2018

UC Sustainability Report

Sustainability Reference Group

University of Canterbury

3/20/2019

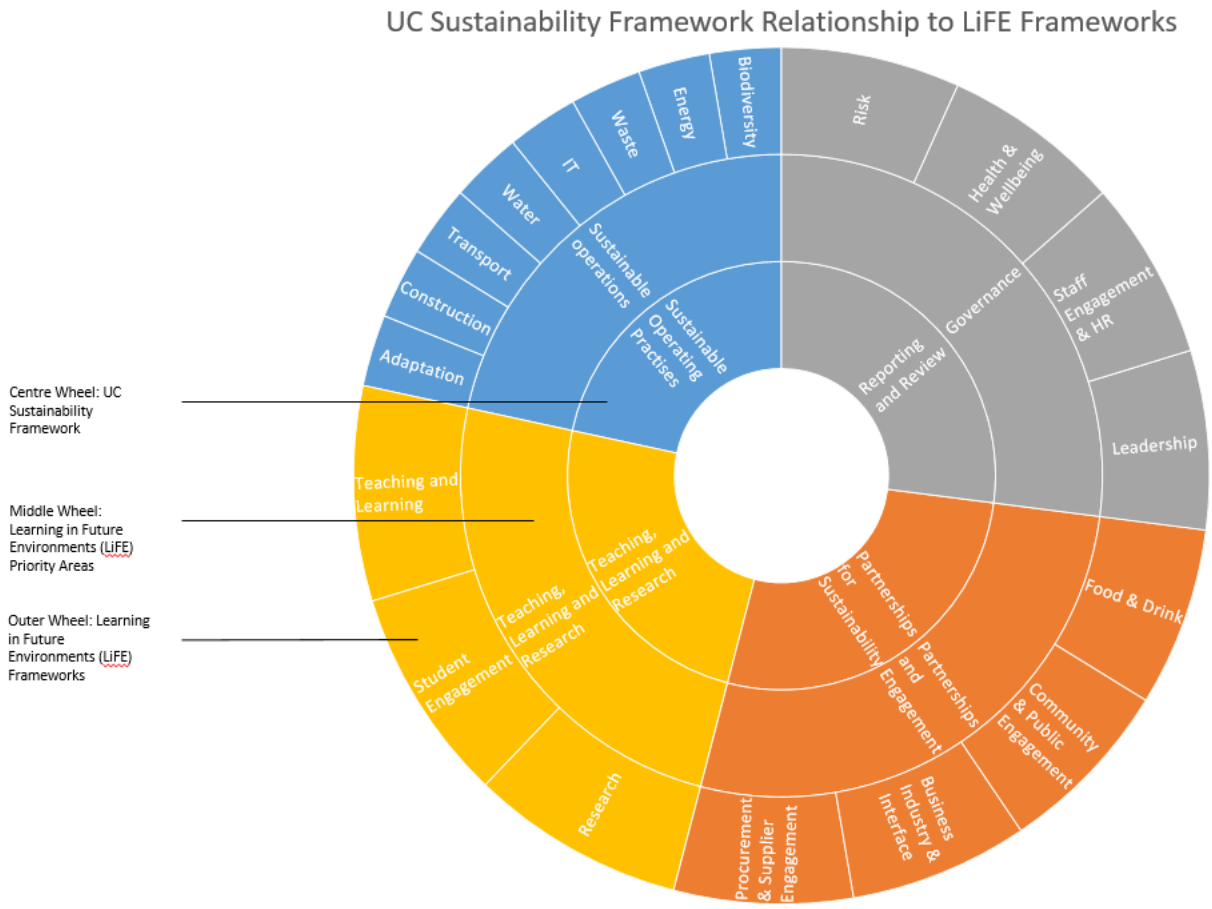
Executive Summary

This Report indicates how UC is performing with regards to its Sustainability Framework, which was adopted in 2018.

The Sustainability Framework states that the "University seeks to ensure that our research, teaching and learning, community engagement and operational plans align with New Zealand's national greenhouse gas emissions commitment, to reduce our ecological footprint." It focuses on the following four areas:

- Research for Sustainability
- Teaching and Learning for Sustainability
- Sustainable Operating Practises
- Partnerships for Sustainability

These four areas align well with the Learning in Future Environments four priority areas and therefore to the various LiFE Frameworks which sit under these priority areas. This is used as the organising framework for this report.



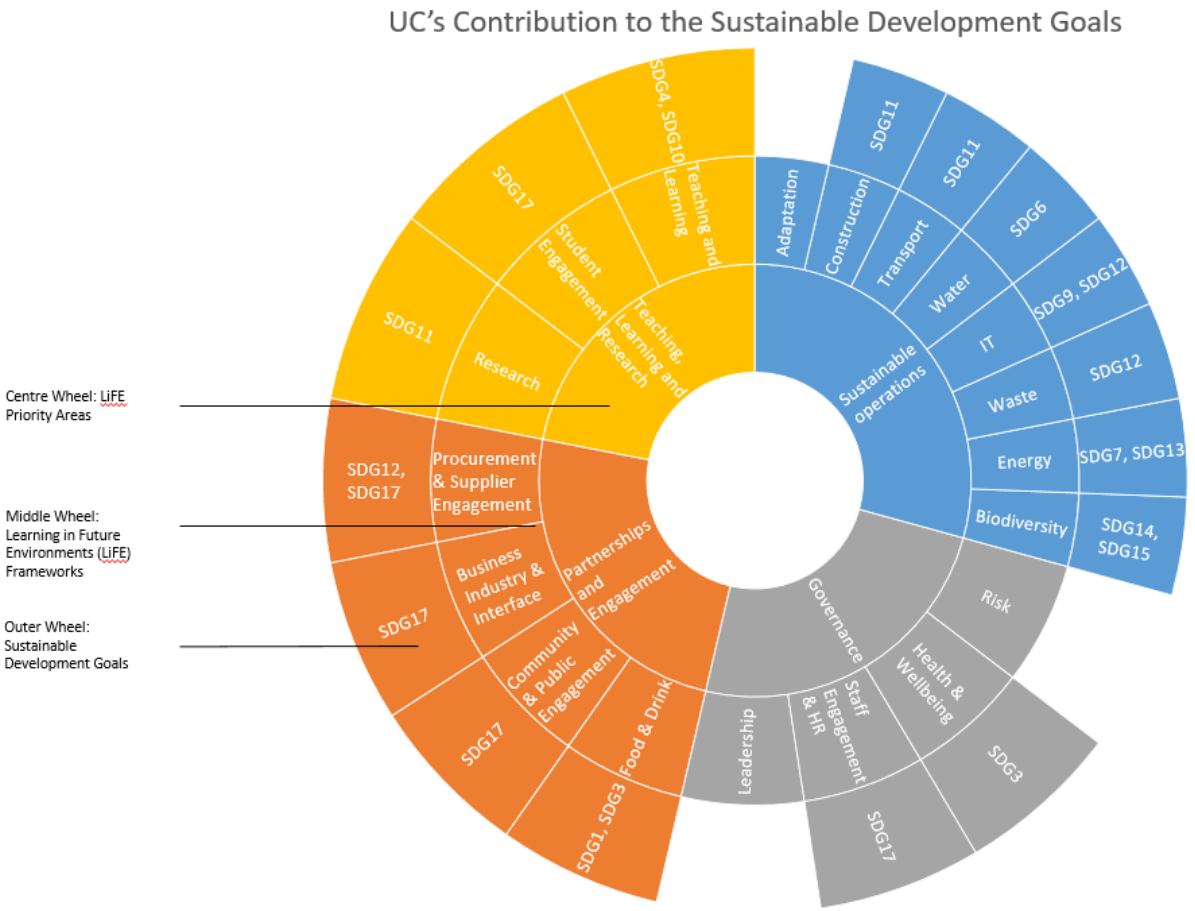
It also gives an indication about the contribution UC is making towards the United Nations Sustainable Development Goals (SDGs).

This report was approved by UC's Senior Management Team in March 2019.

Acknowledgements

The Sustainability Office gratefully acknowledges the support and input from a range of stakeholders in the creation of this report. Co-authors include Prof. Jon Harding (Biology) whose continued monitoring of stream health as part of classes he teaches give us such valuable data. Brian Phillips (Capital Works Programme Director) contributed information on sustainable construction and Mt John. Tony Sellin's (Energy Manager) work in compiling carbon data as well as energy use is invaluable. The analysis of UC's SDG contribution to teaching and learning would not have been possible without support from IT Services' Client Technologies Support (CTS), and the analysis of our research contribution to the SDGs was mainly undertaken by Pip Hawkes from Research and Innovation. We further thank Dr Rita Dionysio (Geography), Prof. Susan Krumdieck (Engineering), Dr Glynne Mackey (Education), and Dr Tara Murray (Forestry) for providing case studies of courses that exemplify the principles of the Sustainable Development Goals. Likewise, the UC Communications team provided useful data relating to engagement, and UC Procurement have helped enormously in demonstrating elements of UC's sustainable supply chain. CTS provided IT recycling data.

All of these people are represented on the Sustainability Reference Group, which also included representation from the UCSA via Jackson White. We thank the Reference Group for their support of sustainability initiatives across the University and their input into this report.



1 UC Sustainability Report

This report is organised according to the Learning in Future Environments (LiFE) framework, with additions developed for the UK Sustainability Leadership Scorecard. The coloured speech bubbles indicate levels of progress in each area, from completed (or near completion) (in green with dots), in progress (yellow), or no (or limited) progress to date (red). We should note that the American Association for the Advancement of Sustainability in Higher Education (AASHE) has signed an MoU with the Australasian Campuses Towards Sustainability (ACTS) to bring the Sustainability Tracking, Assessment and Rating System (STARS) to Australasia in 2019, and UC needs to consider whether it will use this system for future reporting.[1]

1.1 Leadership and Governance

1.1 Leadership

LiFE recommends a clearly articulated Sustainability Strategy be adopted by the Senior Management Team. This has been completed, in the form of the UC Sustainability Framework.

1.2 Staff Engagement and HR

There have been few opportunities for staff to engage directly with sustainability during 2018, however, that will change with the relaunch of an Eco Office type programme and the Sustainability Awards in 2019.

1.3 Health and Wellbeing

A Wellbeing Strategy is in development.

1.4 Risk

The Risk framework is currently being explored. A recent report for policy makers from the Intergovernmental Panel on Climate Change defines risk as "The potential for adverse consequences from a climate-related hazard for human and natural systems, resulting from the interactions between the hazard and the vulnerability and exposure of the affected system. Risk integrates the likelihood of exposure to a hazard and the magnitude of its impact. Risk also can describe the potential for adverse consequences of adaptation or mitigation responses to climate change."[2]

[1] Note that this also takes into account advice contained in the UNEP's guide, *Greening Universities Toolkit*

[2] Intergovernmental Panel on Climate Change, "GLOBAL WARMING OF 1.5 °C: an IPCC special report on the impacts of global warming of 1.5 °C above pre-industrial levels and related global greenhouse gas emission pathways, in the context of

A number of environmental risks are noted in the Risk Management and Compliance Framework (see Appendix A to that Framework). Additionally, risks to the Sustainability programme are listed in the Facilities Services Operational Plans. However, specific risks related to impacts of climate change have not yet been quantified. UC is seeking advice on the best approach to managing and reporting on risk in this context.

strengthening the global response to the threat of climate change, sustainable development, and efforts to eradicate poverty", http://report.ipcc.ch/sr15/pdf/sr15_spm_final.pdf, Accessed 10 October 2018

1.2 Learning, Teaching and Research

1.2.1 Research

The Research & Innovation team supplied the Sustainability Office with data on research projects at UC that refer to keywords related to the Sustainable Development Goals (see 1.2.2. below for more information on this). This analysis revealed a strong concentration of research related to SDG 11: Sustainable Cities and Communities, (104 research grants awarded) and to SDG 10: Reduced Inequalities (2092 research outputs). In total, more than $66.5m of research grants has been awarded to UC projects related to the SDGs since 2014. Kia Tōpū, a $30m research strand focused on the future of food, offers a significant further opportunity in this space.

1.2.2 Learning and Teaching

Since 2010, the Sustainability Office has made an annual count of courses whose core teaching is about sustainability or ecology. However, for 2018 a new method has been utilised that broadens out the definition of sustainability, and uses a set of keywords relating to the Sustainable Development Goals to search the Course Information System (CIS). These keywords have been determined through the Sustainable Development Solutions Network and Australasian Campuses Towards Sustainability. This method is far from perfect, but reveals that a great many courses at UC touch on SDG themes.

712 UC courses reference at least one of the keywords, and five reference more than 30 keywords. The strongest teaching contribution appears to be for SDG 10: Reduced Inequalities.

This method is quite coarse, but case studies below give more insight into the nature and contribution of some of these courses.

We might also note that the CIS shows that for 2018, 24 courses mention ‘sustainability’, 22 mention ‘sustainable’, 3 mention ‘sustainable development’ and 1 mentions ‘Sustainable Development Goals’.

Finally, UC developed its Graduate Profile. This states that graduates will be critically competent in a core academic discipline and demonstrate the following attributes to be:

- Globally aware

- Engaged in the community
- Biculturally confident and competent
- Employable, innovative and enterprising

Sustainability is viewed as a theme that can be woven through each of these four attributes.

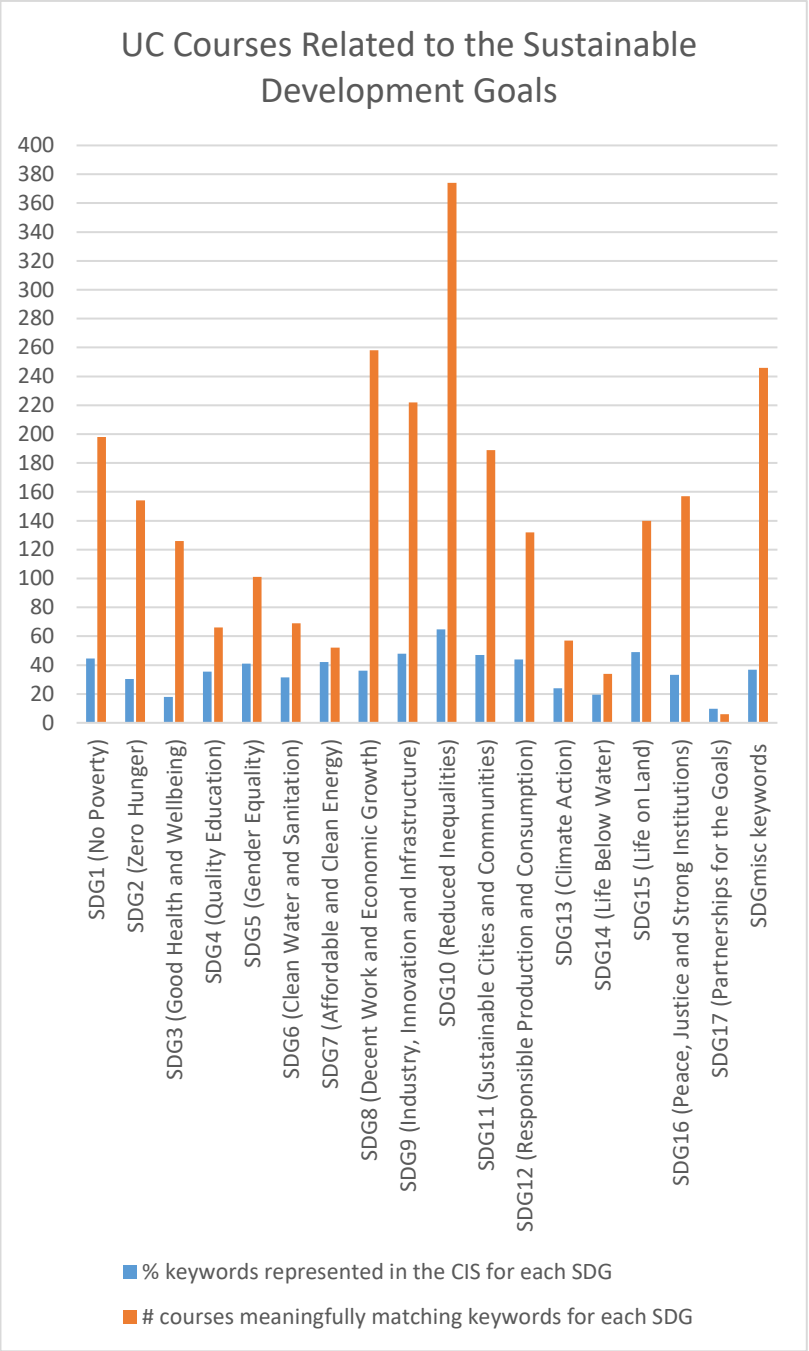
Case Study 1: ENME405: Energy Systems Engineering (Engineering)

ENME405 (Energy Systems Engineering), taught by Susan Krumdieck, scored highest using the keyword methodology outlined above. In this course the SDGs, the Bruntland Commission definition, the Natural Step approach and other sustainability ideas are explored. Students also examine each SDG to see how it could relate to any engineering project students have ever been involved in or heard of. Students also explore several research projects in places that would be considered "developing": the Island of Rotuma, Fiji, the Island of Fenfushi, Maldives, the Pomeroon River Villages, Guyana, and Ohakune/Raitehi in the Ruapehu District. The students are learning Transition Engineering and that it is actually the actions and growth of engineered systems in "developed" countries that are the most unsustainable. Transition Engineering methodology is about disrupting and changing unsustainable systems through change projects.

Case Study 2: TECP319: Sustainability and Social Justice (Education)

There is also an error in this first iteration of the search tool; at least one course that should have appeared does not appear at all: TECP319: Sustainability and Social Justice, taught by Glynne Mackey. Indeed, she won the Supreme UC Sustainability Award in 2017 for her work in research and teaching to advance Education for Sustainability both at UC throughout New Zealand, and internationally.

In TECP319, students learn about the relationships of sustainability and social justice, and are exposed to indigenous understandings of sustainability and participate in hands-on environmental projects. The first assignment, worth 50% of the final grade, is about the Sustainable Development Goals and requires students to select one of the Goals, exploring fairness for people and environment, understanding the impact on children, evaluating initiatives



to reduce the impact, stating a clear personal position and reflecting on their own personal action or otherwise. An example of the power of this kind of analysis can be seen in the following example from one of these assignments: “I believe that I have been a passive observer, unconscious and uneducated in the power that I have as an individual to address environmental issues in my world. We, as New Zealanders, need to embrace the tikanga concept of kaitiakitanga, guardianship of the natural treasures around us including the precious oceans… I am a teacher. I am responsible for educating the children in my care to be kaitiaki of our oceans and land. I am a global citizen. I am responsible for what I put out into the environment, not only the negative including waste, carbon emissions but the positive in my ability to clean up and minimise my impact. I am an agent of change.” [3]

Case Study 3: GEOG402: Resilient Cities (Geography)

This course examines the theory and practice of sustainable urban development. How to manage cities sustainably is one of the main challenges in all parts of the world, and the more so in Christchurch in the context of post earthquake recovery. The course has a different theme each year, and in 2018 this was organisational resilience. The course uses problem-based learning, combined with elements of service-learning, i.e. research delivery through community engagement focus. The research project is formulated in conjunction with urban management and community agencies. From the course students develop an appreciation and understanding of key urban issues, reflect on how to use critically concepts of ‘place’, ‘community’ and ‘nature’ in urban landscapes, and to understand the value and importance of geographical processes in urban research.

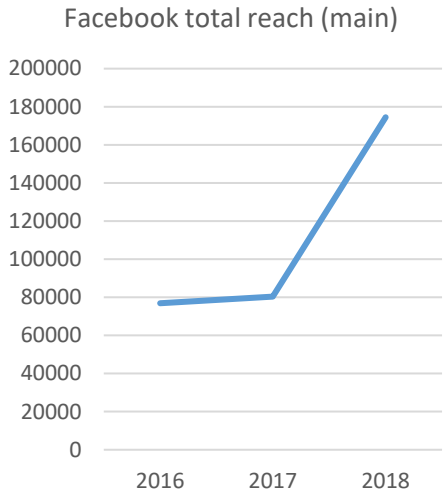
Case Study 4: FORE447: Environmental Forestry (Forestry)

FORE447, taught by Prof. David Norton, provides an overview of the broader environmental and cultural issues associated with plantation forestry in Aotearoa New Zealand within the framework of ecosystem services. Ecosystem services are the goods (such as food and fibre) and services (such as water yield) that the human population derive, directly or indirectly, from ecosystems and are fundamentally important because the well-being of human society is totally reliant on them. Forests are particularly important as they provide many key ecosystem services that are not necessarily provided by other comparable land uses such as farming. The course focus on a range of the ecosystem services provided by plantation forestry including biodiversity conservation, soil and water conservation, and cultural services. Fibre production and carbon sequestration are not included as

[3] Megan Shaw, 2018: Year 3 Bachelor of Teaching and Learning (Primary).

they are covered in numerous other School of Forestry courses. The course also address the policy frameworks within which ecosystem services are managed in Aotearoa New Zealand and places a particular emphasis on bicultural competence and confidence as Māori are key players in New Zealand forestry as forest and forest land owners, as forest managers and as a people to whom forests are an essential part of life.

1.2.3 Student Engagement

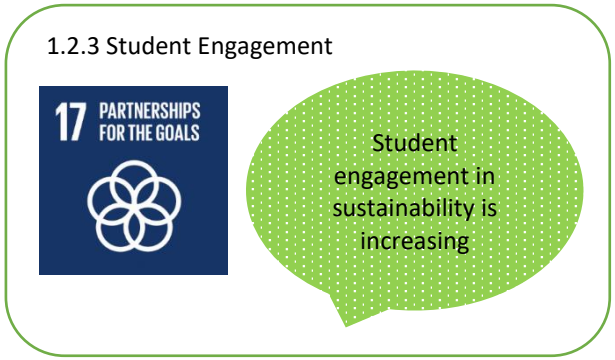


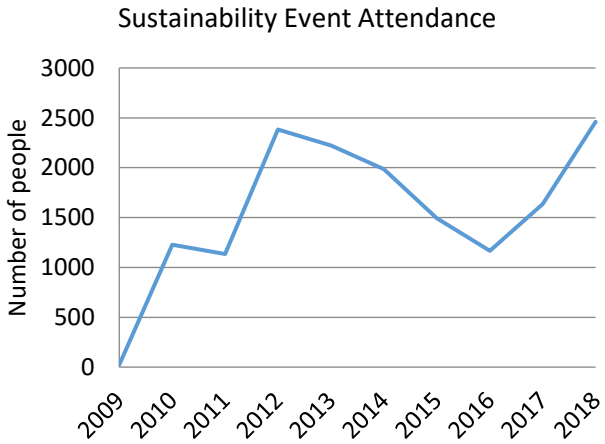
The Sustainability Office has continued to deliver sustainability content via a range of social media channels throughout 2018. Our Sustainability Engagement Coordinator's focus on events and communications saw a steady increase in student participations throughout the year.

Sustainability Office blogs published across the UC Sustainability Site, the staff newsletter Intercom and the student newsletter Insider's Guide maintained fairly stable viewership at 6,801 views. Dr Bike, the Bike Breakfast, and the coffee cup library attracted the most attention from staff and students.

The Sustainability Newsletter, published on MailChimp three times during 2018, remained a small section of our social media outreach, but caters to a highly engaged audience. The newsletter itself was opened by 352 people. In total, Sustainability Office MailChimp campaigns in 2018 were opened by 3979 people. As a result, the Sustainability Office is reconfiguring its mailouts for 2019 with a stronger focus on campaigns targeted at lists segmented by specific areas of interest.

The combined fan count for both the UC Sustainability Community and UC Community Gardens Facebook pages continued steady growth, and total reach for the UC Sustainability Community grew from 76,880 in 2016 to 80,363 in 2017. In 2018 this grew dramatically to 174,487.



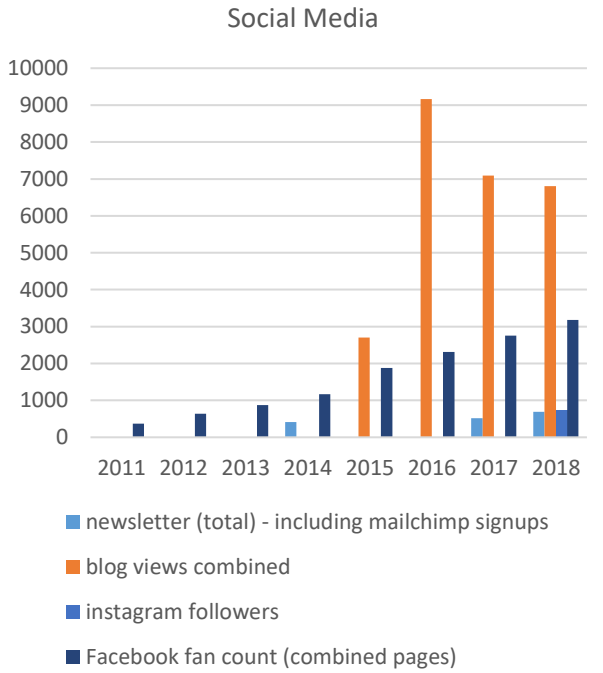


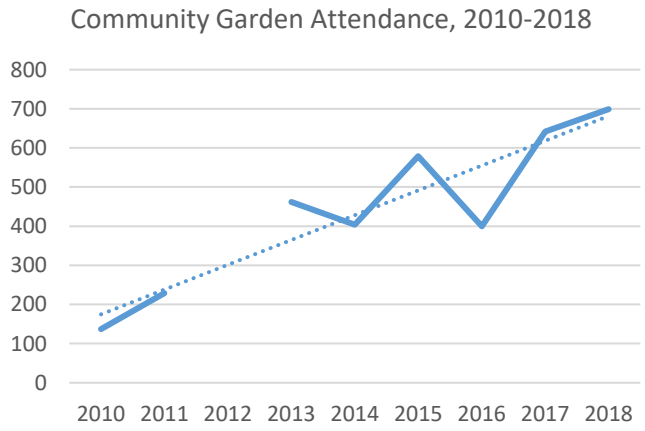
The Sustainability Office developed a Green Team volunteering opportunity for students in 2015. By the end of 2016, it was possible for students to have this volunteering recognised as part of the new UC-wide Co-Curricular Record. This was further developed in 2017 as an Eco Volunteering programme. During 2018, Eco Volunteering became fully integrated into the Co-Curricular Record, and 22 students were involved. Beyond this, a further approx. 20 students engaged in Eco Volunteering without being part of the CCR. The Eco Volunteering programme engages students in events and communications around key sustainability issues both on and off campus: waste management and minimisation, fair trade, sustainable transport and sustainable living.

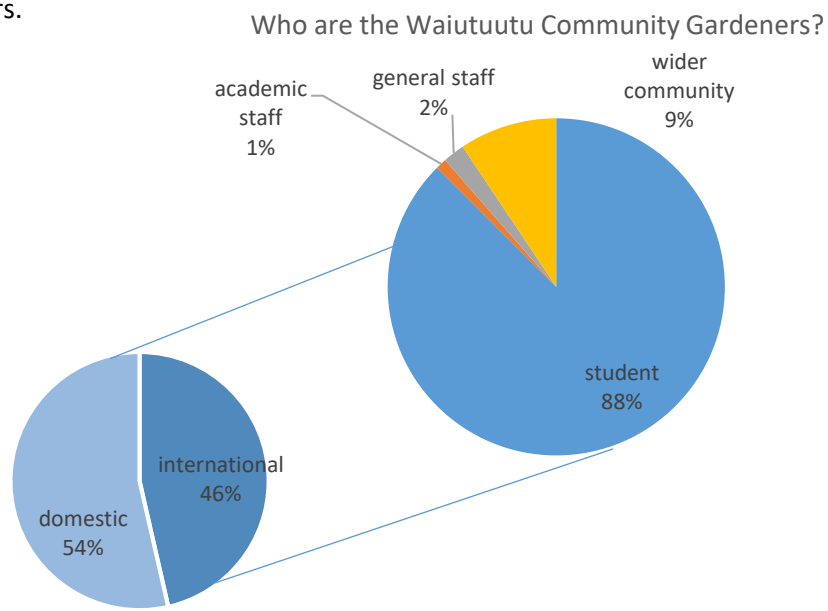
The 2019 Eco Volunteering programme will build on previous offerings, with more opportunities for students to take leadership on sustainability events and initiatives on campus.

Sustainability events saw a record number of attendees during 2018. This was largely a result of spreading larger events throughout the year rather than in one concentrated Eco Week.

There was also an increase again in the number of attendees at Waiutuutu (previously Okeover) Community Garden gardening bees - 740 attendances: a 440% increase since 2010. Of new inductees, 88% were students, of whom 46% were international students. Most were there to learn about organic gardening (89%), but 66% reported they were there because they liked the garden environment. 63% were there to meet new people and 61% to volunteer. International students were over-represented at 46% of the student gardeners.







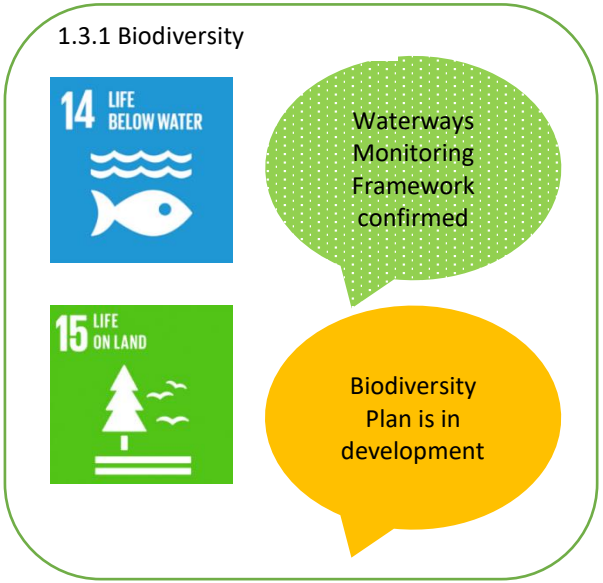
1.3 Facilities and Operations

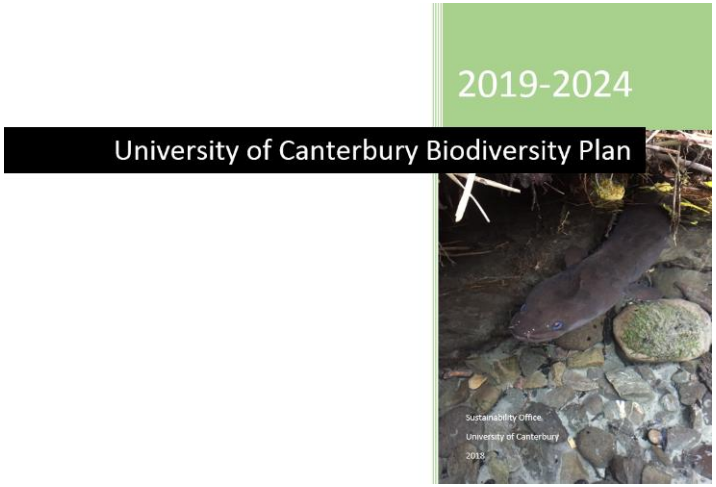
1.3.1 Biodiversity

Biodiversity reporting at UC is still dependant on academics conducting class experiments and offering their results to the Sustainability Office. In 2018 a Biodiversity Plan for the UC Ilam campus was developed with engagement from academics and general staff. This is awaiting UC-wide approval.

Enhancing mahinga kai values is a core principle in the Landscape Concept and the Waterways Issues and Options document and the UC Waterways Plan 2017-2045. These fed into the high level Landscape Masterplan which was endorsed by SMT early in 2017.

During 2018 the Waterways Group continued work on and confirmed a monitoring and reporting framework for the campus streams. The framework will begin being implemented in 2019.





Waiutuutu/Okeover Stream
Professor Jon Harding, School of Biological Sciences

The ecological health of Waiutuutu/Okeover Stream has been monitored annually since 2000 by staff and students from the Freshwater Ecology Research Group in the School of Biological Sciences at four sites along the stream on campus. In 2018 the diversity of stream invertebrate species had recovered from a drop in 2017. The ecological health of the stream is still poor when compared to several different measures of stream health. In 2018, the most downstream site near the University Glasshouses had 20 species which was a recovery to 2012 levels, however in 2017 only 11 species were collected at this site. The MCI (another measure of stream health) indicates the stream is moderately polluted. Continued untreated contaminated stormwater inputs and sediment from construction over the last few years are all likely causes for this poor ecosystem health. High levels of sediment are particularly obvious along the reaches by Engineering and the Zoology Carpark.

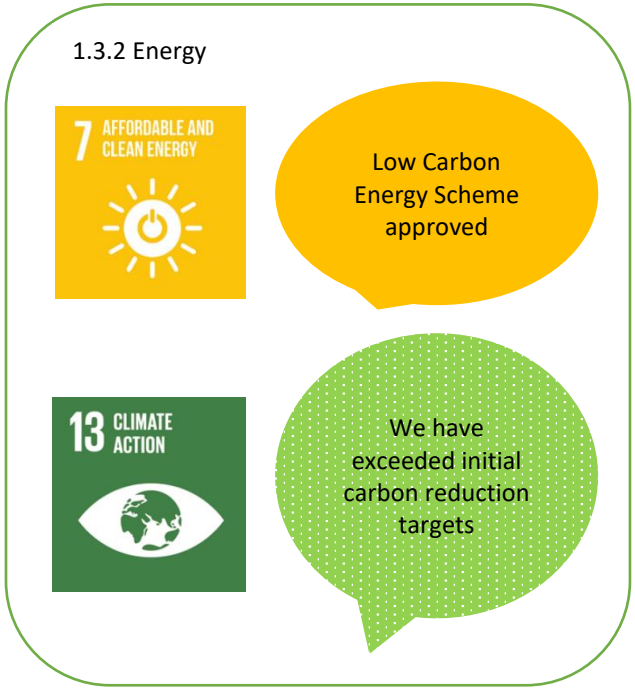
Mount John Research Centre
Brian Phillips, Programme Director Capital Works

The University has a medium term ground lease for the top of Mount John which includes a dedicated access Road. The facilities on Mount John serve the research needs of the University particularly for observatory activities and in partnership with Earth and Sky who provide services and access to Mount John for visitations by both national and international tourists.

The responsibilities of custodianship and the importance of appropriate environmental management of Mount John on behalf of the people of New Zealand is recognised and understood. As a result in 2019, both the University and Earth and Sky will develop a 25 year Infrastructure Investment Master Plan. The Master Plan will record proposed future investment responding to increasing visitations and the like and frame the process of approval processes in the staging and management of these future investments.

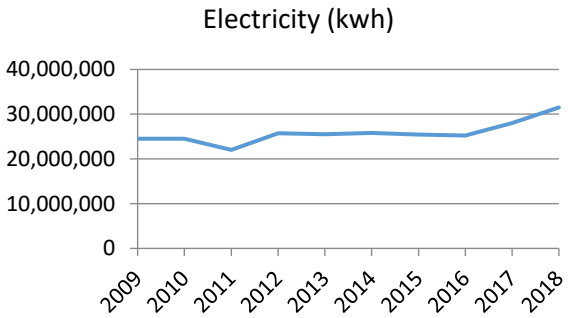
1.3.1 Biodiversity (cont.)

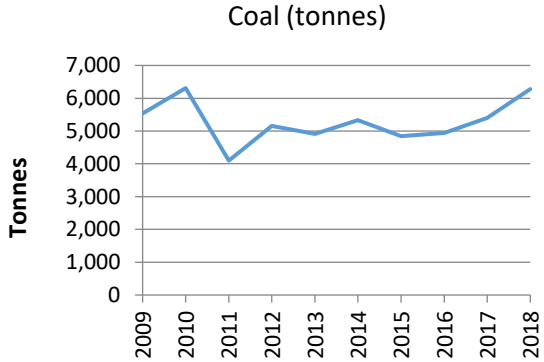
1.3.2 Energy

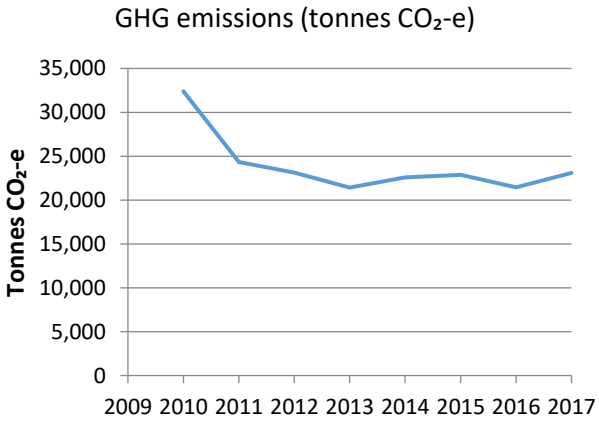


2018 was a significant year for energy and carbon reduction at UC. Building on our earlier success of a 34% reduction in carbon emissions over our 2010 base year, UC Council supported the business case for the Low Carbon Energy Scheme (LCES). The highlight of this strategy is the replacement of existing coal boilers with biomass (wood) boilers. This work will take place over the next two years, and is expected to reduce our carbon footprint by a further 45%. The remaining portion of our carbon profile comes primarily from air travel.

2018 saw the predicted increase in coal and electricity consumption consistent with the UC capital work and remediation programme.[4] In particular, 2018 saw the new Ernest Rutherford building open for occupation, and whilst the construction work continued at Rehua the building was on-line connected to the UC Boiler-plant to allow for HVAC equipment operational and commissioning checks. Indeed, Ernest Rutherford building alone represented a 10.7% increase in gross floor area. Heat to the building was provided from semester one 2017 (even though it wasn't formally occupied at that time, again to allow for HVAC equipment operational and commissioning checks). Carbon data for the 2017 year shows that carbon emissions have not increased commensurate with the increase in floor space; indeed, we have seen a 2.7% decrease in carbon intensity per square metre, reflecting the higher thermal efficiency of the new building envelopes and the energy efficient plant and equipment installed.







[4] Note that electricity was misreported in the 2017 Sustainability Report as 25,719,367 kwh. The actual figure was 28,033,970 kWh.

1.3.3 Resource Efficiency and Waste

During 2018, compostable service ware was introduced in all UCSA-run cafes, as well as of the other café providers. This had an immediate effect on UC's waste system, and the existing blue bins for the coffee cup composting trial we had been running since 2014 were extended to accept these new materials. In 2019 this service will be improved further.

The chart below shows that the downward trend in landfill came to an end. This is concerning, as landfill is still well above pre-earthquake levels. Part of the issue here is that much of the recycling is contaminated, and because the University does not have the resources for a thorough sort, it is being landfilled. This partially accounts for the low rates of co-mingled recycling (comingled recycling is now 1% of our total waste, as opposed to 19% in 2013. See below). However, the proxy weight per bin we use has been altered, down from 45kg per bin to 12kg per bin, which has also had a significant impact. In addition, fewer items could be recycled in 2018 due to changes in the waste industry.

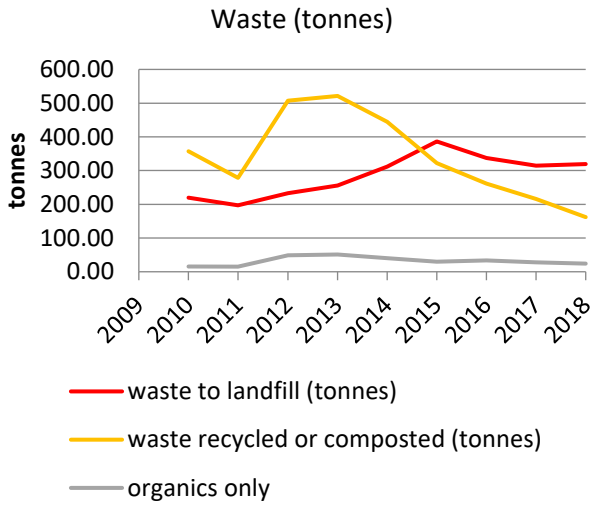
It is also worth highlighting the more than threefold increase in greenwaste being disposed of offsite since 2013: up from 95 tonnes to 298 tonnes. Coal ash has also increased (by 100 tonnes). On the other hand, paper waste has halved.

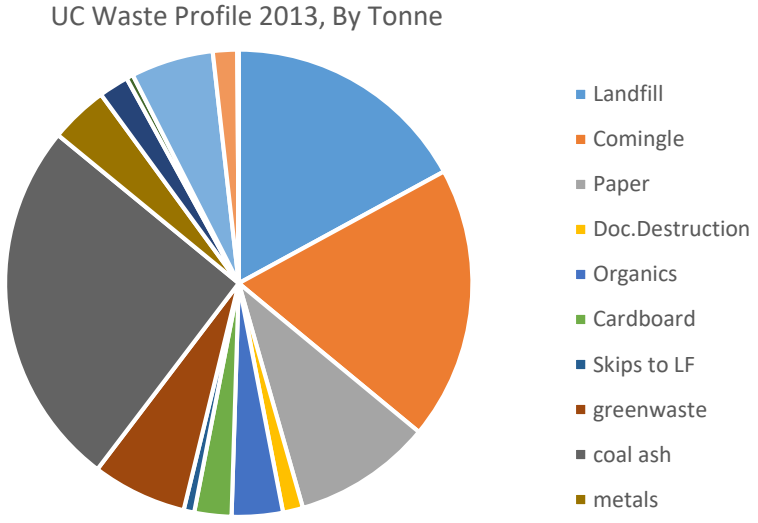
1.3.3 Resource Efficiency and Waste

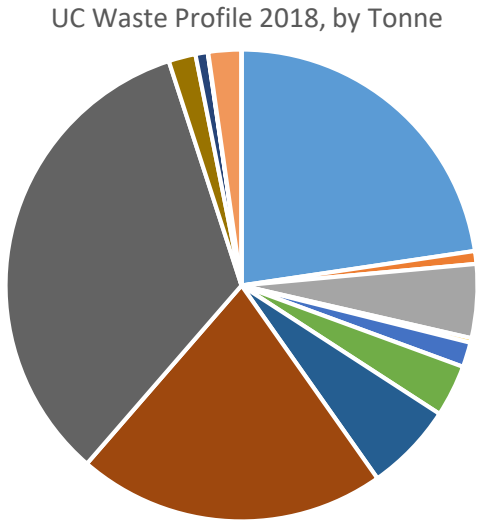
12 RESPONSIBLE CONSUMPTION AND PRODUCTION

Waste Plan has been updated

There has been student support for compostable packaging but operational issues held up progress



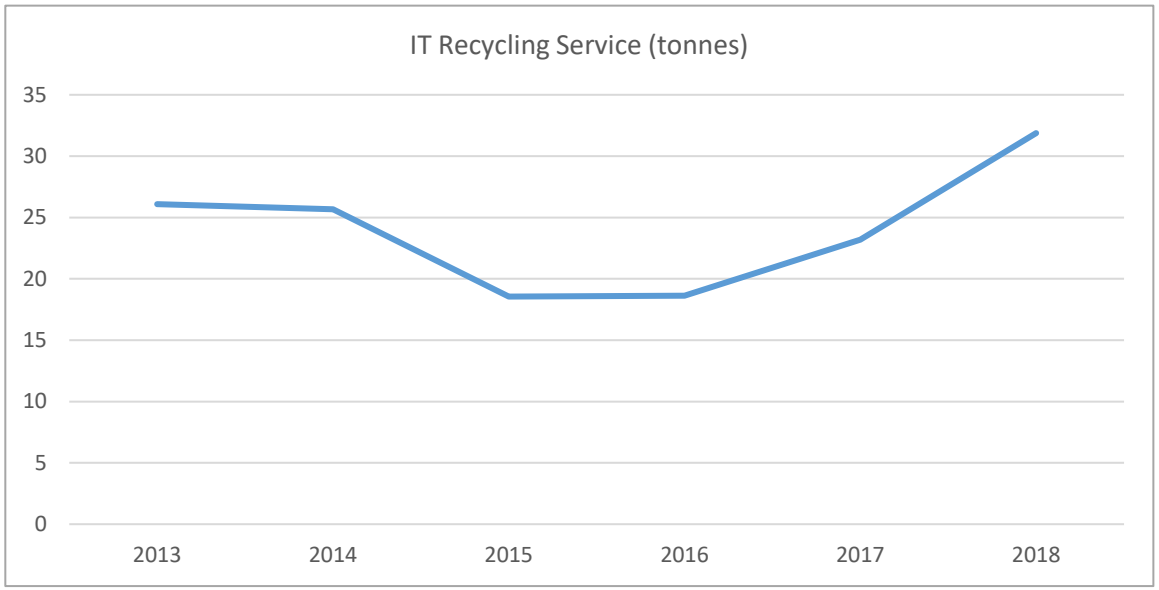




1.3.4 IT Services

IT Services' Client Technologies Support (CTS) team have continued gathering data on their IT Recycling Service during 2018.

The trend in IT Recycling over the last several year is interesting and probably reflects a wider pattern at UC related to the effects of the Canterbury Earthquakes. As the building programme moves through its final major phases, and staff movements to new permanent offices increase, it appears that departments have taken the opportunity to upgrade computer equipment. Therefore, the amount of IT equipment being recycled has increased.



1.3.5 Water

A project was initiated to install domestic cold water meters on all buildings in 2016. This project was approximately 98% completed by the end of 2017, and a handful of smaller buildings feeding off a main building do not have sub meters. No further progress on this was made during 2018. The completion of this project will improve reporting on water use dramatically. However, for 2018 data is again problematic due to teething problems with the new system.

1.3.6 Construction

The University of Canterbury has an established set of Design Guidelines to inform external design consultants of our requirements for Environmentally Sustainable Design (ESD). The University requires new buildings be designed with the intent to comply with a 5 Star Green Star Building rating and to achieve the equivalent energy efficiency of a 4 Star NABERS commercial building (energy) whole building rating of 223kgCO2/m2/annum. The design Philosophy also requires a report detailing life cycle cost options for each project for review and analysis by the University.

In addition, each consultant design team for both new buildings and major projects, is required to include an Environmentally Sustainable Design consultant to ensure the University's Environmentally Sustainable Design principles are considered by the design team, throughout all phases of the project. Design concepts provided in the University's Design Guidelines include requirements for energy performance of buildings to be better than the minimum requirements identified in current building codes and includes; Thermal insulation, glazing, Heating and Domestic Hot Water Systems and Cooling in respect of thermal and energy performance. Other specific requirements include Rainwater Harvesting, Operational Waste, Construction and Demolition Waste and Bicycle Parking. All construction contractors and those working on horizontal infrastructure must provide environmental plans when operating on UC campuses.

Lastly, further design requirements are provided for the selection of Materials and Equipment including paints, sealants and adhesives, mechanical fans and pumps, sanitary fittings and fixtures, construction materials including; timber, concrete and steel.

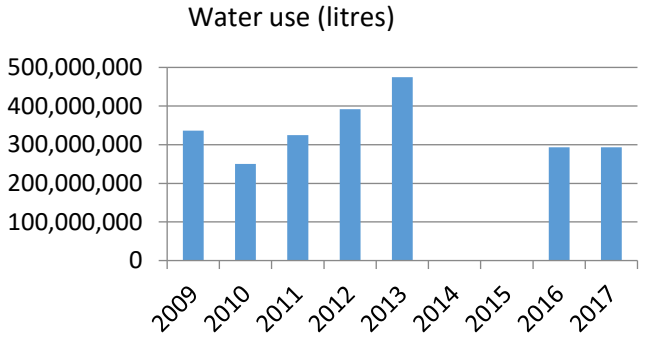
All of these requirements are intended to provide long term benefits for both the University and the Environment.

1.3.5 Water

Water use is monitored and covered in design guidelines

1.3.6 Construction

Sustainable construction is part of BAU

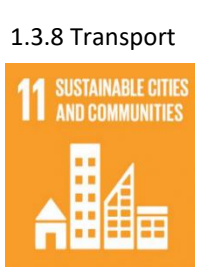


1.3.7 Adaptation

This Framework is currently being explored.

1.3.8 Transport

1.3.8 Transport



Cycle Plan, and actions flowing from the 2016 Travel Survey happening

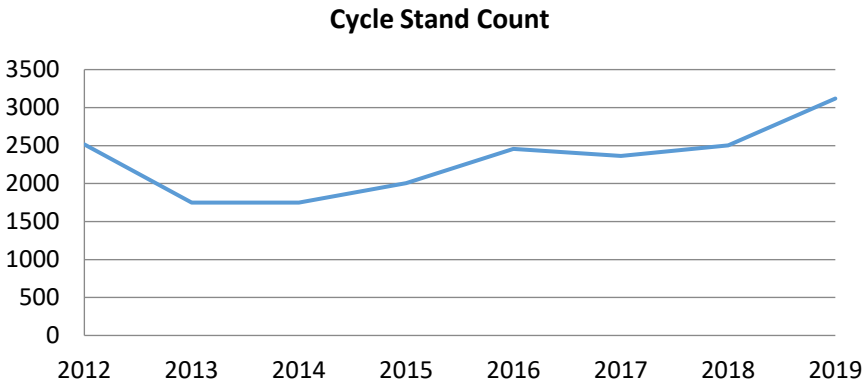
We have installed an additional 533 bike parks in 2018

The UC Transport Advisory Panel met several times during 2018, progressing work from the 2017-18 work plan.

In particular, the University continued its commitment to increasing cycle parking on campus, finally surpassing pre-earthquake levels of bike parking. This will increase again in 2019 with the opening of the new Beatrice Tinsley Bike Park.

The Sustainability Office continued to offer the Dr Bike mechanic service during 2018. They repaired approximately 100 bikes. Participants were surveyed to help us understand who was accessing the service. We found that 67% were first time users of the service. 51% were undergraduate students, and 47% were international students. 30% found out about the service through Facebook, and 26% through word of mouth. Only 15% heard about the service through a university newsletter. The most frequent jobs the Dr Bike team attended to were puncture repairs (24%), gears and brakes (both 17%) and general check-up (16%).

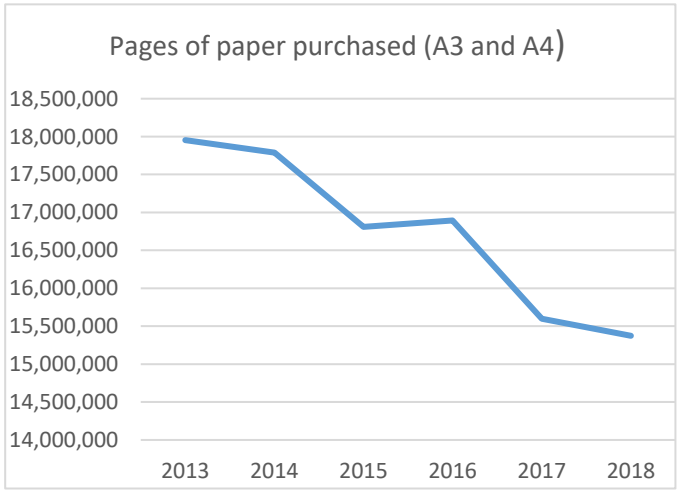
The Sustainability Office also ran two Bike Breakfasts and a Bike Fest during 2018 as part of a UC-based We Bike Here campaign. Bike Fest was also part of the city-wide Biketober event.



1.4 Partnerships and Engagement

1.4.1 Sustainable Procurement

During 2018 the Sustainability Office and UC Procurement continued to meet regularly. This was primarily to review opportunities for more sustainable procurement, to keep a high level view on Fair Trade accreditation and reduce waste on campus. At the same time, the combined group started looking more strategically at sustainable procurement. The Procurement team built on its 2017 development of adopting and reviewing ISO20400: Sustainable Procurement guidelines by collaborating with the Sustainability Office in starting to write sustainability statements for the 60+ spend categories across the University in the Procurement Strategy.



Case Study: Paper

One measure of our sustainable procurement journey is attention to the amount of paper we are consuming as a campus community. The number of sheets of A3 and A4 paper we purchase has shrunk massively since 2013, from 18 million sheets to 15.37 million in 2018. This is the result of a concerted effort to direct more teaching and learning to online resources, digital submission of theses, more business units using electronic meeting agendas and on-line processes, and a change in printing protocol that requires users to scan their Canterbury cards at the printer in order to collect their copies.

Case Study: Promotional Items

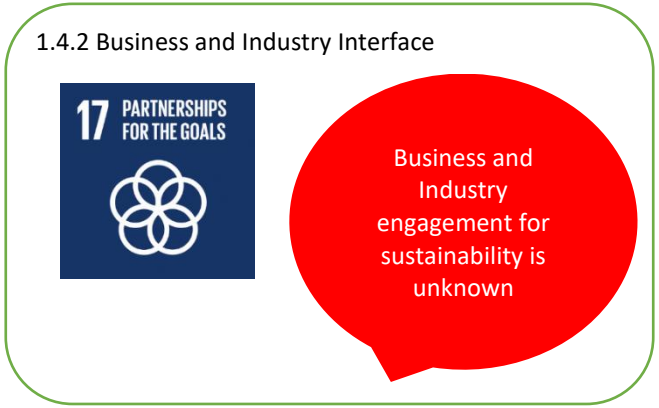
UC has partnered with local company Little Yellow Bird to supply some of our promotional items – in this case apparel (742 tee shirts and 160 polos) and tote bags (200). Their impact reporting shows that this saved 533 litres of water and 533 kgs of pesticides being used, and that this provided 328 hours of Fairtrade labour for communities in India. UC regards Little Yellow Bird as being exemplary in terms of the transparency of their reporting and dedication to developing an ethical supply chain.

1.4.2 Business and Industry Interface

Progress in this area is unknown, beyond a more systematic approach to working with our suppliers. The University also has a strong focus on fostering entrepreneurialism and applied research, and anecdotally some of these initiatives have a sustainability angle. However, whether this is ad hoc or more strategic, and to what extent this is making an impact for sustainability is currently unknown.

1.4.3 Community and Public Engagement

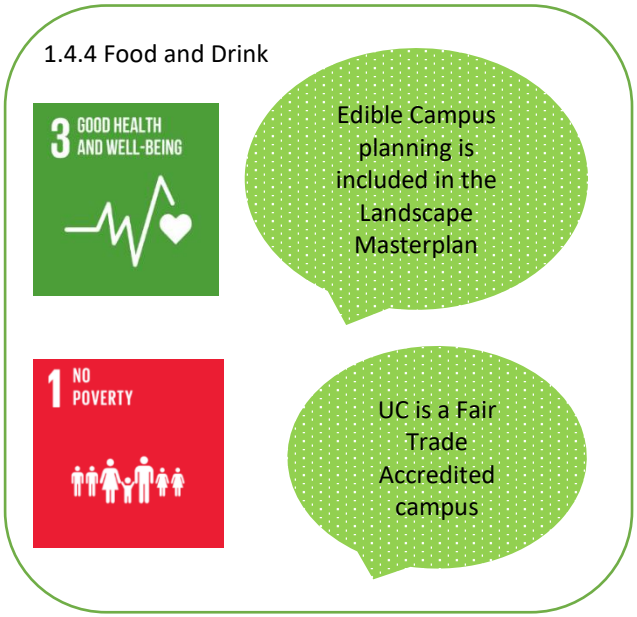
There has been limited progress in wider community outreach events during 2018. The Fair Trade Fair and Bikefest were two high profile events that brought in outside organisations, but the audience was primarily the UC community.

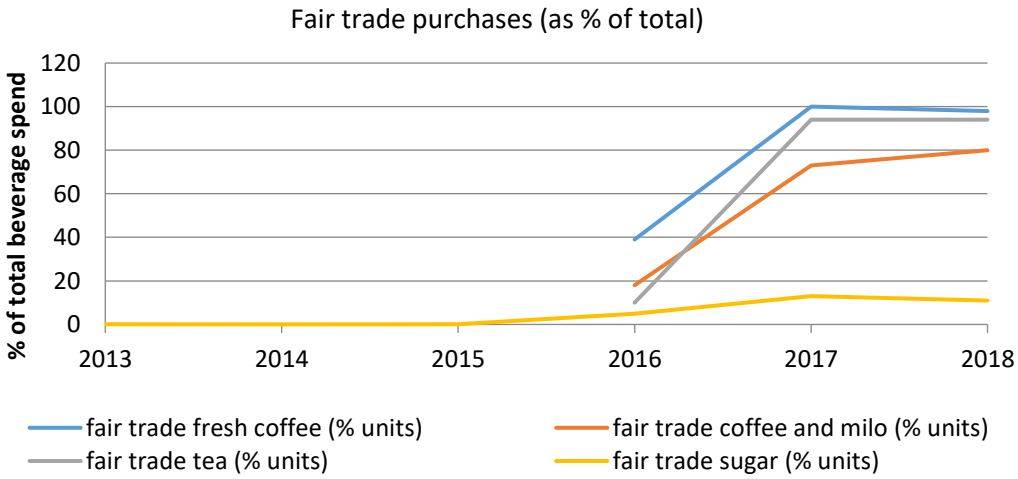


1.4.4 Food and Drink

2018 saw the further bedding in of Fair Trade Campus Accreditation, with the introduction of fair trade soft drinks into UCSA cafes, marked by a large launch event. UC also celebrated Fair Trade Fortnight with four events, including a Fair Trade Fair and film night. This proved highly popular, with social media posts on the topic reaching over 21,000 people during August.

The Fair Trade Association requires annual reporting, initially to ensure we meet the minimum requirements, and thereafter that we are making progress against our goals.





1.5 Sustainability Indicators

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
electricity (kwh)	24,497,911	24,497,911	22,016,328	25,712,319	25,543,040	25,803,113	25,414,231	25,229,741	28,033,970	31,500,913
GHG emissions (tonnes CO_2-e)		32,392	24,318	23,145	21,419	22,590	22,870	21,436.53	23,099.64	
coal (tonnes)	5,534	6,309	4,098	5,160	4,913	5,334	4,846	4,941	5,396.94	6,276
water use (litres)	336,526,000	250,000,000	325,000,000	392,000,000	475,000,000			92,875,000	293,571,240	
waste to landfill (tonnes)		219.79	197.11	233.44	256.14	312	386.47	337.77	314.61	271.28
waste recycled or composted (tonnes)		357.39	278.36	507.44	521.42	444.70	322.54	261.17	216.26	129.93
organics only		15.52	15.21	49.1	51.24	40.6	30.24	33.67	28.41	19.495
IT Recycling Service (tonnes)					26.07608	25.66912	18.5535	18.6285	23.20	31.88
cycle stand count				2513	1749	1749	2004	2458	2364	2502
pages of paper purchased (A3 and A4)					17,953,500	17,787,750	16,808,500	16,894,075	15,599,275	15,373,630
fair trade fresh coffee (% units)								39	100	98
fair trade coffee and milo (% units)								18	73	80
fair trade tea (% units)								10	94	94
fair trade sugar (% units)				0	5	3	5	5	13	11
sustainability event attendance	23	1227	1135	2383	2221	1985	1495	1167	1634	2498
newsletter (total) - including mailchimp signups						416			519	693
blog views combined							2,700	9160	7087	6,801
facebook total reach (main)								76880	80363	174,487
facebook total reach (garden)										16,225
facebook likes (main)			305				1,428	1736	2075	2361
facebook likes (garden)			48				451	581	679	752
facebook (rideshare 2011- 2016, UC Carpool 2018)			17					16		63
Facebook (combined pages)			370	640	872	1172	1879	2317	2754	3113

2 Priorities for 2019 and 2020

2019 Priorities

UC Sustainability Framework	*2019 Priorities*
Sustainable Operating Practises	Continue work on Low Carbon Energy Scheme Assess structure of Sustainability Office Begin enacting Biodiversity Plan, with focus on Beatrice Tinsley and Wellness Precinct Implement the first phase of the Waterways Monitoring Framework Implement next stage of Bicycle Parking plan – Beatrice Tinsley Bike Park Bring UC waste system onto a sustainable footing
Partnerships for Sustainability	Participate in UNZ's committee of the Sustainable Development Goals, as part of the Government's Voluntary National Review. Include Sustainability in priority categories of the Procurement Strategy Run a high profile Sustainability Awards for staff and students

2020 Priorities

UC Sustainability Framework	*2020 Priorities*
Sustainable Operating Practises	Continue work on Low Carbon Energy Scheme. Continue enacting Biodiversity Plan, with focus on and Wellness Precinct and some stormwater filtering as relevant and possible. Continue the first phase of the Waterways Monitoring Framework Review landscape for Science Lawn area if possible with special consideration for bike parking Conduct UC Transport Survey
Partnerships for Sustainability	Run a high profile Sustainability Awards for staff and students