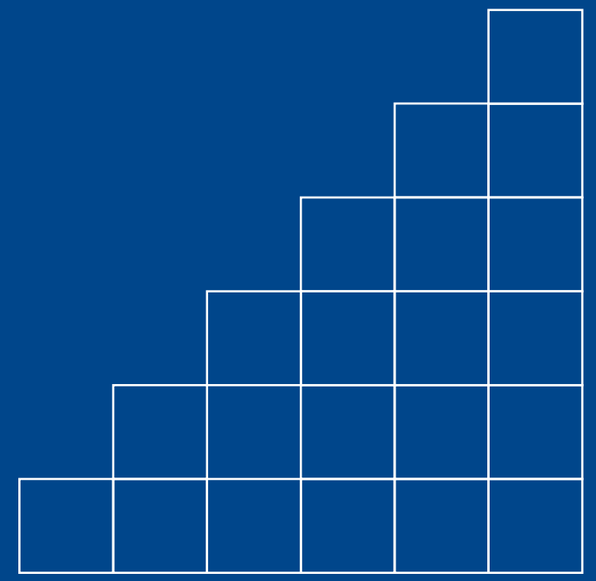
THE UNIVERSITY OF MELBOURNE

Sustainability Plan 2030

Contents



Acknowledgement of Traditional Owners

The University of Melbourne acknowledges the Traditional Owners of the unceded land on which we work, learn and live.

The Wurundjeri Woi Wurrung and Bunurong peoples (Burnley, Parkville, Southbank and Werribee campuses), the Yorta Yorta people (Dookie and Shepparton campuses), and the Dja Dja Wurrung people (Creswick campus).

The University also acknowledges and is grateful to the Traditional Owners, Elders and Knowledge Holders of other Indigenous nations and clans who have been instrumental in our reconciliation journey.

We recognise the unique place held by Aboriginal and Torres Strait Islander peoples as the original custodians of the lands and waterways across the Australian continent, with histories of continuous connection dating back more than 60,000 years.

We pay respect to Elders, past and present, and acknowledge the importance of Indigenous knowledge in the Academy. As a community of researchers, teachers, professional staff and students, we are privileged to work and learn every day with Indigenous colleagues across the University.

They are instrumental in our reconciliation journey and generous in providing their knowledge, leadership and support.

We acknowledge and pay respect to them, to our Aboriginal and Torres Strait Islander students, to the Traditional Owners, Elders and collaborators of the University of Melbourne, and the Aboriginal and Torres Strait Islander peoples who visit our campuses from across Australia and the world.

Message from the Vice-Chancellor

Duncan Maskell

Against a backdrop of sobering reports by the United Nations Intergovernmental Panel on Climate Change, the need to take positive climate action has never been more pressing.

As an institution, the University of Melbourne has access to a depth and breadth of research and expertise that allows us to take up our role as leaders in the fight to limit global warming.

Building upon the significant progress made and lessons learned under our previous Sustainability Plan 2017–2020, the Sustainability Plan to 2030 demonstrates the University's commitment to climate action. The plan's most critical factor for success is a considered and deeply collaborative approach to producing, sharing and implementing practical sustainability knowledge. This is reflected in the strategic focus on purposefully integrating the University's education, engagement, operations and research agendas.

Unlike its predecessor, the Plan to 2030 does not incorporate a detailed list of actions for achieving our targets and aspirations. The structure of this latest plan enables greater responsiveness to new ideas, initiatives and innovation over the course of its delivery, and supports transparent and rigorous reporting.

The plan seeks to expand and deepen the knowledge base for tackling the social, economic and environmental complexities of climate change and global sustainability – and to champion the uptake and application of practical solutions for sustainability on our campuses and in the wider world.

We will continue to drive change in our campus operations and lead multidisciplinary collaboration and partnerships that address the far-reaching consequences of climate change both within and beyond the academy, to empower our community and inspire industry-level standards that can be followed by the wider higher education sector.

In presenting the Sustainability Plan 2030, I affirm my commitment to lead the University in taking the necessary action towards a healthy, safe and equitable climate future.

Introduction

The urgent and complex challenges of global sustainability demand action. This decade to 2030 is the critical window if society is to limit global warming to 1.5°C.

Challenges like global warming require knowledge and practical solutions that engage with the social, environmental, and economic dimensions of sustainability. As a public-spirited, globally connected research and teaching institution, the University of Melbourne has an opportunity to contribute to the growth of sustainability knowledge and practice, to lead and engage in public debate, and to lead by example through our campus operations and stewardship of our campus landscapes.

The University's Sustainability Plan 2030 (The Plan) is a road map for delivering on the commitments of our Sustainability Charter, aligned to the goals of our 2030 institutional strategy, ***Advancing Melbourne***.

The Plan reflects our ambition to be leaders for a global sustainable future and a commitment to our people, partners, and place in the world.

Building upon the significant progress made and lessons learned under the ***Sustainability Plan 2017–2020***, this Plan articulates the positive impacts and public benefits the University seeks to generate:

- Through the vitality of the physical, social, economic and human systems, communities and networks our campuses support and are part of
- In collaboration with our communities and partners, locally and globally, to accelerate the University's and society's transition to sustainability.

SUSTAINABILITY SUPPORTS ADVANCING MELBOURNE AMBITIONS, SPANNING ALL THEMES

INTRODUCTION

What do we mean by 'sustainability'?

The definition of sustainability is debated at both a conceptual and practical level[a]. The University of Melbourne's leading researchers are actively exploring the meaning and application of sustainability at different scales and within different contexts.

The University of Melbourne *Sustainability Plan 2030* takes a pluralist approach to definitions of sustainability, recognising that multiple and diverse skills, knowledges and perspectives are necessary to fully engage with the complexity and contested nature of the term. The University also acknowledges the importance of a whole-of-institution implementation of the Plan and the communication of its outputs and outcomes in ways that are globally recognised. This guidance comes in two forms:

1. The University of Melbourne's Sustainability Charter (see page 11) emphasises the interdisciplinary dimensions of sustainability's 'three pillars', noting that "[g]lobal values and actions must be ecologically sound, socially just and economically viable, with success in one area not coming at the expense of the others". The Charter, aligned to the strategic goals of *Advancing Melbourne*, has shaped the aspirations and targets in this Plan.

2. The United Nations Sustainable Development Goals (UN SDGs) while representing only one lens on global sustainability[b] and being subject to critiques, provide an internationally recognised language and framework for co-ordinating action and measuring progress to 2030. In 2016 the University signed the *University Commitment to the Sustainable Development Goals*, which affirms our intention to support, promote and report on our activities in support of the SDGs.

This Sustainability Plan is complemented by organisational strategies, plans and policies – such as the University's Diversity and Inclusion and Indigenous strategies.

This Plan maps relevant UN Sustainable Development Goals (SDGs) to each of the Plan's priority areas.

SUSTAINABILITY CHARTER

The Earth is a finite environment, with its physical systems tightly interconnected with all life on the planet. Humanity is in the historic position of changing the global balance of both the physical and biological environments, with unintended consequences.

Sustainability requires "meeting the needs of the present without compromising the ability of future generations to meet their own needs".[c] Global values and actions must be ecologically sound, socially just and economically viable, with success in one area not coming at the expense of the others. As a distinguished research and teaching institution, the University of Melbourne has a social responsibility to lead and engage in public debate and action. Through knowledge, imagination, and action the University will help shape a sustainable planet and will be an international exemplar of an ecologically sustainable community.

The University's sustainability obligations are to:

- Demonstrate leadership, globally, nationally and locally
- Generate disciplinary and interdisciplinary knowledge to underpin action
- Enable active global citizenship for our University community
- Integrate Indigenous knowledges and participation into the University's sustainability commitments
- Promote and practice equitable and sustainable use of global resources
- Ensure transparency and accountability in all institutional activities.

As committed to in *Advancing Melbourne*, this Charter frames the values and principles to be embedded throughout the University's activities, and identifies the commitments required to achieve a sustainable future.

COMMITMENTS

Research underpins the University's contribution to creating a sustainable world. The University will:

- Conduct research that contributes significantly to knowledge, action and impact across the disciplinary and interdisciplinary dimensions of sustainability
- Support researchers across different fields to work collectively on sustainability problems and their solutions
- Align decisions about research funding, conduct and communication with sustainability principles.

The teaching and learning programs of the University inspire and support students to be leaders for a sustainable future. The University will:

- Ensure every graduate has a baseline threshold of sustainability knowledge
- Prepare sustainability specialists through interdisciplinary education
- Develop leaders across professions and fields to innovate, define, create and contribute to sustainable societies.

The University community actively partners with all sectors to drive progress towards sustainability. The University will:

- Be an influential voice in raising public awareness and advancing and influencing policy discussion and debate
- Work strategically with partners to create innovative solutions to sustainability challenges
- Engage in ongoing dialogue and collaboration with the community on the University's environmental impact and performance.

Sustainable practices are embedded in all of the University's operations, modelling innovative ways to maximise social and environmental value. The University will:

- Develop and maintain its campuses as living laboratories of sustainable communities
- Lead technological, financial and social innovation through applied sustainability projects
- Instil sustainability principles in procurement decisions, across product life cycles and supply chains
- Implement investment strategies consistent with the University's commitment to sustainability and its financial and legal responsibilities.

The University integrates sustainability principles into its decision making and management of the organisation. The University will:

- Build and maintain the planning, decision making and governance framework required to enact the commitments of this Charter
- Involve the University community in decision-making and ensure transparent reporting on progress towards delivering these commitments.

In achieving the commitments of this Charter, we will fulfill the aspiration of the University's motto: *postera crescam laude* – "We shall grow in the esteem of future generations".

INTRODUCTION

About Sustainability Plan 2030

THREE DOMAINS FOR ACTION

The Plan's three domains describe our strategic approach to accelerating society's transition to sustainability.

Amplifying action through campus and communities

To integrate the Plan's knowledge mobilisation and operational domains in ways that amplify their contribution, means leveraging synergies between institutional activities, and embedding innovation and learning into how we operate and engage.

Mobilising knowledge for action

To catalyse action and solutions for sustainability, we must inspire our students and staff to develop deep disciplinary and interdisciplinary perspectives on sustainability, and collaborate with communities, government, industry and institutional partners to advance real-world solutions and reciprocal learning.

Walking the talk in our operations

To model the commitment and action necessary to effect meaningful change by 2030, how we operate and develop our institution must minimise harm and promote the health of the ecosystems and networks they are part of.

PRIORITIES

The Plan aligns 12 priorities to the three domains.

- Climate leadership
- Campuses as living laboratories
- Community of sustainability learners and practitioners

- Graduates for a sustainable future
- Discovery
- Indigenous knowledges
- Engagement and partnerships

- Climate resilience
- Healthy ecosystems
- Healthy water cycles
- Just and circular economy
- Responsible investment

ASPIRATION

Each priority is supported by an aspiration that describes the University from the future vantage point of 2030.

TARGETS → INDICATORS

Aspirations map to one or more targets with appropriate target year(s) chosen, some ending earlier than 2030.
A Plan review is scheduled for 2026, enabling new targets to 2030 to be set.

Each target maps to one or more indicators. These are the mechanisms used to track, assess and publicly report on progress against Plan targets.

SUSTAINABILITY PLAN 2030

Targets at a glance

Please note: *Target completion dates are by 2025 unless stated otherwise.*

Amplifying action through campus and communities

CLIMATE LEADERSHIP

The University is certified carbon neutral by 2025.

The University has achieved climate positive status by 2030.

CAMPUSES AS LIVING LABORATORIES

The University has curated living labs covering the priority areas of this Plan.

COMMUNITY OF SUSTAINABILITY LEARNERS AND PRACTITIONERS

The University's Academic Divisions and portfolios support and learn from each other to embed sustainability in practice and in learning – formal, non-formal and informal.

The University community shows increased uptake of positive sustainability skills, knowledge and behaviours through non-formal and informal learning.

The University offers a suite of student-centered, formal and non-formal applied sustainability learning opportunities, informed by inter and trans-disciplinary approaches.

Academic and professional staff have increased their participation in and contribution to formal and non-formal learning to develop their general and role-specific sustainability skills.

The University has increased its engagement with alumni regarding sustainability.

Mobilising knowledge for action

GRADUATES FOR A SUSTAINABLE FUTURE

Sustainability is integrated into curriculum to an extent that conscientiously extends, beyond a base threshold, each discipline's (and associated professions/industries') knowledge of the helpful and harmful impacts it has for the environmental and human systems we depend on.

Graduates have increased capabilities to shape, lead and succeed in the careers, communities and industries of sustainable societies (year on year).

DISCOVERY

Sustainability research is integrated with campus operations and planning, to be an international exemplar of a sustainable community.

The highest quality research is conducted that contributes to knowledge, action, and impact across the disciplinary and interdisciplinary dimensions of sustainability.

Researchers make considered decisions on the sustainability impact of their research practices and activities.

INDIGENOUS KNOWLEDGE

The University has an increased understanding of sustainability from an Indigenous perspective through co-created or Indigenous-led reciprocal learning.

ENGAGEMENT AND PARTNERSHIPS

The University's community partnerships demonstrate localised and co-created approaches to sustainability.

The University has led or influenced discussions with precinct partners to further precinct-specific approaches to sustainability.

The University is playing a leading and convening role on sustainability challenges and opportunities internationally, with particular focus on vulnerable and disadvantaged people in Asia and the Pacific.

Walking the talk in our operations

CLIMATE RESILIENCE

The University reaches and maintains a 'high' climate change preparedness level.

HEALTHY ECOSYSTEMS

Each campus achieves no net loss of biodiversity relative to defined baseline years by 2025.

Each campus achieves an increase of biodiversity relative to defined baseline years by 2030.

HEALTHY WATER CYCLES

The University has reduced total water consumption by 10% relative to a 2019 baseline.

The University has significantly increased the proportion of water consumption from non-potable sources compared to a 2019 baseline.

JUST AND CIRCULAR ECONOMY

The University has reduced waste to landfill to 10kg per person.

The University has reduced the flow and improved the circularity of materials passing through the University.

The University has principles for ethical and sustainable consumption and service provision embedded into operations and procurement practices.

The University tracks spend with social and Indigenous suppliers, setting targets from 2024.

RESPONSIBLE INVESTMENTS

The University's investment portfolio will be included in our commitment to be climate positive by 2030.

Enhanced transparent reporting of the University's investment portfolio.

DOMAIN

Amplifying action through campus and communities

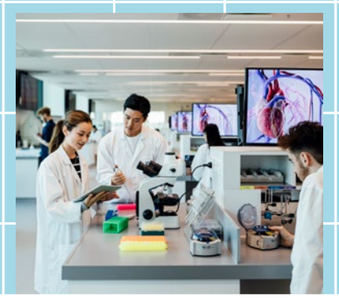
This domain amplifies impact through purposeful collaboration and cross-pollination of the other two domains: *Mobilising knowledge for action* and *Walking the talk in our operations*.

It includes the following priority areas:

- Climate leadership
- Campuses as living laboratories
- Community of sustainability learners and practitioners.

Climate leadership

Campuses as living laboratories



Community of sustainability learners and practitioners

PRIORITY

Climate leadership

ASPIRATION TO 2030

Through demonstration of its operations, the University has catalysed ambitious climate action by others.

TARGETS	INDICATORS OF PERFORMANCE
The University is certified carbon neutral by 2025.	• Annual Greenhouse Gas Inventory demonstrates carbon emission reductions, including reduction in air travel emissions by at least 10% from 2019 levels • Climate Active carbon neutral certification • Case studies and other knowledge mobilisation activities that enable others to implement ambitious climate action
The University has achieved climate positive status by 2030.	• Demonstrated carbon emissions reduction outcomes beyond the scope required for Climate Active Carbon Neutral certification • Case studies and other knowledge mobilisation activities that enable others to implement ambitious climate action

This Plan recalibrates University of Melbourne targets in line with our aspiration to global climate leadership, bringing our previous commitment to carbon neutrality forward by five years.

The University aspires to global climate leadership through the ambition and rigour with which our carbon targets are set and met, and our actions that enable others to do the same.

International benchmarking indicates that institutional and corporate carbon targets typically account for scope 1 and scope 2 emissions, with variable consideration of scope 3 (or indirect) emissions. Scope 3 emissions occur in the value chain of the University as a result of our activities, but are outside our direct control, for example purchased goods, services, and infrastructure. To address our own carbon footprint with the degree of commitment required in this critical decade for climate action, we must expand our carbon inventory to include and reduce as many scope 3 emissions categories as possible.

Building on progress to date

Historically, electricity represented the University's largest source of emissions, at over 60 per cent. We reached zero net emissions from electricity in 2021, in line with previous Sustainability Plan targets. Our targets to offset 100 per cent of flight and fleet emissions were also achieved.
The University's focus now turns to addressing our remaining scope 1 and 3 emissions, while continuing our work to ensure the energy efficiency of new and existing infrastructure.

Launched in March 2021, Melbourne Climate Futures (MCF) aims to accelerate the transition to a positive climate future by leveraging University of Melbourne research capability and expertise, growing our impact, demonstrating leadership, and empowering the next generation of students and researchers. MCF will bring researchers together to contribute to greater action on climate change and is emblematic of the University's commitment to growing interdisciplinary knowledge and action across the social, ecological and economic dimensions of sustainability.

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1. Scope 1 emissions are direct greenhouse gas emissions that occur from sources owned or controlled by the organisation, for example natural gas consumption

2. Scope 2 emissions are greenhouse gas emissions generated from purchased energy consumed by the organisation, for example electricity

3. Scope 3 emissions are indirect greenhouse gas emissions and are the consequence of an organisation's activities but emitted outside the organisation's direct control, for example purchased goods and services, and business travel.

UN SDGs

DELIVERING ON THE PLAN

CHIEF OPERATING OFFICER PORTFOLIO

ACADEMIC DIVISIONS

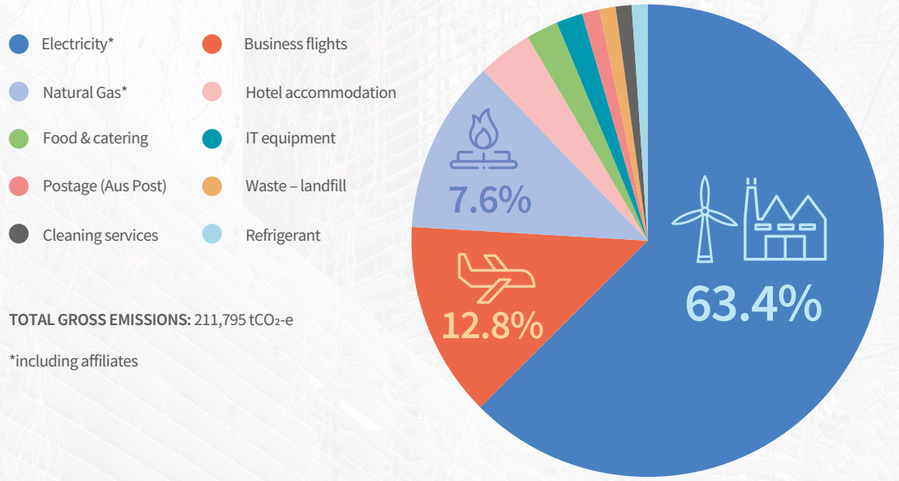
MELBOURNE CLIMATE FUTURES

Pathways to achieve 2030 aspirations

- The University of Melbourne's target to achieve Climate Active carbon neutral certification commits us to measure our emissions across scopes 1, 2 and 3, reduce our emissions wherever possible, and purchase carbon offsets to offset the residual emissions.
- We will focus on solutions to reduce our emissions from natural gas consumption (scope 1), including opportunities to replace natural gas infrastructure with equipment using renewable electricity.
- We will account for and reduce more emissions in our supply chains (scope 3) by undertaking a detailed carbon inventory of existing suppliers and emissions sources, enabling meaningful collaboration with external suppliers to reduce scope 3 emissions.
- We will share our model for scope 3 emissions accounting, as well as the decarbonisation knowledge we develop on our journey to carbon neutrality by 2025, enabling its application in other industry and organisational contexts.
- We will signal the importance and value of low carbon options across our activities and supply chain, and conduct a feasibility study for implementation of an internal carbon price.
- We will pursue energy demand reduction and increased efficiency initiatives in our campus operations, focusing on better building optimisation, onsite energy generation and retrofits to existing infrastructure. We are targeting a reduction in electricity usage of 18 to 25 gigawatt hours per annum through our $45.6m Smart Campus Energy program. We will also continue to offset 100 per cent of emissions from our business flights and transport fleet.
- Within our campus communities we will assess the ongoing impact of recent increased videoconferencing and remote working post pandemic, and incorporate targeted campaigns to increase sustainable and active choices for business travel and commuting, including more end-of-trip facilities.
- Carbon emissions will be considered in planning for future building projects, with requirements such as Green Star credits and other appropriate benchmarks set in the University's design standards for buildings and campus grounds.
- To enable others to benefit from the University's experiences, we will proactively share the knowledge we develop on our journey to reaching carbon neutrality.
- From 2025, our transition to carbon positive status will incorporate a focus on the development of carbon sequestration opportunities.

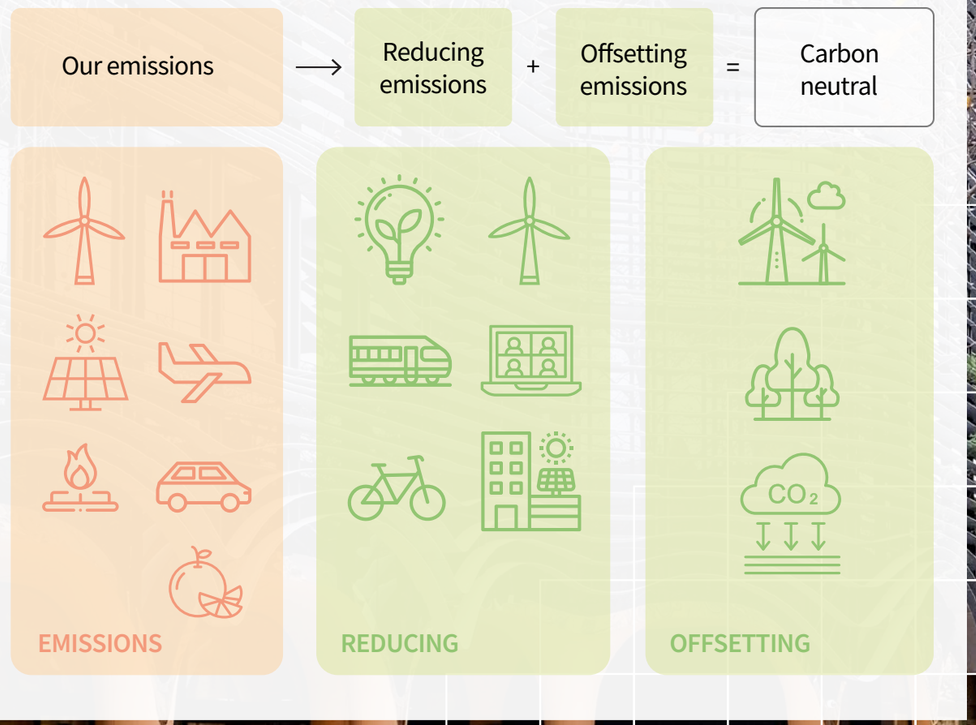
FIGURE 1: WHAT IT MEANS TO BE CARBON NEUTRAL

University of Melbourne gross 2019 carbon emissions (sources >1% of total emissions)



TOTAL GROSS EMISSIONS: 211,795 tCO_2-e

*including affiliates



PRIORITY

Campuses as living laboratories

ASPIRATION TO 2030

The University's campuses and operations enable real-world opportunities to develop, test and apply sustainability skills and solutions.

TARGETS (BY 2025)	INDICATORS OF PERFORMANCE
The University has curated living labs covering the priority areas of this Plan.	• Evidence of structure, formalisation and active curation across all living labs • For individual living labs, case studies demonstrating the active development and value of communities of practice around each platform, involving students and academic and professional staff

To accelerate innovation and facilitate learning through practice, we must purposefully exploit synergies between our sustainability research agenda, campus operations and Education for Sustainability initiatives. To focus this effort, we will employ a 'living laboratories' approach to co-creating solutions and experiential learning opportunities that engage with the social, environmental and economic dimensions of sustainability.

In the University of Melbourne context, living laboratories leverage our campus and precinct-based environments, both physical and virtual, as sites that enable sustainability research and applied learning in real-world settings by staff, students and partners. Potential sites include our campus landscapes, buildings and infrastructure, data, systems and processes.

Building on progress to date

The University has a history of using its campuses as living laboratories[d]. Over the course of our previous Sustainability Plan, we matured in our approach to campus-based sustainability internships and planning for living labs at the start of major campus developments like Fishermans Bend.

Pathways to achieve 2030 aspirations

The *Sustainability Plan 2030* builds on this foundation by identifying and developing a number of living labs to facilitate innovation and applied learning for sustainability.
These platforms will be promoted to academics, students and potential sustainability partners, supporting the formation of communities of practice.

Platforms will centre on specific physical or digital systems and resources related to sustainability.

The platforms will be developed to maximise flexibility and overall capacity to:

- Support a diverse range of living laboratory-enabled activities, including the co-creation and translation of sustainability knowledge, experimentation, project-based and research-integrated learning, prototyping, testing, validation, and the refining of complex solutions in real-life settings
- Facilitate multiple research questions or applied learning opportunities over extended periods of time
- Maximise opportunities for participation across all Academic Divisions and disciplines, as well as systematically fostering interdisciplinary and transdisciplinary collaborations in living lab contexts.

It is intended that living lab initiatives cover the entire scope of this Plan. The living labs are likely to be structured around campus systems and resources rather than specific areas covered by the Plan. Potential labs could form around:

- Our journey to carbon neutral and climate-positive status, including on-campus energy use, Power Purchase Agreements (PPAs) and supply-chain related emissions
- Procurement and supply chains in relation to carbon emissions, modern slavery and social impact
- Biodiversity/ecosystems, including Burnley Plant Census and the Burnley campus green infrastructure facility
- Sustainable building design and operation, including sustainability ratings and material Life Cycle Analysis (LCA) assessments
- Practice of sustainability strategy and action in a large organisation
- Campus air quality as part of implementing an Environmental Management System to proactively reduce risk of harm.

UN SDGs

DELIVERING ON THE PLAN

CHIEF OPERATING OFFICER PORTFOLIO	ACADEMIC DIVISIONS

PRIORITY

Community of sustainability learners and practitioners

ASPIRATION TO 2030

The University is a thriving community that shares, co-creates and practices sustainability knowledge and action.

TARGETS (BY 2025)	INDICATORS OF PERFORMANCE
The University's Academic Divisions and portfolios support and learn from each other to embed sustainability in practice and in learning – formal, non-formal and informal (see Figure 2).	• Sustainability-focused or contributory staff in each Academic Division and portfolio, responsible for teaching and learning, activities and engagement • Case studies demonstrating peer learning and communities of practice across Academic Divisions and portfolios regarding sustainability knowledge and action[e]
The University community shows increased uptake of positive sustainability skills, knowledge and behaviours through non-formal and informal learning.	• Increased awareness of and participation in sustainability-focused and sustainability-inclusive activities, and sustainability-related day-to-day behaviours, as measured in surveys (for example biennial Staff and Student Sustainability Survey and others), including: – Organised activities[4] – Participation in Green Impact and Sustainability Advocates – Use of sustainable modes of transport – Purchase of sustainably sourced and packaged food – Participation in community gardens.
The University offers a suite of student-centered, formal and non-formal applied sustainability learning opportunities, informed by inter and trans-disciplinary approaches.	• Number of participants in: – Relevant applied learning, internship and volunteering opportunities – Relevant streams of the Melbourne Plus program[5].
Academic and professional staff have increased their participation in and contribution to formal and non-formal learning to develop their general and role-specific sustainability skills.	• Proportion of all staff who have completed the Sustainability@ Melbourne learning module • Number of academic staff who have undertaken professional development related to Education for Sustainability
The University has increased our engagement with alumni regarding sustainability.	• Annual climate and sustainability alumni community snapshot, including the number of related events and high-level audience demographics • Alumni profile or case study demonstrating the impact our alumni have in sustainability is produced

4. Sustainability-focused means activities run in accordance with the Sustainable Events Guide and where sustainability is a primary focus (eg Green Impact, Ride2Uni Breakfast, Farmers Market). Sustainability-inclusive means other activities run in accordance with the Sustainable Events Guide. These terms draw from an approach used in the Association for the Advancement of Sustainability in Higher Education STARS rating system for courses.

5. Melbourne Plus is a program that recognises a student's development through capability-growing activities – such as leadership, community engagement, sustainability and innovation – with a digital credential that can be seen by their networks.

UN SDGs

DELIVERING ON THE PLAN

OFFICE OF THE PROVOST

CHIEF OPERATING OFFICER PORTFOLIO

ADVANCEMENT

ACADEMIC DIVISIONS

ACADEMIC BOARD

The University of Melbourne aspires to create a collaborative culture of sustainability learning and sharing of knowledge, inspiring our students, staff and alumni to be active citizens for sustainability on our campuses and in their own lives.

Enabling our University community to learn and act through practice and participation, in ways that contribute to disciplinary, inter-disciplinary, inter-professional and trans-disciplinary perspectives on sustainability solutions, is foundational to the success of this Sustainability Plan.

To achieve this, we must expand opportunities for our students and educators to learn through practice across a range of contexts that encompass the interdisciplinary dimensions of sustainability. Additionally, we must empower the passionate sustainability practitioners in our student, staff and alumni communities to help shape the action we take to deliver on the aspirations of the Plan.

Building on progress to date

Significant progress was achieved during the previous Sustainability Plan period, including the appointment of Sustainability Fellows in several Academic Divisions, and the development of sustainability-related curriculum and programs.

This Sustainability Plan explicitly recognises that both formal teaching and learning and campus engagement activities are part of the learning spectrum[f] (see Table on facing page), revealing opportunities for better integration of learning opportunities for students and staff, as well as opportunities for those running activities to learn from and support each other.

Pathways to achieve 2030 aspirations

To foster a campus culture of sustainability learning and practice:

- The work of the Sustainability Team in Campus Management will continue to be fundamental to running sustainability-related events and supporting others to make sure all events are run sustainably (that is, in accordance with the Sustainable Events Guide).
- Sustainability Fellows and champions within Academic Divisions will continue to be fundamental to embedding sustainability into formal learning.
- New actions and initiatives will be required to foster a whole-of-University approach to Education for Sustainability and an associated vibrant community of practice that encompasses students, academics and professional staff. Options for progressing this range include setting up a central Education for Sustainability Unit to a more bottom-up community of practice with nominated facilitators.

FIGURE 2: LEARNING SPECTRUM TABLE

FORMAL	NON-FORMAL	INFORMAL
		
Organised, structured and has learning objectives, undertaken by learners with the intention of developing skills and knowledge.	***Somewhat structured. May have learning objectives and be undertaken by learners with the intention to learn.***	***No specific learning outcomes. Not undertaken by someone with the intention to learn. The University can influence informal learning through activities and programs.***
• Formally recognised courses and degrees	• Melbourne Plus • Attendance at relevant conferences and other professional development events[g]	
• Wattle Fellowships • Internally run professional development, such as TrainMe modules • Being trained as a Green Impact auditor • Sustainability internships		• Day-to-day life • Participation in a Green Impact team • Being a sustainability volunteer • Being a sustainability advocate • "Hidden curriculum"[h]

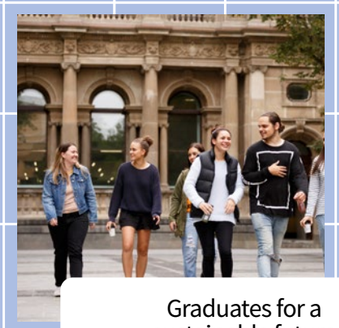
DOMAIN

Mobilising knowledge for action

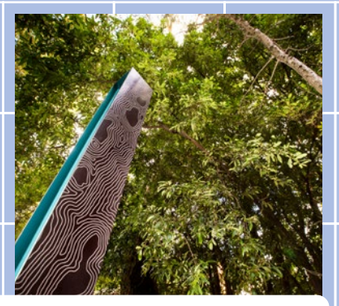
A deeply collaborative approach to producing, sharing and implementing practical sustainability knowledge is the Sustainability Plan 2030's most critical success factor.

This domain includes the following priority areas:

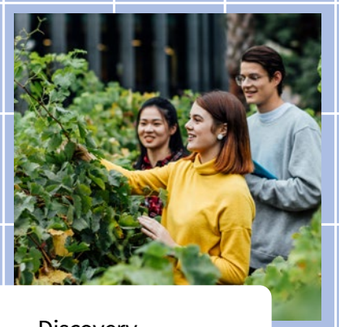
- Graduates for a sustainable future
- Discovery
- Indigenous knowledges
- Engagement and partnerships.



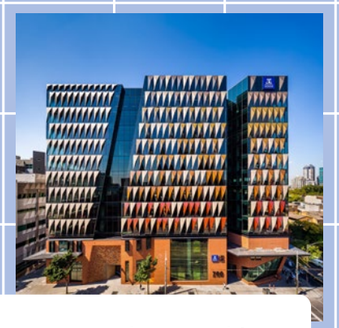
Graduates for a sustainable future



Indigenous knowledges



Discovery



Engagement and partnerships

PRIORITY

Graduates for a sustainable future

ASPIRATION TO 2030

All our graduates are shaping a more sustainable society through their careers and in their communities.

TARGETS (BY 2025)	INDICATORS OF PERFORMANCE
Sustainability is integrated into curriculum to an extent that conscientiously extends, beyond a base threshold, each discipline's (and associated professions/industries') knowledge of the helpful and harmful impacts it has for the environmental and human systems we depend on.	• Input indicators, such as the presence of: – Sustainability Fellows and/or sustainability-focused academic staff in each Academic Division – Academic Division-level position statements outlining sustainability potential, impacts and responsibilities – Sustainability considerations in Teaching and Learning Quality Assurance Committee (TALQAC) reviews, and Academic Board approval of course changes. • Proportion of courses with sustainability-related content, such as intended learning outcomes, sustainability content as endorsed by TALQAC reviews or external accreditation, or similar
Graduates have increased capabilities to shape, lead and succeed in the careers, communities and industries of sustainable societies (year-on-year).	• Number of completions from subjects and courses with sustainability-related content • Increase in students' and graduates' (self-reported) sustainability self-efficacy (measure to be developed) • Alumni Profile or case study demonstrating the impact our alumni have in sustainability is produced

To accelerate society's transition to sustainability, it is essential that sustainability knowledge and skills are integrated into the activities of our professionals and leaders. As creators of new knowledge and agents for change, our graduates represent the University's greatest contribution to a sustainable planet.

The Melbourne graduate of 2030 will have a clear, balanced and applied understanding of their chosen profession's contribution to the health of our planet. Their discipline-specific sustainability knowledge will be complemented with inter and trans-disciplinary perspectives, and honed via experiential and applied learning on our campuses, in living laboratories and the wider community. They will be active global citizens with the skills to tackle complex sustainability challenges in their communities and workplaces.

Building on progress to date

Under the *Sustainability Plan 2017–2020*, the University:

- Appointed the first Sustainability Fellows in 2019 to champion the integration of sustainability into curriculum
- Developed a sustainability-focused *Joining Melbourne Module* for undergraduate students and 10 sustainability-related interdisciplinary breadth subjects
- Continued to evolve richer opportunities for post-graduates to specialise in interdisciplinary environments and sustainability programs through the Office for Environmental Programs (OEP)
- Launched the Wattle Fellowships program.

Pathways to achieve 2030 aspirations

To enable and empower our graduates to operate as active citizens for sustainability in their chosen professions, the University will:

- Deepen and map understandings of the potential of each academic discipline, practice and profession to advance a more sustainable future, and integrate this knowledge into the curriculum of every Academic Division[i,j]
- Leverage these deep disciplinary perspectives to foster inter-disciplinary and trans-disciplinary understandings, teaching, research and applications for sustainability during our students' time at University[6].

6. This builds on work under the previous plan by the Melbourne Centre for the Student of Higher Education and Sustainability Fellows

UN SDGs

DELIVERING ON THE PLAN

OFFICE OF THE PROVOST | ACADEMIC DIVISIONS | ACADEMIC BOARD

PRIORITY

Discovery

ASPIRATION TO 2030

The University is regarded as a place where students and academics do the highest-quality sustainability research that addresses difficult questions and major challenges.

TARGETS (BY 2025)	INDICATORS OF PERFORMANCE
Sustainability research is integrated with campus operations and planning, to be an international exemplar of a sustainable community.	• Narrative detailing the University-wide efforts (such as funding, governance structures, and incentives) that have been established and used to facilitate two-way exchange between researchers and research into campus operations and planning • Report on the number of living lab projects being pursued, research and professional staff involved, community members involved, and individual case studies describing progress against sustainability indicators associated with each project
The highest quality research is conducted that contributes to knowledge, action, and impact across the disciplinary and interdisciplinary dimensions of sustainability.	• Report comprising proxy quantitative and qualitative measures at different levels: for example investment from Chancellery or Academic Divisions, individual researcher level achievements, achievements by Centres and Institutes • Use of relevant communication channels to describe the dissemination and uptake of sustainability-related research externally and the translation of sustainability-related research outcomes internally, drawing on Academic Division-level plans and varied cross-divisional activities and related outputs
Researchers make considered decisions on the sustainability impact of their research practices and activities.	• Appropriate education on sustainability impacts of research is embedded in researcher induction, including graduate researcher training • Case studies documenting the development and use of various tools, resources and approaches to address the sustainability impacts of research. Options include a carbon footprint calculator piloted by Melbourne Climate Futures, supported by reporting on the amount of CO_2 avoided.

UN SDGs

DELIVERING ON THE PLAN

CHANCELLERY RESEARCH & ENTERPRISE

ACADEMIC DIVISIONS

The University of Melbourne is a leading public-spirited institution with the purpose "to benefit society through the transformative impact of education and research"[k]. We are committed to producing high-quality research that addresses global challenges, such as those set out in the United Nations Sustainable Development Goals (UN SDGs).

Building on experiences from the *Sustainability Plan 2017–2020*, we now understand sustainability research at the University to sit within three nested categories:

1. **Research that informs its operational commitments:** Research that assists the University in meeting its operational sustainability goals such as achieving carbon targets, implementing its modern slavery strategy, and advancing sustainability solutions through living lab projects.
2. **Sustainability research at the University:** Much of the research undertaken in Academic Divisions, research centres, programs and interdisciplinary research institutes addresses issues relating to sustainability.
3. **The overall sustainability of our research endeavour:** This includes consideration of the sustainability impacts of research design and conduct, such as the carbon impact of air travel.

The indicators of performance are designed to capture impact within and across these categories and will be reviewed and, where necessary, revised in 2026.

Building on progress to date

The University will leverage our increasingly strong multi-stakeholder partnerships and outreach activities, together with the sustainability efforts and planning at the divisional-level, to extend our significant contribution to discoveries in world-class sustainability research. We will continue to lead by convening critical local and global conversations on sustainability issues. The 2020 launch of Melbourne Climate Futures and the University's Research Hub delivered important new channels through which to demonstrate our commitment.

Pathways to achieve 2030 aspirations

To achieve our discovery targets, the University will:

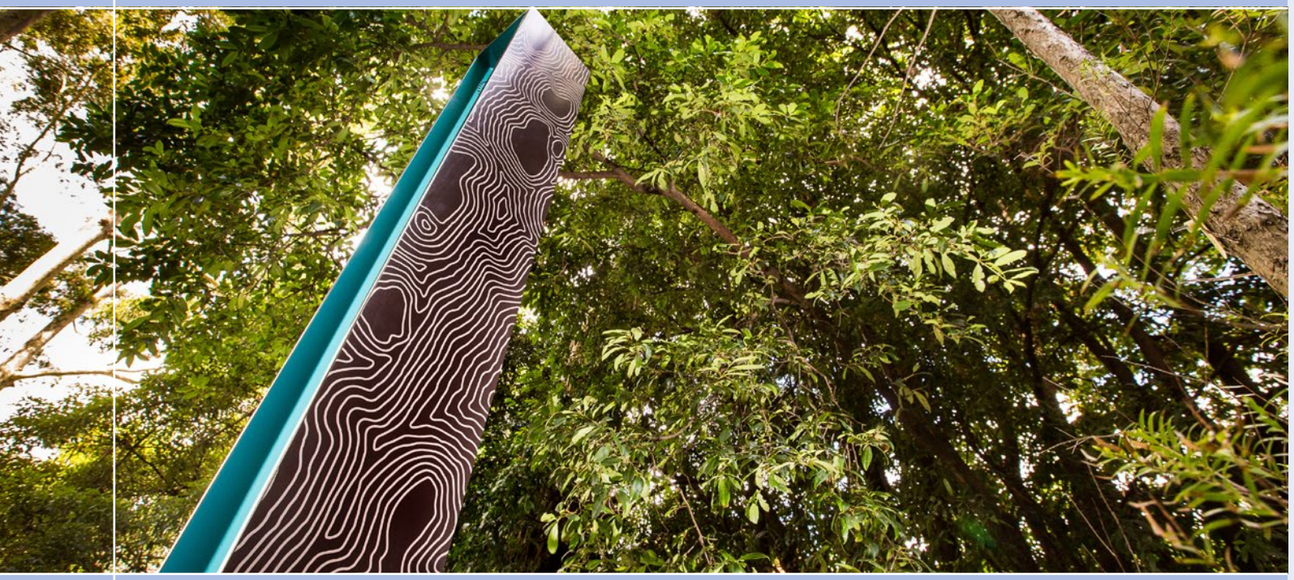
- Strengthen connections for our research to inform campus sustainability operations and planning
- Increase opportunities for our researchers to work with local, national and international partners to further the impact of our sustainability research
- Enhance the visibility, resourcing and translation of our sustainability research
- Support our researchers to design and conduct their research in line with best-practice sustainability principles
- Position the University as a thought leader on supporting the development of high-impact sustainability research.

PRIORITY

Indigenous knowledges

ASPIRATION TO 2030

The University has respectfully integrated Indigenous knowledges and participation into our approach to sustainability.



TARGETS (BY 2025)	INDICATORS OF PERFORMANCE
The University has an increased understanding of sustainability from an Indigenous perspective through co-created or Indigenous-led reciprocal learning.	• Case studies demonstrating the two-way learning and increased understanding with topics and methods to be developed as part of cocreation or Indigenous-led activity

The University of Melbourne recognises the importance of furthering our relationship with the Traditional Owners of the land on which our campuses stand, as well as assisting in the recognition, curation and activation of Indigenous knowledges. Many Indigenous academics have highlighted the potential of Indigenous knowledges to help us live in harmony with the world[1]. We therefore seek to engage with Indigenous Peoples in an appropriate way[7], to learn more. To do this properly takes time and investment in building relationships. As such, our target in this regard reflects a commitment to start this journey, rather than pre-empting or dictating where Indigenous-led or co-created activities might take us.

Building on progress to date

The Sustainability Charter identifies the importance of the past and future contribution of Australian Indigenous peoples as custodians of the environment. While the previous Sustainability Plan did not set specific targets, the University has created good foundations to build on. For example, the Student Precinct Project, a signature project in the University's Reconciliation Action Plan, demonstrates how the University can respectfully integrate Indigenous knowledges and sustainability. Further, many academics actively engage and have built relationships with Indigenous peoples.

Pathways to achieve 2030 aspirations

Detailed planning regarding this target and related actions will be co-created with, or led by, Indigenous peoples as part of consultation in 2022 for the University's next Indigenous Strategy. Through this process, ideas such as using Indigenous land management practices to help manage the Dookie Campus Bushland Reserve, will be explored further.

7. *For example, in accordance with the Charter for Research with Indigenous Knowledge Holders.*

UN SDGs

DELIVERING ON THE PLAN

OFFICE OF THE PROVOST

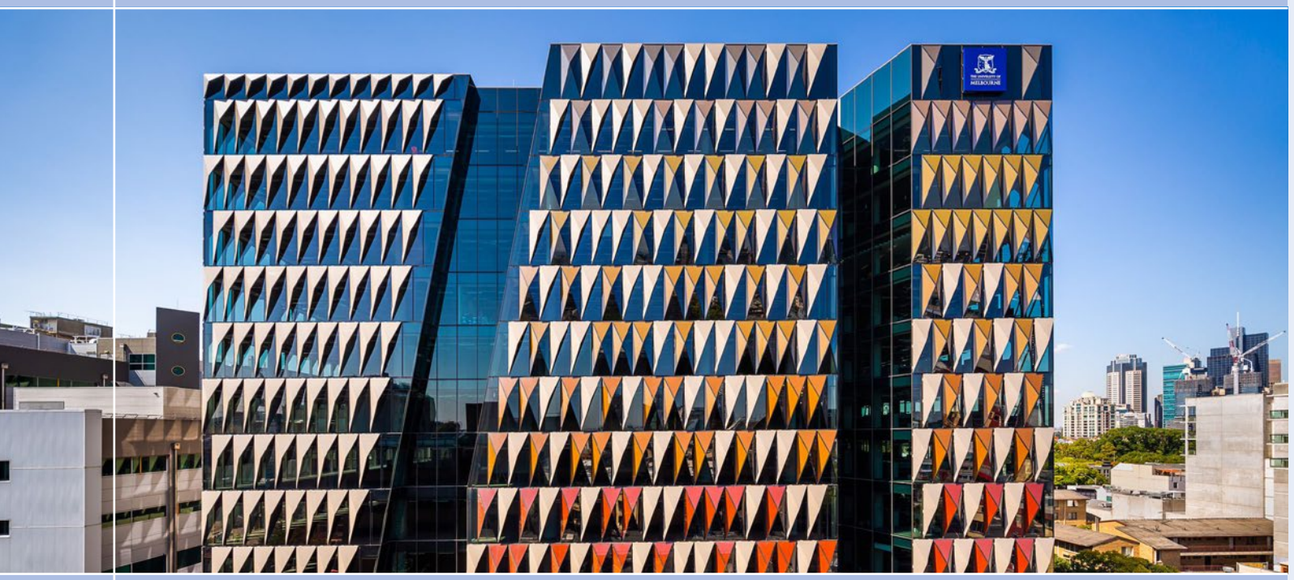
CHIEF OPERATING OFFICER PORTFOLIO

PRIORITY

Engagement and partnerships

ASPIRATION TO 2030

Our partners, collaborators and associated stakeholders have increased their sustainability performance through meaningful engagement and partnerships with the University.



TARGETS (BY 2025)	INDICATORS OF PERFORMANCE
The University's community partnerships demonstrate localised and co-created approaches to sustainability.	• Case studies reviewing how well, from both the University and partners' perspectives, sustainability has been embedded for each partnership. At the time of writing, the University has, or is developing, partnerships in the following communities: – City of Melbourne – Goulburn Valley – Arnhem Land.
The University has led or influenced discussions with precinct partners to further precinct-specific approaches to sustainability.	• Case studies identifying the nature of the University's involvement in sustainability issues for each precinct. At the time of writing, the University is a partner in the following industry precincts and partnerships: – Melbourne Arts Precinct – Melbourne Biomedical Precinct and statewide teaching hospitals – Fishermans Bend – Melbourne Connect.
The University is playing a leading and convening role on sustainability challenges and opportunities internationally, with particular focus on vulnerable and disadvantaged people in Asia and the Pacific.	• Case studies demonstrating progress and impact for the relevant themes in the International Engagement Plans for India, Indonesia and China • Sustainability-focused relationships and partnerships with overseas universities and organisations

Advancing Melbourne states that activities such as collaborating, partnering, convening and leading are fundamental to the University fulfilling its purpose to benefit society. Partnerships provide the University with additional resources, skills and knowledge, as well as the opportunity to have a more meaningful impact. The University has the ability to bring people together to understand and solve sustainability challenges and opportunities.

This Sustainability Plan sets targets relating to partnerships and engagements where it is expected that meaningful and significant sustainability impacts can be achieved. The University will work to embed sustainability in the partnerships and places where it is active, with an openness to learn from partners about what sustainability means to them.

Building on progress to date

Some outstanding collaborative partnerships and outcomes were achieved during the last Sustainability Plan period. However, there remains a significant opportunity to integrate sustainability considerations into University partnerships and engagement, and to leverage our convening power to bring policy, industry and community leaders together to drive change.

UN SDGs

DELIVERING ON THE PLAN

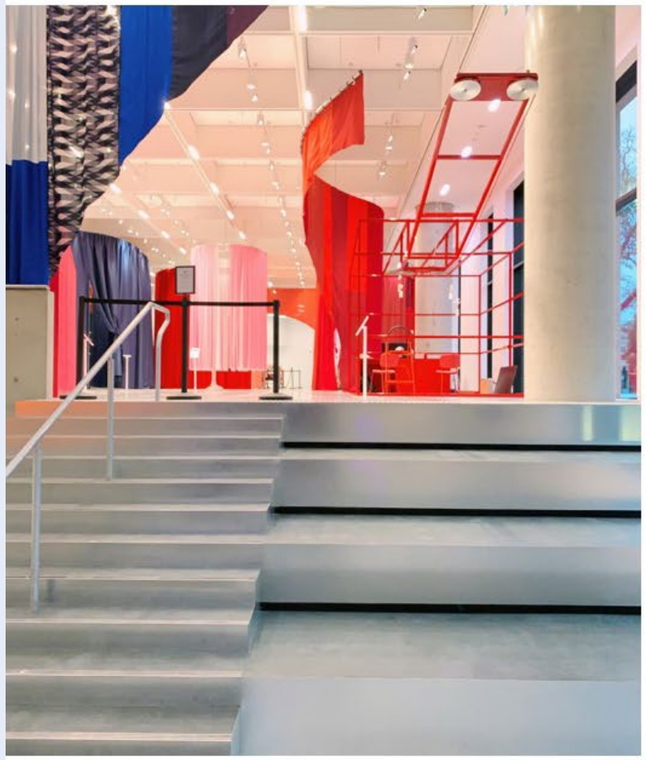
OFFICE OF THE PROVOST | CHIEF OPERATING OFFICER PORTFOLIO | STRATEGY AND CULTURE PORTFOLIO | ACADEMIC DIVISIONS | MELBOURNE CLIMATE FUTURES

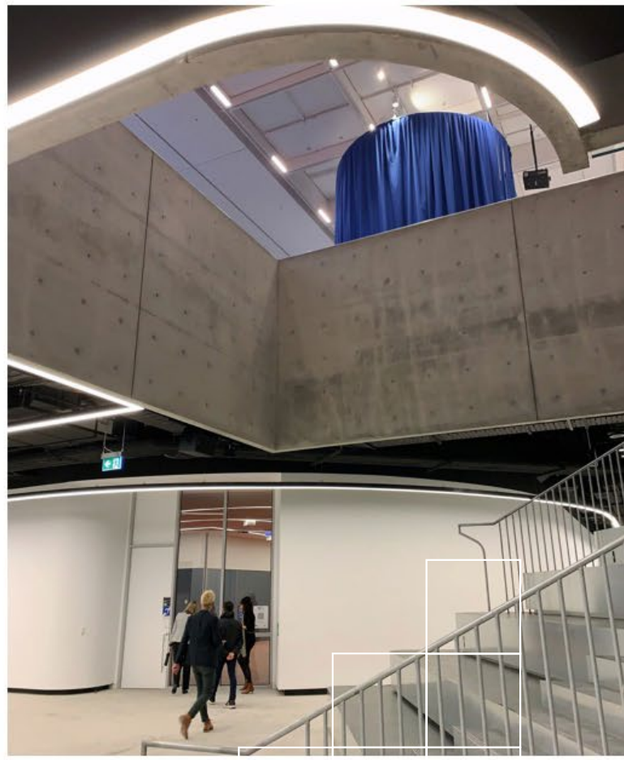
Pathways to achieve 2030 aspirations

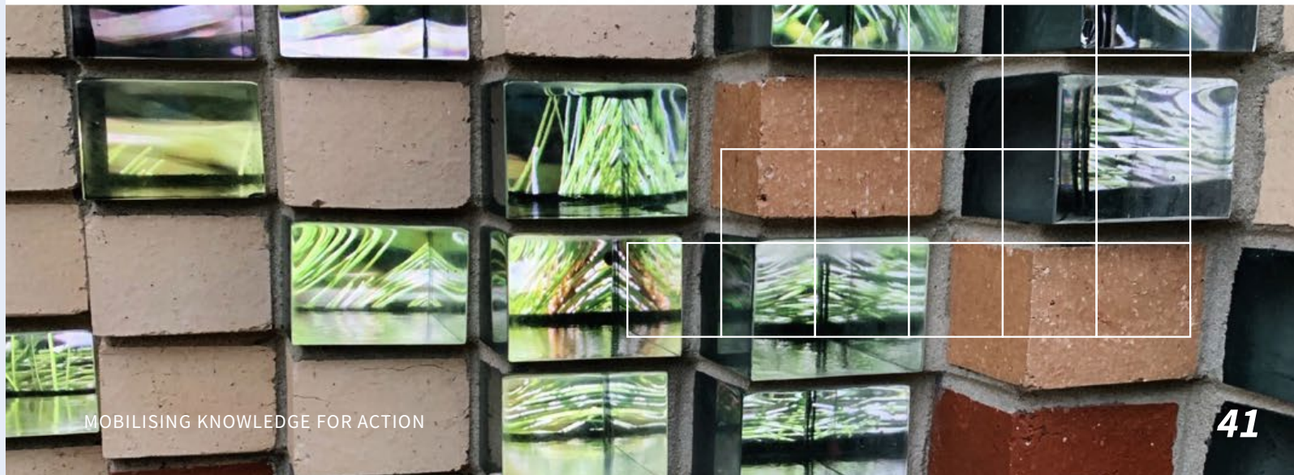
Specific actions will vary, reflecting the differences between specific partners and engagement activities. In late 2021, the University and the City of Melbourne signed a partnership charter that is built around four thematic areas that reflect both the City's and the University's strategic plans: Aboriginal Melbourne, Growing the Knowledge Economy, Place and Identity, and Climate Emergency. Our City of Melbourne partnership will focus on projects with substantial sustainability outcomes, and contribute to Melbourne's long-term recovery from the impacts of the COVID-19 pandemic. It will also support collaborations between stakeholders across state government, business, industry, institutional partners, and not-for-profit entities.

The Melbourne Connect and Fishermans Bend precincts have already integrated sustainability as a key element[m], while many Parkville Biomedical Precinct partners have sustainability plans, strategies and events, providing opportunities for sustainability-related collaboration.[n]

On a global scale, the University will develop relationships with other institutions and organisations to make progress on sustainability issues, with a particular emphasis on engagement with, and benefits for, the peoples of Asia and the Pacific.







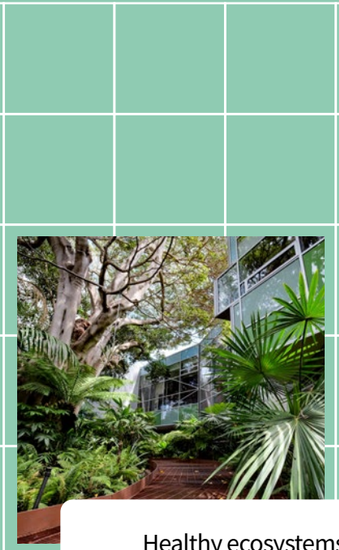
DOMAIN

Walking the talk in our operations

This domain reflects the University of Melbourne's ambition to become a true exemplar of sustainable community, supporting and enhancing the ecosystems, networks and communities our campuses form part of, at scales from local to global.

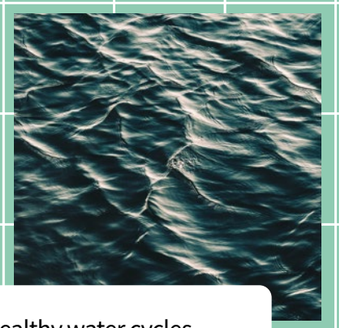
It includes the following priority areas:

- Climate resilience
- Healthy ecosystems
- Healthy water cycles
- Just and circular economy
- Responsible investment.

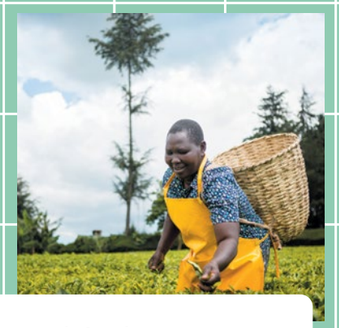


Healthy ecosystems

Climate resilience



Healthy water cycles



Just and circular economy

Responsible investment

PRIORITY

Climate resilience

ASPIRATION TO 2030

Our campuses and operations enable the University community, and the broader communities we are part of, to become more resilient to the impacts of climate change.

TARGETS (BY 2025)	INDICATORS OF PERFORMANCE
The University reaches and maintains a 'high' climate change preparedness level.	• Assessment based on the Climate Change Preparedness Framework developed by Warren-Myers et al[9], which scores from low to high on the following: – Awareness (Quality of climate change information gathered, Type of climate change information gathered, Application of information) – Analytical capacity (Source, Quality, Scope) – Actions (Extent, Application focus and process, Action type) • Preparedness score complemented by case studies

The University of Melbourne has a strategic goal to serve its communities and a statutory obligation to manage risk. Weather and related events, such as bushfire and flooding, have the potential to detrimentally impact the health and wellbeing of our campus communities and neighbours, the continuity of University business, and the University's physical assets and their future value. In the *Sustainability Plan 2017–2020*, the University sought to develop stand-alone climate adaptation plans for each campus.

Building on progress to date

The University's approach to climate risk has matured from an asset-focused approach to one that considers assets as enablers of outcomes, such as quality experiences for our campus communities. Under the previous Sustainability Plan, climate adaptation plans were completed for the Parkville and Fishermans Bend campuses, as well as all major building developments since 2018. Climate risk screening was completed for Dookie, Burnley, Creswick and Werribee campuses.

Pathways to achieve 2030 aspirations

Building on the foundation of our previous Sustainability Plan, the University is moving towards embedding understanding of, and response to, climate-related risks as part of business-as-usual practice for key systems, processes and decision making. This includes health and safety, business continuity, building and landscape design, property purchase and financial reporting, and will likely involve preparing briefing notes for relevant decision makers regarding climate change risks at each campus.

UN SDGs

DELIVERING ON THE PLAN

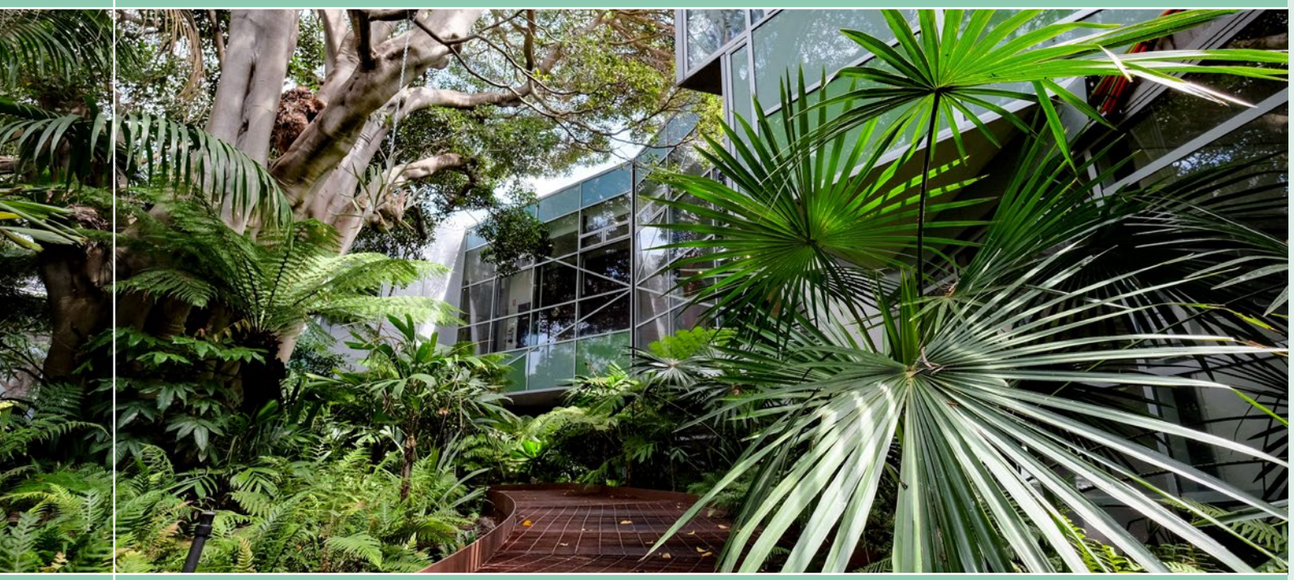
CHIEF OPERATING OFFICER PORTFOLIO

PRIORITY

Healthy ecosystems

ASPIRATION TO 2030

The University's campuses support a diverse range of species through healthy ecosystems on campus and connections to ecosystems off campus.



TARGETS	INDICATORS OF PERFORMANCE
Each campus achieves no net loss of biodiversity relative to defined baseline years by 2025.	• Ongoing monitoring of biodiversity metrics from the Biodiversity Baseline Data Project [8] • Size, health and diversity of remnant vegetation at the Dookie and Creswick campuses • University-wide indicators for ecosystem health and other detailed ecosystem features to be explored as part of ecosystem action planning and confirmed by 2025
Each campus achieves an increase of biodiversity relative to defined baseline years by 2030.	

8. *Read more about the Biodiversity Baseline Data Project and the seven preliminary metrics the University began to quantify and monitor.*

Globally we are in the middle of an extinction crisis. Climate change, habitat loss, over exploitation of natural resources and introduced plants and animals are causing ecosystems and the diverse lifeforms they support to decline at an alarming rate[p]. The 2021 UN Kunming Declaration saw signatories, including Australia, commit to global biodiversity being on a path to recovery by 2030 at the latest.

In Australia, habitat loss is the major threat to biodiversity[q]. The University of Melbourne, as a large landowner in urban, semi-urban and rural environments, can contribute to and increase biodiversity conservation on its campuses and surrounding landscapes[r]. Through our research outputs, graduates and on-site operations, the University must do its part to halt the decline of biodiversity and work towards improving it[s].

Building on progress to date

In 2017 the University released its first Biodiversity Management Plan, which was underpinned by extensive efforts by many staff and student interns to collect and analyse biodiversity baseline data across campuses. This baseline data will be used as a teaching and research tool, as well as a reference point for measuring our progress.

Pathways to achieve 2030 aspirations

Detailed action planning will be undertaken during 2022, noting that:

- Historically, the greatest threat to landscapes on campus have been construction works associated with our own developments and development projects initiated by other organisations in the vicinity of our campuses. As such, effective data collection, campus planning and the protection and enhancement of landscapes and ecosystems will be fundamental to achieving the targets stated in this Sustainability Plan.
- Requirements for new building and major refurbishment projects can improve biodiversity with requirements, such as Green Star credits and other appropriate benchmarks, set in the University's design standards for buildings and campus grounds.
- There are potential synergies with other targets in this Sustainability Plan, including climate leadership (sequestration and biodiversity benefits of thriving ecosystems) and healthy water cycles (irrigation demand and stormwater management benefits of landscaping).
- The importance of biodiversity has increased in the most recent version of the Green Star rating tool – Green Star Buildings – which the University uses to set sustainability targets for major building projects.

UN SDGs

DELIVERING ON THE PLAN

CHIEF OPERATING OFFICER PORTFOLIO

PRIORITY

Healthy water cycles

ASPIRATION TO 2030

The University has used water efficiently and contributed to healthy water cycles.

TARGETS (BY 2025)	INDICATORS OF PERFORMANCE
The University has reduced total water consumption by 10% relative to a 2019 baseline.	• Consumption of mains potable and mains non-potable[9] water (kL) • Consumption of water from on-campus sources, including rain/stormwater harvesting, grey water treatment and river/ground water (kL)
The University has significantly increased the proportion of water consumption from non-potable sources compared to a 2019 baseline.	• Non-potable water consumption (mains and on campus sources) as a percentage of total water consumption • Non-potable water consumption (rain/stormwater harvesting) as a percentage of total water consumption

9. *The University's Werribee Campus is served by a mains non-potable water supply and the Fishermans Bend Campus is expected to have access to non-potable water in the future.*

Victoria's millennium drought brought water scarcity into public consciousness[t]. In response to this, the University of Melbourne's previous Sustainability Plan set a target related to potable water consumption. Water moves through natural and human-made water cycles, and comes to the University directly as rain, overland flows and piped supplies. It leaves again through natural processes (for example, evaporation, evapotranspiration, infiltration, consumption by people and animals) and infrastructure (for example, stormwater, sewer). While water scarcity remains a pressing issue, the way each campus obtains, uses and disposes of water can have positive or negative impacts on the health of water cycles overall. Therefore, in this Sustainability Plan, the University is taking a more integrated approach to managing water resources.

Building on progress to date

To achieve previous potable water reduction targets, the University increased non-potable water use as well as the integration of water harvesting and re-use initiatives into new infrastructure developments. A number of major University development projects were also designed to achieve best practice stormwater discharge quantity and quantity targets.

Pathways to achieve 2030 aspirations

To reduce water demand, solutions such as low irrigation landscapes and water efficient taps, toilets and equipment will be fundamental. These will be complemented by the continued harvesting and use of non-potable water where appropriate, and underpinned by the installation of appropriate water metering to track performance.

To facilitate the reduction of stormwater quantity and pollutant load leaving our campuses, rain/stormwater measurement and harvesting will be implemented. Plan targets and indicators reference this because it is easy to measure, however we will explore campus-wide water models, to provide more comprehensive estimates of stormwater and pollutants.

We will also seek opportunities to improve ecosystems and the water cycle through water sensitive urban design, as demonstrated in the Student Precinct Project development.

UN SDGs

DELIVERING ON THE PLAN

CHIEF OPERATING OFFICER PORTFOLIO

PRIORITY

Just and circular economy

ASPIRATION TO 2030

The University's approach to the procurement and use of products, services and materials has stimulated a more just and circular economy and catalysed change in our campus communities.

TARGETS (BY 2025)	INDICATORS OF PERFORMANCE
The University has reduced waste to landfill to 10kg per person.	• Mass of waste to landfill disposed of via the University's waste contracts, accounting for inefficiencies in recycling processes where possible[10] • Mass of construction and demolition waste to landfill, disposed of via contractors on University construction projects • Management of priority wastes such as: – Phase out of single use plastics at University events, retail outlets on campus and in direct University procurement as measured by audits – Diversion of food and organic waste from landfill (for example, via programs that avoid waste such as Second Bite and appropriate disposal of genuine food and organic waste) • Planning towards zero waste to landfill by 2030
The University has reduced the flow and improved the circularity of materials passing through the University.	• Estimated total quantity of materials flowing through the University • Proportion of major procurement categories sourced in accordance with circular economy principles[11] • Proportion of materials and equipment managed at end-of-use in accordance with circular economy principles
The University has principles for ethical and sustainable consumption and service provision embedded into operations and procurement practices.	• Annual Modern Slavery Statement, including case studies • Fair Trade and other relevant third-party certifications • Integration of supplier code of conduct[u] into procurement practices
The University tracks spend with social and Indigenous suppliers, setting targets from 2024.	• Dollars spent with suppliers that are classified as social and/or Indigenous supplies (for example, demonstrated by listings on Supply Nation, Social Traders etc) as a percentage of total spend

10. The University acknowledges that recycling processes are not perfect, with some material sent for recycling potentially ending up in landfill due to contamination with non-recyclables or other process inefficiencies. See www.sustainabilitymatters.net.au/content/waste/article/taking-the-rubbish-out-of-recycling-data-954623487 for discussion regarding outcomes-based waste reporting.

11. The proposed principles initially are: eliminate waste and pollution, circulate products and materials, and regenerate nature, based on https://ellenmacarthurfoundation.org/topics/circular-economy-introduction/overview. The University is exploring the use of Circular Economy Frameworks to measure performance such as Circulytics, Circular Transition Indicators etc.

UN SDGs

DELIVERING ON THE PLAN

CHIEF OPERATING OFFICER PORTFOLIO

ACADEMIC DIVISIONS

The University of Melbourne's supply chain is broad and diverse. It includes products and services from construction and professional services, office supplies, lab consumables, and research and teaching equipment. In the 2021 financial year, the University spent AU$973 million with 9,756 suppliers across 77 countries. Consequently, there is significant potential for the University to have a positive impact when deciding how this money is spent and through engagement with our suppliers[v], beyond the minimum requirements of the *Modern Slavery Act* and FairTrade accreditation.

Procurement generates a significant proportion of the University's scope 3 greenhouse gas emissions (see Climate leadership) and flow of materials through our campuses. Some materials remain on site for many years (for example, furniture, buildings), while others pass through to waste and recycling streams more quickly (for example, packaging for equipment, food waste). In addition, a significant amount of material comes onto campus from other sources such as through food and retail tenants and the University community[w]. We must work to reduce overall consumption and make sure that what we do need to purchase has a life beyond its time at the University.

Building on progress to date

In 2018, the University met its commitments under Fairtrade certification and implemented a Supplier Code of Conduct. In 2019–2020, the University's Social Procurement Framework, incorporating its response to modern slavery, was developed and implemented.

The University will continue to focus on reducing waste at source and increasing reuse and recycling by utilising programs such as the Choose to Reuse Plate Program and the Choose to Reuse Events Service, and engaging with the campus community about appropriate resource recovery infrastructure[x]. We will build on work undertaken to embed waste reduction into leases and contracts for retailers and contractors, reduce waste at source through a review of single use disposable items, investigate options for organics collection, and increase reuse options. Waste reduction principles have also been embedded into new capital projects such as the Student Precinct Project.

Pathways to achieve 2030 aspirations

The University is taking a holistic view of how we minimise harm and generate benefit through our procurement, use, re-use and disposal of materials, goods and services. Embedding just and circular economy principles in our campus operations – and supporting their uptake by our staff and student communities – requires a holistic, end-to-end approach. Action planning for these targets will look beyond what is happening on campus, considering the impacts and opportunities for people throughout the supply chain, identifying potential 'future waste' to reduce wasteful materials being brought onto campus, and maximising re-use, re-purposing and re-cycling on our campuses.

PRIORITY

Responsible investment

ASPIRATION TO 2030

The University's investment portfolio and strategies support our aspiration to be leaders for a sustainable future.

TARGETS	INDICATORS OF PERFORMANCE
The University's investment portfolio[12] will be included in our commitment to be climate positive by 2030.	• Emissions from the investment portfolio are included in University's Climate Active Carbon Neutral certification by 2030.
Enhanced transparent reporting of the University's investment portfolio.	• The University will report annually on relevant sustainability-related investment portfolio metrics, including carbon intensity[13]. These metrics will be determined by the end of 2022 and published for calendar year 2022 and are likely to evolve over the course of the Sustainability Plan period. • Reporting will include how the University has complied with its related obligations, for example, UNPRI (United Nations Principles for Responsible Investment), this Sustainability Plan, and the Sustainable Investment Framework (SIF)

12. *This will include investments in the University's portfolio for which the carbon footprint can be reasonably measured or estimated.*
13. *Carbon intensity reporting (for example, tCO_2-e/$m sales) will include the investments for which carbon intensity can be reasonably measured or estimated.*

As a leading educational institution, annual returns on the University of Melbourne's investment portfolio provide valuable support for our core activities, assisting us to achieve the University's enduring purpose to "benefit society through the transformative impact of education and research"[14]. The University's investment strategy takes, and will continue to take into account, the expected impacts of climate change, including both risks and opportunities. The University's approach to assessing climate change risk and opportunity has been defined in our Sustainable Investment Framework (SIF), developed in 2017. The SIF outlines key criteria for integrating global climate change risk into the University's investment decision making.

Our investments are managed externally, with fund manager performance measured against the SIF. In our most recent independent assessment, the assessor[15] reported that our primary fund manager had made significant progress in its approach to climate change, and the carbon intensity of our investment portfolio had reduced. In addition, in 2020 the University became a signatory to the United Nations Principles for Responsible Investment (PRI). The PRIs state that "climate change is the highest priority environment, social, and governance (ESG) issue facing investors", and encourage investors to use responsible investment to better manage risks as well as enhance returns.

14. *Advancing Melbourne*
15. *Mercer, February 2021, Sustainable Investment Framework (SIF), 3rd Annual Implementation Review*

UN SDGs

DELIVERING ON THE PLAN

CHIEF OPERATING OFFICER PORTFOLIO

The Sustainability Charter states that we will "ensure transparency and accountability in all institutional activities", and "implement investment strategies consistent with the University's commitment to sustainability and its financial and legal responsibilities". The simplified but ambitious transparency and climate change-related responsible investment targets in this Sustainability Plan build on our significant progress and learnings in responsible investing over the past five years and ensure consistency with our sustainability aspirations across all of our activities.

Carbon emissions associated with investments are scope 3, or indirect, emissions. An organisation's scope 3 emissions from investments are the scope 1 and scope 2 emissions of their proportional share of investees. Based on advice from our independent consultant and peer practice[16], the University's investment portfolio is currently not included in our greenhouse gas inventory or our climate leadership commitments. By 2030, we will include our investment portfolio in both our scope 3 emissions reporting and our climate positive commitment, ensuring consistency with our ambitious target to be climate positive by 2030.

16. *Pangolin Associates, August 2021, Carbon Neutral Strategy for The University of Melbourne: "Other than Private Equity firms who own portfolios of companies, Pangolin Associates is not aware of any major financial institution, fund manager or asset manager that has included emissions associated with its financial investment portfolio in its greenhouse gas inventory for the purposes of Climate Active Certification."*

This commitment is more far-reaching and impactful than simply excluding investments related to fossil fuel, as it addresses carbon emissions across the whole investment portfolio as part of the University of Melbourne's overall commitment to being carbon neutral, then climate positive. The timeline of our investments target reflects the ambition and complexity of our climate leadership commitments and the need to carefully manage their implementation.

The University's investments are managed by third party fund managers, with the portfolio primarily invested via units in pooled investment trusts, where our funds are commingled with those of other investors. Hence, the University does not make individual investment decisions on whether to buy and sell individual company holdings. We focus on engaging with our fund managers to meet our responsible investment targets, including our reporting commitments. This approach has the added benefit of allowing us to influence the policies impacting a much larger pool of capital than the University directly controls.

As noted above, in 2020 the University became a signatory to the United Nations Principles for Responsible Investment. As a signatory, the University has committed to incorporating environment, social, and governance (ESG) issues into investment analysis, decision-making processes, and ownership policies and practices. We have also committed to being active owners, seeking appropriate disclosure on ESG issues by the entities in which we invest, and reporting on our activities and progress towards implementing the principles. We will include reporting on this progress in our annual *Sustainability Report*.

Pathways to achieve 2030 aspirations

To achieve our responsible investment aspiration, we will progress activities in a number of key areas. As a signatory to the PRI, the University endorses the spirit of the six principles and will undertake specific actions supporting these principles whenever possible. These principles and actions all inform the Plan targets.

To achieve our responsible investment targets and aspirations, the University will:

- Develop an ownership policy that reflects the University's Sustainability Charter and is consistent with PRI principles. Work with our fund manager(s) to report annually on ownership activities and relevant key statistics.
- Support University research directly through investment in affiliated ventures with sustainability-related benefits.
- Review biannually the University's investment beliefs relating to ESG matters, especially climate change.
- Update the Sustainable Investment Framework to reflect this Sustainability Plan and undertake biannual reviews to ensure consistency and fitness of purpose for achieving the responsible investment targets.

Governance and implementation

The University of Melbourne's Sustainability Framework sets and charts the course for advancing sustainability through all areas of University activity. The Framework comprises three elements:

SUSTAINABILITY CHARTER

Articulates the University's commitment to shaping a sustainable planet and our aspiration to become an exemplar of sustainable community.

SUSTAINABILITY PLAN

Roadmap for delivering on the Charter through outcomes and targets aligned to the University's institutional strategy, *Advancing Melbourne*.

SUSTAINABILITY REPORT

Annual, publicly available assessment of the University's sustainability performance against the Sustainability Plan.

Effective governance enables the University of Melbourne to implement our Sustainability Framework and strategy, manage targets and reporting, and strengthen relationships with internal and external stakeholders. It is critical to the successful implementation of this Sustainability Plan.

The Chief Operating Officer Portfolio (COOP) has overall accountability for the University's sustainability strategy and governance. The Sustainability Strategy Team within COOP leads sustainability governance and strategy development. A Sustainability Advisory Group, comprising executives, academic and professional staff from across Chancellery and Academic Divisions, and student representatives, will guide implementation of the University's sustainability framework, including this Sustainability Plan. Responsibility for delivery of Plan targets rests with the relevant University portfolio areas and Academic Divisions across the University.

This Sustainability Plan sets performance-based targets, defines indicators of success, and identifies who, at the Portfolio/Academic Division/Graduate School level, has responsibility during implementation. Those assigned responsibility related to one or more targets will incorporate appropriate actions into annual and multi-year workplans as part of normal planning processes. The Chief Operating Officer (COO) will report regularly to the University Executive via the Strategy Coordination and Planning Sub-committee on progress towards Plan aspirations and targets. Progress will be publicly reported annually in the University's Sustainability Report.

To enable accountability and practical action in the short- to-medium term, this Sustainability Plan is aligned to the duration of the University's institutional strategy, *Advancing Melbourne*, which is set to 2030. The Plan's outcomes and, where appropriate, some targets are similarly set to 2030. It has not been practical to set fixed targets out to 2030 for many of the Plan's targets, because further baselining or investigatory work is required to ensure these targets are meaningful. As a result, many targets are set for 2025, with a review and refresh of the Plan scheduled for 2026. This approach will enable the University to remain flexible and responsive in the action it takes to achieve its overarching aspirations to 2030.

UN SDGs

DELIVERING ON THE PLAN

CHIEF OPERATING OFFICER PORTFOLIO

ENDNOTES

a. *See for example Sarah J Bell, "Frameworks for urban water sustainability", WIREs Water, 7, (2019) https://doi.org/10.1002/wat2.1411; Rupprecht, Christoph D. D., Joost Vervoort, Chris Berthelsen, Astrid Mangnus, Natalie Osborne, Kyle Thompson, Andrea Y. F. Urushima, et al. "Multispecies Sustainability." Global Sustainability 3 (2020): e34. https://doi.org/10.1017/sus.2020.28; Michael-Shawn Fletcher et. al. "Indigenous knowledge and the myth of wilderness", accessed February 23, 2022, https://pursuit.unimelb.edu.au/articles/indigenous-knowledge-and-the-myth-of-wilderness; Rui-Dong Chang et. al. "Evolving theories of sustainability and firms: History, future directions and implications for renewable energy research", Reenwable and Sustainable Energy Reviews, (May 2017) https://doi.org/10.1016/j.rser.2017.01.029; Josef-Peter Schoggl, Lukas Stumpf and Rupert Baumgartner, "The narrative of sustainability and circular economy - A longitudinal review of two decades of research", Resources, Conservation and Recycling, (Dec 2020), https://doi.org/10.1016/j.resconrec.2020.105073; N. U. Blim, M Haupt and C. R. Bening, "Why 'Circular' doesn't always always mean 'Sustainable' ", Resources, Conservation and Recycling, (Nov 2020), https://doi.org/10.1016/j.resconrec.2020.105042.*

b. *It is acknowledged, for example, that the SDGs do not directly correlate with the concept of planetary boundaries e.g., https://www.cambridge.org/core/journals/global-sustainability/article/achieving-the-17-sustainable-development-goals-within-9-planetary-boundaries/5934F82F471B751168A0B2AE59AD0319; https://theconversation.com/is-it-possible-for-everyone-to-live-a-good-life-within-our-planets-limits-91421*

c. *Brundtland, G. (1987). Report of the World Commission on Environment and Development: Our Common Future. United Nations General Assembly document A/42/427*

d. *For example, see the University of Melbourne section of https://sustainablecampus.unimelb.edu.au/__data/assets/pdf_file/0005/1549652/Go8-Living-Lab-booklet_web.pdf*

e. *For example, drawing from literature such as: https://wenger-trayner.com/wp-content/uploads/2011/12/11-04-Wenger_Trayner_DeLaat_Value_creation.pdf ; Learning in Landscapes of Practice : Boundaries, Identity, and Knowledgeability in Practice-Based Learning, edited by Etienne Wenger-Trayner, et al., Taylor & Francis Group, 2014. ProQuest Ebook Central, https://ebookcentral.proquest.com/lib/unimelb/detail.action?docID=1753258; Pyrko I, Dörfler V, Eden C. Thinking together: What makes Communities of Practice work? Human Relations. 2017;70(4):389-409. doi:10.1177/0018726716661040; Wooltorton, S., Palmer, M., & Steele, F. (2011). A Process for Transition to Sustainability: Implementation. Australian Journal of Environmental Education, 27(1), 160-174. doi:10.1017/S081406260000015X*

f. *This spectrum is based on literature such as https://www.oecd.org/education/skills-beyond-school/recognitionofnon-formalandinformallearning-home.htm and UNESCO guidelines for the recognition, validation and accreditation of the outcomes of non-formal and informal learning https://unesdoc.unesco.org/ark:/48223/pf0000216360*

g. *For example, https://www.acts.asn.au/e/, https://international-sustainable-campus-network.org/*

h. *"The infrastructure and daily operations of the campus, as well as the culture of the university, act as a hidden curriculum that teaches students about what the university values."*
https://link.springer.com/chapter/10.1007%2F978-3-319-32928-4_14

i. *For an example of how this was approached by the Faculty of Engineering and IT under Sustainability Plan 2017 - 2020, see Rajabifard et al (2021) Applying SDGs as a systematic approach for incorporating sustainability in higher education. International Journal of Sustainability in Higher Education. Vol 22 No.6. Available at http://dx.doi.org/10.1108/IJSHE-10-2020-0418*

j. *Compulsory first year subjects, such as Today's Science, Tomorrow's World, Sustainable Commerce and Discovering Biomedicine are examples of incorporating an understanding of how different disciplines related to sustainability issues.*

k. *Advancing Melbourne, p.4*

l. *For example https://pursuit.unimelb.edu.au/articles/the-unique-value-of-indigenous-knowledge; https://pursuit.unimelb.edu.au/articles/our-country-our-way; https://pursuit.unimelb.edu.au/articles/indigenous-knowledge-and-the-myth-of-wilderness; https://pursuit.unimelb.edu.au/articles/the-time-is-now-for-indigenous-design-equity; https://pursuit.unimelb.edu.au/articles/reconciliation-at-scale; https://pursuit.unimelb.edu.au/articles/healing-country; https://pursuit.unimelb.edu.au/articles/australia-s-rivers-are-ancestral-beings; https://pursuit.unimelb.edu.au/articles/australia-s-rivers-are-ancestral-beings; https://pursuit.unimelb.edu.au/articles/the-future-of-our-cities-is-indigenous*

m. *For example https://melbconnect.com.au/purpose/vision/ , https://about.unimelb.edu.au/priorities-and-partnerships/fishermans-bend and https://www.fishermansbend.vic.gov.au/framework*

n. *For example https://www.health.vic.gov.au/planning-infrastructure/sustainability-in-health, https://www.thermh.org.au/about/policies-publications/environmental-sustainability, https://www.wehi.edu.au/news/wehi-supports-action-combat-climate-change; https://vcccalliance.org.au/events/mll-environmental-impact-of-healthcare/*

o. *See Table 5 in Warren-Myers, G., Hurlimann, A., and Bush, J. (2021) Climate change frontrunners in the Australian property sector. Climate Change Risk Management. Vol 33. Available at https://doi.org/10.1016/j.crm.2021.100340*

p. *https://www.un.org/sustainabledevelopment/blog/2019/05/nature-decline-unprecedented-report/*

q. *https://theconversation.com/lets-get-this-straight-habitat-loss-is-the-number-one-threat-to-australias-species-85674*

r. *https://pursuit.unimelb.edu.au/articles/making-cities-work-for-every-urban-dweller; https://pursuit.unimelb.edu.au/articles/how-our-cities-should-respond-to-the-biodiversity-extinction-crisis; https://www.metropolis.org/sites/default/files/resources/Nature-in-across-cities-metropolitan-biodiversity_Dickey-Oke.pdf*

s. *Research by the University's academics points to a number of practical approaches, e.g. https://theconversation.com/heres-how-to-design-cities-where-people-and-nature-can-both-flourish-102849; https://theconversation.com/the-small-patch-of-bush-over-your-back-fence-might-be-key-to-a-species-survival-108672; https://pursuit.unimelb.edu.au/articles/mini-beast-renaturing-a-time-for-local-action*

t. *https://pursuit.unimelb.edu.au/articles/the-global-problem-of-thirsty-cities; https://pursuit.unimelb.edu.au/articles/how-to-prevent-cities-from-drying-up; https://pursuit.unimelb.edu.au/articles/the-rivers-run-but-less-than-we-thought*

u. *The current supplier code of conduct is available here https://about.unimelb.edu.au/strategy/governance/regulatory-framework/supplying-to-the-university/policies-and-design-standards*

v. *https://pursuit.unimelb.edu.au/articles/how-social-procurement-can-revive-victoria-s-economy, https://about.unimelb.edu.au/__data/assets/pdf_file/0016/280420/Sustainability-Report-2020-Case-Study-New-Student-Precinct-social-procurement.pdf*

w. *https://pursuit.unimelb.edu.au/articles/reduce-reuse-and-recycle-for-a-circular-economy*

x. *See https://sustainablecampus.unimelb.edu.au/reduce-reuse-recycle for further information*

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