restore biodiversity:** 0.04ha
  - 0.09ha since strategy commenced; 2.4% progress towards meeting 2014 targets
  - At least 60% of degraded natural landscape under restoration
- **Total area (ha) with management procedures in place to ensure integrity:** Approx 4 ha: 48%
  - 100%

NB. In 2009, we used very little pesticide; Approximately 8-12 litres in total for each of selective herbicide, non-selective herbicide and growth retardant.

**Transport**

<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>TRANSPORT</td>
<td>Total amount ($) spent to assist staff and students to purchase public transport tickets</td>
<td>$230.10 – only two applications for assistance were received throughout 2009</td>
<td>Increase by 40%</td>
<td>ON TRACK</td>
</tr>
<tr>
<td></td>
<td>Total number of EFTP who primarily walk to/from campus</td>
<td>12% students; 6% staff</td>
<td>Increase to 15%</td>
<td>NEEDS IMPROVEMENT</td>
</tr>
<tr>
<td></td>
<td>Total number of EFTP who primarily cycle to/from campus</td>
<td>1.5% students; 3.5% staff</td>
<td>Increase to 5%</td>
<td>NEEDS IMPROVEMENT</td>
</tr>
<tr>
<td>BIODIVERSITY</td>
<td>Total number of EFTP primarily travelling by bus to/from campus</td>
<td>29% students; 12% staff</td>
<td>Increase to 30%</td>
<td>NO CHANGE</td>
</tr>
<tr>
<td></td>
<td>Total number of EFTP primarily travelling by motorcycle to/from campus</td>
<td>1% students; 0.5% staff</td>
<td>Increase to 2%</td>
<td>ON TRACK</td>
</tr>
<tr>
<td></td>
<td>Total number of EFTP primarily travelling alone in a car to/from campus</td>
<td>38% students; 61% staff</td>
<td>Reduce to 30%</td>
<td>ON TRACK</td>
</tr>
<tr>
<td></td>
<td>Total number of EFTP primarily travelling with passengers to/from campus</td>
<td>6% students; 12% staff</td>
<td>Increase to 10%</td>
<td>ON TRACK</td>
</tr>
</tbody>
</table>

NB: Transport audits are only completed biennially. As such, the data provided here is that collected from 2008.
Highlights

- Commencement of a new one bin waste system mid 2009. The system allows us to reduce waste to landfill by up to 70%.
- Purchase of paper on campus has been restricted to only FSC certified paper or 100% recycled paper.
- Appointment of a Biodiversity Planner, Sustainable Transport Officer, Sustainability Assistant and Arboretum Administrator to assist in reaching sustainability goals.
- Commencement of the Staff Travel Loan Scheme which allows staff to access an interest free loan from the University to purchase annual or six monthly public transport passes.
- The use of only local provenance in our plantings on campus. ‘Florabank Guidelines’ were used to determine appropriate plantings.
- Collection of local seeds to establish a seed bank for the University and local area.
- A Biodiversity Management Strategy was developed to provide guidance for the management of our campus grounds in a more ecologically appropriate manner.
- Car pooling system was commenced with dedicated car pooling parking spots. Over 400 users have signed up to utilise the system.
- Installation of rain water tanks to service toilets in one existing building.
- Filters were installed onto all possible taps to decrease the flow of water, and therefore the amount of water used.
- Refurbishment of two major amenity areas to install water savings devices.
- More and wider pedestrian pathways have been installed to encourage walking.
- Commencement of the testing phase for the sewer mining project to water our large sports field areas
- Installation of solar panels at one of our day care centres for water heating.
- The co-generation plant was fitted with meters to enable us to better capture data and claim NGACS.
- Cycling facilities have been improved with the installation of many more u-rails, and replacement of old racks with u-rails.
- Four solar powered street lights have been piloted along one walkway.
- Our dedicated bushcare site was expanded. The one year anniversary was celebrated in October with a planting session that utilised bio-char.
- Installation of a new thermal storage tower (see Spotlight on page 31).
- Ceased using plastic plates, cups, knives, spoons and forks on campus and instead provide biodegradable products for those buying food from the food court.
- A metering strategy was completed to ascertain where our efforts need to be focused to improve data collection.
- We became the first university and one of few organisations involved in the Sydney Water Every Drop Counts Business Program to reach 4 stars out of a 5 star rating.
- A second comprehensive water audit was conducted to better ascertain directions and actions moving forward. In association with the audit was the development of a tool which allows us to predict water usage and targets into the future.
Into the future

Key focus for the immediate future:

• Installation of bike hubs encompassing racks, lockers and showers.

• Installation of approximately 80 energy meters around campus to improve our data collection capabilities and energy usage capacities.

• Completion of the testing phase for the sewer mining project for watering the sports fields, with the subsequent use of mined water rather than potable water to keep our fields green.

• Commencement of a comprehensive greenhouse gas reduction strategy including undertaking a distributed network feasibility study for the generation and supply of electricity on campus.

• Comprehensive creek study and management plan for both creeks on campus.

• Expansion of the sites and scope of the bushcare program.

• Establishment of a wetland at the top of one of the on campus creeks to improve water quality.

• Establishment of an arboretum. An arboretum is a living museum, detailing plant life and other articles of interest across the campus.

• Installation of more solar powered street lights along pathways.

• Expansion of natural bush land and protection of a parcel of bush land through a covenant.

• Completion of a movement plan for travel purposes.

• Development of a comprehensive car parking strategy.

• Establishment of a bicycle maintenance area.

• Roll out of sustainable procurement training and awareness.
The construction of a Thermal Storage Tank with a capacity of 1,000,000 litres of chilled water took place during 2009. The water tank is approximately 8.5 meters in diameter and 22 meters tall, taking the place of three previously existing car parks. Thermal energy storage tanks are an energy efficient way of providing chilled water for air conditioning in large buildings. The new tank stores chilled water from the chillers located within nearby buildings. By storing the water we reduce our peak demands on services by running the chillers in off peak hours. This is the third Chilled Water Tank we have installed on campus.
Actively seeking participation of our community

THE RELATIONSHIPS AND PARTNERSHIPS WE HAVE WITH OUR INTERNAL AND EXTERNAL COMMUNITY ARE IMPORTANT TO US. WE ACTIVELY SEEK THEIR ENGAGEMENT AND INVOLVEMENT IN MOVING FORWARD.

Sustainability will only be achieved by changing the fundamental nature of our organisation. Without this fundamental change, our campus might become greener but we will not become sustainable. To rely on technological improvements for resource efficiency is a limited way to reach goals and objectives. The real key to fundamental change towards sustainability is the engagement and active participation of people. To achieve this, we diligently seek to build relationships and partnerships with our staff and students, and the local and global community.

The most effective form of engagement for Sustainability@MQ is through face-to-face communications and utilisation of online media technologies such as Facebook and Twitter. 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.

Consultation and communication with our community is perhaps our greatest task, providing valuable feedback and imparting knowledge and awareness. The table below highlights some of the key issues raised during stakeholder engagement and the way in which Sustainability@MQ responded to these issues.

**Key stakeholders:**
- Students and staff of the University
- Macquarie Park, including Macquarie Centre
- Ryde City Council
- Contractors and suppliers
- Local high schools
- Department of Environment, Climate Change & Water
- Lane Cove National Park

**Meetings held in 2009:**
- Departmental meetings with staff and students – 55
- Student focus groups – 2
- Action Group meetings – 32
- Sustainability Working Group meetings – 8
- External meetings with various stakeholders including City of Ryde, Sydney Water, DECCW – 35
## ISSUES

<table>
<thead>
<tr>
<th>ISSUE</th>
<th>SUSTAINABILITY@MQ RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parking numbers to decrease with modal shift efforts</td>
<td>Parking numbers will decrease by 15% over the next 25 years, relative to the increased number of expected staff and students. To alleviate concerns, we work closely with Railcorp and planning agencies to ensure that public transport will be a viable alternative. We have also improved, and will continue to improve, cycling facilities across campus. In 2010, we will also complete a comprehensive parking strategy.</td>
</tr>
<tr>
<td>Loss of biodiversity with development</td>
<td>Environmental impact assessments are completed at all sites earmarked for development. Planning includes the replacement of lost biodiversity, and importantly, the preservation of endangered and threatened species. The Biodiversity Conservation Strategy will assist in addressing this concern.</td>
</tr>
<tr>
<td>Quality of paper available</td>
<td>When we first changed to FSC certified paper there were issues with the quality. To alleviate this concern we worked with our supplier to provide an alternative FSC certified paper that met user expectations.</td>
</tr>
<tr>
<td>Inclusion of travel miles for international students in greenhouse gas emissions totals</td>
<td>At present air travel miles are not included in emissions totals. This is something we need to further investigate.</td>
</tr>
<tr>
<td>Lights left on unnecessarily</td>
<td>The Power Saving Campaign rolled out in 2008 targeted this. Additionally, standard lights are being replaced with sensor lighting where possible. Individuals still need to take action to make the changes.</td>
</tr>
<tr>
<td>Travel Loan Scheme not suitable for all staff</td>
<td>Many staff live in areas not currently serviced by State run bus companies. Instead, private companies service these areas. The Staff Travel Loan Scheme is only applicable to travel on State run services, therefore excluding those utilising private buses. Attempts will be made to address this issue directly through the private bus companies in 2010.</td>
</tr>
<tr>
<td>Better facilities for cyclists</td>
<td>Whilst improvements were made in 2009, it will be the installation of dedicated bike hubs which include racks, showers and lockers that will make a substantial difference. In 2010 we are also looking at establishing a bicycle maintenance area.</td>
</tr>
<tr>
<td>Sale of bottled water</td>
<td>A difficult issue as bottled water supports the financial stability of the U@MQ organisation. Filtered water has been made available in the food court as an alternative to purchasing bottled water. Discussions concerning this are continuing.</td>
</tr>
<tr>
<td>Purchase of Green Power</td>
<td>Several requests were received for us to purchase Green Power, when we have actually been doing so for a couple of years. To increase awareness on this we included specific information on the sustainability website.</td>
</tr>
<tr>
<td>Unnecessary ‘tree’ removal</td>
<td>Several well established camphor laurel trees were removed in 2009. As these weeds look like trees, complaints were received about the unnecessary removal of trees. Information concerning the reason behind their removal was disseminated to all those who complained.</td>
</tr>
<tr>
<td>Use of blowers</td>
<td>Blowers are used to gather leaves for collection and disposal in areas such as pathways and paved courtyards. Some concerns were expressed by staff over their use given they are diesel powered. Our standard response is to assure them the equipment used is the most fuel efficient, and that the removal of loose leaves in common areas such as paths is required for safety issues – a build up can become hazardous for slipping injuries.</td>
</tr>
<tr>
<td>Feral cats and rabbits</td>
<td>We have yet to decide how to respond to the problem of feral cats and rabbits on campus, as removal of these animals can be quite contentious.</td>
</tr>
<tr>
<td>FairTrade products</td>
<td>Student petitions for the inclusion of Fair Trade products for sale on campus were successful. All tea and coffee on campus is Fair Trade and we achieved certification as a result of our ongoing plans to incorporate Fair Trade products.</td>
</tr>
<tr>
<td>More vegetarian choices</td>
<td>The U@MQ team have responded appropriately by increasing the amount of vegetarian choices available. 2010 will see the roll out of a wider range, and organic food choices.</td>
</tr>
<tr>
<td>Car pooling to be made available</td>
<td>A car pooling system was established, with dedicated car pooling parks.</td>
</tr>
<tr>
<td>Use of non-recyclable packaging and products</td>
<td>U@MQ withdrew all non-recyclable packaging such as plates, cups, spoons etc to stock on recyclable items. Plastic bags are also no longer used in the food court.</td>
</tr>
</tbody>
</table>
Our performance

Staff engagement was a major focus in 2009. We see staff engagement as key to achieving our goals and objectives and as an opportunity to also better engage with students. To this end, we undertook many initiatives to better interact with our staff. We did this in four major ways:

1. Online sustainability training modules were developed for all new employees to complete through induction processes. These modules are informative, but also fun and practical and allow staff to get an understanding of the actions they can take on a daily basis.

2. Better communication of sustainability was negotiated with our four faculties, with two opting for sustainability to be a standing agenda item on all major committee meetings and two opting to support another new initiative based on Sustainability Representatives.

3. The Sustainability Representative initiative commenced, with the full support of the Vice-Chancellor and the Director of Human Resources. The Sustainability Representative role is similar to an OH&S Officer, in that it is a formally recognised role, with Representatives receiving time off to attend training and meetings throughout the year.

4. The Department Sustainability Challenge was launched in the latter part of the year to provide some healthy competition amongst departments. Participants were required to achieve stars against actions associated with different themes such as energy, waste, participation and governance. As departments progressed to different levels, prizes were awarded in recognition of achievement.

By focusing on our staff, we have been able to better communicate our achievements, and engage them in fun and active ways to work towards sustainability.
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

### KNOWLEDGE

<table>
<thead>
<tr>
<th>THEMES</th>
<th>INDICATORS</th>
<th>CURRENT YEAR VALUES 2009</th>
<th>2014 TARGET</th>
<th>PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total number of programs that have sustainability as a component within its units</td>
<td>21%</td>
<td>At least 75%</td>
<td>🌟</td>
</tr>
<tr>
<td></td>
<td>In 2009 was Education for Sustainability built into curriculum planning?</td>
<td>It is a part of the recently revised Learning and Teaching Plan, and a part of the graduate capabilities framework</td>
<td></td>
<td>🌟</td>
</tr>
<tr>
<td></td>
<td>Did your institution have a committee/staff member responsible for embedding Education for Sustainability (EFS)?</td>
<td>Yes. The Learning and Teaching Action Group</td>
<td></td>
<td>🌟</td>
</tr>
<tr>
<td></td>
<td>Did your institution have a policy to embed EFS across campus?</td>
<td>Yes, this is reflected in our Sustainability Policy and Procedure and the Learning and Teaching Plan</td>
<td></td>
<td>🌟</td>
</tr>
<tr>
<td></td>
<td>In 2009 did you specialise/lead in any aspects of sustainability within the tertiary sector? (If yes, enter details).</td>
<td>We have a dedicated Climate Change CORE with internationally renown experts such as Lesley Hughes, Anne Henderson-Sellars and Tim Flannery. We also have the Graduate School of the Environment which delivers postgraduate learning about sustainability</td>
<td></td>
<td>🌟</td>
</tr>
</tbody>
</table>

### EVENTS

<table>
<thead>
<tr>
<th>THEMES</th>
<th>INDICATORS</th>
<th>CURRENT YEAR VALUES 2009</th>
<th>2014 TARGET</th>
<th>PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The number of events held on campus which offset carbon emissions</td>
<td>5%</td>
<td>At least 75%</td>
<td>🌟</td>
</tr>
<tr>
<td></td>
<td>The number of events on campus that involve student assistance to coordinate, plan, or be involved in to some capacity</td>
<td>50%</td>
<td>At least 65%</td>
<td>🌟</td>
</tr>
<tr>
<td></td>
<td>The number of events which follow Green Event protocols</td>
<td>2%</td>
<td>At least 70%</td>
<td>🌟</td>
</tr>
</tbody>
</table>

### SPOTLIGHT

In 2009 we hosted the 9th Annual Australasian Campuses Towards Sustainability Conference. The conference brings together like minded people from universities, TAFEs and government sectors from across Australia and New Zealand. Held over three days, the 2009 focus was on climate change, water and green skills. Guest speakers included Professor Steven Schwartz, green universities pioneer Leith Sharp, and ABC Radio host Adam Spencer. It was an opportunity for Macquarie to display our many achievements, as well as gain insight into what other higher education institutions are doing.
### External

<table>
<thead>
<tr>
<th>THEMES</th>
<th>INDICATORS</th>
<th>CURRENT YEAR VALUES 2009</th>
<th>2014 TARGET</th>
<th>PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percentage of alumni actively engaged with the University</td>
<td>6.76%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total contributions received from alumni</td>
<td>$74,900</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total number of articles in external publications regarding sustainability at MQ</td>
<td>6 including 2 international profiles</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Internal Community

<table>
<thead>
<tr>
<th>THEMES</th>
<th>INDICATORS</th>
<th>CURRENT YEAR VALUES 2009</th>
<th>2014 TARGET</th>
<th>PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total number of articles in internal publications regarding sustainability at MQ</td>
<td>25</td>
<td>At least 30</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Frequency of communications to staff with regards to change measures</td>
<td>Regular</td>
<td>Momentum updated monthly; News@MQ released fortnightly; MQ Announcements daily</td>
<td></td>
</tr>
<tr>
<td></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>
<td>71%</td>
<td>At least 85%</td>
<td></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>
<td>Unable to respond as yet</td>
<td>At least 85%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total number of schools utilising the campus grounds</td>
<td>130 schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total number of other visitors utilising the campus grounds</td>
<td>Approx. 25,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student centric - number of processes redesigned to improve student experience</td>
<td>4* see box below</td>
<td>No target to be set</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Staff centric - number of processes redesigned to improve staff experience</td>
<td>10 * see box below</td>
<td>No target to be set</td>
<td></td>
</tr>
</tbody>
</table>

NB. The YourSay survey is conducted biennially. As such the data presented here is that collected in 2008.

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*Improvements to processes included:*

1. Introduction of templates for assessments, student contact and record keeping in Counselling and Disability services. Welfare will implement the templates in 2010. This change to business process ensures equity of service provision, accurate information capture, continuity of care and reduction of administrative burden on staff and students.

2. Alteration of guidelines of student applications for MQ loans and grants to improve equity of access, transparency and social justice for severely disadvantaged students.

3. All staff active involvement in service delivery decisions, planning days and mid year review of performance of the service.
Highlights

- Sustainability was included as a regular feature in the internally produced News@MQ, circulated to and read by Macquarie staff.
- The Sustainability Representative Network (SRN) gained formal recognition and approval to proceed.
- Participation in the second Earth Hour event through encouraging staff and students to turn off unnecessary lights and equipment.
- Co-development of the Sustainability Tour for academics to use as part of their unit offerings, or for other staff, students and visitors more generally. The Tour highlights a number of sustainability features across the campus.
- The second Sustainability Fair was held in September and featured 36 stalls, entertainment and guest speakers. Over 200 school students attended and participated in a variety of activities like tree planting. The Sustainability Fair was again run as a green event.
- Fair Trade fortnight was celebrated with a Fair over four days in May. It featured 10 stalls with companies who are FairTrade certified. The Fair Trade Fair was run as a green event.
- Two online sustainability training modules were developed and trialled for roll out to all new employees in 2010. The Sustainability Awareness and Resource Efficiency modules are fun, informative and interactive, providing new employees with an understanding of sustainability, how it pertains to the University and to their everyday practices.
- Eighteen departments took part in the first ever Department Sustainability Challenge. The Challenge was divided into nine categories including water, purchasing, participation and food. 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, Tribes and Nations East Timor Hamper and native Australian plants were received. The overall winners were the Faculty of Arts Administration Office who received a mixed dozen case of wine, a fair trade hamper, a native Australian plant, and a Red Balloon corporate gift voucher.
- Co-development of a Sustainability in the Curriculum booklet to be used by lecturers to assist them in incorporating sustainability in learning and teaching.
- Further developed and expanded our sustainability partnerships including: The NSW Government Department of the Environment, Climate Change and Water through participation in the Sustainability Advantage program; Sydney Water Every Drop Counts; Ryde City Council; Lane Cove National Park; Catchment Connections; One Million Women; the Association for the Advancement of Sustainability in Higher Education (AASHE), an American based organisation; the Environmental Association for Universities and Colleges (EAUC), a United Kingdom based organisation; Australasian Campuses Towards Sustainability (ACTS), the Australian based organisation.
- Launched the 1 Million Women campaign to the Macquarie community through a lunch event with guest speaker Natalie Isaacs, C.E.O. of the 1 Million Women campaign.
- Supported Planet Ark’s National Recycling Week by hosting our first Swap Party whereby items were exchanged, donated, or bought for $1 (all proceeds were donated to Sydney Metropolitan Wildlife).
The key focus in the immediate future is on:

- Release of Green Events Guide; Sustainable Catering Guide; and Green Office Guide.
- The third Sustainability Fair to be held in September 2010.
- Continued communications about what we are doing internally, locally, nationally and globally.
- Development of the indicators associated with Knowledge through a collaborative process involving Associate Deans, Learning and Teaching and academic staff.
- Student film competition designed to engage the Macquarie community in energy issues.
- Increasing accessibility of Sustainability@MQ through multimedia channels such as YouTube and ITunes.
- Implementation and expansion of staff engagement initiatives.
Key issues

We made significant progress in 2009 and as a result feel confident in saying that our overall performance was above average. Collection of data still remains an area of concern for us and is something we will again work on throughout 2010 to improve existing processes. Support for actions from senior management was not an issue, however, we are still meeting some resistance with implementation of actions on the ground due to change fatigue, rather than a lack of caring to do something. Hopefully our focus on staff engagement through initiatives which are fun and rewarding will address this to some extent. We also acknowledge that there is a level of climate change fatigue which has impacted negatively on sustainability. A good understanding of sustainability is still lacking, though many equate it to environmental concerns.
Focus and key action points for 2010

The focus for 2010 is on:

• **Energy and emissions**: the main message to be communicated to staff and students is “It’s worth an extra minute”. Amongst other things, a competition will be run for staff and students to enter, visualizing what can be done with the minute it takes to turn on your PC, or the photocopier for example.

• **Transport**: rather than focus on the environmental benefits of choosing alternative to car transportation methods, the message for 2010 will revolve around the health benefits, playing on a fun and cheeky theme to engage with the students in particular.

• **Biodiversity**: whilst obviously focusing on the environment, the message to be conveyed will focus on “the living classroom”, highlighting our natural features and the opportunity to get involved and learn from them.

• **Learning and Teaching**: the focus will be on “building partnerships, skills and resources”. With sustainability in learning and teaching a focus from the international to the local context (as part of the graduate capabilities), it is necessary to find ways to make it easier for lecturers to engage with the concept.

• **Staff engagement**: the decision to focus on staff engagement is based on the principle that happy and engaged staff are more likely to spread a positive message to students and the external community they interact with. Ability to reach staff and therefore have a greater impact is also much more likely than attempting to reach the 33,000 enrolled students. This is also about recognizing achievement and effort.

Whilst our focus will be on the areas listed above, work will continue on the many other aspects of the sustainability programme including water, purchasing, planning and development, waste and student engagement.
Focus and key action points for 2010

Our key action points include:

- Development of a Greenhouse Gas Reduction Plan to define our actions and targets moving forward
- Installation of secure bike hubs including showers and lockers
- Installation of 80 meters across campus for more accurate data collection
- Achieve 5 star water rating in the Every Drop Counts Business Program
- Comprehensive transport audit activity which will feed into the car parking strategy and movement plan also to be developed in 2010.
- Development of a Transport Access Guides
- Commencement of dissemination of information with the implementation of a new online data capture and monitoring system
- Student engagement welcome DVD to be handed out during Orientation Week
- The Department Sustainability Challenge to be held second half of 2010
- The launch of the Macquarie University Arboretum
- Offering of $80,000 in grants as part of the new Sustainability in Learning and Teaching Grant Scheme
- A seminar series to be held every quarter. The focus for these will be on post-Copenhagen talks; making a difference; environment versus economics debate; and breaking down the election jargon
- Sustainable procurement training
- Further expanding our relationships and partnerships with the community
Whilst this report has been primarily developed by Sustainability@MQ, it has been done in consultation with the Sustainability Working Group, the Office of Facilities Management and the student services organisation U@MQ. Data provided has been supplied through the numerous departments on campus. 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.