

Sustainability Plan

2013 – 2017

This plan has been developed from the *Vision for Future Generations and Sustainability Action Plan 2020* that was approved by the Sustainability Management Committee in late 2011 and *Creating Futures*. Updates are consistent with the University Strategic Plan 2013 – 2017, *Future Ready* and detailed specific area plans developed under the La Trobe Planning Framework.



What is sustainable development?

Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs.

It contains within it two key concepts:

- ▶ the concept of ‘needs’, in particular the essential needs of the world’s poor, to which overriding priority should be given; and
- ▶ the idea of limitations imposed by the state of technology and social organization on the environment’s ability to meet present and future needs.

Thus the goals of economic and social development must be defined in terms of sustainability in all countries — developed or developing, market-oriented or centrally planned. Interpretations will vary, but must share certain general features and must flow from a consensus on the basic concept of sustainable development and on a broad strategic framework for achieving it.

Development involves a progressive transformation of economy and society. A development path that is sustainable in a physical sense could theoretically be pursued even in a rigid social and political setting. But physical sustainability cannot be secured unless development policies pay attention to such considerations as changes in access to resources and in the distribution of costs and benefits. Even the narrow notion of physical sustainability implies a concern for social equity between generations, a concern that must logically be extended to equity within each generation.

Gro Harlem Brundtland

Chair World Commission on Environment and
Development

Our Common Future (1987)

Contents

Sustainability Vision and Principles	5
SUSTAINABILITY VISION	5
SUSTAINABILITY PRINCIPLES	5
SUSTAINABILITY MISSION	5
Background	6
Links with other University strategic and operational planning documents	7
Sustainability Plan	8
SUSTAINABILITY GOALS FOR 2017	8
<i>Sustainability governance, management and engagement</i>	9
<i>Education for future generations</i>	9
<i>Research for future generations</i>	9
<i>Our environmental impact</i>	9
<i>Our social impact</i>	10
<i>Our economic and supply-chain impact</i>	10
SUSTAINABILITY GOALS FOR 2022	10
<i>Sustainability governance, management and engagement</i>	10
<i>Education for future generations</i>	10
<i>Research for future generations</i>	10
<i>Our environmental impact</i>	11
<i>Our social impact</i>	11
<i>Our economic and supply-chain impact</i>	11
Actions supporting the Sustainability Plan	11
SUSTAINABILITY GOVERNANCE AND MANAGEMENT	11
<i>Management</i>	11
<i>Reporting and Monitoring</i>	12
<i>Stakeholder engagement and communication</i>	12
<i>Sustainability risk management</i>	13
EDUCATION FOR FUTURE GENERATIONS	14
RESEARCH FOR FUTURE GENERATIONS	15
OUR ENVIRONMENTAL IMPACT	16
<i>Greenhouse gas emissions, energy production and consumption</i>	17
<i>Built environment</i>	18
<i>Water</i>	18
<i>Travel</i>	18
<i>Paper and printing</i>	19
<i>Waste and recycling</i>	20
<i>Biodiversity</i>	21
OUR SOCIAL IMPACT	21
<i>Staff benefits, development and performance</i>	21
<i>Staff recruitment and promotion</i>	22
<i>Staff engagement and satisfaction</i>	22

<i>Occupational health and safety</i>	22
<i>Staff equity and diversity</i>	23
<i>Our social impact — students</i>	23
OUR ECONOMIC AND SUPPLY CHAIN IMPACT	24
<i>Procurement</i>	24
<i>Fair Trade</i>	24
<i>Direct and indirect economic impacts</i>	25
QUANTIFIED TARGETS	26

Appendix 1: Future Ready: Strategic Plan 2013 – 2017 27

OBJECTIVES.....	27
VALUES	27
GOALS.....	27
<i>Learning and teaching</i>	27
<i>Research</i>	28
<i>Our campuses and communities</i>	29
<i>Supporting strategies</i>	30

Appendix 2: Learning and Teaching Plan 2013 – 2017 31

<i>Goal 1: Develop a distinctive educational experience via the integrated elements of the La Trobe Framework</i>	31
<i>Goal 2: Develop innovative, adaptive and creative approaches to educational delivery that are based on sound pedagogy and enhance effective student learning</i>	31
<i>Goal 3: Achieve growth while maintaining entry standards and increasing diversity in the student population</i>	31
<i>Goal 4: Build upon the quality and range of curricular and co-curricular activities to enhance the student experience and student retention</i>	31
<i>Goal 5: Develop a University culture which values, recognises and rewards high quality teaching</i>	32

Appendix 3: Research Plan 2013 – 2017 35

<i>Goal 1: Improve research quality and impact (FR:R01)</i>	35
<i>Goal 2: Identify, develop and implement strategically important research partnerships (FR:R02)</i>	35
<i>Goal 3: Increase cross-disciplinary research collaborations (FR:R03)</i>	35
<i>Goal 4: Double total research income (all categories) (FR:R04)</i>	35
<i>Goal 5: Improve the HDR experience to gain distinctiveness</i>	35
<i>Goal 6: Improve La Trobe’s international research-based institutional ranking (FR:R07)</i>	35

Appendix 4: Sustainability Policy and Planning Group (SPPG) Terms of Reference 39

Sustainability Vision and Principles

Sustainability Vision

La Trobe University will be at the forefront of addressing key global issues and developing graduates with the skills and knowledge required to address social, environmental and economic sustainability challenges in their chosen field.

Our Sustainability Vision is informed by the University's Strategic Plan *Future Ready* and our Sustainability Principles and our belief that social, environmental and economic sustainability need to be integrated across everything we do and embedded in our daily work.

Because sustainable development is a key global issue of our times, we believe our success in realising our sustainability principles will be central to how we are judged.

Sustainability Principles

The University will seek to develop responsible leaders, professionals and citizens by:

Recognising that sustainability encompasses economic, social and environmental dimensions

Integrating sustainability across all operations, curriculum and research

Embedding sustainability in the culture and practices of the University, through the broadest engagement with staff, students, employers and partners in the community and in government

Becoming known as the leading sustainable university in Australia and a leader internationally.

Sustainability Mission

In developing plans for the future, we are mindful of the influence universities have on equipping graduates for leadership, professional and other roles in society, and the important role of academic research in developing solutions to pressing global issues such as climate change, world poverty, food security and other sustainability challenges.

We will focus on our most substantial impacts, to:

- engage with students on contemporary social and environmental issues through a distinctive curriculum framework, the La Trobe Framework, which will emphasise breadth of learning and systematic exposure to the major challenges students will face over the course of their lifetimes
- develop our interdisciplinary research capabilities through the cross-disciplinary Research Focus Areas which address some of the most pressing questions affecting the future of human societies and their environments
- ensure that we offer opportunities to students from a diverse range of backgrounds and actively promote social inclusion and cultural tolerance
- develop curriculum on social and environmental sustainability issues as part of all degrees to ensure that every graduate has the capability to address major current social, economic, technological and political issues and be able to adapt and apply their learning to the challenges of the future.
- minimise any adverse impact on the environment, manage our resources effectively and efficiently and consider carefully our ethical choices and everyday practices.

Background

La Trobe University's vision is to:

'... be a University known for its excellence and innovation in relation to the big issues of our time, and for its enthusiasm to make a difference. La Trobe will be one of the top three Universities in Victoria, one of the top dozen nationally and one of the top 300 internationally'.¹

When La Trobe University was established in 1967, its constitution embedded within the University a culture of social responsibility and care for the local community. The University's founding mission was 'to serve the community through improving access of higher education'. Today, this responsibility resonates in the University's commitment to sustainability and in its ambition to be a leading sustainable and ethical university by 2017 developing graduates "renowned for their employability and for their deep understanding of some of the most pressing challenges facing the global community, and for their ability to address those challenges intelligently and decisively."²

La Trobe University inspires future generations to lead by example, challenge the status quo, and make a difference on issues of social justice and environmental sustainability. We will embed social and environmental sustainability into our operations, curriculum and research, reduce our environmental footprint, maintain principles of equality and diversity, and provide a responsible and viable economic presence to support and contribute to our communities.

Globally, universities and other organisations must respond to pressing sustainability issues in economic, environmental and social arenas, and not only through education and research:

- ▶ *economic* — universities have a role in promoting good governance and management for cooperation, benefit sharing and poverty alleviation, and in recognising and taking advantage of opportunities in a low carbon economy
- ▶ *environmental* — as part of the built environment, universities affect and are responsible for waste and natural resource management, and energy generation and consumption
- ▶ *social* — universities can make a difference in promoting social justice, peace and equality, health and wellbeing, and good design of human settlements and the associated infrastructure

In recognition of these sustainability imperatives and the role of Universities in addressing them, the Vice-Chancellor established and has evolved management structures for developing, fostering and embedding sustainability within the organisational culture since 2009.

In addition to our management and governance committees, we consulted a wide range of sources in identifying Key Performance Indicators (KPIs) and established short, medium and long-term targets, which are identified and reported against in our annual Sustainability Reports, *Responsible Futures* (2010), *Creating Futures* (2011) and *Building Futures* (2012).³

¹ www.latrobe.edu.au/about/vision

² www.latrobe.edu.au/about/vision/learning-and-teaching

³ www.latrobe.edu.au/sustainability/report

La Trobe University has signed the Talloires Declaration⁴ and committed to the 10 principles of the UN Global Compact⁵. We have joined the Australasian Campuses Towards Sustainability (ACTS)⁶, and are also an Organisational Stakeholder of the Global Reporting Initiative (GRI)⁷.

The *La Trobe University Sustainability Stakeholder Engagement Strategy* explains our process of identifying our stakeholders and their stake in our future.

Links with other University strategic and operational planning documents

La Trobe University commits to embedding social, environmental and economic sustainability into operations, curriculum and research. We take a holistic approach to sustainability as advocated by the Global Reporting Initiative, the United Nations Global Compact and the Australian Government’s *National Action Plan for Sustainable Development*.

La Trobe University’s *Sustainability Plan 2013 – 2017* has been developed with input from responsible managers and approved by the University’s Sustainability Policy and Planning Group and Planning and Resources Committee. It incorporates relevant actions from other University, division and faculty strategic and operational plans as identified in the Planning Framework (below), and will lead to their further development. The *Sustainability Plan* will be reviewed on an annual basis through a consultative process, with updates ensuring new sustainability initiatives are captured.



⁴ www.ulsf.org/talloires_declaration.html

⁵ www.unglobalcompact.org

⁶ www.acts.asn.au

⁷ www.globalreporting.org

The *Sustainability Plan 2013 – 2017* follows the structure of the University's sustainability reports, which comply with the Global Reporting Initiative's sustainability reporting guidelines.

With the publication of *Responsible Futures*, La Trobe University became one of only a few universities worldwide to adopt the Global Reporting Initiative reporting framework, the first to adopt the AA1000 principles and the first to commission an AA1000 assurance engagement. The second report, *Creating Futures*, was the first University report to be externally assured with a GRI A+ Application Level Check, which has been continued in the third report, *Building Futures*.

The *Sustainability Plan* will ensure we achieve our goals and targets. Responsibilities are identified at Vice-President and Executive Director level to encourage ownership by those who have been involved in the process of identifying appropriate actions. Many of the actions included in this document require collaboration across functions and units. The document identifies the role(s) of senior executives responsible for ensuring a particular action is completed, whilst acknowledging that many others may be consulted in the process.

The *Sustainability Plan* is an important component of the University's Planning Framework and its priorities will be included in the workplans that support Faculty and service area Business Plans. These Business Plans are updated on an annual basis and are linked to the budget process, to ensure that priorities are appropriately resourced. Faculties and Service Divisions develop their own Business Plans based on identified institutional priorities in *Future Ready* and related plans and, in the case of sustainability, additional actions identified in the *Sustainability Plan*.

Sustainability Plan

The University's *Sustainability Plan 2013 – 2017* will help us achieve our vision, goals and quantified targets. It is divided into sections addressing each of our key sustainability impact areas: sustainability management and governance; education for future generations; research for future generations; our environmental impact; our social impact; and our economic and supply chain impacts.

The process of determination of actions required to achieve our goals and targets has involved: meetings with responsible managers; reference to other relevant University plans; consultation with the Sustainability Forum, External Sustainability Advisory Board and Sustainability Policy and Planning Group; and, University wide consultation through meetings in Faculties and Divisions. For more information on our approach to engaging key stakeholders see the *Sustainability Stakeholder Engagement Strategy*.

Sustainability goals for 2017

The sustainability goals are established to help achieve the University's objectives in *Future Ready*. Particularly of relevance is the sixth objective, to be "sustainable and ethical" but there is also a role towards achieving all of the objectives as sustainability is a key concern "in world issues", established sustainability credentials through "national and international rankings" will assist in attracting "outstanding students" and "exceptional staff" and provide greater opportunities to connect with and add value to local communities.

Sustainability governance, management and engagement

- ▶ Implement a 'Whole-of-institution' approach to managing sustainability across operations, curriculum and research (FR:O6)
- ▶ Establish partnerships with leading non-government organisations and public and private sector organisations, themselves leading in aspects of sustainability (FR:O4)
- ▶ Ensure strong senior sustainability leadership providing input into high-level University decision-making (FR:O6)
- ▶ La Trobe is recognised internationally as leading the sector in sustainability reporting and performance management (FR:O5)
- ▶ Staff and students aware and proud of the University's social (responsibility) and environmental sustainability achievements (FR:O2)
- ▶ Staff in leadership roles model and actively support sustainability and La Trobe's values (FR:O3, FR:O6).

Education for future generations

- ▶ Social and environmental sustainability embedded within subjects where relevant, contributing to developing sustainability thinking in all courses (LT:1.1)
- ▶ Every graduate can apply critical thinking and problem-solving skills to address contemporary international social and environmental sustainability issues relevant to their discipline and chosen field of work (LT:1.1, LT:3.8)
- ▶ Cross-faculty master's and undergraduate programs developed in social (responsibility) and environmental sustainability (LT:1.3)
- ▶ The University is known for innovative approaches to cross-faculty program delivery that addresses key contemporary issues (LT:1.3, LT:2.1)
- ▶ Provision of executive education on key contemporary sustainability issues (LT:3.7)
- ▶ Establish enrichment programs in sustainability that complement coursework and provide practical experiences tailored to the student's needs (LT:3.1, LT:4.8).

Research for future generations

- ▶ Establish an active cross-faculty network of researchers addressing key contemporary sustainability global and local issues, and influencing policy and practice (FR:R03, R:1.2, R:3.5)
- ▶ The University is known for engaging with business, the public sector and non-government organisations in developing research proposals and communicating research findings on key sustainability issues (FR:R02, R:2.2)
- ▶ Research Focus Areas (RFAs) particularly in areas related to sustainability research have research projects that add to sustainability research outcomes (FR:R06, R:6.2)
- ▶ La Trobe researchers are active in national and international sustainability networks including with our IRU partners (FR:R02, R:2.2).

Our environmental impact

- ▶ All new capital infrastructure has high liveability and natural resource efficiency values (FR:O6)
- ▶ Facility greenhouse gas emissions per gross floor area and from staff business travel per full-time equivalent staff reduced by 21% on 2010 levels (FR:O6)
- ▶ Work of staff and students conducted largely without paper (FR:O6)

- ▶ The University achieves minimum energy and water star ratings for appliances, and has investigated more sustainable energy sources (FR:O6).

Our social impact

- ▶ Recognised as an institution that enhances and provides career development opportunities for all, and opportunities for women and Indigenous staff (FR:O6, FR:S03)
- ▶ Achieve an equal proportion of women and men in senior professional positions (Higher Education Officer level 10 and above) (FR:O6)
- ▶ Maintain a high proportion of low socioeconomic background students relative to other Victorian universities (FR:L07)
- ▶ Expand our number of Indigenous students relative to other Victorian universities (FR:L08).

Our economic and supply-chain impact

- ▶ Engage with top suppliers to minimise negative social and environmental impacts in the supply chain (FR:O6)
- ▶ Ensure strong regional campuses and all our campuses contributing to the economies of the communities they serve (FR:O6, FR:C02)
- ▶ Ensure a high proportion of Fairtrade products sold on campus and all staff and students are aware that the University is a Fairtrade organisation (FR:O6).

Sustainability goals for 2022

Sustainability both implies and requires a longer time horizon than that envisaged in 5-year planning cycles, therefore some longer term initiatives are planned with targets set beyond the *Future Ready* time frame. These either continue the objectives in *Future Ready* and/or take into consideration initiatives and proposals that would only be realised further in the future, for example, improving infrastructure efficiency through Greener Government Building Program or similar.

Sustainability governance, management and engagement

- ▶ La Trobe University is recognised as a leading organisation in best-practice approaches to sustainability management
- ▶ Other universities following our lead in adopting a whole-of-institution approach to sustainability
- ▶ The university sector is seen as leading (rather than lagging) in approaches to sustainability management.

Education for future generations

- ▶ The University supports students to become sustainability leaders in the wider community through extracurricular activities.

Research for future generations

- ▶ The University is known for knowledge transfer on a broad range of sustainability issues, and makes significant contributions to policy debates and practice and technological developments
- ▶ The University has significant partnerships with business, non-government organisations, and the public sector to address social and environmental sustainability issues.

Our environmental impact

- ▶ Our campuses are healthier, more liveable and more sustainable than ever before
- ▶ Facility greenhouse gas emissions per gross floor area and from staff business travel per full-time equivalent staff is reduced by 30% on 2010 levels.

Our social impact

- ▶ The University's population reflects the gender, cultural and socioeconomic diversity of our wider communities
- ▶ We are recognised as providing equal opportunities, with a high proportion of women at Associate Professor and Professor level relative to other Australian universities.

Our economic and supply-chain impact

- ▶ The University is known in the university sector and more broadly as a leader in responsible purchasing and investment practices.

Actions supporting the Sustainability Plan

Sustainability governance and management

Our sustainability governance and management processes are outlined in *Responsible Futures* and on our website, at <http://www.latrobe.edu.au/sustainability/about>. They are designed to facilitate achievement of our Sustainability Principles.

This Plan is just one example of how the University has – and continues to – embed sustainability into planning, policies and processes. Effective communications have been crucial throughout the early stages, supported by development of our sustainability website and social media presence, and development of our *Sustainability Stakeholder Engagement Strategy*.

Our current and potential sustainability impacts are consistently considered and reviewed; for example, the financial implications to the University from the carbon pricing mechanism and reviewing our operations to identify the potential climate change and social, environmental and economic sustainability risks.

The Sustainability Policy and Planning Group (SPPG), chaired by the Senior Deputy Vice-Chancellor, is responsible for monitoring progress against agreed actions in the Sustainability Plan and meets quarterly to consider progress and issues brought forward under each of the member's portfolios and ensure that synergies are achieved across the portfolios. The Terms of Reference of the SPPG are included in Appendix 4.

Management

Year	Action	Responsibility	Reference
Ongoing	SA1 Integrate sustainability into all University policies and strategies as they come up for review	SDVC	FR:V5
Annually	SA2 Include sustainability performance targets in the performance goals of senior managers	VC	FR:V5
Annually	SA3 Allocate funding and staff resources for planned changes /	VC	FR:O6

		improvements in sustainability performance		FR:V5
Annually	SA4	Include key sustainability priorities in the relevant University-level plans	VC	FR:O6 FR:V5

Reporting and Monitoring

Year	Action	Responsibility	Reference
Annually	SA5	Produce an annual externally assured Sustainability Report following the Global Reporting Initiative's sustainability reporting guidelines and AccountAbility's AA1000 series of sustainability governance and management standards; improve each year based on feedback from assurance providers and stakeholders	Director, Planning & Institutional Performance Unit FR:O5 FR:O6 FR:V3
Annually	SA6	Monitor performance against quantified targets	Director, Planning & Institutional Performance Unit FR:O6
Annually	SA7	Report under National Gas and Energy Reporting (NGER) Act	Director, Planning & Institutional Performance Unit FR:O6
Annually	SA8	Monitor and report performance against agreed actions in prior year sustainability report	Director, Planning & Institutional Performance Unit FR:O6 FR:V1 FR:V5

Stakeholder engagement and communication

Year	Action	Responsibility	Reference
Ongoing	SA9	Respond to climate change and other sustainability-related policy papers released by all levels of government	Executive Deans FR:O1 FR:O6 FR:V5
Ongoing	SA10	Increase internal and external awareness through applications for sustainability awards, including Sustainability Reporting Awards, Premiers Sustainability Awards, Green Gown Awards	Director, Planning & Institutional Performance Unit FR:O5 FR:O6 FR:V1 FR:V4
Ongoing	SA11	Promote sustainability messages, research and conversations through a range of external communication channels, such as media releases, opinion pieces, podcasts and videos	Chief Marketing Officer, Marketing & Engagement FR:O5 FR:O6 FR:V5
Ongoing	SA12	Inform secondary schools about the University's sustainability objectives	Chief Marketing Officer, Marketing & Engagement FR:V5 FR:L01 LT:3.2
Ongoing	SA13	Provide sustainability information to each student upon enrolment	Executive Director, Student Services and Administration FR:V5 FR:L01 FR:L15

2013	SA14	Provide a range of programs that connect to the public, voluntary and community sectors	Chief Marketing Officer, Marketing & Engagement	FR:O2 FR:O6 FR:V3
2013	SA15	Develop knowledge and skills in managing events in a way that fulfils our sustainability principles, supported by a sustainable events guideline for the University community	Chief Marketing Officer, Marketing & Engagement	FR:O6 FR:C05 FR:S03
2013	SA16	Build on the <i>Sustainability Stakeholder Engagement Strategy</i> to communicate the University's focus on sustainability; link it to branding and to issues identified in the University's strategic plan, <i>Future Ready</i>	Chief Marketing Officer, Marketing & Engagement	FR:O1 FR:O6 FR:L01
2013	SA17	Collaborate on community engagement initiatives with a focus on sustainability, linked to the <i>Sustainability Stakeholder Engagement Strategy</i>	Chief Marketing Officer, Marketing & Engagement	FR:O6 FR:L01
2013	SA18	Market sustainability courses together, regardless of their sponsor Faculty	Chief Marketing Officer, Marketing & Engagement	FR:O6 FR:L01
2014	SA19	Residential community gardens maintained and managed by residential students	Director, Service Businesses	FR:O6 FR:C05
2014	SA20	Devise strategies, processes and training around the replacement of inaccessible web content (e.g. PDF files). Implement a program of migration of core content into accessible formats to improve website accessibility by visually impaired users	Chief Marketing Officer, Marketing & Engagement	FR:O6
2014	SA21	Develop and implement consultation and communication process with staff, students and unions for making campuses smoke free	Director, Risk Management	FR:O6
2015	SA22	Work with local councils and other stakeholders to support Project 3081, which aims to empower young people in the Melbourne Campus neighbouring suburb of Heidelberg West through support of philanthropic projects	Chief Marketing Officer, Marketing & Engagement	FR:O6
2015	SA23	Facilitate an increase in the proportion of staff actively participating in the staff volunteering scheme (pending funding)	Executive Director, Human Resources	FR:O6 FR:S03
2017	SA24	Create smoke free areas, in preparation for making campuses smoke free	Executive Director, Infrastructure & Operations	FR:O6 FR:V3

Sustainability risk management

Year	Action	Responsibility	Reference
Ongoing	SA25	Identify risks and opportunities posed by climate change that have potential financial implications	Director, Risk Management FR:O6 FR:S09
Ongoing	SA26	Ensure that (where appropriate) high-level governance committees consider the risks/opportunities that climate change/sustainability presents to the organisation	Director, Risk Management FR:O6 FR:S09

2015	SA27	Conduct a study that quantifies the financial implications of climate change to the University	Director, Risk Management	FR:O6 FR:S09
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Education for future generations

The La Trobe Framework has been designed to integrate elements contributing to the development of distinctive capabilities of our graduates and to provide them with the opportunity to develop knowledge and skills so that they are work-ready, world-ready and future-ready. La Trobe University recognises the importance of developing sustainability-literate graduates to prepare them for life as professionals and citizens. Sustainability literacy is imparted through the La Trobe Framework through the essentials, learning enrichment and specific programs.

The **essentials** are three vital areas of learning to foster the skills and knowledge needed to become future-ready in the workplace and beyond. Engagement with the **Essentials** is a prerequisite for graduates to make a meaningful contribution to the debate and decision-making needed in rapidly changing global environments. The **essentials** are: *global citizenship, innovation and entrepreneurship* and *sustainability thinking*, which develop graduates capabilities to think about making the human interaction with the world's environment and social systems more sustainable and developing thought processes to address these problems in innovative ways.

Enrichment opportunities are being developed to support curriculum with programs that provide for skills development and demonstration in leadership, volunteering and work placements related to sustainability to provide practical opportunities to complement academic studies.

We commissioned market research to identify gaps in sustainability education and employer skills needs, and supported our academics in embedding sustainability in their curriculum through the Generations Grants program. Sustainability is considered in the Graduate Certificate in Higher Education Curriculum, Teaching and Learning offered to academic staff, there are Faculty Sustainability Coordinators, and progress is being made in developing cross-faculty sustainability majors and a Masters in Sustainability Leadership. In 2012 we developed a consultation paper on *Developing Sustainability Education* and held Think Tanks inviting radical thinking in implementing the *Sustainability Thinking* essential in the La Trobe Framework.

We will develop new interdisciplinary undergraduate and postgraduate sustainability courses and embed *Sustainability Thinking* into existing courses. This development will be undertaken in consultation with employers and students.

Year	Action		Responsibility	Reference
Ongoing	SA28	Develop cross-faculty sustainability majors	Executive Deans	LT:1.4 LT:3.5
Ongoing	SA29	Communicate outcomes of public sustainability events through iTunes U, the La Trobe Generations facebook page, email and Twitter to allow participants opportunities to provide feedback	Chief Marketing Officer, Marketing & Engagement	LT:1.2 LT:4.5 LT:4.6 LT:5.1
Ongoing	SA30	Implement the process for ensuring (social and environmental) sustainability is embedded in new subjects where appropriate	Deputy Vice-Chancellor (Academic)	LT:1.1
Ongoing	SA31	Promote sustainability capstone experiences as part of the University-wide development of capstones for our Design for Learning initiative	Deputy Vice-Chancellor (Academic)	LT:1.1 LT:1.4

Ongoing	SA32	Develop and provide informal and informed sustainability learning opportunities for students, staff and the community outside the classroom	Academic Leaders for the Essentials	LT:4.8
Ongoing	SA33	Explore opportunities to provide Executive Education programs in social (responsibility) and environmental sustainability	Executive Deans	LT:2.1 LT:3.6
2013	SA34	Review the student feedback on subjects/teaching process to ensure sustainability is included in the subject-related items	Director, Planning & Institutional Performance Unit	LT:4.5 LT:4.6
2014	SA35	Conduct a sustainability literacy assessment to assist the University in evaluating the success of embedding sustainability within education initiatives and to develop insights into how these initiatives could be improved	Deputy Vice-Chancellor (Academic)	LT:1.1
2014	SA36	Embed social (responsibility) and environmental sustainability into existing subjects where appropriate	Deputy Vice-Chancellor (Academic)	LT:1.1
2017	SA37	Be a leading provider of graduates who can apply critical thinking and problem-solving skills to address contemporary international social and environmental sustainability issues relevant to their discipline and chosen field of work	Deputy Vice-Chancellor (Academic)	LT:1.1

Research for future generations

In 2009 La Trobe University established the La Trobe Institute for Social and Environmental Sustainability to foster high-quality and high-impact sustainability research across the University. In 2012, the La Trobe University strategic plan *Future Ready* proposes to increase multidisciplinary research by developing and resourcing cross-disciplinary Research Focus Areas (RFAs). *Future Ready* identifies that the focus of research funding and growth is expected to be through the RFAs and Discipline Research Programs (DRPs). In 2012 five RFAs were identified as:

- Securing Food, Water and the Environment
- Sport, Exercise and Rehabilitation
- Understanding Disease
- Building Healthy Communities, and
- Transforming Human Societies

Each RFA has included sustainability, either through improving environmental sustainability, a more sustainable human society or both in their RFA Plans. RFAs, particularly in areas related to sustainability research, have research projects that add to sustainability research outcomes.

The University has proposed five overall means for RFAs to achieve these goals:

- improve international standing in underlying disciplinary strength
- expand research income, publications and higher degree enrolments
- attract and retain significant external partnerships
- improve researchers' experiences with the aim of improving retention rates and developing skills.
- link research with innovative Hallmark degree programs

To capture Sustainability research across the RFAs, DRPs and individual research, the research data collection will be queried annually for a set of sustainability terms and then checked for relevance to identify both sustainability research outputs through publications and sustainability research inputs through grant funding. Both measures will be expected to grow to support *Future Ready* goals for research.

Sustainability terms include: sustain., climate, GHG, carbon, security, equal., divers., communit..

Year	Action		Responsibility	Reference
Ongoing	SA38	Provide opportunities for sustainability students and researchers to collaborate across disciplines	Deputy Vice-Chancellor (Research)	LT:1.3 R:1.2 R:1.7
Ongoing	SA39	Encourage faculty staff to participate in Research Focus Areas	Deputy Vice-Chancellor (Research)	R:1.2
Ongoing	SA40	Link researchers to sustainability issues in operations and education	VP (Administration)	R:4.11
Ongoing	SA41	Encourage and support collaboration with IRU sustainability and related networks	Deputy Vice-Chancellor (Research)	R:2.2
Annually	SA42	Annual 10% growth in value of competitive Research Grants related to sustainability	Deputy Vice-Chancellor (Research)	FR:R04
Annually	SA43	Annual 5% growth in number of publications related to sustainability at or above world standard	Deputy Vice-Chancellor (Research)	FR:R01
Annually	SA44	Submit a major bid for sustainability research funding that requires more than one discipline or approach	Research Focus Area Directors	R:3.1 R:3.2 R:4.1
Annually	SA45	Engage in at least one sustainability research activity per year with a clear benefit to regional Victoria	Research Focus Area Directors	FR:C02
2013	SA46	Invest senior academic staff in identified gaps in sustainability research areas	Deputy Vice-Chancellor (Research)	R:1.3 R:1.4 R:1.5
2013	SA47	Implement actions identified in Research Plan to further develop multi-disciplinary research capability in sustainability	Deputy Vice-Chancellor (Research)	Research Plan

Our environmental impact⁸

The University has outlined its commitment to sustainability in a number of policies including Environmental Sustainability, Energy Efficiency, Waste Minimisation and Sustainable Travel. Our achievements in reducing our environmental impacts can be seen below, and in our previous sustainability reports.

⁸ If the Greener Government Buildings Program is not implemented, targets for facility energy consumption and emissions reductions may not be met.

We have developed an *Energy Reduction and Greenhouse Gas Emissions Management Plan* to help map our emissions sources and identify actions to reduce our impacts, and have committed to purchasing 25% GreenPower in 2013 to reduce emissions associated with our electricity use.

We are developing an Environmental Management System based on ISO14000 standard that will identify and address significant impacts across energy, water, waste and emissions within the Infrastructure and Operations Division.

Greenhouse gas emissions, energy production and consumption

Year	Action	Responsibility	Reference
Ongoing	SA48 Link researchers and students with operational projects and initiatives concerned with energy reduction and renewable energy use	VP (Administration)	FR:O6 FR:L16 FR:R01
2013	SA49 Procure more power efficient IT infrastructure such as VOIP phone and network switches and data storage where appropriate	Executive Director/Chief Information Officer	FR:O6 FR:S09
2013	SA50 Investigate the wider use of Power Management system for PCs currently being piloted at Bendigo in 2012	Executive Director/Chief Information Officer	FR:O6 FR:S09
2013	SA51 Investigate the possible benefits of desktop virtualisation for reduction of power and extending equipment lifetime to reduce e-waste	Executive Director/Chief Information Officer	FR:O6 FR:S09
2013	SA52 Review the purchase of 25% GreenPower across the University's large electricity accounts for 2014	Executive Director, Infrastructure & Operations	FR:O6 FR:S09
2013	SA53 Prepare procedures for the financial management of carbon credits and other emission units to enable the university to meet its obligations.	VP Finance & Resources/ Chief Financial Officer	FR:O6 FR:V5 FR:S09
2015	SA54 Consider implementing a mandatory policy to purchase greenhouse gas emission offsets through air travel providers	Director, Corporate Finance	FR:O6
2015	SA55 Investigate more sustainable forms of energy production, such as the use of renewable energy technology on campus, including solar, wind and geothermal power	Executive Director, Infrastructure & Operations	FR:O6 FR:S09
2015	SA56 Develop a plan to increase the purchase of <i>GreenPower</i> over time as energy consumption is reduced	Executive Director, Infrastructure & Operations	FR:O6

Built environment

Year	Action	Responsibility	Reference
Ongoing	SA57 Reduce the need for creating new infrastructure through adaptive reuse and include recognition of embedded energy in any option studies	Executive Director, Infrastructure & Operations	FR:O6 FR:S09
Ongoing	SA58 Where possible, limit the rollout of split system air conditioning/heating (within requirements of the University's Thermal Comfort Guidelines)	Executive Director, Infrastructure & Operations	FR:O6 FR:S09
2014 and ongoing	SA59 Plan and implement energy reduction initiatives identified in the Greener Government Buildings Program's Detailed Facilities Study with operational savings and minimal paybacks.	Executive Director, Infrastructure & Operations	FR:O6 FR:S09
2015	SA60 Examine findings of green roof trials through student/staff research and consider feasibility of introducing at La Trobe University	Executive Director, Infrastructure & Operations	FR:O6 FR:S09
2015	SA61 Investigate incorporating green laboratory design into our Design Standards	Executive Director, Infrastructure & Operations	FR:O6 FR:S09
2015	SA62 Develop star rating requirements for equipment to ensure high energy and water efficient equipment used in kitchens, offices, laboratories, vending machine contractors, campus caterers and residential colleges.	Executive Director, Infrastructure & Operations	FR:O6 FR:S09

Water

Year	Action	Responsibility	Reference
Ongoing	SA63 Seek staff and student involvement in water projects and initiatives	VP (Administration)	FR:O6 FR:L16 FR:R01
2014 and ongoing	SA64 Plan and implement water reduction initiatives identified in the Greener Government Buildings Program's Detailed Facilities Study with operational savings and minimal paybacks.	Executive Director, Infrastructure & Operations;	FR:O6 FR:S09

Travel

Sustainable transport options have been strengthened through improved communication of options, deploying a new Car Pool system, installing more bike racks at the Melbourne and Bendigo campuses, introducing Flexicar and developing a Bike Share program on the Melbourne campus.

Year	Action	Responsibility	Reference
Ongoing	SA65 Continue to work with the Victorian Government to introduce new public transport options to all campuses	Executive Director, Infrastructure & Operations	FR:O6 FR:S04

Ongoing	SA66	Seek staff and student involvement and support in sustainable transport options and projects	VP (Administration)	FR:O6 FR:L16 FR:R01
Ongoing	SA67	Communicate sustainable transport options and benefits to the University community	Executive Director, Infrastructure & Operations	FR:O6 FR:L07
Ongoing	SA68	Expand and promote carpooling and carshare programming	Executive Director, Infrastructure & Operations	FR:O6 FR:L07
2013	SA69	Review of car parking availability and pricing to ensure the sustainable development of car parking on campus	Executive Director, Infrastructure & Operations	FR:O6 FR:S09
2013	SA70	Encourage the use of desktop video conferencing to reduce the need for travel as part of Unified Communications Project	Executive Director/Chief Information Officer	FR:O6 FR:S09
2014	SA71	Upgrade the pool car booking system to allow multiple user booking (i.e. people are notified automatically if a car has been booked to travel to another campus at the same time)	Director, Corporate Finance	FR:O6 FR:S09
2014	SA72	Review the Fleet policy to ensure it covers current best practice for sustainability (mandate minimums for fuel-efficiency, low emissions and a high level of safety)	Director, Corporate Finance	FR:O6
2015	SA73	Develop a Transport Strategy for the Bendigo campus	Executive Director, Infrastructure & Operations	FR:O6 FR:L02
2015	SA74	Investigate case for providing places for charging electric cars	Executive Director, Infrastructure & Operations	FR:O6
2015	SA75	Expand the visual multi-modal transport survey to all campuses	Executive Director, Infrastructure & Operations	FR:O6

Paper and printing

The University is working towards only using recycled content or certified plantation sourced office paper, moving towards just using 100% post-consumer waste sourced office paper. In 2011 the University completed this action a few years ahead of schedule – all office paper is now produced from 100% post-consumer waste. Efforts to reduce printers have also commenced, including moves to replace desktop printers with centrally-located multifunction printers. Improvements to multimedia facilities in meeting rooms, and the use of tablet PCs by managers on senior committees, has also reduced paper use associated with meetings.

Year	Action		Responsibility	Reference
Ongoing	SA76	Only purchase printers with full-duplex capability and set all printers to double sided as default	Executive Directors; Executive Deans	FR:O6 FR:S09
Ongoing	SA77	University faculties and divisions to reduce the number of printers in their areas	Executive Deans; Executive Directors	FR:O6 FR:S09
2013	SA78	Encourage the use of Adobe Acrobat Pro for creation and mark up of PDF documents to reduce printing	Executive Director/Chief Information Officer	FR:O6 FR:S09
2015	SA79	Make printers only available in general office locations or student areas such as the libraries	Director, Financial Ops; Executive Deans; Executive Directors	FR:O6 FR:S09

Waste and recycling

The University now has a Waste Minimisation Policy, with work underway to support this with waste management procedures. General waste bins (landfill and recycling) have been installed and/or refurbished across our campuses, with increasing provision of waste services (i.e. recycling roll-out across campuses). In 2013, the University is exploring a number of efforts to reduce waste to landfill, including an organic waste recycling trial at the Melbourne campus residences and the development of procedures for recycling construction and demolition waste.

Year	Action		Responsibility	Reference
Ongoing	SA80	Link researchers and students with waste and recycling operational projects and initiatives	VP (Administration)	FR:O6 FR:L16 FR:R01
Ongoing	SA81	Create and implement internal procedures that mandate waste, composting and recycling standards in contracts (as leases come up for renewal) with food service vendors, residential colleges, campus catering and campus child care centres	Executive Director, Infrastructure & Operations	FR:O6 FR:S09
Ongoing	SA82	Implement communication and engage with students and other stakeholders to reduce waste and increase recycling	Executive Director, Infrastructure & Operations	FR:O6
2014	SA83	Roll out the pilot organic waste program at all Melbourne campus colleges (Chisholm, Menzies and Glenn)	Executive Director, Infrastructure & Operations	FR:O6 FR:S09

2015	SA84	Review the expansion of the organic waste program across the Melbourne campus	Executive Director, Infrastructure & Operations	FR:O6 FR:S09
2015	SA85	Develop a business case for the investigation of resource recovery technologies that can process waste on campus and recover usable resources	Executive Director, Infrastructure & Operations	FR:O6 FR:S09
2015	SA86	Phase out bottled water sales on campus as retail lease arrangements allow and communicate alternatives	Executive Director, Infrastructure & Operations	FR:O6

Biodiversity

The University developed a Land and Water Management Plan in 2011. The Plan highlights the values of our natural assets, and recommends actions to manage and improve them (e.g. managing water quality in the moat).

Year	Action		Responsibility	Reference
Ongoing	SA87	Seek academic and student involvement in land and biodiversity projects and initiatives and develop research opportunities with Greening Australia (Victoria).	RFA Director, <i>Securing Food, Water & Environment</i>)	FR:O6 FR:L16 FR:R01
2015	SA88	Investigate the development and management of an electronic inventory of threatened, protected and endangered floral species and faunal assessments at the Wildlife Sanctuary	Executive Director, Infrastructure & Operations	FR:O6 FR:V5 FR:R01

Our social impact

Staff benefits, development and performance

The University has been working on a number of initiatives to support staff development and benefits, including a new integrated staff Performance and Development Process, and the Metlink Commuter Club allowing staff to purchase discounted annual public transport tickets via their fortnightly pay. Work has also commenced on incorporating sustainability into the induction programme for new staff (including encouraging academics to include sustainability in their curriculum), incorporating leadership and responsibility for sustainable development into core job descriptions/responsibilities, and reviewing the travel allowances/benefits for senior employees to ensure the promotion of more sustainable travel choices.

Year	Action		Responsibility	Reference
2013	SA89	Include a sustainability award in the Vice Chancellor's award program	Vice-Chancellor	FR:O3 FR:V2 FR:S03
2014	SA90	Provide professional development for all existing academic staff in relation to including sustainability in courses	Curriculum, Teaching and Learning Centre	FR:S03 LT:5.3

2015	SA91	Implement online sustainability literacy and behavioural change training, which is rolled out for all staff members (full-time, part-time and casual), and which has the same status as Equality and Diversity Awareness Program	Executive Director, Human Resources	FR:S03 LT:5.3
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Staff recruitment and promotion

Year	Action		Responsibility	Reference
2013	SA92	Develop and implement an organisational People Strategy that incorporates corresponding Workforce Planning strategies developed to address potential issues and risks related to staff age group diversity/balance	Executive Director, Human Resources	FR:S03 LT:5.5
2013	SA93	Implement a leadership program that encourages emerging leaders	Executive Director, Human Resources	FR:S03 LT:5.5

Staff engagement and satisfaction

Year	Action		Responsibility	Reference
Ongoing	SA94	Each division and faculty to develop actions in workforce plans in response to Staff Climate Survey results	Executive Directors; Executive Deans	FR:S03
2014	SA95	Develop and promote a staff volunteering program concerned with social (justice) and environmental sustainability	Executive Director, Human Resources	FR:O3 FR:S03

Occupational health and safety

The University Council and Management recognises and are strongly committed to ensuring that La Trobe University is a healthy and safe place to work, study, research and live for students, staff, contractors and visitors. It is one of the University's primary aims to ensure that each of its campuses provides a healthy, safe and secure environment and that this concern for health and safety extends to wherever staff and students are travelling and working on University business.

With this in mind substantial improvements in enhancing healthy and safety are required throughout all areas of the University, which must be based on a robust consistent and integrated system.

Year	Action		Responsibility	Reference
2013	SA96	Develop a new health and safety management system to improve the management of health and safety risks and issues across the University	Manager, La Trobe Health & Safety	FR:O6 FR:V3
2013	SA97	Improve arrangements by which health and safety is operationally managed within the University	Manager, La Trobe Health & Safety	FR:O6 FR:V3
2013	SA98	Improve overall public safety within areas of University operations and enhanced personal safety whilst travelling	Manager, La Trobe Health & Safety	FR:O6 FR:V3 FR:C05

Staff equity and diversity

The University is committed to a workplace that values equality and diversity, working to ensuring that these values are embedded in our representative, recruitment and promotional processes. The University has been working to maximise employment opportunities for Indigenous Australians, including through communicating University employment opportunities to our Indigenous students and broader Indigenous Australian communities and networks. Work is also underway to set targets for women on high-level governance committees. The Workplace Gender Equality Strategic Plan 2013-2017 provides greater detail on initiatives towards equal opportunities for women with a few key actions and targets repeated here for completeness of social sustainability data and reporting, including against the requirements of the UN global Compact, in particular, Principle 6.

Year	Action		Responsibility	Reference
Ongoing	SA99	Monitor achievement of targets for women on high-level governance committees	Vice-Chancellor; Pro Vice-Chancellor (ESS)	FR:O6 FR:V3
2013	SA100	Renew the La Trobe University Indigenous Employment Strategy to maximise Indigenous Australian employment opportunities through relevant targets and initiatives	Executive Director, Human Resources	FR:O6 FR:V3
2014 onwards	SA101	Monitor progress against the La Trobe University Indigenous Employment Strategy, including targets and initiatives that maximise Indigenous Australian employment opportunities	Executive Director, Human Resources	FR:O6 FR:V3
2015	SA102	Develop career advancement opportunities for women, including leadership training and mentoring programs	Executive Director, Human Resources	FR:O6 FR:V3
2015	SA103	Provide education and training for mental health literacy, and equality and diversity	Pro Vice-Chancellor (ESS)	FR:O6 FR:V3
2022	SA104	Ensure the ratio of female academic staff at Professor and Associate Professor levels reflects the overall ratio of female to male academic staff	Executive Directors; Executive Deans	FR:O6 FR:V3

Our social impact — students

The University makes use of student feedback data from many sources to ensure that it continues to improve (e.g. the findings of the Course Experience Questionnaire are shared with all faculties). The University has been working to increase the proportion of students who come from a low socioeconomic background, and is always looking at ways that it can offer a better University experience to its students.

Year	Action		Responsibility	Reference
2013	SA105	Develop a La Trobe Award focusing on sustainability and unique to La Trobe University	Director, Student Enrichment	LT:1.2 LT:4.8
2013	SA106	Lobby for incorporation of sustainability-related questions in relevant student surveys conducted by external agencies including the Australian Government (Australian Graduate Survey and University Experience Survey) and ACER (Australasian Survey of Student Engagement)	Director, Planning & Institutional Performance Unit	FR:L15

2017	SA107	Increase participation rate of low socioeconomic students to 20% of total student cohort levels and an Indigenous Australian student participation rate of 0.9%	Deputy Vice-Chancellor (Academic)	FR:L07 FR:L08
2022	SA108	Increase equity participation and success for all groups, and further extend the refugee program	Pro Vice-Chancellor (Equity and Student Experience)	FR:O6 FR:V3 FR:V4

Our economic and supply chain impact

We have been a FairTrade accredited university since 2010, underlining our commitment to sustainable procurement. All tea and coffee options available to staff through our procurement supplier are FairTrade, and we are continually working with food vendors at our campuses to move them to offering FairTrade products. Sustainability is included in our supplier selection criteria, and procurement staff have been trained on including sustainability in procurement decisions. To provide further support to our sustainable procurement drive, the University joined ECO-Buy in 2011, further adding to the support we receive through our membership of the Australian Universities Procurement Network. We invest through two major external investment funds, both of which have comprehensive environmental, social and governance policies to guide their investment decisions. Academic and professional staff have collaborated through the Office for Sustainability to develop a best practice framework for managing sustainability in the supply chain.

Procurement

Year	Action		Responsibility	Reference
Ongoing	SA109	Train staff who make major purchasing decisions in sustainable and responsible procurement	Director, Corporate Finance	FR:O6
Ongoing	SA110	Communicate the 'locally produced' aspects of the procurement policy, particularly the requirements for use of food produced locally (where available) in contracts with food service vendors and in residential colleges and child care	Director, Service Businesses	FR:O6

Fair Trade

Year	Action		Responsibility	Reference
Ongoing	SA111	As University retail outlet lease contracts are created or renewed, ensure that supply of Fair Trade products is a condition within leasing contracts	Executive Director, Infrastructure & Operations	FR:O6
Ongoing	SA112	Continue to encourage the purchase of Fair Trade products for events (such as Open Days) and corporate gifts, where Fair Trade certified products are available	Director, Corporate Finance	FR:O6
Ongoing	SA113	Increase the number of retailers offering Fair Trade products and the range of products offered	Executive Director, Infrastructure & Operations	FR:O6

Direct and indirect economic impacts

Year	Action		Responsibility	Reference
Ongoing	SA114	Improve course flexibility of educational offering to regional communities	Deputy Vice-Chancellor (Academic)	FR:L13 LT:2.2 LT:2.3
Biennially	SA115	Measure the University's indirect economic impacts on its surrounding communities through the provision of infrastructure, services and research	Director, Planning & Institutional Performance Unit	FR:O6 FR:V5 FR:C05

Quantified targets

The process of establishing our Key Performance Indicators and targets was set out in *Responsible Futures*, our first sustainability report (see www.latrobe.edu.au/sustainability/report/2010). These have subsequently been reviewed to take into consideration the direction of the *Future Ready Strategic Plan, 2013 – 2017* and our effectiveness in meeting targets by 2013.

	2013	2014	2015	2016	2017	2022
Environmental (Based on 2010 baseline)						
Greenhouse gas emissions (Facility tCO ₂ -e/GFA; Staff business travel tCO ₂ -e/FTE)	18% ▼	18% ▼	18% ▼	18% ▼	21% ▼	30% ▼
Energy consumption (GJ/GFA)	10% ▼	12.5% ▼	15% ▼	18% ▼	21% ▼	30% ▼
Car use – single occupant (staff and students)	10% ▼	12.5% ▼	15% ▼	18% ▼	21% ▼	30% ▼
Water use (kilolitres per EFTPL)	6% ▼	6% ▼	6% ▼	6% ▼	7% ▼	10% ▼
Waste to landfill (kg per EFTPL)	10% ▼	12.5% ▼	15% ▼	18% ▼	21% ▼	30% ▼
Recycling (as combined % of recycling and general waste to landfill)	10% ▲	12.5% ▲	15% ▲	18% ▲	21% ▲	30% ▲
Paper use (reams per EFTPL)	30% ▼	30% ▼	30% ▼	30% ▼	30% ▼	30% ▼
Sustainability Education						
Sustainability Thinking embedded in undergraduate degree course					100%	
Cross-faculty undergraduate minor(s)/major(s) in (social and environmental) sustainability			3		4	
Cross-faculty masters courses with a (social and environmental) sustainability focus			2		4	
Sustainability Research						
Value of competitive Research Grants related to sustainability	Annual 10% growth					
Number of publications related to sustainability at or above world standard	Annual 5% growth					
Social – staff						
Female academic staff at Professor and Associate Professor levels	38%	39%	40%	41%	42%	
Senior female professional staff (HEO 10 and above)	44%	47%	50%	50%	50%	
New employment opportunities for Indigenous Australians ¹	25	30	35	40	50	
Staff engagement – intention to stay ¹		73%		73%		
Social – students						
Low socioeconomic status student participation rate ^{1,2} (FR:L07)	18%	18.5%	19%	19.5%	20%	
Indigenous Australian student participation rate ^{1,2} (FR:L08)	0.7%	0.75%	0.8%	0.85	0.9%	

1. Targets as specified in the Mission-based Compact agreed with the Australian Government and *Vision 2015*.

2. Target included in *Future Ready*

tCO₂-e: Tonnes of carbon dioxide equivalent greenhouse gas emissions

GFA: Gross Floor Area (in metres squared)

EFTSL: Equivalent Full Time Student Load

FTE: Full Time Equivalent

EFTPL: Equivalent Full Time Person Load (FTE staff + EFSTL, excluding offshore, off-campus and external)

HEO: Higher Education Officer classification level

Appendix 1: Future Ready: Strategic Plan 2013 – 2017

Objectives

FR:O1	<p>Excellence in key world issues</p> <p>La Trobe will be a university known for its excellence, creativity and innovation in relation to the big issues of our time, and for its enthusiasm in providing the leadership needed to make a difference.</p>
FR:O2	<p>Outstanding students</p> <p>La Trobe students will choose us because we are at the centre of important social, economic, environmental, political and scientific developments; because we respect them as partners in their learning; because we are flexible and innovative in our modes of delivery; and because we equip them with an identifiably modern, globally relevant education, and send them out to be successful and to make the world a better place</p>
FR:O3	<p>Exceptional staff</p> <p>We will make La Trobe an attractive place for early career academics and professional staff, and career changers with exceptional industry knowledge to build their careers. We will provide staff with the support, rewards and flexibility they need to excel. Risk-taking, creativity and innovation in teaching and research will be supported and encouraged.</p>
FR:O4	<p>Game changing partners</p> <p>We will be distinctive for the quality and depth of the external partnerships that enrich our work, transform our capacity, advance our partners' objectives, and open up opportunities to help solve the fundamental challenges of the day</p>
FR:O5	<p>National and international ranking</p> <p>We will regain our place as one of Australia's top twelve universities, improve our current ranking in the world's 'Top 500', and reclaim our place as unambiguously one of the top-three ranked Victorian universities</p>
FR:O6	<p>Sustainable and ethical</p> <p>We will continually enhance our intellectual, physical and financial resources so that future generations of scholars and students can continue the advancement of knowledge for the public good.</p>

Values

At La Trobe University we:

FR:V1	take a world view
FR:V2	pursue ideas and excellence with energy
FR:V3	treat people with respect and work together
FR:V4	are open, friendly and honest
FR:V5	hold ourselves accountable for making great things happen

Goals

Learning and teaching

- High-quality learning and teaching
- A high-quality student experience
- A growing and diverse student body

REF	GOAL	2017 TARGET
Growth and Diversity		
FR:L01	Increase student numbers	33,000 EFTSL overall
FR:L02	Increase the number of students studying at a regional site	7,300 EFTSL at regional sites

FR:L03	Increase proportion of domestic, fee-paying, graduate coursework students	6% of projected total load
FR:L04	Increase proportion of postgraduate coursework students	17% of projected total load
FR:L05	Increase the total number of onshore international students	6,000 EFTSL
FR:L06	Increase the range of source countries of our total international students	No more than 35% of international students from any single country. At least an additional four countries each representing 10% or more of the international cohort
FR:L07	Increase the proportion of domestic undergraduate students from low socio-economic backgrounds	20%
FR:L08	Increase the proportion of Indigenous domestic undergraduate students	0.9%
FR:L09	Increase La Trobe's share of Victorian Tertiary Admissions Centre first preference applicants	14%
FR:L10	Increase La Trobe's share of students with an ATAR of 80+	12%
FR:L11	Reduce the proportion of undergraduate courses and subjects below the 'low enrolment' threshold	No more than 2% of UG courses No more than 5% of UG subjects
Quality of the Student Experience		
FR:L12	Expand the number of La Trobe students who undertake an overseas student mobility program as part of their degree	20%
FR:L13	Increase the number of subjects offered by the University in blended delivery mode	At least 60%
FR:L14	Increase student retention and student success in all Fields of Education	Top 12 nationally in student retention and success in each Field of Education in which we offer degrees
FR:L15	Improve student satisfaction as measured by the Course Experience Questionnaire	Top 12 nationally in 'overall student satisfaction' in each Field of Education in which we offer degrees
FR:L16	Improve student employment outcomes as measured by the Graduate Destination Survey	Achieve student employment rates equivalent to levels at least twelfth nationally for each Field of Education in which we offer degrees

Research

- Addressing the big problems – research focus areas
- Disciplinary research programs
- Research training
- Research partnerships

REF	GOAL	2017 TARGET
FR:R01	Improve research quality	At least 2 Fields of Research (FoRs) at 2 or 4-digit level ranked in the world top 100 measured against the Excellence in Research for Australia (ERA) and University Assessment of Research Quality (UARQ)

		A 50% increase in 4–digit FoRs rated ‘at 3 or above’ world standard
FR:R02	Identify, develop and implement strategically important research partnerships	At least 6 new external partnerships to be established, specifically: 3 international partnerships and 3 national partnerships
FR:R03	Increase cross–disciplinary research collaborations	At least 1 major successful Cooperative Research Centre (CRC) or Centre of Excellence bid led by La Trobe researchers in each RFA
FR:R04	Double total research income (all categories)	\$84M
FR:R05	Improve student satisfaction as measured by the Postgraduate Research Experience Questionnaire	Top 12 nationally in ‘overall student satisfaction’ in each Field of Education
FR:R06	Derive a high proportion of research income from La Trobe RFAs	Two–thirds of the total increased income to come from RFAs
FR:R07	Improve La Trobe’s international research-based institutional ranking	Top 300 in the Academic Ranking of World Universities

Our campuses and communities

La Trobe will contribute to the sustainable growth of our professional and place-based communities in Melbourne’s north, Bendigo, Greater Shepparton and the Murray- Darling Basin, and in the Asia-Pacific region.

- Bundoora and Melbourne’s north
- Regional Victoria
- Learning and teaching partnerships

REF	GOAL	2017 TARGET
FR:C01	Incubate innovative new businesses in Melbourne’s north	A re-developed Northern Bioscience Precinct and Research and Development Park Redeveloped hospital site integrating commercially sustainable academic and research activities
FR:C02	Increase the number of partnerships with regional partners	At least one partnership per faculty and campus which includes funding, student recruitment or placements, research facilitation or promotional benefits
FR:C03	Develop joint facilities with TAFE Institutes	Joint TAFE–La Trobe teaching and administration building completed in Mildura
Deepen partnerships with regional and metropolitan TAFE Institutes		
FR:C04	Provide additional student residential accommodation at the Bundoora campus and regionally	Bundoora: 1,800 Regional: 775
Develop an Asia Plan outlining the University’s engagement with the Asia Pacific Region		
FR:C05	Improve the range of health, sport, business and arts events and activities for the general community to spend time on campus in evenings and weekend	Develop mechanism to measure the range of events

Supporting strategies

REF	GOAL	2017 TARGET
FR:S01	Implement a coherent planning framework that provides clarity on priority goals and performance measures	Framework fully implemented
FR:S02	Significantly improved levels of client satisfaction as measured by a revised Service Quality Survey (SQS)	
FR:S03	Improve staff engagement	Increased staff response rates in Staff Climate Surveys
FR:S04	Influence government to improve public transport accessibility and reduce public transport journey times to the Melbourne and Bendigo campuses	Melbourne CBD to Bundoora campus a 35-minute commute
Improve our ability to re-invest in Strategic Initiatives, and Teaching and Research Infrastructure		
FR:S05	International revenue as a percentage of underlying revenue	20%
FR:S06	Postgraduate revenue as a percentage of underlying revenue	5%
FR:S07	Underlying revenue earned per staff dollars	1.90
FR:S08	Underlying Operating Margin	10%
FR:S09	Underlying Operating Margin (before strategic investments)	12%

Appendix 2: Learning and Teaching Plan 2013 – 2017

Goal 1: Develop a distinctive educational experience via the integrated elements of the La Trobe Framework

2017 Targets

- Graduate capabilities and student involvement in the Essentials recorded on the Australian Higher Education Graduation Statement (AHEGS) for all students
- Involvement in at least one learning enrichment opportunity recorded on the AHEGS for all students

Goal 2: Develop innovative, adaptive and creative approaches to educational delivery that are based on sound pedagogy and enhance effective student learning

2017 Target

- At least 60% of subjects offered by the University to be in blended delivery mode (FR:L13)
- At least 5% of subjects offered by the University to be in online mode

Goal 3: Achieve growth while maintaining entry standards and increasing diversity in the student population

2017 Targets (from 2011 baseline)

- Student numbers increased from 25,989 to 33,000 EFTSL (FR:L01)
- Student numbers increased to from 5,470 to 7,300 EFTSL at regional sites (FR:L02)
- The proportion of domestic, fee-paying, graduate coursework students increased from 3.7% of total load to 6% of projected total load (FR:L03)
- The proportion of postgraduate coursework students increased from 15% of total load to 17% of projected total load (FR:L04)
- The number of onshore international students increased from 4,720 to 6,000 EFTSL (FR:L05)
- An increase of at least four source countries for international students, with no more than 35% coming from any single country (FR:L06)
- The proportion of domestic undergraduate students from low socio-economic backgrounds increased from 18.6% to 20% (FR:L07)
- The proportion of Indigenous domestic undergraduate students increased from 0.6% to 0.9% (FR:L08)
- La Trobe's share of Victorian Tertiary Admissions Centre first preference applicants increased from 12.6% to 14% (FR:L09)
- La Trobe's share of students with an ATAR of 80+ increased from 7.1% to 12% (FR:L10)
- The proportion of undergraduate courses and subjects below the 'low enrolment' threshold reduced from 4% to no more than 2% of UG courses and from 10.7% to no more than 5% of UG subjects (FR:L11)

Goal 4: Build upon the quality and range of curricular and co-curricular activities to enhance the student experience and student retention

2017 Targets

- Top 12 nationally in student retention and success in each Field of Education in which we offer degrees (FR:L14)
- Top 12 nationally in 'overall student satisfaction' on the CEQ in each Field of Education in which we offer degrees (FR:L15)

- 20% of La Trobe students undertaking an overseas mobility program as part of their degree (FR:L12)
- Achieve student employment rates on the Graduate Destination Survey equivalent to levels at least twelfth nationally for each Field of Education in which we offer degrees (FR:L16)

Goal 5: Develop a University culture which values, recognises and rewards high quality teaching

2017 Targets

- Two national teaching and learning grants and five national citations per annum to La Trobe University staff involved in learning and teaching
- All fixed-term and continuing staff complete at commencement the University's core professional development program on effective, research-based teaching and learning unless exempt through previous, recent professional development elsewhere
- All sessional staff are paid to complete minimum professional development requirements at commencement
- A robust Teaching Scholar career track is defined and populated across all faculties.

REF	Strategy
Goal 1: Develop a distinctive educational experience via the integrated elements of the La Trobe Framework	
LT:1.1	Build on curriculum re-design and renewal through the <i>Design for Learning</i> project to embed the Essentials into the curriculum, or as required subjects, and develop mechanisms for recording student learning in global citizenship, innovation and entrepreneurship and sustainability thinking
LT:1.2	Increase opportunities for experience-based learning in the workplace or through the involvement of industry partners in course content and delivery
LT:1.3	Increase opportunities for undergraduate students to be involved in cross-disciplinary research projects linked to disciplinary areas, the La Trobe Research Focus Areas (RFAs) and the interests of University partners
LT:1.4	Establish an innovative Hallmark program in high demand from prospective students and delivering a range of learning and enrichment experiences uniquely 'packaged' in the Australian higher education environment
Goal 2: Develop innovative, adaptive and creative approaches to educational delivery that are based on sound pedagogy and enhance effective student learning	
LT:2.1	Investigate and develop new markets and new environments through flexible, online and blended learning
LT:2.2	Create a design policy for subjects and courses to recognise the extent to which students rely on mobile learning to access learning materials
LT:2.3	Develop effective and equitable teaching delivery to regional and isolated students
LT:2.4	Increase the depth and extent of collaboration between learners, teachers and peers, locally, regionally and globally
LT:2.5	Develop online and physical learning environments to suit student learning focussed pedagogical models
Goal 3: Achieve growth while maintaining entry standards and increasing diversity in the student population	
LT:3.1	Provide engaging programs and activities for school-based and mature-age prospective students which encourage them to establish a relationship with La Trobe University and experience a high quality learning environment
LT:3.2	Develop strong relationships with target schools in metropolitan and regional areas so that school staff and students are well informed about how La Trobe can prepare students who are work-ready, world-ready and future-ready

LT:3.3	Position La Trobe as university of first choice for school leavers because of the high quality learning and student experience they can expect, including the development of work-readiness
LT:3.4	Develop programs and extension opportunities for high ability school students in target localities and in particular, Melbourne's north and regional Victoria, to engage them with La Trobe University and reinforce the value of high achievement in education as an investment for the future
LT:3.5	Strengthen pathways to higher education through sustainable partnerships with TAFEs and other educational providers
LT:3.6	Build strong relationships with employers and communities to increase opportunities for graduate employment and provide feedback on market requirements
LT:3.7	Research market need and develop new postgraduate courses tailored to specific market segments, particularly in professional areas where the qualification will assist promotional prospects
LT:3.8	Improve brand awareness and positioning in key international markets and build the profile of La Trobe's regional campuses
LT:3.9	Research and evaluate the potential of new international markets for La Trobe through brand building and/or partnership arrangements
LT:3.10	Work with donors and university partners to increase the number of scholarships available to support low SES students
LT:3.11	Work closely with Indigenous communities to implement the Indigenous Participation Strategy, which includes building ongoing relationships with Indigenous communities and providing strong support for Indigenous staff and students at La Trobe
LT:3.12	Track undergraduate course and subject enrolments and prepare annual lists of those below the 'low enrolment' threshold for trend analysis and consideration of contributing factors
Goal 4: Build upon the quality and range of curricular and co-curricular activities to enhance the student experience and student retention	
LT:4.1	Engage students as partners in the development of strategies, programs and services that can enhance the student experience
LT:4.2	Coordinate resources to improve the effectiveness of orientation and the first year experience to ensure a successful start to university life
LT:4.3	Provide academic preparation and ongoing academic support for all undergraduate and postgraduate students, including students with disabilities and domestic and international students from non-English speaking backgrounds
LT:4.4	Develop a seamless experience for students through integrated support provided by student service areas including timetabling, ICT and the Library
LT:4.5	Collect and analyse student feedback data on subjects and teaching for the purposes of benchmarking and quality improvement
LT:4.6	Collect and analyse data on the student experience at La Trobe and provide an institutional response that supports improvement
LT:4.7	Enhance the University's international partnerships, promote the value of the Study Abroad experience to students, facilitate their participation through scholarships and other supports and provide support on their return to ensure learning from the experience is maximised
LT:4.8	Implement curricular and co-curricular programs for student work-readiness
Goal 5: Develop a University culture which values, recognises and rewards high quality teaching	
LT:5.1	Equip La Trobe staff to be well-informed about learning futures through comprehensive communications using a variety of media and technologies
LT:5.2	Celebrate and encourage self-confidence and courage in learning and teaching by sharing stories of innovation through a renewed emphasis on teaching awards, grants and exemplars
LT:5.3	Enhance the teaching skills and practices of staff through effective induction, a relevant Graduate

	Certificate in Higher Education (GCHE) and professional development opportunities offered University-wide or by faculties, including OSP
LT:5.4	Develop a Teaching Scholar career track linked to academic promotion policy and procedures
LT:5.5	Facilitate workload planning to recognise and record involvement in learning and teaching activities by academic staff at La Trobe
LT:5.6	Provide professional development and support for academic staff to facilitate blended and online learning

Appendix 3: Research Plan 2013 – 2017

Goal 1: Improve research quality and impact (FR:R01)

2017 Targets

- At least two FoRs at 2 or 4-digit level ranked in the world top 100 measured against the Excellence in Research for Australia (ERA) and University Assessment of Research Quality (UARQ).
- A 50% increase in 4-digit FoRs rated at world standard (3 rating) or above world standard (baseline 2010)

Goal 2: Identify, develop and implement strategically important research partnerships (FR:R02)

2017 Targets

- At least 6 new external partnerships to be established, specifically: 3 international partnerships and 3 national partnerships.

Goal 3: Increase cross-disciplinary research collaborations (FR:R03)

2017 Targets

- At least 3 major successful Cooperative Research Centre (CRC) or Centre of Excellence bids led by La Trobe researchers.

Goal 4: Double total research income (all categories) (FR:R04)

2017 Targets

- Doubling income from a baseline (2010) of \$41.73m to \$84m in 2017 with a high proportion of income generated within RFAs (FR:R06).

Goal 5: Improve the HDR experience to gain distinctiveness

2017 Targets

- Top 12 nationally in 'overall student satisfaction' in each Field of Education as measured by PREQ (FR:R05).

Goal 6: Improve La Trobe's international research-based institutional ranking (FR:R07)

2017 Targets

- Top 300 in the Academic Ranking of World Universities (468th in 2012).

REF	Strategy
Goal 1: Improve research quality and impact	
R:1.1	Develop a Research Leadership Retention and Succession Strategy by December 2013 to attract and retain teaching-and-research staff who are outstanding researchers including ECRs
R:1.2	Implement at least five Research Focus Areas during 2013 that engage researchers in all campuses in cross-disciplinary research
R:1.3	Maintain and develop underlying disciplinary strength of existing and emerging high-performing research teams by creating up to 20 DRPs with two to five Programs implemented in 2013
R:1.4	Develop a tailored plan by July 2013 for each assessable FoR to ensure that ERA performance is maintained or improved in the 2015 ERA round

R:1.5	Review the criteria for Established Productive Researchers (EPRs) to better align with research expectations of benchmark universities
R:1.6	Develop a Research Education and Development Strategy to provide targeted, timely development activities for ECRs, EPRs, non-EPR, research leaders and research teams; with particular support for mid-career researchers to meet EPR expectations
R:1.7	Ensure that Hallmark teaching programs are closely aligned and integrated with relevant RFAs and DRPs
R:1.8	Build on current faculty practices to create a coordinated, more uniform and better targeted approach to internal grant rounds and Excellence in Research Awards to both support the diversity of needs across all faculties and to place special focus on targeted groups such as ECRs
R:1.9	Identify a program of major equipment bids to support RFAs and DRPs that are aligned with the Campus Infrastructure planning
R:1.10	Implement a Knowledge Transfer and Commercialisation Strategy in 2013 to focus investment and to maximise returns
R:1.11	In line with <i>Future Ready</i> , ensure support for excellent researchers, commensurate with their productivity, regardless of research area
Goal 2: Identify, develop and implement strategically important research partnerships	
R:2.1	Develop an Industry Engagement / Partnership Strategy including the appointment of dedicated positions to partnership development and commercialisation roles for each RFA where appropriate
R:2.2	Identify partnerships based on aligned values and priorities and potential for joint funding; work with those partners to identify large-scale grant applications and consortia proposals
R:2.3	Develop a Precincts Strategy for the Northern BioSciences Precinct and related initiatives that engage with all levels of government, local industry and the community
R:2.4	Invest in state of the art information technologies and e-Research infrastructure to support our partnerships including cross-institution research and researcher development activities
Goal 3: Increase cross-disciplinary research collaborations	
R:3.1	Support RFAs through targeted resourcing, including through performance-based funding and targeted HDR scholarships. The University and faculty central budget models will continue to underpin RFA support
R:3.2	Annually review governance, leadership and support for each RFA to ensure complementarity with faculty research objectives and to ensure timely and tailored support by administrative and professional functions
R:3.3	The RED Unit and faculties will conduct specific education and development initiatives to support and embed cross-disciplinary research, particularly for ECRs across all campuses
R:3.4	Engage appropriate internal and external expertise to assist each RFA to lead a CRC or Centre of Excellence bid
R:3.5	Attract and retain high-performing staff and higher degree by research students to RFAs
Goal 4: Double total research income (all categories)	
R:4.1	Set clear targets in faculty and RFA Operational Plans for research income growth in line with a doubling of research income by 2017. The Research Income and Expenditure Planning Committee (RIEP) will monitor faculty and RFA income targets ensuring that return on investment over the medium (3-5year) term is maximised
R:4.2	Create a coordinated Research Budgeting and Resourcing Plan for the University and faculty-level budget and block grant allocation and management
R:4.3	Attract more external applicants into ARC/NHMRC-funded fellowships through timely and strategic support of fellowship grant proposals and provide a framework for such appointments to progress into continuing appointments
R:4.4	Ensure that up to 60% of EPRs are located in RFAs to create a strong, confident research culture

	that will encourage researchers to grow research quality and income across all categories of income
R:4.5	Ensure that Faculty Plans include strategies to attract and retain key researchers who have a successful track record in obtaining external grant monies; ensure that faculties manage workloads to enable research goals to be met
R:4.6	Leverage opportunities for strengthening foundation and bequest income, philanthropic funding and partnership growth through close collaboration between faculties, Alumni, Marketing and Engagement and Office of the Vice Chancellor; particular focus will be placed on linkages with Alumni to build partnerships
R:4.7	Provide timely high quality administrative support through a three-year rolling plan of potential National Competitive Grant applications, accurate recording and reporting on research data for planning and developmental purposes and to celebrate success
R:4.8	Provide high quality support including 'near miss' grants to support highly competitive applications to increase future funding opportunities
R:4.9	Target up to 15 La Trobe Postgraduate Research Scholarships to the five RFAs and offer them to the highest quality students
R:4.10	Manage and monitor workloads through the Workload Planning System, especially for ECRs and staff new to La Trobe, to ensure that researchers are able to establish and develop their research activity. This could include providing time-release and funding opportunities for researchers who have a track record of producing high quality research publications and significant research funding
R:4.11	Introduce a Research Infrastructure Plan, that aligns with the University Infrastructure and Campus Plan, and that incorporates e-research strategies
Goal 5: Improve the HDR experience to gain distinctiveness	
R:5.1	Foster a stronger research culture by considering establishment of a Graduate School to streamline and strengthen the administrative and infrastructure support for HDR students across the University. This will include education and training tailored to the needs of HDR candidates, ECRs and supervisors and the development of distinctive coursework-rich higher degrees
R:5.2	Recognising the strong growth in HDR numbers (especially in regional campuses), plan and monitor growth to balance supervisor workload with growth in HDR numbers
R:5.3	Expand the range of training and support functions to supervisors and ECRs across all campuses with a view to improving participation and completion rates for all HDR candidates
R:5.4	Place an upper limit on the number of HDR students that can be supervised by a principal supervisor as part of workload discussions, with a recommendation that a supervisor should not normally supervise more than eight full-time equivalent (FTE) students (or more than 12 individual students in total)
R:5.5	Continue to ensure high quality supervision by careful selection, professional development and regulation of supervisor load; ensure that each supervisory panel includes an established, productive researcher
R:5.6	Review implementation of existing HDR policies and support centrally and across the faculties to ensure appropriate support for HDR candidates
R:5.7	Develop a survey instrument to complement the Postgraduate Research Experience Questionnaire (PREQ) and to better inform the University about the HDR student experience
R:5.8	Establish an HDR Student Recruitment and Marketing Strategy in liaison with La Trobe International, Marketing and Engagement and Faculties, particularly to broaden the market base for potential students, in line with expanded HDR postgraduate training and alternative PhD modalities (for example, PhD by publication)
R:5.9	Strengthen HDR load planning and planned scholarship growth to support the <i>Future Ready</i> goal to double research income by 2017
Goal 6: Improve La Trobe's international research-based institutional ranking	

R:6.1	Implement the University Rankings Strategy
R:6.2	Foster an underlying culture of targeting publications towards high quality journals and introduce incentives for highly cited papers and quality books
R:6.3	Distribute 80% of block grant funding towards researchers and research teams demonstrating high performance including attracting national competitive grant income and/or producing high quality outputs, as determined by faculties against University-wide criteria
R:6.4	Identify two or three international institutional partners with which to develop research, teaching and outreach collaborations; commence negotiations regarding formal institutional level benchmarking partnerships with potential candidates in 2014
R:6.5	Maximise La Trobe's visibility by collaborating with high profile institutions and researchers, increasing visibility at international conferences, hosting international conferences and raising the profile of the University on Thomsons, Scopus, Google Scholar and online researcher networks
R:6.6	Adopt non-traditional means of promoting research including through social media by adopting a Research Promotion Strategy
R:6.7	Encourage international collaboration and research partnership activity in the Asia Pacific region, particularly China and India
R:6.8	Encourage international collaborations with high profile international researchers by providing small grants to support these collaborations

Appendix 4: Sustainability Policy and Planning Group (SPPG) Terms of Reference

Background

The University is committed to becoming a more socially, environmentally and economically sustainable institution.

The La Trobe University Collective Agreement 2009, clause 11.1 states, 'The parties agree that the long term sustainability of conditions for University employment and staff job security depends on the reduction of carbon emissions, minimization of energy and water consumption and the development of environmentally sustainable work practices and buildings within the University. Reduction in the use of scarce resources and minimizing the University's carbon footprint will reduce the risks and costs associated with complying with any carbon emission targets set by the University'.

The Future Ready: Strategic Plan 2013-2017 commits the University to being sustainable and ethical with a Sustainability Plan to support targets for research, learning and our campuses and communities.

The La Trobe University Sustainability Plan 2013-2017 commits to establishing sustainability KPIs across operations, curriculum and research; setting performance targets; developing a governance and management reporting system on sustainability; and introducing sustainability KPIs into staff performance goals where appropriate.

Purpose

The overall aim of the SPPG is to provide the necessary oversight and leadership concerned with achieving the sustainability objectives as set out in the La Trobe University Sustainability Plan 2013-17.

The Committee will collaboratively provide direction to the membership to enhance cross portfolio opportunities for differentiating La Trobe among the national and international Higher Education sector through excellence and leadership in sustainability business practice.

Composition and Membership

The SPPG membership has been determined against the need to ensure the University achieves its strategic aims and delivers on its sustainability plans.

- A Chair: Senior Deputy Vice-Chancellor & Vice-President (Global Engagement)
- B Deputy Vice-Chancellor & Vice-President (Research)
- C Deputy Vice-Chancellor & Vice-President (Academic)
- D Vice-President (Administration)
- E Vice-President (Finance & Resources)
- F Pro Vice-Chancellor (Regional)
- G An Executive Dean
- H Environmental Sustainability Manager

Membership

- A Professor John Rosenberg
- B Professor Keith Nugent
- C Professor Jane Long
- D Ms Natalie MacDonald
- E Mr Pranay Lodhiya
- F Professor Richard Speed
- G Professor Brian McGaw
- H Ms Jennifer Chaput

Quorum

A third of the members plus one.

In Attendance

Executive Officer, Senior DVC and VP Office (Secretariat)

Frequency of meetings

Quarterly

Terms of Reference

1. To coordinate and monitor actions, plans and policy development in relation to sustainability.
2. To identify relevant key performance indicators and monitor performance.
3. To contribute and participate in Higher Education and Sustainability networks, for the benefit of La Trobe.
4. To monitor University compliance with external national and state government reporting requirements and timelines on sustainability issues.
5. To oversee a communications strategy to include both internal communications concerning sustainability progress and performance to the wider university community and to promote the sustainability brand.
6. To consider information on national and international Higher Education sustainability policy and best practice to increase members' knowledge of current and emerging sustainability issues relevant to the University.
7. To oversee opportunities to support priority program operational, curriculum and research initiatives.
8. To review and evaluate annually the SPPG's terms of reference and its own effectiveness.

SPPG Administration

1. Members should anticipate meetings of approximately one hour in duration.
2. Meetings will be conducted using video-conferencing facilities, to enable multi-campus participation.
3. The Chairperson may require that the following two University procedures apply to the conduct of the SPPG:
 - La Trobe University, Governance, Planning and Policy Unit Secretariat Manual (the SPPG may decide to implement procedures that differ from the Secretariat Manual in relation to proxy membership (refer Secretariat Manual, clause 1.5.6)).
<https://intranet.latrobe.edu.au/governance/assets/downloads/proceduresmanual.pdf>
 - La Trobe University, Academic Board Procedures and Standing Orders
<https://intranet.latrobe.edu.au/academicboard/assets/downloads/standingorders09.pdf>
4. Secretariat and executive support will be provided by the Office of the Senior Deputy Vice-Chancellor and Vice-President.