



Flinders University STARS REPORT

Date Submitted: July 9, 2024

Rating: Gold

Score: 68.44

Online Report: [Flinders University](#)

STARS Version: 3.0

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About STARS

The Sustainability Tracking, Assessment & Rating System (STARS®) is a transparent, self-reporting framework for colleges and universities to gauge relative progress toward sustainability. STARS was developed by [AASHE](#) with broad participation from the higher education community.

STARS is designed to:

- Provide a framework for understanding sustainability in all sectors of higher education.
- Enable meaningful comparisons over time and across institutions using a common set of measurements developed with broad participation from the campus sustainability community.
- Create incentives for continual improvement toward sustainability.
- Facilitate information sharing about higher education sustainability practices and performance.
- Build a stronger, more diverse campus sustainability community.

STARS is intended to engage and recognize the full spectrum of colleges and universities—from community colleges to research universities, and from institutions just starting their sustainability programs to long-time campus sustainability leaders. STARS encompasses long-term sustainability goals for already high-achieving institutions as well as entry points of recognition for institutions that are taking first steps toward sustainability.

About AASHE

STARS is a program of AASHE, the [Association for the Advancement of Sustainability in Higher Education](#). AASHE is a [member-driven organization](#) with a mission to empower higher education to lead the sustainability transformation. [Learn more about AASHE](#).

Summary of Results

Score 68.44

Rating: Gold

Report Preface

Report Preface 0.00 / 0.00

Academics

Curriculum 24.02 / 45.00

Research 22.00 / 23.00

Engagement

Campus Engagement 13.25 / 25.00

Public Engagement 20.00 / 25.00

Operations

Buildings & Grounds 9.40 / 19.00

Energy & Climate 23.62 / 26.00

Food & Dining 4.18 / 10.00

Procurement & Waste 8.94 / 20.00

Transportation 2.16 / 10.00

Planning & Administration

Coordination & Planning 10.33 / 11.00

Investment 2.00 / 9.00

Social Equity 9.52 / 14.00

Wellbeing & Work 10.30 / 11.00

Innovation & Leadership

Innovation & Leadership 10.00 / 10.00

The information presented in this submission is self-reported and has not been verified by AASHE or a third party. If you believe any of this information is erroneous, please see the [process for inquiring](#) about the information reported by an institution.

Report Preface

Report Preface

Points Earned 0.00

Points Available 0.00

This section of STARS brings together information about the institution and its reporting process that is not scored, but is included for transparency purposes and to provide context for understanding and interpreting the published report.

Credit	Points
	0.00 /
Executive Letter	Total adjusted for non-applicable credits
	Close
	0.00 /
Points of Distinction	Total adjusted for non-applicable credits
	Close
	0.00 /
Institutional Characteristics	Total adjusted for non-applicable credits
	Close
	0.00 /
Reporting Methodologies	Total adjusted for non-applicable credits
	Close

Executive Letter

Score

0.00 /

Responsible Party

Total adjusted for non-applicable credits

[Close](#)

Criteria

This credit allows an institution to upload a letter from the institution's president, chancellor, or other high ranking executive. Typically written on official letterhead, the executive letter serves as an introduction or cover letter for the institution's STARS report. As such, the letter may include a description of the institution's commitment to sustainability, background about the institution, key achievements or highlights from the report, and/or goals for future submissions. The letter also serves as an indicator of administrative support for sustainability and the STARS process.

Measurement

A new executive letter is expected when there has been a change in leadership or the institution is submitting for a higher rating. Otherwise, the same letter may be used for more than one submission.

"---" indicates that no data was submitted for this field

Executive cover letter:

[Flinders_University_VPCS_letter_STARS.pdf](#)

Notes about the information provided for this credit:

Points of Distinction

Score

0.00 /

Responsible Party

Total adjusted for non-applicable credits

[Close](#)

Criteria

This credit provides an opportunity for an institution to highlight up to three programs, initiatives, or accomplishments that best reflect its leadership for sustainability. Completing this section will help inform how AASHE publicizes the institution's STARS rating.

Measurement

Report on current programs and initiatives and accomplishments from within the previous three years.

"---" indicates that no data was submitted for this field

Name of the institution's featured sustainability program, initiative, or accomplishment:

Net-zero emissions from electricity

Narrative and/or website URL providing an overview of the institution's featured program initiative, or accomplishment:

Flinders University achieved net-zero emissions from electricity by powering all its campuses and facilities with 100% renewable energy. The energy is sourced from on-campus solar arrays and a nearby windfarm.

<https://www.flinders.edu.au/campus/sustainability/energy-greenhouse-emissions>

A photograph or document associated with the featured program, initiative, or accomplishment:

Name of a second featured sustainability program, initiative, or accomplishment:

Recycled water irrigation from the Oaklands Wetlands

Narrative and/or website URL providing an overview of the second featured program initiative, or accomplishment:

Flinders University is progressing its sustainability efforts by integrating recycled water systems for irrigating sports fields across its campuses. This initiative is part of Flinders University's Sustainability Strategy, focusing on reducing mains water consumption at the Bedford Park campus and enhancing overall water efficiency. The collaboration with the City of Marion involves a pipeline project delivering recycled water specifically to the university's ovals, contributing significantly to the conservation of potable water resources.

<https://www.marion.sa.gov.au/about-council/news/marion-waters-5-6m-pipeline-extension-delivering-a-greener-city>

A photograph or document associated with the second featured program, initiative, or accomplishment:

Name of a third featured sustainability program, initiative, or accomplishment:

Winner of the Triple E Awards SDG Initiative of the Year Award for Vehicle to Grid technology trial

Narrative and/or website URL providing an overview of the third featured program initiative, or accomplishment:

The Flinders University's Vehicle-to-Grid (V2G) initiative won the prestigious Sustainable Development Goals Initiative of the Year Award at the Triple E Awards in Barcelona in 2023.

The initiative demonstrates a sustainable and innovative solution to scale energy storage technology, increase renewables, and reduce GHG emissions. It included installing and maintaining 20x V2G chargers for its growing electric vehicle fleet that are powered by 100% renewable energy generated by ENGIE's Willogoleche Wind Farm and Flinders University's own solar power systems. The stored energy in EV batteries is discharged into the campus during peak demand periods.

This initiative supports SDGs 7 - Affordable and Clean Energy, 9 - Industry, Innovation and Infrastructure, 13 - Climate Action, and 17 - Partnerships, by demonstrating the reliability and scalability of bi-directional smart-charging systems for EVs, reducing emissions, optimizing behind-the-meter generation, and creating teaching, research, and innovation opportunities.

<https://2023.triple-e-awards.com/index/finalist/id/808>

<https://news.flinders.edu.au/blog/2023/08/04/all-systems-go-for-landmark-energy-project>

<https://www.energymagazine.com.au/landmark-vehicle-to-grid-ev-project-switched-on-in-sa/>

<https://smartcity.org.au/index.php/article/milestone-reached-flinders-university-launches-revolutionary-energy-project?page=1>

A photograph or document associated with the third featured program, initiative, or accomplishment:

Notes about the information provided for this credit:

Institutional Characteristics

Score

0.00 /

Responsible Party

Total adjusted for non-applicable credits

[Close](#)

Criteria

This credit collects information about an institution's boundary (defining the campus for purposes of reporting), its operational characteristics (the context in which it operates) and its demographics. This information provides valuable context for understanding and interpreting STARS data.

Some of the values reported in this credit are also required to pursue other STARS credits. Such reporting fields may be populated from the data provided in the Institutional Characteristics section of the online Reporting Tool.

Measurement

Report the most recent data available from within the previous three years.

Each institution is expected to report on its entire main campus, at a minimum, however AASHE recognizes that this may not always be feasible. An institution may exclude a feature from its boundary as long as the exclusion is reported in an appropriate documentation field and applied consistently. An institution that opts to exclude a hospital from its institutional boundary, for example, may not claim points for the hospital's sustainability programs and initiatives.

The general expectation is that the institutional boundary will be the same for an entire STARS report. Therefore, care should be taken in selecting the institutional boundary so that consistent reporting is possible across all credits. Exceptions are allowed, however, for example when unforeseen data limitations would otherwise not allow a credit to be completed. Further guidance is available in the [STARS Help Center](#).

"---" indicates that no data was submitted for this field

Institution type:

Doctoral/Research

Institutional control:

Public

Narrative outlining the institutional boundary used to complete this report:

Flinders University's Bedford Park campus, located 12km south of the city of Adelaide, is our main teaching and research campus. The Student Hub offers 24/7 study spaces and access to all student services in one convenient location.

Two smaller campuses in Adelaide are located at the Tonsley Innovation District and the Adelaide CBD. In addition to these three Adelaide campuses, our South Australian regional footprint spans Mount Gambier, Murray Bridge, Nuriootpa, Renmark, and Victor Harbor in South Australia. Our Northern Territory locations span Alice Springs, Darwin, Katherine, Nhulunbuy, and Tennant Creek. The University also delivers programs online to students residing throughout Australia and internationally.

Which of the following features are included within the institutional boundary?:

Medical school
Museum
Satellite campus(es)

Locale:

Urban fringe of large city

Climate zone:

4 - Mixed

Gross floor area of building space:

2,431,416.668454462

Full-time equivalent of employees:

2,189.0

Full-time equivalent student enrollment:

17,421.0

Percentage of students that live in campus housing:

2.3

Percentage of students enrolled exclusively in distance education:

14.8

Optional documentation

Notes about the information provided for this credit:

Total student load is EFTSL 17,421

EFTSL Internal Onshore 14,850, this includes all students in mixed or on campus delivery, including domestic and international. This is used for most operational data calculations.

EFTSL Distance Students 2,571, this includes 1,838 onshore external students (who follow a fully online study plan) and 733 international offshore students.

This includes Enabling courses.

Additional documentation for this credit:

Reporting Methodologies

Score

0.00 /

Responsible Party

Total adjusted for non-applicable credits

[Close](#)

Criteria

This credit collects information about the methodologies used to complete the report. Information about data collection, quality controls, and assurance processes provides valuable context for understanding and interpreting the report and can help other participants learn from the institution's experience and organize their own processes accordingly.

Measurement

Report on methodologies used in the preparation of the institution's current STARS report.

"---" indicates that no data was submitted for this field

Narrative outlining the data collection process used in the preparation of this report:

Data collection for this report adhered to the following structured approach:

1. Identification of Existing Data: We sourced relevant information that had been previously furnished for other reports such as the QS Sustainability, THE Impact Ranking and TEFMA.
2. Identification of Data Providers: Drawing from past data collection efforts, we compiled an overview of potential data providers. This process often involved referrals to other personnel within the institution. In total, insights were gathered from 58 individuals encompassing academic and professional staff, as well as students, representing a wide range of roles across the entire university.
3. Communication and engagement: Data providers were initially contacted via email, which included contextual information about STARS along with a questionnaire tailored to their expertise. To streamline data submission, a dedicated spreadsheet was utilised, which referenced the STARS V3.0 technical manual. Subsequent to this initial contact, follow-up communication included phone calls and/or online or in person meetings to ensure clarity and completeness of the data collected.
4. Quality check: All information provided by data providers was checked by at least one, often two, team members to ensure accuracy and consistency. In some instances (especially in the Engagement category), multiple different examples were assessed based on their fit towards the criteria, as well as clarity of the evidence. In some cases further clarification was requested from data providers. Some provided information was excluded from the submission if the evidence and/or fit were considered to be insufficient.

List of personnel who led the reporting process:

William van Ausdal - Head of Sustainability
Jikke Adema -Senior Business Analyst (Sustainability)
Julie Huynh - Sustainability Officer

List of additional personnel who contributed to the reporting process:

Were students involved in the data collection process?:

Yes

Narrative outlining how students were involved in the data collection process:

Students were involved in the data collection process as data providers.

Description of the internal data quality controls used in the preparation of this report:

Regarding qualitative data, rigorous fact-checking procedures were applied, as well as checking for adherence to criteria as laid out in the the technical manual. This involved examining all documents, news items, or webpages provided, and requesting additional information as needed to resolve any uncertainties or gaps. Two members of the reporting team conducted these reviews.

For quantitative data, quality control measures were implemented by including multiple staff members from the Data & Analytics team with relevant expertise for each data point, ensuring accuracy and reliability. Subsequently, the reporting team reviewed these findings, e.g. by comparing data provided by the team with data in existing reports like the University's annual report and the pay equity report.

The entire dataset then underwent comprehensive internal review by the Head of Sustainability to confirm its completeness and validity.

An independent review of the dataset was then conducted by the Senior Business Intelligence & Planning Analyst focussing on accuracy, clarity and adherence to criteria as articulated in the technical manual. The reporting team updated the dataset based on her feedback, which included clarifying points through verbal conversations. The Senior Business Intelligence & Planning Analyst performed a second and final review of the updated dataset just before submission.

Were any independent audits or external assurance processes used in the preparation of this report?:

No

Narrative outlining the independent audits or external assurance processes used in the preparation of this report:

Notes about the information provided for this credit:

Additional documentation for this credit:

Academics

Curriculum

Points Earned 24.02

Points Available 45.00

This impact area seeks to recognize institutions that offer academic courses, formal education programs, and applied learning experiences that address sustainability. One of the primary functions of colleges and universities is to educate students. By training and educating future leaders, scholars, workers, and professionals, higher education institutions are uniquely positioned to prepare students to understand and address sustainability challenges. Institutions with educational programming on sustainability help equip their students to apply sustainability concepts and principles across diverse contexts and sectors of society.

Credit	Points
Sustainability Course Offerings	11.00 / 14.00
Undergraduate Programs	6.67 / 15.00
Graduate Programs	4.35 / 8.00
Applied Learning	2.00 / 4.00
Sustainability Literacy Assessment	0.00 / 4.00

Sustainability Course Offerings

Score
11.00 / 14.00

Responsible Party

Criteria

1.1 Percentage of academic departments with sustainability course offerings

An institution earns 8 points when all of its academic departments have integrated sustainability into their course offerings or equivalent units of instruction, as evidenced by the presence of one or more sustainability-focused courses or sustainability-inclusive courses. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report on courses and equivalent units of instruction (e.g., modules or subjects) that are currently offered or have been offered within the previous three years.

A comprehensive listing of each department's sustainability course offerings is welcome, but not required. Rather, an institution may identify one or more examples of sustainability-focused and/or sustainability-inclusive courses for each department for which it is claiming points. A list of suggested keywords to help identify sustainability course offerings is available for download from the [STARS website](#).

Each department with a sustainability course offering may be counted, even if the courses are offered or administered jointly with other departments.

Departments that exclusively offer practice-oriented courses (e.g., clinical practice, activity-based physical education, hands-on trades, and arts performance, technique, or composition) may be excluded as long as they are also excluded from the count of departments with sustainability course offerings.

1.2 Published sustainability course listings

An institution earns 3 points when it maintains a public multidisciplinary listing of its sustainability course offerings or equivalent units of instruction as a resource for current and prospective students. The listings must include courses spanning multiple departments or fields of study, clearly distinguish sustainability courses from other course offerings, and be accessible to current and prospective students A) on the institution's public website, B) through formal designation in the institution's official course catalog, or C) in a standalone publication.

Measurement

Report on the institution's currently available sustainability course listings.

To qualify, the listings must have been updated within the previous three years, e.g., to exclude courses that are no longer offered. At minimum, the listings must include sustainability-focused courses, but may also include sustainability-inclusive courses if the institution finds value in identifying them.

1.3 Support for academic staff to integrate sustainability into the curriculum

An institution earns 3 points when it A) provides incentives for individual academic staff working to integrate sustainability into the curriculum to pursue relevant professional development and/or training and B) hosts an ongoing multidisciplinary community of practice, sustainability across the curriculum training program, or equivalent support program for academic staff who are working to integrate sustainability into the curriculum. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's programs.

To qualify, an incentive program must A) have a stated intent to support academic staff in increasing student learning about sustainability, B) support participation in a sustainability across the curriculum training program or equivalent, or C) have resulted in the development of new sustainability courses, units, modules, or instructional content during the previous three years.

"---" indicates that no data was submitted for this field

1.1 Percentage of academic departments with sustainability course offerings

Total number of academic departments that offer courses that may be taken for credit:
23.0

Number of academic departments with at least one sustainability course offering:
23.0

Annotated list or inventory of the institution's sustainability course offerings by department:

[AC_1.1_Sustainability_topics.xlsx](#)

Description of the process used to identify the institution's sustainability course offerings by department:

Terminology

At Flinders University, units of study are referred to as 'topics'.

Each topic has a description and multiple modules, along with learning outcomes.

A course (e.g., a Bachelor's degree) consists of multiple topics. Each course has a description and course learning outcomes.

A standard topic equates to 4.5 units. A full-time year of study comprises 36 units. A typical Bachelor's degree spans 3 years of full-time study, totaling 108 units or 24 topics.

Departments

Teaching at Flinders is structured into Teaching Programs. Each topic is associated with a Teaching Program. A course may include topics from multiple Teaching Programs.

Manual inventory

The institution's sustainability-focused and sustainability-inclusive topics were identified manually using the Flinders University Handbook. Using the search function, keywords selected from the E-Handbook on Sustainable Development Goals Indicators were used to comprehensively identify all sustainability topics. The Deans Education were then asked to review the list for the Teaching Programs in their College.

Subsequently, we verified which Teaching Programs were associated with the identified sustainability-focused and sustainability-inclusive topics.

The Reporting Tool will automatically calculate the following two figures:

Percentage of departments with sustainability course offerings:
100.0

Points earned for indicator AC 1.1:
8.0

1.2 Published sustainability course listings

Does the institution maintain a public multidisciplinary listing of its sustainability course offerings as a resource for current and prospective students?:

Yes

Online location where the institution's sustainability course listings are maintained:

<https://www.flinders.edu.au/campus/sustainability/education>

Publication where the institution's sustainability course listings are maintained:

Description of the process used to create and maintain the institution's sustainability course listings:

The institution's sustainability-focused and sustainability-inclusive courses were identified manually using the Flinders University Handbook and study areas. Using the search function on course descriptions & course learning outcomes, keywords selected from the E-Handbook on Sustainable Development Goals Indicators were used to comprehensively identify all courses that potentially meet the definition for sustainability focused or sustainability inclusive.

For each course, we then checked the course learning outcomes, and checked if at least one of the core topics were identified as sustainability-focused under AC1.1.

The list is available on our Sustainability website as a resource for our students. It is kept up to date by the Sustainability team in consultation with the Deans Education and course coordinators.

For a longer term solution, a project is currently underway, as per our 2030 Sustainability Strategy, to formally designate sustainability topics across Colleges in the form of an identifying symbol or code in the Curriculum Handbook, to help students distinguish sustainability courses from other courses (owned by Deputy Vice-Chancellor - Students, expected implementation in 2025).

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 1.2:

3.0

1.3 Support for academic staff to integrate sustainability into the curriculum

Does the institution provide incentives for individual academic staff working to integrate sustainability into the curriculum to pursue relevant professional development and/or training?:

No

Narrative and/or website URL providing an overview of the incentives provided for individual academic staff to integrate sustainability into the curriculum:

Does the institution host an ongoing multidisciplinary community of practice, sustainability across the curriculum training program, or equivalent support program for academic staff who are working to integrate sustainability into the curriculum?:

No

Narrative and/or website URL providing an overview the institution's sustainability-focused community of practice, sustainability across the curriculum training program, or equivalent support program:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 1.3:

0.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Undergraduate Programs

Score
6.67 / 15.00

Responsible Party

Criteria

2.1 Institutional sustainability learning outcomes for undergraduate students

An institution earns 4 points when it has established institutional learning outcomes for undergraduate students that include A) at least one sustainability-focused learning outcome and B) at least one sustainability-supportive learning outcome. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's undergraduate learning outcomes.

To qualify as sustainability-focused, a learning outcome must explicitly address the integrated concept of sustainability or the interdependence of ecological and social/cultural/economic systems.

To qualify as sustainability-supportive, a learning outcome must address one or more specific intellectual skills, practical skills, competencies, or attitudes/values that are critical for addressing sustainability challenges. Examples include systems and holistic thinking, change agent skills, interdisciplinary capacities, and social and ethical responsibility.

2.2 Undergraduate programs with sustainability-focused learning requirements

An institution earns 4 points when it offers at least one sustainability-focused degree, certificate, or major for undergraduate students. Partial points are available. An institution that offers at least one sustainability-focused concentration or minor for undergraduate students AND/OR at least one undergraduate qualification focused on a subject other than sustainability that has a sustainability-focused learning requirement earns 2 points.

Measurement

Report on the current status of the formal education programs offered by the institution to undergraduate students, including training and workforce development programs that award qualifications and transfer programs that provide a direct pathway to four-year sustainability programs.

To qualify as sustainability-focused, the primary focus of a program must be on the integrated concept of sustainability or the interdependence of ecological and social/cultural/economic systems. This focus must be evidenced by the published title and/or description of the program, either explicitly (e.g., "Sustainability Studies") or implicitly, by addressing a sustainability challenge using a systems approach (e.g., "Climate Change, Agriculture and Food Security").

A qualification focused on a subject other than sustainability qualifies if it:

- Requires the successful completion of a sustainability-focused course,
- Has one or more specified sustainability-focused learning outcomes and associated assessment criteria, AND/OR
- Provides a direct pathway to a sustainability-focused job or career (e.g., a certificate in renewable energy systems).

Qualifications that are subject to sustainability-focused general education or graduation requirements may be included to the extent that the criteria are met, e.g., when all students are required to successfully complete a sustainability-focused general education course.

2.3 Percentage of undergraduate qualifications awarded that have sustainability-focused learning requirements

An institution earns 7 points when 100 percent of its undergraduate qualifications awarded indicate successful completion of an education program with sustainability-focused learning requirements. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recent annual data available from within the previous three years. An institution may report on the average of the previous three years rather than a single year.

"---" indicates that no data was submitted for this field

2.1 Institutional sustainability learning outcomes for undergraduate students

Has the institution established institutional learning outcomes for its undergraduate students?:

Yes

Online resource detailing the institutional learning outcomes for undergraduate students:

<https://students.flinders.edu.au/my-course/graduate-qualities>

Publication detailing the institutional learning outcomes for undergraduate students:

Are one or more of the institutional learning outcomes for undergraduate students sustainability-focused?:

No

Text of each institutional learning outcome for undergraduate students that qualifies as sustainability-focused:

Are one or more of the institutional learning outcomes for undergraduate students sustainability-supportive?:

Yes

Text of each institutional learning outcome for undergraduate students that qualifies as sustainability-supportive:

Flinders University defines University-wide graduate outcomes as listed on <https://students.flinders.edu.au/my-course/graduate-qualities> .

Two of the Graduate Qualities are related to ethical, inclusive and culturally sensitive learning outcomes.

- We expect our students to act with integrity in all matters. We also expect them to become aware of the ethical complexities and implications of various issues that can arise within their field of study, and to appreciate the need for themselves and others to act ethically and to learn how to arrive at ethical solutions to problems.

- We expect our students to engage positively with people and ideas beyond the limits of their own geographical, disciplinary, social, cultural or other boundaries, and to span the boundary between the world of study and the world of work.

The Flinders University Strategic plan 2025 outlines the University's vision and mission for the coming years. The strategy is based on four pillars, with Education as one pillar. This includes institution level statements on the student learning experience. <https://www.flinders.edu.au/about/strategy/education>. Three of the six statements in the Flinders University Strategic plan 2025 are sustainability inclusive:

- Our clear focus on student success will distinguish Flinders and empower students to achieve to the very best of their abilities, irrespective of their background or individual circumstances.

- The Flinders Experience will provide work-integrated learning opportunities and a thriving international mobility program that will enhance personal enterprise and intercultural skills development, enriching the educational experience.

- Flinders graduates will be equipped to make a difference in the world as respectful and ethical global citizens.

The Flinders University 2030 Sustainability Strategy outlines the University's vision, mission and plans for the coming years. Strategic Pillar 1, Learning, Teaching and Research, includes the following Objective:

- - Flinders graduates are sustainability literate and prepared to lead transformational change within their organisations and communities. (page 9)

[Flinders University 2030 Sustainability Strategy.pdf](#)

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 2.1:

2.0

2.2 Undergraduate programs with sustainability-focused learning requirements

Does the institution offer at least one sustainability-focused degree, certificate, or major for undergraduate students?:

Yes

List and description of the institution's sustainability-focused degrees, certificates, and majors for undergraduate students:

See excel sheet uploaded below for description and details. These are our sustainability-focused degrees, certificates, and majors for undergraduate students:

Bachelor of Engineering (Environmental) (Honours)

Bachelor of Science (Plant Science)

Bachelor of Science - Aquatic Biology - Major

Bachelor of Science - Honours (Biodiversity and Conservation)

Bachelor of Science (Biodiversity and Conservation)

Bachelor of Science (Environmental Science)

Bachelor of Science (Honours) (Marine Biology)

Bachelor of Science (Honours) (Plant Science)

Bachelor of Science (Marine Biology)

Bachelor of Tourism and Events Management

Ecology and Evolutionary Biology - Major

Environmental Hydrology and Water Resources - Major

Environmental Management - Major

Geography - Major

Geography and Environmental Studies - Major

Geography for Teaching - Major

Ocean and Climate Sciences - Major

Plant Biology - Major

Does the institution offer at least one sustainability-focused concentration or minor for undergraduate students?:

Yes

List and description of the institution's sustainability-focused concentrations and minors for undergraduate students:

See excel sheet uploaded below for description and details. These are our sustainability-focused concentrations and minors for undergraduate students:

Earth and Environmental Sciences - Minor

Earth Sciences - Minor

Environmental Science for Teaching - Minor

Geography and Environmental Studies - Minor

Geography and Environmental Studies - Teaching Minor

Sciences - Environment - Minor

Sciences - Environmental Science (Coastal and Marine Studies) - Minor

Sciences - Environmental Science (Hydrology and Water Resources)

Sciences - Geography - Minor

Does the institution offer at least one undergraduate qualification focused on a subject other than sustainability that has a sustainability-focused learning requirement?:

Yes

List and description of the institution's undergraduate qualifications focused on subjects other than sustainability that have sustainability-focused learning requirements:

See excel sheet uploaded below for description and details. These are our undergraduate qualifications focused on subjects other than sustainability that have sustainability-focused learning requirements:

Bachelor of Accounting and Finance

Bachelor of Banking and Finance

Bachelor of Business

Bachelor of Business (Human Resource Management)

Bachelor of Business (International Business)

Bachelor of Business (Management)

Bachelor of Business (Marketing)

Bachelor of Business (Sports Management)

Bachelor of Business Economics

Bachelor of Engineering (Biomedical) (Honours)

Bachelor of Engineering (Biomedical) (Honours), Master of Engineering (Biomedical)

Bachelor of Engineering (Civil) (Honours) - 4 years

Bachelor of Engineering (Electrical and Electronic) (Honours)

Bachelor of Engineering (Mechanical) (Honours)

Bachelor of Engineering Science

Bachelor of Finance

Bachelor of Public Health

Bachelor of Science (Animal Behaviour)

Bachelor of Science (Honours) (Animal Behaviour)

Bachelor of Science (Honours) (Palaeontology)

Bachelor of Science (Marine Biology) / Bachelor of Archaeology

Bachelor of Science (Palaeontology)

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 2.2:

4.0

2.3 Percentage of undergraduate qualifications awarded that have sustainability-focused learning requirements

Performance year for undergraduate qualifications:

2023

Total number of undergraduate qualifications awarded:

2,885.0

Number of undergraduate qualifications awarded that are sustainability-focused:

71.0

Number of undergraduate qualifications awarded that are focused on subjects other than sustainability but have sustainability-focused learning requirements:

204.0

The Reporting Tool will automatically calculate the following three figures:

Total number of undergraduate qualifications awarded that have sustainability-focused learning requirements:

275.0

Percentage of undergraduate qualifications awarded that have sustainability-focused learning requirements:

9.532062391681109

Points earned for indicator AC 2.3:

0.6672443674176777

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

[AC_2.2_and_AC_3.1_courselist.xlsx](#)

Graduate Programs

Score

4.35 / 8.00

Responsible Party

Criteria

3.1 Graduate programs with sustainability-focused learning requirements

An institution earns 4 points when it offers at least one sustainability-focused degree or major for graduate students. Partial points are available. An institution that offers at least one sustainability-focused certificate, concentration, or minor for graduate students AND/OR at least one graduate qualification focused on a subject other than sustainability that has a sustainability-focused learning requirement earns 2 points.

Measurement

Report on the current status of the formal education programs offered by the institution to graduate students.

To qualify as sustainability-focused, the primary focus of a program must be on the integrated concept of sustainability or the interdependence of ecological and social/cultural/economic systems. This focus must be evidenced by the published title and/or description of the program, either explicitly (e.g., "Sustainability Studies") or implicitly, by addressing a sustainability challenge using a systems approach (e.g., "Climate Change, Agriculture and Food Security").

A qualification focused on a subject other than sustainability qualifies if it:

- Requires the successful completion of a sustainability-focused course,
- Has one or more specified sustainability-focused learning outcomes and associated assessment criteria, AND/OR
- Provides a direct pathway to a sustainability-focused job or career (e.g., a certificate in renewable energy systems).

3.2 Percentage of graduate qualifications awarded that have sustainability-focused learning requirements

An institution earns 4 points when 50 percent or more of the graduate qualifications awarded indicate successful completion of an education program with sustainability-focused learning requirements. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recent annual data available from within the previous three years. An institution may report on the average of the previous three years rather than a single year.

"---" indicates that no data was submitted for this field

3.1 Graduate programs with sustainability-focused learning requirements

Does the institution offer at least one sustainability-focused degree or major for graduate students?:

Yes

List and description of the institution's sustainability-focused degrees and majors for graduate students:

See excel sheet uploaded below for description and details. These are our sustainability-focused degrees and majors for postgraduate students:

Environmental Engineering - Major
Graduate Diploma in Environmental Health Practice
Graduate Diploma in Environmental Management and Sustainability
Graduate Diploma in Science (Aquaculture)
Graduate Diploma in Science (Groundwater Hydrology)
Graduate Diploma in Science (Water Resources Management)
Graduate Diploma in Sustainable Development
Master of Environmental Health
Master of Environmental Management and Sustainability
Master of Science (Aquaculture)
Master of Science (Environmental Science)
Master of Science (Water Resources Management)
Master of Sustainable Development

Does the institution offer at least one sustainability-focused certificate, concentration, or minor for graduate students?:

Yes

List and description of the institution's sustainability-focused certificates, concentrations, and minors for graduate students:

See excel sheet uploaded below for description and details. These are our sustainability-focused certificates, for postgraduate students:

Graduate Certificate in Environmental Management and Sustainability
Graduate Certificate in Science (Aquaculture)
Graduate Certificate in Science (Groundwater Hydrology)
Graduate Certificate in Science (Water Resource Management)
Graduate Certificate in Sustainable Development

Does the institution offer at least one graduate qualification focused on a subject other than sustainability that has a sustainability-focused learning requirement?:

Yes

List and description of the institution's graduate qualifications focused on subjects other than sustainability that have sustainability-focused learning requirements:

See excel sheet uploaded below for description and details. These are our qualifications focused on subjects other than sustainability that have sustainability-focused learning requirements, for postgraduate students:

Graduate Diploma in Business Administration
Graduate Diploma in Engineering Management
Master of Accounting - 2 years
Master of Accounting and Finance - 2 Years
Master of Business Administration (Business Analytics)
Master of Business Administration (Finance)
Master of Business Administration (Healthcare Management)
Master of Business Administration (Human Resource Management)
Master of Business Administration (International Business)
Master of Business Administration (Marketing)
Master of Business Administration (Social Impact)
Master of Business Administration Future Business
Master of Business Administration Industry Focused
Master of Engineering (Mechanical)
Master of Engineering Management
Master of Public Health

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 3.1:

4.0

3.2 Percentage of graduate qualifications awarded that have sustainability-focused learning requirements

Performance year for graduate qualifications:

2023

Total number of graduate qualifications awarded:

3,025.0

Number of graduate qualifications awarded that are sustainability-focused:

64.0

Number of graduate qualifications awarded that are focused on subjects other than sustainability but have sustainability-focused learning requirements:

70.0

The Reporting Tool will automatically calculate the following three figures:

Total number of graduate qualifications awarded that have sustainability-focused learning requirements:

134.0

Percentage of graduate qualifications awarded that have sustainability-focused learning requirements:

4.429752066115703

Points earned for indicator AC 3.2:

0.3543801652892562

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

[AC_2.2_and_AC_3.1_courselist.xlsx](#)

Applied Learning

Score

2.00 / 4.00

Responsible Party

Criteria

4.1 Applied learning for sustainability program

An institution earns 4 points when it makes available solutions-focused applied learning or living laboratory experiences for students that address sustainability challenges and meets all of the additional criteria listed below:

- A. The institution makes available solutions-focused applied learning or living laboratory experiences for students that address sustainability challenges.
- B. Three or more institutional departments or units are currently supporting solutions-focused applied learning or living laboratory experiences for students.
- C. There are processes or tools in place to assess the success of the applied learning projects.
- D. There is an online portal or equivalent vehicle that documents completed, current, and/or prospective applied learning projects.

Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's applied learning and living laboratory initiatives.

To qualify, the experience and/or projects must involve substantive work (e.g., class projects, thesis projects, term papers, and published work) and facilitate active and experiential student learning. Supervised student internships, immersive experiences, and non-credit work may qualify as long as the work has a formal learning component (i.e., there are opportunities to document and assess what students are learning).

"---" indicates that no data was submitted for this field

4.1 Applied learning for sustainability program

Does the institution make available solutions-focused applied learning or living laboratory experiences for students that address sustainability challenges?:

Yes

List or sample of currently active/available applied learning or living laboratory experiences for students that address sustainability challenges:

Below are some examples of applied learning or living laboratory experiences that address sustainability challenges. For each example is indicated which Teaching Program (TP) it belongs to:

TP History, Archaeology, Indigenous Studies and Geography (within College of Humanities, Arts and Social Science)

Students undertaking the Sustainable Development topic (GEOG8030/GEOG2030,) are required to "investigate and critically evaluate through case studies the progress of UN Sustainable Development Goals (SDGs)". This evaluation provides students with the opportunity to provide country specific recommendations that addresses sustainability challenges.

TP Criminology (within College of Business, Government and Law)

CRIM3020 - Industry Project - Crime and Justice

This topic partners students with community and government justice agencies to produce research on pressing social problems. It supports students to develop career-oriented skills by fostering students' reflective practice. Partners have included: Australian Red Cross, Department of Correctional Services, Drug & Alcohol Services Australia, OARS Community Transition, Victim Support Service.

TP Law (within College of Business, Government and Law)

LLAW3338 Technology in Access to Justice

Students develop an Application (App) for a Law firm, designed to provide cheaper and more accessible legal information to members of the public.

TP Business (within College of Business, Government and Law)

BUSN3061A/BUSN9125A Industry Projects

In this topic students apply business knowledge to real problems. For example an Industry Project with Gemtree Wines, where students worked with the winemaker to identify the potential benefit of moving to sustainable packaging, and what the product might look like, in order to prepare a proposal for a Swedish liquor chain that required it in order to access a particular market.

TP Physics and Molecular Sciences (within College of Science and Engineering)

The STEM3001 topic (Science Connect) is intended to simulate work experience. Students are asked to do a real life project. For example:

- A group of students undertaking STEM3001 conducted a research project for a reusable lunchbox trial in partnership with the Flinders University Student Association (FUSA). This project was aimed at educating and incentivising staff, students, and retailers to reduce food packaging waste on campus. Students also had to research on sustainable and practical lunchbox designs and materials (2023)
- A group of students from STEM 3001 created a research survey to understand students' knowledge, behaviour, and attitude towards waste management and to gather feedback on how resource recovery could be improved on campus. The collected data was valuable in supporting the development of the new bin signage (2023).

TP Clinical (within College of Medicine and Public Health)

PARA1001 Integrating Cultural Safety and Indigenous Health with Paramedic Professional Practice.

Within this topic students undertake an exercise involving Patient Journey Mapping:

- from a real life case study, students develop a patient journey map taking into consideration the complex clinical pathways for Aboriginal people living in remote area's, and
- using the case study identify the different situations for a patient and their partner when accessing their local community clinic, a regional hospital and major city hospital using the dimensions of health.
- final assessment involves recording a 3-5 minute video or power point presentation of the case study using ISBAR technique.

Are three or more institutional departments or units currently supporting solutions-focused applied learning or living laboratory experiences for students?:

Yes

Are there processes or tools in place to assess the success of the applied learning projects?:

No

Description of the processes or tools used to assess the success of the applied learning projects:

Is there an online portal or equivalent vehicle that documents completed, current, and/or prospective applied learning projects?:

No

Description of and/or website URL for the online portal or equivalent vehicle that documents completed, current, and/or prospective applied learning projects:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 4.1:

2.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Sustainability Literacy Assessment

Score

0.00 / 4.00

Responsible Party

Criteria

5.1 Sustainability literacy assessment design and administration

An institution earns 2 points when it has conducted one or more assessments of the sustainability literacy of its students during the previous three years and meets both of the criteria listed below:

- A. Institution conducted one or more assessments of the sustainability literacy of its students during the previous three years.
- B. Academic staff engaged in sustainability education at the institution were involved in developing and/or adopting the methodology used to assess sustainability literacy.

Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on assessments conducted during the previous three years.

To qualify, an assessment must address student understanding of sustainability and/or the knowledge and skills required to address sustainability challenges. Assessments that exclusively address sustainability culture (i.e., behaviors/practices, beliefs/values, and/or awareness of campus sustainability initiatives) or student engagement in sustainability-related programs and activities are excluded. A single instrument that addresses sustainability literacy, culture, and/or engagement qualifies if a substantive portion (e.g., one-third) of the assessment focuses on literacy.

5.2 Percentage of students assessed for sustainability literacy

An institution earns 2 points when at least 75 percent of students are assessed for sustainability literacy during their tenure at the institution, either directly or by representative sample. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recent data available. An institution that has not conducted a sustainability literacy assessment during the previous three years may not claim points for this indicator.

A student is considered to be assessed when assessed directly (e.g., as part of a course or program or a mandatory assessment) or by representative sample (e.g., of the student's entering and/or graduating cohort). An institution that has opted to assess an unrepresentative segment of the population may only claim points for those individuals that participated.

An institution may limit its analysis to undergraduate students if they represent its predominant student body or else report on the entire student body.

This credit was marked as **Not Pursuing** so Documentation Fields will not be displayed.

Research

Points Earned 22.00

Points Available 23.00

This impact area seeks to recognize institutions that are engaged in responsible research and innovation for sustainability. Conducting research and producing scholarly work are major functions of many colleges and universities. By researching sustainability issues and refining theories and concepts, higher education institutions can continue to help the world understand sustainability challenges and develop new strategies and tools to address them.

Credit	Points
Sustainability Research	9.00 / 10.00
Center for Sustainability Research	6.00 / 6.00
Responsible Research and Innovation	7.00 / 7.00

Sustainability Research

Score
9.00 / 10.00

Responsible Party

Criteria

6.1 Percentage of academic departments engaged in sustainability research

An institution earns 8 points when 90 percent or more of its academic departments that are engaged in research are engaged in sustainability research. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report on academic departments that are currently engaged in research or have produced or supervised research during the previous three years and academic staff members who are affiliated with those departments. Research conducted by individuals no longer affiliated with the institution does not qualify.

To qualify as sustainability-focused, the research or scholarly work must explicitly address the concept of sustainability, further our understanding of the interdependence of ecological and social/cultural/economic systems, or have a primary and explicit focus on a sustainability challenge.

A comprehensive listing of each department's sustainability research is welcome, but not required. Rather, an institution may identify one or more examples of sustainability research for each department for which it is claiming points.

6.2 Incentives for sustainability research

An institution earns 2 points when it provides incentives for A) academic staff and B) students to conduct sustainability research. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's programs.

To qualify, incentives must A) have a stated intent to support academic staff or students in conducting sustainability research, B) support participation in an ongoing sustainability research professional development or training program, or C) have resulted in the development of new instances of sustainability research during the previous three years.

"---" indicates that no data was submitted for this field

6.1 Percentage of academic departments engaged in sustainability research

Total number of academic departments engaged in research:

23.0

Number of academic departments engaged in sustainability research:

23.0

Annotated list or inventory of the institution's sustainability research by department:

[AC_6.1_Research_Outputs_with_SDGs_and_FoR.xlsx](#)

Description of the process used to identify the institution's sustainability research:

Audit of academic publications

The philosophy of Flinders University is to reduce silos and organisational boundaries and as a result only six high level Colleges are recognised as 'departments'. This makes it difficult to allocate academic staff members into disciplines. As alternative to an organisational structure, we analysed our research outputs (publications) based on disciplines identified through the ANZSRC Fields of Research (FoR) codes, combined with SDGs assigned to research outputs. The FoR discipline is used as an alternative for 'department'.

- Disciplines: the Fields of Research codes are part of the Australian and New Zealand Standard Research Classification <https://www.abs.gov.au/statistics/classifications/australian-and-new-zealand-standard-research-classification-anzsrc/latest-release> . The Division level (2 digit code) identifies 23 different fields of research (disciplines). Authors can identify the most suitable FoR code(s) when they enter the publication to the system, and after that the library checks all research outputs before they are validated in the system.
- SDGs: SDGs are allocated to research outputs based on the standard Elsevier SciVal method (using the queries and machine learning component used in the 2023 THE Impact Rankings). Our research management system is Pure, which is an Elsevier product and automatically attributes SDGs to publications retrieved from Scopus. The results are publicly available on the Flinders research portal <https://researchnow.flinders.edu.au/en/publications/>

We identified that in the past three years, Flinders University academics have published at least on research output that is aligned with at least one of the 17 SDGs, for each of the 23 FoR- disciplines.

The Reporting Tool will automatically calculate the following two figures:

Percentage of academic departments engaged in sustainability research:

100.0

Points earned for indicator AC 6.1:

8.0

6.2 Incentives for sustainability research

Does the institution provide incentives for academic staff to conduct sustainability research?:

No

Description of the sustainability research incentives for academic staff:

Does the institution provide incentives for students to conduct sustainability research?:

Yes

Description of the sustainability research incentives for students:

Flinders University offers the Reconciliation Scholarship for Indigenous Research to Honours students who commence a research project in one or more of the five critical dimensions identified by Reconciliation Australia: race relations; equality and equity, institutional integrity; unity; and historical acceptance. The intent of the scholarship is to promote reconciliation by furthering understanding and recognition of Aboriginal and Torres Strait Islander cultures, histories, knowledge and rights through related research projects. The scholarships are funded by the College of Business, Governance and Law. The scholarships are \$5,000 each and are awarded based on academic merit and the relevance and quality of the proposed Honours research project.

<https://www.flinders.edu.au/scholarships/bgl-reconciliation-scholarship-indigenous-research>

In the past three years this scholarship has been awarded to Indigenous Honours students in the Bachelor of Laws (Honours), Bachelor of Criminology (Honours) and Bachelor of Laws and Legal Practice (Honours). Subjects of their research were around Australian native title, the right to self-determination for Indigenous peoples, and different components of Australian Criminal Justice system with regards to Aboriginal people/Aboriginal Youths.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 6.2:

1.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Center for Sustainability Research

Score

6.00 / 6.00

Responsible Party

Criteria

7.1 Organized sustainability research center, institute, or unit

An institution earns 6 points when it has at least one organized research center, institute, or equivalent unit that is focused on sustainability and/or on multidisciplinary, interdisciplinary, and/or transdisciplinary approaches to sustainability challenges. Partial points are available. An institution that does not have a sustainability-focused research center, but does have at least one organized research center, institute, or equivalent unit focused on a subject other than sustainability that produces sustainability research earns 3 points.

Measurement

Report on the current status of the institution's programs.

This credit is focused on entities that are affiliated with the institution, e.g, as demonstrated through the use of the institution's name and branding. Research entities that are jointly affiliated to one or more other institutions may also qualify. The institution's participation in sustainability research entities that are affiliated with other institutions is recognized in indicator 8.3.

To qualify as sustainability-focused, a research-producing entity must have a primary and explicit focus on the concept of sustainability, the interdependence of ecological and social/cultural/economic systems, and/or multidisciplinary, interdisciplinary, or transdisciplinary approaches to sustainability challenges.

"---" indicates that no data was submitted for this field

7.1 Organized sustainability research center, institute, or unit

Does the institution have at least one organized research center, institute, or equivalent unit that is focused on sustainability and/or integrated approaches to address sustainability challenges?:

Yes

List and description of the institution's sustainability research units:

These are our research centers, institutes, or equivalent units that are focused on sustainability and/or integrated approaches to address sustainability challenges. For descriptions and more details, please see excel sheet uploaded below:

National Centre for Groundwater Research and Training

Institute for Nanoscale Science and Technology

Nano Microplastics Research consortium

Torrens Resilience Initiative

Does the institution have at least one organized research center, institute, or equivalent unit focused on a subject other than sustainability that produces sustainability research?:

Yes

List and description of the institution's research units focused on subjects other than sustainability that produce sustainability research:

These are our research research units focused on subjects other than sustainability that produce sustainability research. For descriptions and more details, please see excel sheet uploaded below:

ARC Training Centre for Biofilm Research and Innovation

Caring Futures Institute

Flinders Health and Medical Research Institute

Medical Device Research Institute

Marine Bioproducts Cooperative Research Centre

Centre for Social Impact

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 7.1:

6.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

[AC_7.1_Institutes_and_centres.xlsx](#)

Responsible Research and Innovation

Score

7.00 / 7.00

Responsible Party

Criteria

8.1 Published ethical code of conduct for research

An institution earns 1 point when it has a published ethical code of conduct for research in document form or on a publicly accessible website.

Measurement

Report on current policies and protocols.

8.2 Recognition of integrated, community-based, and extra-academic research

An institution earns 3 points when it has published promotion or tenure guidelines or policies that cover all research-producing academic divisions and give explicit positive recognition to at least two of the following: A) integrated research, B) community-based research, and C) research impact or reach outside of academic journals. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on current guidelines and policies. Guidelines and policies that passively recognize integrated, community-based, and/or extra-academic research (e.g., by not specifically excluding them) do not qualify in the absence of explicit positive recognition.

Guidelines and policies adopted by entities of which the institution is part (e.g., government or university system) qualify as long as the policies apply to and are followed by the institution and its academic divisions. In the absence of institution-wide guidelines or policies, an institution may only claim points for those academic divisions that have adopted their own guidelines or policies.

8.3 Inter-campus collaboration for responsible research and innovation

An institution earns 1 point when it participates in one or more inter-campus research collaboratives or networks that explicitly aim to promote responsible research and innovation (RRI).

Measurement

Report on current activities.

To qualify, a collaborative or network must have an explicit mission to promote responsible research and innovation or else actively address public engagement in research and innovation, the accessibility of scientific results, the take up of gender and ethics in research and innovation content and process, and/or formal and informal science education.

8.4 Support for open access publishing

An institution earns 2 points when it facilitates open access publishing in at least three of the following ways: A) institutional repository hosting, B) published policies that require open access publishing and cover all research-producing academic divisions, C) an open access article processing charge (APC) fund, and D) transformative open access agreements. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's programs.

Policies and programs adopted by entities of which the institution is part (e.g., government or university system) qualify as long as the policies apply to and are followed by the institution.

To qualify, an open access repository may be managed by the institution or the institution may participate in a consortial and/or outsourced open access repository.

Open access policies may allow for publisher embargoes and/or provide a waiver option that allows authors to opt-out of the open access license/program for individual articles. Policies and commitments that are strictly voluntary (i.e., opt-in) do not qualify. Likewise, open access policies published by external funding agencies do not qualify in the absence of a formal institutional policy. In the absence of institution-wide open access policies, an institution may only claim points for those academic divisions that have adopted their own policies.

To qualify, an APC fund must include specified criteria and an application process. Discounts and ad hoc funding for APCs do not qualify in the absence of a formal ongoing program.

"---" indicates that no data was submitted for this field

8.1 Published ethical code of conduct for research

Does the institution have a published ethical code of conduct for research?:

Yes

Online location of the institution's ethical code of conduct for research:

<https://staff.flinders.edu.au/research/integrity>

Copy of the institution's ethical code of conduct for research:

[AC_8.1_research-integrity-policy.pdf](#)

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 8.1:

1.0

8.2 Recognition of integrated, community-based, and extra-academic research

Does the institution have published promotion or tenure guidelines or policies that give explicit positive recognition to integrated research?:

Yes

Description or text of the promotion/tenure guidelines or policies that explicitly recognize integrated research:

Flinders University has four main documents that cover promotion and tenure. The Promotion policy is a general document with the details described in these three guides:

1. Guide to Academic Promotion – this describes the process and assessment for promotion.
2. Academic Profiles overview -- this describes the profiles for each academic level (A to E) in four categories.
3. Guidelines for Evidence of performance for promotion – provides guidance to academics who apply for promotion and describes the types of evidence that is expected.

Below are some examples related to integrated research. Examples or relevant texts are highlighted in the documents.

- Guide to Academic Promotion

To be promoted to level E, the academic needs to provide evidence of cross disciplinary research advancement. One of the criteria for promotion is to provide evidence of: outstanding performance in two areas of academic activity and for Teaching specialists and Research academics: substantial contributions in the other area of academic activity.

- Guidelines for Evidence of performance for promotion

The document mentions expectations of developing and maintaining collaborative links with other disciplines. Supporting evidence that is mentioned include but is not limited to Fostering collaborative links across the University, and with industry, government, and other external organisations.

Do the promotion/tenure guidelines or policies that recognize integrated research cover all of the institution's research-producing academic divisions?:

Yes

Does the institution have published promotion or tenure guidelines or policies that give explicit positive recognition to community-based research?:

Yes

Description or text of the promotion/tenure guidelines or policies that explicitly recognize community-based research:

Below are some examples related to community-based research. Examples or relevant texts are highlighted in the attached pdf.

- Guide to Academic Promotion

The Research section includes the following statements:

As the level of promotion sought increases, committees will be looking for evidence of:

- Success in engaging with external stakeholders and end-users and developing research collaborations with them.

The University Professional and Community Service section includes the following statements:

The committee will be looking for evidence of service undertaken in your current role at Flinders University, including:

- Standing as an expert in the field, e.g. through advisory roles to industry or government bodies
- Applicant should include in their case, evidence to support University Professional and Community service, for example:
- Engagement with the professions and/or community that enhance the University's reputation, strategic directions and/or income, which may include consultancy and commissioned work, where a

contribution to the advancement of knowledge in the profession can be demonstrated as well as continuing involvement in or frequent service to the community, demonstrating how it relates to the applicant's University activities.

- Academic Profiles

At page 4 under Community Service each level has an expectation around service to the community. This depends on the academic level. For example level A (Associate Lecturer) mentions that relevant activities may include but are not limited to consultancy/ advisory work undertaken outside the University, whereas for level E (Professor) relevant activities may include but are not limited to leading the development and maintenance of effective industry/ community / government relationships and partnerships (local or international).

- Guidelines for Evidence of performance for promotion

At several locations the document mentions

- interaction with the community,
- contribution to the wider community,
- developing partnerships with industry, government and other external partners
- participation in policy development
- involvement with relevant community groups, public and private sector bodies or equivalent
- membership of government boards/committees, industry boards, non-government advisory committees

Supporting evidence that is mentioned includes but is not limited to

- Translation of research into professional practice or public policy
- Demonstrated benefit to external research partners
- Fostering collaborative links across the University, and with industry, government and other external organisations.

Do the promotion/tenure guidelines or policies that recognize community-based research cover all of the institution's research-producing academic divisions?:

Yes

Does the institution have published promotion or tenure guidelines or policies that give explicit positive recognition to research impact or reach outside of academic journals?:

Yes

Description or text of the promotion/tenure guidelines or policies that explicitly recognize research impact or reach outside of academic journals:

Below are some examples related to research impact or reach outside of academic journals. Examples or relevant texts are highlighted in the attached pdf.

- Guide to Academic Promotion

The University Professional and Community Service section includes the following statements: The committee will be looking for evidence of service undertaken in your current role at Flinders University, including:

- Media presence and impact

- Guidelines for Evidence of performance for promotion

Supporting evidence that is mentioned includes but is not limited to

- Reports/submissions to industry, government and other external organisations
- Translation of research into professional practice or public policy
- Public media engagements (radio, TV and print) as an authority in the discipline

Do the promotion/tenure guidelines or policies that recognize research impact or reach outside of academic journals cover all of the institution's research-producing academic divisions?:

Yes

If Yes to any of the above, provide at least one form of evidence (website URL or document). If reporting on multiple guidelines or policies, provide the best available example and/or a website that provides an overview of promotion/tenure for academic employees.

Online location of the institution's promotion/tenure guidelines or policies:

<https://staff.flinders.edu.au/learning-teaching/academic-promotion>

Copy of the institution's promotion/tenure guidelines or policies:

[AC_8.2_academic_promotion_policy_and_guidelines_STARS.pdf](#)

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 8.2:

3.0

8.3 Inter-campus collaboration for responsible research and innovation

Does the institution participate in one or more inter-campus research collaboratives or networks to promote responsible research and innovation?:

Yes

Description of the institution's inter-campus collaborations for responsible research and innovation:

Flinders University is an active member of Open Access Australasia: "Open Access Australasia advocates for and supports practical initiatives on open access in Australia and Aotearoa New Zealand. They do this through raising awareness of why open access is important, collaboration regionally and internationally and by helping to build capacity and expertise within this region. " <https://oaaustralasia.org/>. This article mentions Liz Walkley-Hall, the Associate Director, Engagement and Scholarly Communications at Flinders University, who serves on the [SCOSS](#) (Global Sustainability Coalition for Open Science Services) board as representative for [CAUL](#) (Council of Australian University Librarians) .

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 8.3:

1.0

8.4 Support for open access publishing

Does the institution offer repository hosting that makes versions of journal articles, book chapters, and other peer-reviewed scholarly works by its employees freely available on the public internet?:

Yes

Narrative and/or website URL providing an overview of the open access repository:

Flinders University provides several repositories and tools to support researchers in making their research output open access at no cost. There are alternatives to publishing [open access through the publisher](#) which we provide the infrastructure for. This includes solutions for sharing both published and unpublished research outputs, non-traditional research outputs, research data, and theses.

[ResearchNow](#) is the Flinders University research management system used to showcase both published and non-traditional research outputs which then display on the author's ResearchNow profile. It also provides a platform for making papers open access for free, without having to pay for open access publishing through the publisher. For already published articles through major publishers, the final peer reviewed accepted manuscript (depicted in the diagram below) can often be made open access at no cost through ResearchNow.

[ROADS](#) is a dedicated space for making Flinders research data open using the Figshare online platform. Open data is the process of making raw data files gathered during the course of research openly accessible online. Grant funding bodies and publishers are increasingly requesting researchers to make data associated with research outputs publicly available.

Theses arising from PhDs, Masters, and Graduate Diploma qualifications at Flinders University will be made open access through the Library. Visit the [Thesis Submission page](#) for more information about the requirements for making theses available digitally.

The Library can host reports and working papers in [Flinders Academic Commons](#), enabling them to be discovered, shared, and cited. The University must have authority to share the work, including [copyright clearance](#) for any third party material it contains.

<https://library.flinders.edu.au/researchers/platforms>

Does the institution have one or more published policies that require its employees to publish scholarly works open access or archive final post-peer reviewed versions of scholarly works in an open access repository?:

Yes

Do the open access policies cover all of the institution's research-producing academic divisions?:

Yes

Text or online location of the institution's open access policies:

Copy of the institution's open access policies:

[AC_8.4_Open_Access_Policy_and_Procedures.pdf](#)

Does the institution provide an open access article processing charge (APC) fund for employees?:

Yes

Narrative and/or website URL providing an overview of the open access APC fund:

The FHMRI Publication Grant is a vital part of the College of Medicine and Public Health's commitment to raising the quality of individual and collective research outputs by enabling publication in top journals and dissemination of research findings. Open access publishing is encouraged as articles can be widely read, used and cited. It is recognised that Early/Mid-Career Researchers (EMCRs) may require additional support to publish open access. The Publication Grant provides support for EMCRs to publish in top ranked peer review journals, open access, which are likely to translate into greater impact.

To be eligible for Publication Grant funding, the applicant will:

- be a balanced or research only academic staff member or post-doctoral fellow appointed for one or more years at 0.5 FTE or more or a full academic status holder;
- hold a PhD or equivalent post-doctoral qualification and be within 10 years since conferring of degree, taking career disruptions into account;
- have a paper accepted in a Q1 Scimago ranked journal as first, senior or corresponding author between 1 January 2024 and 30 November 2024;
- The accepted paper must have the correct FHMRI author affiliation listed.

To be eligible for funding, the journal must:

- Be a current Scimago ranked Q1 journal within the relevant field of research that offers open access publication.
- The journal should not be listed on the Flinders University Library discounted or entirely waived Article Processing Charges (APCs) list

Does the institution negotiate or participate in transformative open access agreements that are consistent with ESAC guidelines?:

Yes

Narrative and/or website URL providing an overview of the institution's transformative open access agreements with publishers:

Free and discounted open access publishing website:

<https://library.flinders.edu.au/open/read-and-publish-agreements>

Our R&P agreements are negotiated by CAUL (Council of Australian University Librarians), as per their website: <https://caul.libguides.com/read-and-publish>

All CAUL Read & Publish agreements are listed on the ESAC registry of Open Access agreements: <https://esac-initiative.org/about/transformative-agreements/agreement-registry/>

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 8.4:

2.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Engagement

Campus Engagement

Points Earned 13.25

Points Available 25.00

This impact area seeks to recognize institutions that are engaging campus stakeholders around sustainability issues through effective outreach and communications, learning experiences outside the formal curriculum, and staff networking and training activities.

Engaging in sustainability issues through co-curricular activities allows students to deepen and apply their understanding of sustainability principles. Institution-sponsored, co-curricular sustainability offerings help integrate sustainability into the campus culture and set a positive tone for the institution. Employees' daily decisions impact an institution's sustainability performance and employees can model sustainable behavior for students and the rest of the campus community. Equipping employees with the tools, knowledge, and motivation to promote sustainability is an essential activity of a sustainable campus.

Credit	Points
Outreach and Communications	3.25 / 5.00
Co-Curricular Activities	4.50 / 9.00
Staff Engagement and Training	4.00 / 8.00
Sustainability Culture Assessment	1.50 / 3.00

Outreach and Communications

Score

3.25 / 5.00

Responsible Party

Criteria

1.1 Sustainability outreach and communications

An institution earns 3 points when it A) has a central sustainability website, B) has integrated sustainability information into new student orientation, C) has integrated sustainability information into new employee orientation, D) has dashboards and/or signage highlighting the institution's sustainability features or performance, E) manages a sustainability-focused communications medium or platform, and F) has coordinated one or more sustainability-focused outreach campaigns during the previous three years. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's programs and initiatives.

1.2 Percentage of campus stakeholders reached through sustainability outreach and communications

An institution earns 2 points when it has evidence that 80 percent or more of campus stakeholders (i.e., students and employees) are currently reached through the institution's sustainability outreach and communications efforts or aware of its sustainability initiatives. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's programs and initiatives and the most recent data available from within the previous three years.

Reach may be evidenced by the measured extent of stakeholder awareness of the institution's sustainability initiatives (e.g., as demonstrated in survey responses) and/or by active newsletter subscriptions, email open rates, social media followers or group members, unique annual website visits or video views, campaign sign-ups, or the equivalent.

An institution may take one of three approaches in pursuing this indicator:

- A. Survey or assessment results. Report the results of an institution-wide survey or sustainability culture assessment that includes one or more items on respondent awareness of the institution's sustainability initiatives. To avail of this option, the survey or assessment results must be indicative of the entire population of students and employees, as ensured through representative sampling or by making the assessment mandatory.
- B. Communications analytics. Report on the analytics associated with the sustainability-focused communications medium or platform that has the greatest reach (e.g., newsletter subscribers or social media group members). The analytics for two or more media or platforms may be aggregated if the potential for double-counting (counting the same individual more than once because they are reached by more than one medium or platform) is minimal (e.g., if there are separate channels or groups for students and employees).
- C. Conservative estimate based on mixed/limited data sources. Report on the most credible sources of data that are available, taking steps to minimize double-counting. For example, an institution may use the single best data source for students (e.g., membership in a student-focused social media group) and the single best data source for employees (e.g., staff newsletter subscribers) and/or adjust figures downward to account for the anticipated extent to which individuals may be counted more than once.

When using limited data sources, do not report a higher percentage range than is credibly supported by the data. For example, an institution with 1,000 students and 500 employees that has survey data indicating that 20 percent of students are aware of the institution's sustainability initiatives, but no such data on employees, should report that 1 to 19 percent of stakeholders are reached rather than 20 to 39 percent.

Similarly, survey or assessment results may not be extrapolated to a larger population in the absence of representative sampling. For example, the results of a survey of 100 students enrolled in a sustainability program may only be used to establish the level of awareness of those individuals; they may not be used to report on the entire population of students.

"---" indicates that no data was submitted for this field

1.1 Sustainability outreach and communications

Does the institution have a central sustainability website that consolidates information about its sustainability efforts?:

Yes

Website URL of the institution's central sustainability website:

<https://www.flinders.edu.au/campus/sustainability>

Does the institution integrate sustainability information into the educational offerings or materials provided during new student orientation or the equivalent?:

Yes

Narrative outlining how sustainability information is integrated into new student orientation or the equivalent:

Sustainability information is integrated in general activities during orientation week (O-week).

Examples of activities:

To raise student awareness on the circular economy and the newly implemented waste management system, the Sustainability Team organised a bin education game during O-week called "In Which Bin?". This game required students to throw three randomly selected items correctly into either the 10c Deposit Recycling, Organics, or General bin to win an eco-prize. After completing the game, students were provided guidance on correct bin usage and zero-waste swaps to reduce single-use items on campus. An information stall was also established alongside the game to provide information on current and upcoming sustainability initiatives.

To conclude orientation week, students and staff of the Drama Centre welcomed new students and their families by creating a site-specific performance titled "One Point Five Degrees". This took the form of a guided tour of the unique features of Bedford Park campus. The performance began at Yungkurinthe Inparrilla Cultural Space, with a short play by Sarah Peters on the experience of Country Fire Service volunteers fighting bushfires. Following that, wildlife enthusiast 'Joey Hops' (third year student Alex Karytinis, channelling Steve Irwin from a series of comic sketches written by Alex Vickery-Howe) led audiences around the campus as first, second and third year students in the Bachelor of Performance presented pop-up performances exploring the current state of the climate crisis, before making their way back to the Drama Centre, and finally to the roof top Terrace of the Professional Services Building, for a blackly comic take on the possible future consequences. The project is a collaboration of the Drama Centre with Assemblage Centre for Creative Arts, and the Adelaide Symphony Orchestra.

Does the institution integrate sustainability information into the educational offerings or materials provided during new employee orientation or the equivalent?:

Yes

Narrative outlining how sustainability information is integrated into new employee orientation or the equivalent:

At Flinders University, all new staff are required to complete an online induction program which includes a sustainability section. This section provides a comprehensive overview of the University's Sustainability Strategy, mission, plan and initiatives, as well as successes, at the university through our "Sustainability at Flinders University" video and access to the "Sustainability at Flinders" website.

The mandatory induction also includes a training section on Equity, Diversity and Inclusion which needs to be completed. This training module is mandatory for new staff but also available for all current staff.

Does the institution have dashboards and/or signage highlighting the institution's sustainability features or performance?:

Yes

Description of the institution's sustainability dashboards and/or signage:

Signage has been installed at various campus locations in the student hubs & plaza, staff spaces as well as on outside pathways, to educate and highlight Flinders University's sustainability features. Signage for day-to-day usage includes bins and battery recycling stations, solar phone charging stations, water drinking fountains, or the electric vehicle charging stations. Other signage points to initiatives people can be part of e.g. the community gardens, or provides information on sustainability initiatives like the solar panel array and our solar cars. Additionally, digital signage provides sustainability-related messages for current projects, successes or educational materials in student and staff common areas. These different usages of signage bring awareness to how the university actively achieves its sustainability goals.

Does the institution manage a sustainability-focused social media account, newsletter, blog, online community, podcast, video series, or equivalent communications medium or platform?:

Yes

Description of and/or website URL for at least one sustainability-focused communication medium or platform:

Flinders University has a regular news blog. News items that relate to sustainability are tagged as such. Apart from being available on the regular news page, these sustainability related news items are also published at the bottom of the main sustainability page under the heading 'latest sustainability news'.

<https://news.flinders.edu.au/>

<https://www.flinders.edu.au/campus/sustainability.html>

A sustainability video series in collaboration with students and staff has been published on YouTube which highlights how sustainability principles are integrated throughout the University. Video topics include Sustainability Research at Flinders; Energy, Emissions and Transport; Sustainability at Flinders University; Study Environment at Flinders.

<https://www.youtube.com/watch?v=cjM1HkxeFPY>

<https://www.youtube.com/watch?v=Gp5FrVhChiw>

<https://www.youtube.com/watch?v=rrkz1e-QCaQ>

Has the institution coordinated one or more sustainability-focused outreach campaigns during the previous three years?:

Yes

Description of sustainability-focused outreach campaigns from the previous three years:

Grow, eat, learn

One of the key initiatives from the Flinders University 2025 Sustainability Strategy is for "Our food gardens support wellbeing and community participation". In 2023, the College of Nursing and Health Sciences Sustainability and Health Working Group, the Grow, Eat, Learn Group, the Flinders University Sustainability and Environmental Club along with the Flinders University Student Association Environment Officer have collaborated to reinvigorate the community gardens at Bedford Park campus. To raise awareness and encourage more students and staff to become involved, the groups have:

- Coordinated community Working Bees sessions
- Organised a Tea in the Garden Picnic
- Established three student placement projects
- Created awareness by showcasing grown produce in staff rooms
- Offered walking groups to staff and students to explore the community garden
- Engaged with staff and students in person and also via newsletters, emails, surveys and flyers.

Waste

As part of the 2030 Sustainability Strategy to reduce waste by 30%, the Sustainability Team in 2024 is running a campaign at our Bedford Park Campus which includes:

- Designing and installing new bin signage
- Setting up battery collection units in libraries
- Implementing additional three bin systems consisting of 10c deposit recycling, organics and general bins in busy student areas such as study areas, libraries and kitchens
- Providing staff and students with resource recovery education through running the "In Which Bin?" game and handing out reusable items for those who participate.
- Raising awareness on the correct bin use and upgraded waste infrastructure through social media, the university website and blog.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 1.1:

3.0

1.2 Percentage of campus stakeholders reached through sustainability outreach and communications

Does the institution collect data on the reach of its sustainability outreach and communications efforts and/or stakeholder awareness of its sustainability initiatives?:

Yes

Percentage of campus stakeholders reached through sustainability outreach and communications:

1 to 19

Approach used to determine the percentage of campus stakeholders reached:

Communication analytics

Description of the methodology used to determine the reach of the institution's sustainability outreach and communications:

Our sustainability outreach and communication efforts are primarily through Flinders In Touch (our weekly staff newsletter), Ping (our weekly student newsletter), various social media platforms and via the University's sustainability webpage.

Sustainability-related articles are published once or twice a month on Flinders in Touch (FIT). This is sent directly to all staff email inbox but can also be accessed by students and the public using the FIT sustainability link (<https://blogs.flinders.edu.au/fit/category/sustainability>). To track outreach on FIT, the Marketing and Communications team utilises Campaign Monitor which is a program that provides readership and analytics data for each campaign sent out. Based on the data collected within the last 2 years, these articles are typically the third most-read item of the week and on average generate 130 unique views. As there are 3484 employees (including full-time, part-time and casual employees) in 2023, it can be assumed that the percentage of stakeholders reached via this channel is 1 to 19.

According to data from Sprout Social (a social media management platform utilised by the marketing team), sustainability outreach from various social media platforms such as Facebook, Instagram, LinkedIn and X, have generated an average of 5,748 reach per post. As it is unclear which percentage of this is for staff and/or students, this is not used to calculate reach.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 1.2:

0.25

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Co-Curricular Activities

Score

4.50 / 9.00

Responsible Party

Criteria

2.1 Student sustainability organization

An institution earns 2 points when it formally recognizes at least one student organization that is sustainability-focused. Partial points are available. An institution that does not have a sustainability-focused student organization, but does have at least one student organization that is advancing ecological integrity or racial equity and social justice earns 1 point.

Measurement

Report on currently active voluntary associations and clubs that are primarily composed of students, are not directly controlled by the institution, and may independently conduct activities at the institution upon completion of an established registration or recognition process. Recognition may be evidenced by a listing on the institution's website. Formal institutional committees and governance bodies, e.g., that may be tasked with advancing specific aspects of sustainability, do not qualify.

To qualify as sustainability-focused, an organization must have a primary and explicit focus on the integrated concept of sustainability or the interdependence of ecological systems and social/cultural/economic systems. This focus must be evident in the organization's published mission statement or description.

2.2 Sustainability-focused co-curricular activities

An institution earns 2 points when it A) has hosted a major sustainability-focused event or series of events during the previous three years targeted to students, B) has a sustainability-focused peer-to-peer education program, C) provides sustainability-focused employment opportunities for students, and D) has at least one student-managed enterprise that is sustainability-focused. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's programs and initiatives and activities from within the previous three years.

To qualify as a student-managed enterprise, students must have decision-making responsibilities for the logistics and operations involved in providing goods or services.

2.3 Percentage of students that participate in sustainability activities

An institution earns 5 points when it has evidence that 50 percent or more of students participate annually in the institution's sustainability activities (e.g., as described in indicators 2.1 and 2.2). Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the most recent annual data available from within the previous three years.

Participation may be evidenced by joining a sustainability organization, attending an event sponsored by the sustainability office, engaging in a sustainability-focused co-curricular activity, or an equivalent action. Neither the passive consumption of information nor awareness of sustainability initiatives qualifies.

An institution may take one of three approaches in pursuing this indicator:

- A. Survey or assessment results. Report the results of an institution-wide survey or sustainability culture assessment that includes one or more items on student participation in the institution's sustainability activities. To avail of this option, the survey or assessment results must be indicative of the entire population of students, as ensured through representative sampling or by making the assessment mandatory.
- B. Direct tracking of participation. Report on the participation figures collected for the sustainability-focused co-curricular activity that has the highest participation rate (e.g., event attendance). The figures for two or more activities may be aggregated if the potential for double-counting (counting the same individual more than once because they participate in more than one activity) is minimal (e.g., if there are separate activities for undergraduate and graduate students).
- C. Conservative estimate based on mixed/limited data sources. Report on the most credible sources of data that are available, taking steps to minimize double-counting. For example, an institution may use the single best data source for undergraduate students (e.g., participation in an initiative sponsored by the sustainability office) and the single best data source for graduate students (e.g., organizational membership) and/or adjust figures downward to account for the anticipated extent to which individuals may be counted more than once.

When using limited data sources, do not report a higher percentage range than is credibly supported by the data. Similarly, survey or assessment results may not be extrapolated to a larger population in the absence of representative sampling. For example, the results of a survey of 100 graduate students enrolled in a sustainability program may only be used to establish the participation status of those individuals; they may not be used to report on the entire population of graduate students.

"---" indicates that no data was submitted for this field

2.1 Student sustainability organization

Does the institution formally recognize at least one student organization that is sustainability-focused?:

Yes

Narrative and/or website URL providing an overview of the sustainability-focused student organization(s):

The Flinders University Sustainability and Environment club (FUSEC) provides opportunities for students to engage and participate in sustainability and environmental conservation on campus and in the community. The club hosts a range of events and activities throughout the year including tree plantings; beach cleanup; land care retreat, Learn, Grow Eat and sustainability seminars.

<https://fusa.edu.au/clubslist/57037/sustainability-and-environment-club/>

Does the institution formally recognize at least one student organization that is focused on a topic other than sustainability, but is advancing ecological integrity or racial equity and social justice?:

Yes

Narrative and/or website URL providing an overview of the student organizations that are advancing ecological integrity or racial equity and social justice:

The Flinders University Student Association (FUSA) supports a number of student organisations, including several that are advancing ecological integrity or racial equity and social justice. Examples are:

- The Flinders University Students with Disabilities Association

<https://fusa.edu.au/clubslist/56771/students-with-disabilities-association/>

- Flinders University Health and Human Rights Group
<https://fusa.edu.au/clubslist/56722/health-and-human-rights-group/>

- Flinders University Marine Biology Association
<https://fusa.edu.au/clubslist/58803/marine-biology-association/>

- The Flinders University Queer Collective
<https://fusa.edu.au/clubslist/56757/queer-collective/>

- Flinders Neurodivergent Study Support and Advocacy
<https://fusa.edu.au/clubslist/58069/neurodivergent-study-support-and-advocacy/>

- Flinders University Vegan Society
<https://fusa.edu.au/clubslist/58102/vegan-society/>

- Flinders University Workers' Rights Society
<https://fusa.edu.au/clubslist/58471/workers-rights-society/>

- Flinders University Women in Science and Engineering
<https://fusa.edu.au/clubslist/58826/women-in-science-and-engineering-at-flinders/>

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 2.1:

2.0

2.2 Sustainability-focused co-curricular activities

Has the institution hosted a major sustainability-focused event or series of events during the previous three years targeted to students?:

Yes

Description of and/or website URL for at least one major sustainability-focused event or series of events:

FAST Car Tour

Flinders University has built a solar-driven electric vehicle since 2016. In 2024, the team travelled with the fourth car (Investigator IV) from Adelaide to Darwin with outreach activities to local schools and communities along the way. The car then participated in the annual solar race from Darwin to Adelaide, and is now part of a local program across secondary schools. The FAST car team consists of undergraduate students, with supervision and support from staff and industry experts.

<https://www.flinders.edu.au/study/engineering/fast>

Future Energy Week

Flinders University has played a key role as lead partner in the development and delivery of Future Energy Week since 2021. Future Energy Week aims to showcase the best and brightest in energy and connects organisations, businesses, university staff and students and individuals in the community with current and emerging innovators that are all contributing to the clean and sustainable energy transition. To promote more student engagement and participation for this event, the university sponsored 150 free tickets for our students.

Various key themes explored during this week included First Nations Voice, The Energy Trilemma, Food Energy and Water, The Future of Mobility, Circular Economy, CleanTech Investments and others.

<https://www.futureenergyweek.com.au/overview>

<https://www.futureenergyweek.com.au/sponsors-partners>

Does the institution have a sustainability-focused peer-to-peer education program in which student educators are selected and trained to help catalyze change among their peers?:

No

Description of and/or website URL for at least one sustainability-focused peer-to-peer education programs for students:

Does the institution provide sustainability-focused employment opportunities for students on at least an annual basis?:

Yes

Description of and/or website URL for at least one sustainability-focused employment opportunity for students:

Marion / Mitcham Council graduate program

Flinders University has a graduate program with the City of Marion Council and the City of Mitcham Council where students participate in sustainability projects. Most of the students are from environmental engineering or environmental science, and projects are usually around waste, renewable energy, and water. The City of Mitcham council has a member in the College Industry Advisory Board which shows the collaborative and ongoing nature of this relationship.

The graduate program is longstanding (<https://blogs.flinders.edu.au/alumni-stories/2020/08/04/>

launching-careers/) and is currently being formalised with a memorandum of understanding between Mitcham Council, Marion Council and Flinders University.

Additional evidence:

- This video from Mitcham Council includes an interview with biodiversity students: <https://www.linkedin.com/feed/update/urn:li:activity:6778221511678554113/>

This Mitcham Community News from July 2023 includes an item on page 6 from the Mayor on the graduate program. Quote: "Another strategy we've initiated is our graduate program, in conjunction with Flinders University. Rather than filling short term vacancies within the organisation with temps, we employ university graduates. The graduates spend three months working in the customer communications team on the front desk, learning about the business. At the end of their time they are eligible to apply for positions and are competitive. In the past 45 days, three positions have been won by graduates. We are attracting bright young people who wouldn't have contemplated local government as a career path had they not been involved in the program". https://www.mitchamcouncil.sa.gov.au/_data/assets/pdf_file/0021/1425054/July-2023-Mitcham-Community-News.pdf

Does the institution have at least one student-managed enterprise that is sustainability-focused?:

Yes

Description of and/or website URL for at least one student-managed enterprise that is sustainability-focused:

The weekly Flinders Community Market was established by student volunteers to provide access to free fresh produce and low cost pantry items for all students. Every Thursday, student volunteers will transform the Oasis Centre into a miniature market by setting up a checkout station and various food items that have been affordably purchased from Food Bank.

<https://oasis.flinders.edu.au/flinders-community-market/>

Description of additional sustainability-focused co-curricular activities for students:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 2.2:

1.5

2.3 Percentage of students that participate in sustainability activities

Does the institution collect data on the extent of student participation in its sustainability activities?:

Yes

Percentage of students that participate in sustainability activities:

1 to 19

Approach used to determine the percentage of students that participate in the institution's sustainability activities:

Survey or assessment results

Narrative outlining how student participation in the institution's sustainability activities was determined:

For this metric we looked at responses to surveys as this is at the moment the most reliable data. To estimate the number of students participating in sustainability activities, the highest number of student responses was taken from one of the three main surveys conducted within the last three years (see descriptions under EN 4.1 and EN 4.2 for details). This figure was then divided by the total number of students in that year. Thus, the percentage is 5% based on the commuter survey which received 1494 student responses and 25,750 total students (headcount).

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 2.3:

1.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Staff Engagement and Training

Score

4.00 / 8.00

Responsible Party

Criteria

3.1 Staff sustainability network or engagement program

An institution earns 2 points when it has at least one voluntary network or engagement program open to non-academic staff that is sustainability-focused. This may include:

- Green office programs
- Staff sustainability clubs and organizations
- Sustainability-focused gatherings held during regular work hours that are open to non-academic employees (e.g., “brown bag” events)
- Peer-to-peer education programs in which employee educators from diverse departments or units are selected and trained to help catalyze change among their peers (e.g., a green leaders or sustainability ambassadors program)

Partial points are available. An institution that does not have a sustainability-focused staff network or engagement program, but does have at least one staff network or engagement program that is advancing ecological integrity or racial equity and social justice earns 1 point.

Measurement

Report on currently active voluntary associations that are primarily composed of employees (e.g., staff networks, organizations, and clubs) and programs that are primarily designed to engage staff members. Formal institutional committees, e.g., tasked with advancing specific aspects of sustainability, do not qualify.

To qualify as sustainability-focused, a network or program must have a primary and explicit focus on the integrated concept of sustainability or the interdependence of ecological systems and social/cultural/economic systems. This focus must be evident in the published mission statement or description of the network or program.

3.2 Sustainability-focused staff training

An institution earns 2 points when it makes available sustainability-focused training opportunities to non-academic staff on at least an annual basis.

Measurement

Report on the current status of the institution's programs and initiatives.

To qualify as sustainability-focused, a training opportunity must have a primary and explicit focus on the integrated concept of sustainability or the interdependence of ecological systems and social/cultural/economic systems. This focus must be evident in the published mission statement or description of the training.

A training opportunity may include any activity that develops an individual's sustainability skills, knowledge, expertise, or other characteristics as an employee, e.g., formal coursework, participation in the activities of professional organizations, and/or training provided by the sustainability office.

Professional development and training for academic staff are addressed in credits within the Curriculum and Research impact areas.

3.3 Percentage of employees that participate in sustainability activities

An institution earns the maximum of 4 points available for this indicator when it has evidence that 50 percent or more of employees participate annually in the institution's sustainability activities (e.g., as described in indicators 3.1 and 3.2). Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the most recent annual data available from within the previous three years.

Participation may be evidenced by joining a sustainability network or organization, attending a sustainability-focused event or training, engaging in an activity sponsored by the sustainability office, or an equivalent action. Neither the passive consumption of information nor awareness of sustainability initiatives qualifies.

An institution may take one of three approaches in pursuing indicator 3.3:

- A. Survey or assessment results. Report the results of an institution-wide survey or sustainability culture assessment that includes one or more items on employee participation in the institution's sustainability activities. To avail of this option, the survey or assessment results must be indicative of the entire population of employees, as ensured through representative sampling or by making the assessment mandatory.
- B. Direct tracking of participation. Report on the participation figures collected for the sustainability-focused activity that has the highest participation rate (e.g., event attendance). The figures for two or more activities may be aggregated if the potential for double-counting (counting the same individual more than once because they participate in more than one activity) is minimal (e.g., if there are separate activities for academic and non-academic employees).
- C. Conservative estimate based on mixed/limited data sources. Report on the most credible sources of data that are available, taking steps to minimize double-counting. For example, an institution may use the single best data source for academic employees (e.g., organizational membership) and the single best data source for non-academic employees (e.g., participation in a green office program) and/or adjust figures downward to account for the anticipated extent to which individuals may be counted more than once.

When using limited data sources, do not report a higher percentage range than is credibly supported by the data. Similarly, survey or assessment results may not be extrapolated to a larger population in the absence of representative sampling. For example, the results of a survey of 100 people employed in one division of the institution may only be used to establish the participation status of those individuals; they may not be used to report on the entire population of employees.

"---" indicates that no data was submitted for this field

3.1 Staff sustainability network or engagement program

Does the institution have at least one voluntary network or engagement program open to non-academic staff that is sustainability-focused?:

Yes

Narrative and/or website URL providing an overview of the sustainability-focused staff networks and engagement programs:

Sustainability Advisory Group

The Sustainability Advisory Group (SAG) was formed in 2017 with the primary purpose of assisting the

University to develop and deliver a strategy and plan to improve our sustainability performance and contribute to delivery of the University 2025 Agenda. The original purpose of the advisory group was to advocate and champion sustainability in research, teaching and operations; to assist in delivering on the vision and actions of the Sustainability Plan to 2025; to consider new project proposals in context of delivering the Plan; to assist with development of internal/external funding requests; to participate in delivery of projects consistent with role or research speciality; to review project outcomes in line with Plan.

Since then it has achieved several outcomes in line with the 2025 Agenda, including a new 2030 Sustainability Strategy. Purpose for the SAG has moved to oversight of the Sustainability Working Groups.

https://www.flinders.edu.au/content/dam/documents/campus/sustainability/Terms%20of%20reference_SAG%202024.pdf

Sustainability Working Groups

To implement the actions outlined in the 2030 Sustainability Strategy, four sustainability working groups were formed, with membership consisting of the Sustainability Advisory Group Members as well as additional experts from within the University. These groups focus on specific themes which includes:

- Business Travel and Offsetting
- Embedding Sustainability into Curriculum
- Sustainability Staff Inductions
- Public policy advocacy to support sustainability

The expectation is that additional Working Groups will be formed over the next few years to support full implementation of the Strategy.

Sustainability and Health Working Group

The Sustainability and Health Working Group is group formed in 2023 within the College of Nursing and Health Science. It aims to increase awareness and education around sustainable practices and links to health. There are 9 staff members from across the college working on the key objectives from the CNHS Sustainability and Health Action Plan. The group's achievement so far include:

- Conducting a bin audit across Sturt campus
- Reactivating the Sturt Community Garden

<https://staff.flinders.edu.au/colleges-and-services/cnhs/working-groups>

https://staff.flinders.edu.au/content/dam/staff/documents/cnhs/nhs-working-groups/sustainability_and_health_working_group_action_plan.pdf

HASS Sustainability Working Group

The Humanities, Arts and Social Science Working Group consists of two academics and two students. The group created and implemented a HASS Sustainability Statement which aligned with the 2025 Flinders sustainability strategy. The group is currently working on various sustainability initiatives including:

- Incorporating a sustainability goal into the College of HASS 2023-2025 Strategic Plan
- Collaborating with the Library to integrate SDGs into Research Now
- Encouraging staff to calculate their ecological footprint to raise awareness

- Revision of their Action Plan and statement after the publication of the new 2030 Flinders Sustainability Strategy

Does the institution have at least one staff network or engagement program focused on a topic other than sustainability that is advancing ecological integrity and/or racial equity and social justice?:

Yes

Narrative or website URL providing an overview of the staff networks and engagement programs that are advancing ecological integrity and/or racial equity and social justice:

Most Colleges have their local Equity, Diversity and Inclusion Action Groups or Committees.

Examples:

HASS Equity Diversity and Inclusion Action Group

See HASS strategy document

S&E Equity, Diversity and Inclusion Action Group

The purpose of the Equity Diversity and Inclusion Action Group (EDIAG) in the College of Science and Engineering (S&E) is to develop and implement College specific action plans that enhance the College of Science and Engineering as an equitable, diverse and inclusive place to work and study. The EDIAG will be responsible for developing and implementing actions that align with the University's strategic objectives covered in the Reconciliation Action Plan (RAP), the Athena SWAN Action Plan, the Disability Action Plan and other diversity programs.

MPH Gender Inclusion, Diversity and Equity (GIDE) Committee

The Gender Inclusion, Diversity and Equity (GIDE) Committee was established to inform, lead and implement a range of strategic priorities for the College of Medical and Public Health at Flinders University to provide a safe, collegial and fair environment that is characterised by equity, respect and inclusivity. The committee has developed a GIDE strategy for the College to frame this work and seeks to work alongside and in support of the Reconciliation Action Plan and other key strategies and priorities. The committee has undertaken a range of activities over recent years including implementing a promotion support scheme for women and diverse staff, developing Relative to Opportunity promotions and grant assessment guidelines, celebrating important events (e.g. International Women's Day, Pride in STEM), contributing to the CMPH anti-racism strategy, and providing input to other committees and CMPH Executive.

(<https://www.flinders.edu.au/health-medical-research-institute/about-us/gide>)

Pride Network

The Pride Network comprises staff and students who are knowledgeable in, receptive to and understanding of LGBTQIA+ issues. Pride Network members provide a safe place to talk for members of the Flinders community who seek support in a confidential environment. They act as a contact point for staff or students and are able to discuss LGBTQIA+ issues in essays, curriculum, finding information, resources, support, coming out and other life issues. Pride Network members are representative of the entire Flinders community and are therefore not identified on the basis of their sexuality.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 3.1:

2.0

3.2 Sustainability-focused staff training

Does the institution make available sustainability-focused training opportunities to non-academic staff on at least an annual basis?:

No

Description of and/or website URL for at least one of the institution's sustainability-focused staff training opportunities:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 3.2:

0.0

3.3 Percentage of employees that participate in sustainability activities

Does the institution collect data on the extent of employee participation in its sustainability activities?:

Yes

Percentage of employees that participate in sustainability activities:

25 to 49

Approach used to determine the percentage of employees that participate in the institution's sustainability activities:

Direct tracking of participation

Narrative outlining how employee participation in the institution's sustainability activities was determined:

All staff participate in day to day green office activities, for example around waste management, recycling, use of recycled paper, automated switch off of lights and air conditioning, and other standard or mandatory sustainability related policies and programs.

Additionally, many staff members participate in smaller and medium sized events, including the annual Reconciliation Week (<https://www.flinders.edu.au/engage/culture/national-reconciliation-week>); development of the Sustainability Strategy and Reconciliation Action Plan; health and wellbeing activities across the year (<https://staff.flinders.edu.au/workplace-support/whs/health-and-wellbeing/health-wellbeing>); exhibitions at the Flinders University Museum of Art; the community garden; or through participation in sustainability related surveys.

We also looked at attendance (for in person training) or completion (for online training) to the sustainability related training options mentioned in EN3.2. Datasets were requested on training attendance of the following internal training options in the area of social sustainability:

- Equal Opportunities Modules 1-4
<https://ienrol.flinders.edu.au/index.php/course/HAF06>

<https://ienrol.flinders.edu.au/index.php/course/HAF07>

- LGBTQ - Empowering Allies Training
<https://ienrol.flinders.edu.au/index.php/course/HIA5>

- Foundations of LGBTQ Inclusion
<https://ienrol.flinders.edu.au/index.php/course/FOLI>

- Health and Wellbeing
<https://ienrol.flinders.edu.au/index.php/course/HWB>

We used one year of data for each of these training options. We found that 1142 different staff members attended/completed one or more of these training options in one year. We have used number of employees (headcount, including casuals and parttime staff) for 2023 to calculate a training attendance ratio: $1142/3484 = 33\%$

For some training sessions, the data available covered more than one year (FOLI 1 year, HAF 3 years, HIA 2 years and HWB 1.5 years). If we look at all available data across 2021, 2022 and 2023, we found that over 1800 different staff members followed one or more of the above training sessions in total. We were however unable to account for staff turnover between years to calculate the most appropriate total number of employees, which is why we used attendance data for one year only for our percentage of employees participating. However, if we take into account training that was taken in previous years, numbers indicated that a large portion of our staff have completed one of more of the above training sessions during the past three years.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 3.3:

2.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

[EN_3.1_hass-strategy-brochure.pdf](#)

Sustainability Culture Assessment

Score

1.50 / 3.00

Responsible Party

Criteria

4.1 Sustainability culture assessment design and administration

An institution earns 1 point when it A) has conducted an assessment of its sustainability culture during the previous three years and B) the assessment is designed and administered in such a way that the results can be used to measure change over time (e.g., as a longitudinal or annual/biennial assessment). Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on assessments conducted during the previous three years.

To qualify, an assessment must address attitudes, beliefs, or values; awareness of and/or participation in the institution's sustainability initiatives; and/or other behaviors or practices that support sustainability. An assessment that covers a single sustainability topic (e.g., a transportation survey) does not qualify in the absence of a more comprehensive assessment. Likewise, assessments that exclusively address student sustainability literacy (i.e., student understanding of sustainability and/or the knowledge and skills required to address sustainability challenges) are excluded. A single assessment that addresses sustainability literacy and culture qualifies if a substantive portion (e.g., one-third) of the assessment focuses on culture.

4.2 Percentage of students assessed for sustainability culture

An institution earns 1 point when at least 75 percent of its students are assessed for sustainability culture, either directly or by representative sample. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recent data available. An institution that has not conducted a sustainability culture assessment during the previous three years may not claim points for this indicator.

A student is considered to be assessed when assessed directly (e.g., as part of a course or program or a mandatory assessment) or by representative sample (e.g., of the student's entering and/or graduating cohort). An institution that has opted to assess an unrepresentative segment of the population may only claim points for those individuals that participated.

4.3 Percentage of employees assessed for sustainability culture

An institution earns 1 point when at least 75 percent of its employees are assessed for sustainability culture, either directly or by representative sample. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recent data available. An institution that has not conducted a sustainability culture assessment during the previous three years may not claim points for this indicator.

An employee is considered to be assessed when assessed directly (e.g., as part of a program or a mandatory survey) or by representative sample. An institution that has opted to assess an unrepresentative segment of the population may only claim points for those individuals that participated.

"---" indicates that no data was submitted for this field

4.1 Sustainability culture assessment design and administration

Has the institution conducted an assessment of its sustainability culture during the previous three years?:

Yes

Narrative and/or website URL providing an overview of of the instruments/tools used to assess sustainability culture:

Flinders University staff and students have conducted various sustainability-related surveys within the last three years to allow for a broader understanding of the University's sustainability culture.

Commuter survey

In 2022, the University published a commuter survey to all staff and students to gather data on their commuting behaviour and experience to and from campus. The survey comprised of 19 questions including the primary mode of transport used to get to campus, reasons for not using alternative transports to driving and transport options they would consider in the future to get to campus if it was safe, feasible, and convenient.

Sustainability Strategy survey

For the development of the 2030 Sustainability Strategy, students and staff were asked to provide feedback on sustainability initiatives that should be incorporated in the strategy. This covered areas such as research, graduate skills, emissions offsetting, sustainable transport, resource recovery, land and water management, sustainability engagement initiatives, responsible investment, lower carbon and efficient campuses. Importantly, it asked students about factors which influenced their decision to study at Flinders University.

Waste Management survey

A group of third year undergraduate students who took the STEM3001 Science Connect topic conducted a waste management survey in 2023. The aim of this survey was to gain an understanding on students' attitude, behaviour and knowledge on waste, and to gather feedback on strategies to increase resource recovery on campus.

Description of the institution's recent sustainability culture assessment findings and any notable trends:

The 2022 Commuter Survey received 2629 responses (798 from staff and 1494 from students). 66% indicated they travel by car, 5% took public transport, 4% cycle, 4% walk, and 1% travelled by EV to and from campus. 66% said they would consider switching transport if there were better (available and practical) options. The top 3 reasons for not using alternative transport are: driving provides more flexibility (convenience), walking, biking or public transport requires more effort (time), there is no direct public transport route (lack of options).

The 2030 Sustainability Strategy survey had 1044 responses (635 students and 409 staff). A key finding is that when asked about factors in deciding where to study, students ranked the University's sustainability commitments more important than cost of tuition and rankings.

The waste management survey received 120 responses from a range of demographics across the Bedford and Tonsley campuses. When students were asked what statement best described their attitude towards sorting their waste at Flinders, 71.7% of students answered that they wanted to recycle even if it required additional effort; 11.7% students admitted that they wanted to recycle if it did not require additional effort; and 16.7% of students wanted to recycle but got confused. No students answered that they did not recycle. Furthermore, eight terms were posed to students to which they had to choose which ones they confidently knew the definition of. The top term that students were familiar with was compostable (93%) and the lowest two were hierarchy of waste and wish-cycling (7% and 5% respectively).

Is the culture assessment designed and administered in such a way that the results can be used to measure change over time?:

Yes

Description of how the design and administration of the sustainability culture assessments supports the measurement of change over time:

The Commuter survey is conducted every two to three years and numerical change comparisons are provided in results of subsequent rounds. This survey supports the planning department.

The waste survey is run on an ad hoc basis when there is a specific interest, for example after a change of policy, marketing campaign or new signage. This is usually run by students as part of the STEM3001 (Science Connect) topic.

The Sustainability Strategy survey was a one-off survey, as part of establishing the new Strategy. However, one of the initiatives in the Strategy is to "Assess campus sustainability culture with focus on sustainability values, behaviours and beliefs' (managed by Properties, Facilities and Development, on page 16, as part of Pillar 3 Partnerships and Engagement).

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 4.1:

1.0

4.2 Percentage of students assessed for sustainability culture

Percentage of students assessed for sustainability culture, either directly or by representative sample:

1 to 24

Description of the process used to measure or estimate the percentage of students assessed for sustainability culture:

To estimate the number of students assessed for sustainability culture, the highest number of student responses was taken from one of the three surveys conducted within the last three years (EN4.1). This figure was then divided by the total number of students in that year. Thus, the percentage is 5% based on the commuter survey which received 1494 student responses out of 25,692 total students (on campus, mixed and fully online) in 2022.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 4.2:

0.25

4.3 Percentage of employees assessed for sustainability culture

Percentage of employees assessed for sustainability culture, either directly or by representative sample:

1 to 24

Description of the process used to measure or estimate the percentage of employees assessed for sustainability culture:

To estimate the number of employees assessed for sustainability culture, the highest number of employee responses was taken from one of the three surveys conducted within the last three years. This figure was then divided by the total number of employees in that year. Thus, the percentage is 20.7% based on the commuter survey completion number of 798 and from a total population of 3854 employees (including parttime and casual staff, in 2022).

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 4.3:

0.25

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Public Engagement

Points Earned 20.00

Points Available 25.00

This impact area seeks to recognize institutions that help catalyze sustainable communities through their partnerships, collaborations, and public service efforts. By engaging with community members and organizations across diverse sectors of society, institutions can help solve critical sustainability challenges. Community engagement can also help students develop leadership skills while deepening their understanding of practical, real-world problems and the process of creating solutions with, rather than for, stakeholders. Institutions can contribute to their communities by harnessing their resources to address community needs and by engaging community members in equitable and mutually beneficial partnerships. In addition, institutions can contribute toward sustainability broadly through inter-campus collaboration, engagement with external networks and organizations, and public policy development and advocacy.

Credit	Points
Civic Engagement	5.00 / 8.00
Community Partnerships	7.00 / 9.00
Continuing Education	3.00 / 3.00
Shared Facilities	2.00 / 2.00
Inter-Campus Collaboration	3.00 / 3.00

Civic Engagement

Score

5.00 / 8.00

Responsible Party

Criteria

5.1 Percentage of students that participate in civic engagement programs

An institution earns 4 points when it has evidence that 50 percent or more of its students participate annually in community service and/or other civic engagement programs sponsored by the institution. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the most recent annual data available from within the previous three years.

Participation may be evidenced by enrolling in a service learning program, attending a community service event or activity, or an equivalent action. Neither the passive consumption of information nor awareness of civic engagement opportunities qualifies. Programs and activities sponsored by entities of which the institution is part (e.g., government or university system) may be included as long as the institution actively participates in them.

An institution may take one of three approaches in pursuing this indicator:

- A. Survey or assessment results. Report the results of an institution-wide survey or sustainability culture assessment that includes one or more items on student participation in the institution's civic engagement activities. To avail of this option, the survey or assessment results must be indicative of the entire population of students, as ensured through representative sampling or by making the assessment mandatory.
- B. Direct tracking of participation. Report on the participation figures collected for the community service activity that has the highest participation rate (e.g., program enrollment or event attendance). The figures for two or more activities may be aggregated if the potential for double-counting (counting the same individual more than once because they participate in more than one activity) is minimal (e.g., if there are separate activities for undergraduate and graduate students).
- C. Conservative estimate based on mixed/limited data sources. Report on the most credible sources of data that are available, taking steps to minimize double-counting. For example, an institution may use the single best data source for undergraduate students (e.g., enrollment in a service learning program) and the single best data source for graduate students (e.g., attendance at a community service event) and/or adjust figures downward to account for the anticipated extent to which individuals may be counted more than once.

When using limited data sources, do not report a higher percentage range than is credibly supported by the data. Similarly, survey or assessment results may not be extrapolated to a larger population in the absence of representative sampling. For example, the results of a survey of 100 graduate students enrolled in a specific program may only be used to establish the participation status of those individuals; they may not be used to report on the entire population of graduate students.

5.2 Employee community service program

An institution earns 1 point when it A) has one or more programs designed to support employee community service and B) supports employee volunteering during regular work hours, for example by offering paid time off for volunteering or by sponsoring an organized service event for which employees are compensated. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's employee community service programs.

Programs sponsored by entities of which the institution is part (e.g., government or university system) qualify as long as the institution actively participates in them. Charitable donations such as workplace giving programs do not qualify.

5.3 Support for public policies to advance sustainability

An institution earns 3 points when A) one or more individuals affiliated with the institution have helped develop public policies that address sustainability challenges during the previous three years and B) the institution has advocated for public policies to advance sustainability during the previous three years. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on policy development and advocacy efforts from within the previous three years. To qualify, policy advocacy may occur at any level (e.g., municipal, local/regional, national, or international), but must be conducted by individuals in their official roles as representatives of the institution. For example, an individual, office, or governing body making a public statement on behalf of the institution in support of legislation would qualify, whereas an individual acting in a personal capacity would not. Advocacy efforts that are made exclusively to advance the institution's interests or projects do not qualify. For example, advocating for government funding for campus sustainability may be counted, however lobbying for the institution to receive funds that have already been appropriated may not.

"---" indicates that no data was submitted for this field

5.1 Percentage of students that participate in civic engagement programs

Does the institution have one or more programs to support student civic engagement?:

Yes

Narrative and/or website URL providing an overview of the institution's civic engagement programs for students:

Many students follow Community Based Learning activities as part of their curriculum. At Flinders this is called Work Integrated Learning (WIL). This has many benefits for both the students and the organisations they go to. These activities are part of a regular topic, which means participation is assessed as per the Handbook and students receive credit for completing WIL activities. These topics are regular parts of a course (e.g. Bachelor). The duration of a WIL activity is usually between a few days and up to two or three months, although some activities can be spread out across 6 to 12 months. This depends on the type of activity and the requirements of the topic(s).

For 2023, 15510 student community-based WIL activities were confirmed and completed for the period 1/1/2023 – 31/12/2023. This includes 1325 activities with not-for-profit organisations and 11,498 activities with governmental organisations. For more details see below.

These activities were undertaken by 6242 separate individuals (students), across 160 different topics.

Data:

Category	# activities
Government	11498
International	84
Not for Profit	1325
Private Sector	1885
Education	418
other	299
Total	15509

Our Up the Hill program is an example of a community service program outside of the regular curriculum. This program is intended for severely disabled people who are not students at Flinders University, to allow them to participate as students with the help of student mentors who volunteer for that role. The Project aims to provide an inclusive and supportive opportunity at Flinders University enabling people with a severe disability, with support from a Peer Mentor, to access the University environment, develop social skills and social networks, and experience a range of educational opportunities and activities. Note that Flinders University has other support options for students with a disability. This program is specifically intended for people in the community who would otherwise not be able to attend a university.

<https://www.flinders.edu.au/engage/community/clinics/up-the-hill-project>

Another example of community service is the Flinders Legal Centre. This Centre provides real advice to members of the public, as part of the network of Community Justice Centres. Students provide the service, supervised by professionals. This is designed to improve public access to legal information, from a social equity perspective. The activity of the Centre is closely tracked and monitored.

<https://www.flinders.edu.au/engage/community/clinics/flinders-legal-centre>

Percentage of students that participate in community service and/or other civic engagement programs:

10 to 24

Approach used to determine the percentage of students that participate in civic engagement programs:

Direct tracking of participation

Narrative outlining how student participation in civic engagement programs was determined:

We looked at all community based learning (WIL) activities in 2023. Each activity that is part of a topic, is recorded in a central system. Students are recorded to each activity with their unique student code. This allowed us to check how many individual students were part of at least one community-based learning activity in 2023.

The number of students in WIL activities was 6242 in 2023. The total number of students (headcount) at Flinders in 2023 was 25,750 (including in person, online only and mixed attendance mode, including undergraduate and post graduate, domestic and international students, including non-award and foundation students).

This gives a percentage of 24.2%.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 5.1:

1.0

5.2 Employee community service program

Does the institution have one or more programs designed to support employee community service?:

Yes

Narrative and/or website URL providing an overview of the institution's programs to support employee community service:

Flinders University staff actively participate in many small and large community-focused events and activities, e.g. Science Alive or the Tonsley Science Fair.

One specific example is that Flinders University has been one of the leading businesses who support blood donations with the Red Cross Lifeblood program. Flinders teams have for years been one of the most active contributors. The Enterprise Agreement explicitly provides paid leave for blood donation (section 34.3) and donating is actively promoted through regular calls to action to both staff and students. As a result Flinders staff and students collectively saved over 10,000 lives in two years through blood donations in 2022 and 2023.

Flinders University has been the #1 tertiary institution in South Australia for donations for years. for the latest Tertiary Challenge 2024, Flinders University was #1 in South Australian and #11 (out of 87 participating institutions) nationally, competing with mostly larger universities. There are several Flinders University staff and student teams that participate.

<https://blogs.flinders.edu.au/fit/2024/06/18/flinders-people-are-saving-lives/>

Flinders University has been #1 in South Australia in the previous Tertiary Challenges as well. The data is publicly available on https://my.donateblood.com.au/app/red25_tallies and https://my.donateblood.com.au/app/challenge/details/challenge_id/11 (it takes a while to load).

Does the institution support employee volunteering during regular work hours?:

Yes

Narrative and/or website URL providing an overview of the institution's support for community volunteering during regular work hours:

The Enterprise Agreement clause 34 (Community Services leave) supports several specific items for community services during work hours. This includes Jury Service, Voluntary Emergency Activity, and paid Blood and Plasma Donor Leave.

In addition, for academic staff the academic profile document has a dedicated section on expectations for community service activities as part of their employment. For details including the relevant documents please see AC 8.2.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 5.2:

1.0

5.3 Support for public policies to advance sustainability

Have one or more individuals affiliated with the institution helped develop public policies that address sustainability challenges within the previous three years?:

Yes

Narrative outlining how individuals affiliated with the institution have helped develop local or regional public policies that address sustainability challenges:

Flinders University staff have been involved with local and regional public policies. Below are some examples.

Shark management, shark conservation and eco-tourism

Professor Charlie Huveneers and academics in his lab have a long track record of research on shark behaviour. His research has influenced shark management policies and supported choices on use of personal shark deterrents for divers and surfers world wide. This study was in collaboration with the NSW Department of Primary Industries Shark Management Strategy.

Recent research from Prof Huveneers has investigated the combination of shark management measures with tourism.

Quote: "Department for Environment and Water spokesperson Tim Hall said South Australia's White Shark Tour Licensing Policy set rules and guidelines to ensure white shark tourism at Neptune Islands continued to be environmentally sustainable, socially responsible, and economically progressive. "We've worked closely with tour operators and our research partners at Flinders University to ensure that our policy and management of white shark tours is evidence-based," Mr Hall said. "Using 20 years of data collected by tour operators and 8 years of scientific monitoring and research, we can track the effects of white shark cage-diving tourism on shark residency. The State Government is committed to ongoing research so we can continually improve our understanding of the effects of white shark tourism on the sharks themselves." Professor Charlie Huveneers, Director of Flinders University Marine and Coastal Research Consortium and leader of the Southern Shark Ecology Group, said that through this partnership, researchers had been able to establish Neptune Islands as an international focal point for white shark research and raise awareness about white sharks and their conservation." Mr Hall said South Australia's approach to managing shark cage diving was setting an example globally. "Here in South Australia, the data and research show that our policy and management is sustainable - we aren't seeing changes to shark residency as a result of tours," he said.

<https://www.environment.sa.gov.au/news-hub/news/articles/2023/03/sa-shark-cage-policy-recognised-on-a-global-scale>

An assessment of the integration of coastal hazard risk into local government strategic and adaptation planning in SA

The Flinders University Climate and Sustainability Policy Research group is set up to support evidence-based policy making for sustainability and environment related issues. This includes projects and research around climate resilience, disaster risk reduction and climate adaptation in the Indo-Pacific. An example is an overview of how coastal hazard risk assessment is integrated into local government adaptation planning, which was created for the Department for Environment and Water.

<https://www.thecaspr.org/2022/10/10/new-research-an-assessment-of-the-integration-of-coastal-hazard-risk-into-local-government-strategic-and-adaptation-planning-in-sa/>

PIRSA/SARDI collaboration

Flinders University has a long-standing collaboration with the Department of Primary Industries and Regions (PIRSA) and South Australian Research and Development Institute (SARDI). Through shared research projects and the shared use of facilities, Flinders researchers have directly and indirectly supported policy development and policy evaluation related to marine science, fisheries and aquaculture.

In 2022 this collaboration led to a memorandum of understanding with PIRSA and SARDI, allowing our researchers to further share the use of facilities and to work on projects together. This is mentioned in the 2022 annual report on page 8 (quote: "Flinders has negotiated an agreement with the Department of Primary Industries and Regions (PIRSA) and South Australian Research and Development Institute (SARDI) to advance a progressive research agenda in South Australia,

focussing on food and agriculture, aquatic and marine sciences, aquaculture and water research. This strategic alliance will streamline collaborative engagements between PIRSA, SARDI and Flinders for joint funding proposals, commencing with a co-funded Partnership Seed Grant scheme to help leverage high-quality external grant applications.”).

<https://www.flinders.edu.au/content/dam/documents/about/annual-reports/2022-annual-report.pdf>

To support further development of collaborations, Flinders University – SARDI established the Partnership Seed Grants scheme, which provides funding for research projects that are a collaboration between the two partners. In 2022 four projects were funded in the Priority Areas of Fisheries & aquaculture (2 projects); Coastal oceanography & geomorphology; and Crop physiology & soil microbiology.

<https://news.flinders.edu.au/blog/2022/02/23/blue-economy-alliance-for-sa/>

Over 30 projects have been established since 2022. Some examples are the Snapper Science Program <https://www.frdc.com.au/charting-course-snapper-recovery-snapper-science-program> which supports fisheries management; APY Lands groundwater quantity and quality investigation which supports the National Water Grid and has a key focus on social, economic, and environmental considerations to support healthy remote communities access reliable and safe groundwater supplies in the Anangu Pitjantjatjara Yankunytjatjara (APY) Lands; a project for the Australian Government, Department of Climate Change, Energy, the Environment and Water to improve our understanding of threats to Australian sea lion populations (one of the projects described here <https://news.flinders.edu.au/blog/2024/06/06/grants-target-endangered-species/>); and a project on Hatchery development for commercially important native seaweeds to support the National Seaweed Industry Blueprint (funded by the SA Drought Hub). All these projects are collaborations between Flinders and SARDI researchers, supporting government.

Narrative outlining how individuals affiliated with the institution have helped develop national or international public policies that address sustainability challenges:

Flinders University staff have been involved with national and international public policies that address sustainability challenges. Below is one example.

Plastic pollution parliament inquiry

Professor Sophie Leterme and PhD Candidate Elise Tuuri, on behalf of Flinders University, have provided a submission to the Parliament of Australia's inquiry into plastic pollution in Australia's oceans and waterways. The submission from Flinders University included 13 recommendations, with a summary highlighting the following key requirements for future policies:

- i. Promote a circular economy model.
- ii. A strong role for industry through adopting sustainable practices.
- iii. Funding for research into technologies for recycled plastic production and disposal.
- iv. Targeted education (including addressing misinformation and ‘greenwashing’ practices) to bring about behavioural change in the wider community.

https://www.aph.gov.au/Parliamentary_Business/Committees/House/Climate_Change_Energy_Environment_and_Water/Plasticpollution/Submissions (submission 67 on page 4)

The final report from the Committee was tabled to Parliament on 28 May 2024 and includes 22 recommendations.

https://www.aph.gov.au/Parliamentary_Business/Committees/House/Climate_Change_Energy_Environment_and_Water/Plasticpollution/Report

https://www.aph.gov.au/About_Parliament/House_of_Representatives/About_the_House_News/Media_Releases/Plastic_pollution_in_oceans_and_waterways_report_tabled

Has the institution advocated for public policies to advance sustainability during the previous three years?:

Yes

Narrative and/or website URL providing an overview of the institution's advocacy for public policies to advance sustainability:

Below is one example of Flinders University's advocacy.

The 2023 Australian Indigenous Voice Referendum.

The Australian Indigenous Voice Referendum was a constitutional referendum from the Australian Government, "to alter the Constitution to recognise the First Peoples of Australia by establishing an Aboriginal and Torres Strait Islander Voice". Flinders University issued a public statement supporting healthy debate through education and raising awareness for this proposal. Quote: "The call for a Voice to Parliament is also an opportunity to enhance cultural learning and further support the vision of the University's inaugural Innovate Reconciliation Action Plan, 'in building understanding and acceptance of our shared histories, as we work towards a shared future'. The University envisions that this historic call is an opportunity for allyship and self-learning." This included providing resources and organising information sessions, public lectures and community panels. <https://staff.flinders.edu.au/colleges-and-services/oise/voice-to-parliament> . One of these events was the Voice to Parliament Lecture from Prof Tom Calma AO, with the recording made publicly available afterwards.

<https://www.flinders.edu.au/fearless/conversations/voice-to-parliament>

Documentary evidence of the institution's advocacy for public policies to advance sustainability:

Online resource that provides evidence of the institution's advocacy for public policies to advance sustainability:

<https://staff.flinders.edu.au/colleges-and-services/oise/voice-to-parliament>

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 5.3:

3.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Community Partnerships

Score

7.00 / 9.00

Responsible Party

Criteria

6.1 Sustainability-focused community partnerships

An institution earns 3 points when it has at least one community partnership that is sustainability-focused.

Measurement

Report on the current status of the institution's partnerships with external entities such as civil society organizations, government agencies, and businesses.

To qualify as sustainability focused, the primary focus of the community partnership must be on the integrated concept of sustainability or the interdependence of ecological and social/cultural/economic systems.

6.2 Partnerships to support underrepresented groups and vulnerable populations

An institution earns 3 points when it has at least one community partnership that explicitly aims to support underrepresented groups and/or vulnerable populations in addressing the sustainability challenges they have identified.

Measurement

Report on the current status of the institution's partnerships with external entities such as civil society organizations, government agencies, and businesses.

6.3 Community partnership assessment

An institution earns 3 points when A) it has published guidelines for creating and maintaining reciprocal and mutually beneficial community partnerships and B) all of the institution's community partnerships for sustainability (as reported in indicators 6.1 and 6.2) are subject to an assessment process that includes joint evaluation by the institution and its community partners. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's community partnership policies, guidelines, and practices. To qualify, published community partnership guidelines must explicitly seek to ensure equity, reciprocity, and/or mutual benefit.

To qualify, an assessment process must address the reciprocity and mutual benefit of the partnerships and include feedback and/or assessment findings from community partners to the institution and from the institution to the community.

"---" indicates that no data was submitted for this field

6.1 Sustainability-focused community partnerships

Does the institution have at least one community partnership that is sustainability-focused?:

Yes

Narrative and/or website URL providing an overview of the institution's sustainability-focused community partnerships:

The City of Marion Council and the Oaklands Park Wetlands

One of our local sustainability-focused community partnerships is with the Marion Council. There is a longstanding collaboration with the City of Marion Council on multiple facets. One of the key collaborations is around the Oaklands Park wetlands.

Infrastructure in the Oaklands Park wetlands captures storm water from the Sturt Creek (which passes through Flinders University lands), which is then filtered through the wetland. The wetlands clean the water, after which the water is then either used for irrigation of local sports fields (including Flinders University sports fields), or returned to the groundwater aquifer through Managed Aquifer Recharge and subsequently used in dry periods for irrigation of sports fields. The Oaklands Park Wetlands recycled water makes up 20% of our water use. Developments are underway to use this recycled water in the new Health and Medical Research Building at Bedford Park: the infrastructure is all in place and is currently awaiting approval of water quality.

An educational centre (field lab) located at Oaklands Park is part of Flinders University's campus. It is used for research, student projects, community outreach activities, and school projects (mostly projects that meet secondary and tertiary education curriculum requirements) related to water management and water recycling.

Stormwater harvesting:

- City of Marion press release: <https://www.marion.sa.gov.au/about-council/news/marion-waters-5-6m-pipeline-extension-delivering-a-greener-city->

<https://www.marion.sa.gov.au/about-council/news/water-recovery-the-focus-of-5-7m-recycled-water-pipeline-extension>

<https://www.marion.sa.gov.au/things-to-do/wetlands/oaklands-wetland>

Oaklands Park Education Centre:

<https://www.marion.sa.gov.au/space-bookings/room/oaklands-education-centre->

<https://www.flinders.edu.au/study/schools-teachers/oaklands-wetland>

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 6.1:

3.0

6.2 Partnerships to support underrepresented groups and vulnerable populations

Does the institution have at least one community partnership that explicitly aims to support underrepresented groups and/or vulnerable populations in addressing the sustainability challenges they have identified?:

Yes

Description of the institution's community partnerships to support underrepresented groups and/or vulnerable populations in addressing sustainability challenges:

The Northern Territory Medical Program (NTMP)

This is a collaboration between the Northern Territory Government and Flinders University's School of Medicine. The program is based at Charles Darwin University and the Royal Darwin, Alice Springs and Katherine Hospitals, with outreach to general practices and community clinics across the Northern Territory (NT).

The primary goal of the NT Medical Program is to improve the quality of health care in the NT through education and research, with specific emphasis on remote and Indigenous communities.

The Northern Territory (NT) is characterised by major health inequalities. A high proportion of the population is Indigenous, with low socioeconomic status and a high burden of disease. The relatively small NT population - 1% of the total Australian population - is dispersed over one-sixth of Australia's land mass. Given this very low population density and the geographical isolation of many small communities, access to services is often difficult. Medical workforce recruitment and retention has been a persistent problem for the NT. Prior to 2011, NT residents who aspired to study medicine had to leave the NT. This was the only state or territory that did not have the capacity for students to complete an entire medical degree within the jurisdiction.

This addresses the sustainable development goal 3.8.1

The objectives of the program are to:

- provide high quality medical teaching and training to medical students to prepare them for future medical practice in rural and remote areas of Australia, particularly the NT
- provide high quality pre and postgraduate support to allied health students to prepare them for future practice in rural and remote areas of Australia, particularly the NT
- contribute to the evolution of clinical and allied health education through innovative curriculum development and identification of contextual learning opportunities in the NT
- undertake education and research activity that will contribute to improved health outcomes and quality of life for Territorians
- enhance the workforce stability, capacity and diversity of the NT in primary, secondary and tertiary health care settings
- promote rural and remote medical and allied health practice as positive and rewarding career options for all students of the program
- maintain an organisation that reflects best practice and excellence in administration, people management and operational efficiency.

<https://www.flinders.edu.au/study/courses/postgraduate-doctor-medicine/northern-territory-entry>

The Up the Hill Project

The Up the Hill Project encourages the participation of adults with a range of disabilities, including intellectual disability, in the social and educational life of Flinders University.

The Project aims to provide an inclusive and supportive opportunity at Flinders University enabling people with a disability, with support from a Peer Mentor, to access the University environment, develop social skills and social networks, and experience a range of educational opportunities and activities.

<https://www.flinders.edu.au/engage/community/clinics/up-the-hill-project>

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 6.2:

3.0

6.3 Community partnership assessment

Does the institution have published guidelines for creating and maintaining community partnerships that are reciprocal and mutually beneficial?:

Yes

Publication that includes the community partnership guidelines:

Online resource that includes the institution's community partnership guidelines:

<https://www.nhmrc.gov.au/about-us/resources/ethical-conduct-research-aboriginal-and-torres-strait-islander-peoples-and-communities>

Are all of the institution's community partnerships for sustainability subject to an assessment process that includes joint evaluation by the institution and its community partners?:

No

Description of the institution's approach to community partnership assessment and how the results are used to improve reciprocity and mutual benefit:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 6.3:

1.0

Optional documentation

Notes about the information provided for this credit:

Flinders University follows the National Health and Medical Research Council (NHMRC) guidelines for working with Aboriginal and Torres Strait islanders, called the Ethical conduct in research with Aboriginal and Torres Strait Islander Peoples and communities: Guidelines for researchers and stakeholders. <https://www.nhmrc.gov.au/about-us/resources/ethical-conduct-research-aboriginal-and-torres-strait-islander-peoples-and-communities>

It provides a set of principles to ensure research is safe, respectful, responsible, high quality and of benefit to Aboriginal and Torres Strait Islander people and communities, It includes a section on Reciprocity (page 7), describing what this entails for Aboriginal and Torres Strait islander peoples. The Flinders Research Integrity policy refers to this document.

Additional documentation for this credit:

Continuing Education

Score

3.00 / 3.00

Responsible Party

Criteria

7.1 Continuing education offerings in sustainability

An institution earns 3 points when it has at least one continuing education course or education program that is sustainability-focused. Partial points are available. An institution that does not have a sustainability-focused continuing education offering, but does have at least one continuing education offering that incorporates sustainability content or addresses a sustainability challenge earns 1.5 points.

Measurement

Report on the current status of the institution's continuing education offerings, i.e., courses and education programs that are targeted to community members who are not otherwise enrolled as students (e.g., working people seeking further education or professional credentials). This may include offerings that are targeted to both students enrolled for credit and community members.

To qualify as sustainability focused, the primary focus of the course or program must be on either the concept of sustainability or the interdependence of ecological and social/cultural/economic systems. This focus must be evidenced by its published title and/or description, either explicitly (e.g., "Introduction to Sustainability") or implicitly, by addressing a sustainability challenge using a systems approach (e.g., "Climate Change, Agriculture and Food Security").

"---" indicates that no data was submitted for this field

7.1 Continuing education offerings in sustainability

Does the institution have at least one continuing education course or program that is sustainability-focused?:

Yes

Narrative and/or website URL providing an overview of the sustainability-focused continuing education course offerings:

Flinders University offers, manages and delivers a number of ongoing education for local government, community organisations and industry.

Our internationally acclaimed [National Centre for Groundwater Research and Training \(NCGRT\)](#) is headquartered at Flinders University, which delivers education, workshops, webinars, reading and resources for the local community, including a series of training programs for industry professionals in this field. The Groundwater school is highly reputable being in existence since the 80s with training sought after internationally and nationally by government and industry stakeholders. Topics include groundwater dependent ecosystems, groundwater contamination and remediation, water law and policy. More information can be found here:

Established in 2009, the centre boasts a national and international profile with industry leading research and building public awareness for Australian groundwater science - allowing students to make an impact in this exciting and growing industry.

For more information:

- <https://www.flinders.edu.au/study/courses/postgraduate-groundwater-hydrology>
- <https://www.flinders.edu.au/study/science/water>
- <https://groundwater.com.au/education/>

Environmental Health

Flinders University upskills staff in local government councils and community organisations through the Graduate Diploma of Environmental Health Practice that enables and trains environmental health officers. Environmental health is the study of how the environment impacts on our health - the physical, biological, chemical and sociological factors that affect our health, such as water, food, air, buildings and waste. Topics cover areas such as environmental health concepts, human systems in environmental health, sustainable development - health issues, legislation relevant to environmental health and microbiology and communicable diseases. This area is established with a leading reputation - celebrating 30 years of environmental health at Flinders University this year. <https://www.flinders.edu.au/study/courses/postgraduate-environmental-health>

Nano Microplastics Research Consortium (NMRC)

The [NMRC](#) is a multidisciplinary research consortium working with industry and government partners, that aims to establish best analysis practises and collect data on the environmental occurrence of nano and microplastics, and to look at their effect on human health. One of the services for this research consortium is to provide training on facilities and instruments to staff from industry partners, enabling cost effective measurements on state of the art equipment to measure nano and micro plastics.

Does the institution have at least one continuing education offering that is focused on a topic other than sustainability, but incorporates sustainability content or addresses a sustainability challenge?:

Yes

Narrative and/or website URL providing an overview of the institution's continuing education offerings that incorporate sustainability content or address sustainability challenges:

Flinders University offers, manages and delivers a number of ongoing education for local government, community organisations and industry.

Community Archaeology Field School

Co-designed and co-taught by Aboriginal Elders and Flinders University staff, this cross-disciplinary short course will teach participants how to undertake ethical and culturally sensitive research with Aboriginal peoples. This field school provides a unique opportunity for learning and personal growth while sharing daily life with Aboriginal Australians in a remote area of Australia.

The themes for this topic are:

Rock art and cultural landscapes

Heritage, health and wellbeing

The sophistication of Aboriginal social systems

Aboriginal people in the modern world

<https://www.flinders.edu.au/engage/community/short-courses/community-archaeology-field-school>

Flinders Closing the Gap Program

This program has been developed to improve the health outcomes of Aboriginal and Torres Strait Islander people living with, or at risk of developing chronic conditions, by empowering them to manage their health and well-being. Health practitioners can play a vital role in developing the self-management capacity of the people they work with.

For nearly two decades the Flinders Program team has delivered training in chronic condition management and risk factor management, based on the underlying principles of self-management. Aboriginal and Torres Strait Islander people across Australia have contributed to the development and refinement of the program to meet the cultural needs of their communities, many of whom continue to inform the development of resources and are involved in the delivery of training.

<https://www.flinders.edu.au/engage/community/short-courses/flinders-closing-the-gap-program>

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 7.1:

3.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Shared Facilities

Score

2.00 / 2.00

Responsible Party

Criteria

8.1 Publicly shared facilities

An institution earns 2 points available for this indicator when it provides free or low-cost public access to A) space for public events or meetings, B) a facility that helps people meet their basic needs, C) a facility that provides cultural services, and D) a facility that provides recreational services. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's policies and initiatives.

To qualify as publicly accessible, an institution must provide regular, non-discriminatory means for members of the public to use or avail of at least one facility that meets the criteria outlined above. This may include fee-based or occasional access, as long as access is not denied on grounds such as gender identity, racial or ethnic identity, indigeneity, genetic features, language, religion or belief, membership of a national minority, property, birth, disability, age, or sexual orientation. Campus tours do not qualify.

To qualify as free or low cost access, the institution must make at least one facility available at no cost on a regular basis and/or maintain standing discounts, below-market fees, or a sliding scale fee structure designed to ensure that no local resident is denied access due to their economic status. If claiming points for free or low cost access, include specific information about how it is provided in the appropriate fields below.

"---" indicates that no data was submitted for this field

8.1 Publicly shared facilities

Does the institution have on-site space for meetings or events that is publicly accessible?:

Yes

Does the institution provide free or low cost access to the meeting or event space?:

Yes

Description of the institution's publicly accessible space for meetings or events:

The Plaza and Student Hub is the centre of activity at Flinders University, providing ample open space for students, staff and the community to organise or participate in various events throughout the year. Sturt Oval, Upper Oval and Lower Oval is also publicly accessible for sporting events and training for approximately \$30 per hour. For comparison: another university in Adelaide has a \$65/hour fee for the use of their Oval.

The Yungkurinthe Inparril cultural space is a publicly accessible Aboriginal and Torres Strait Islander cultural meeting place that can be used free of charge at any time.

The Pendopo is a traditional Indonesian meeting space and a focus for cultural activities for the local Indonesian community.

Does the institution have at least one on-site facility that helps people meet their basic needs and is publicly accessible?:

Yes

Does the institution provide free or low cost access to the basic needs facilities?:

Yes

Description of the institution's publicly accessible facilities that help people meet their basic needs:

Grow, Eat and Learn Community Market Garden

Grow, Eat and Learn is an initiative by Flinders University students aimed at designing a series of community market gardens inspired by the "food is free" movement. Currently, the Flinders University Sustainability and Environmental Club actively hosts gardening sessions to encourage students and staff to learn how to maintain and utilise the garden.

<https://www.flinders.edu.au/campus/sustainability/food>

Flinders University Community Permaculture Garden

The garden was established in 2001 by friends of the Flinders University Environmental Action Group (FEAG). Since its inception, it has played an important role in fostering student leadership, knowledge, and learning regarding sustainability, permaculture, and environmental awareness on campus and within the broader surrounding community.

The community garden is approximately a 2000 square meter site adjacent to the Sturt precinct and features a fruit tree orchard including rare fruits and nuts, vegetable gardens, water-wise catchment systems such as swales, compost facilities, and a native regeneration project.

The garden is constructed according to Permaculture principles, a design system, and philosophy that encourages sustainability and resilience, covering topics from food source to energy generation. Permaculture promotes diversity, multi-use, high-yielding, edible and indigenous landscapes, whilst nurturing human health and interaction.

We advocate and introduce visitors to the principles and practices of permaculture and other sustainable lifestyle techniques through interactive workshops. For example, organic vegetable gardening, native re-vegetation, mulching, composting, eco-design and planning, material sourcing,

as well as community development activities through open days, working bees, garden tours, and information sessions.

<https://communitygarden.org.au/listing/flinders-university-community-permaculture-garden/>

Flinders Health2GO

Flinders Health2GO is a state-of-the-art clinic that provides a range of health services to Flinders staff and students and to the broader community. Flinders Health2GO is located in the Sturt precinct of the University's Bedford Park campus. It provides various allied health services including:

- Prevention and management of diabetes
- Exercise Physiology
- Hearing
- Midwifery
- Paediatric
- Physiotherapy
- Speech Pathology
- Vision

<https://www.flinders.edu.au/health2go>

Flinders University Childcare Centre

Flinders University Child Care Centre is a not-for-profit, progressive, play based, early learning centre based on the grounds of the Flinders University in Adelaide, South Australia. Their education and care programs cater for children aged six weeks to six years old. Programs are play based, with an emphasis on environmental and relational learning. As they are a not-for-profit organisation all income is used to ensure the continued improvement of education and care programs.

<https://www.flinderschildren.com.au/about/>

Does the institution have at least one on-site facility that provides cultural services and is publicly accessible?:

Yes

Does the institution provide free or low cost access to the cultural service facilities?:

Yes

Description of the institution's publicly accessible facilities that provide cultural services:

The Flinders University Museum of Art (FUMA)

The Flinders University Museum of Art (FUMA) is located at the University's main campus at Bedford Park. FUMA is custodian of some 8000 Australian and international works spanning the 15th to 21st centuries, making it one of the largest public collections of art in South Australia. FUMA serves the University and wider community as an academic resource and dynamic site of cultural and intellectual exchange through its cross-disciplinary and collaborative projects, exhibitions, education and public programs. Four major collection areas include contemporary Aboriginal and Torres Strait Islander art; European prints; Post-object and documentation art; and Australian political prints and posters. Entry to the museum is free.

<https://www.flinders.edu.au/museum-of-art>

The Pendopo

The Pendopo is a traditional Indonesian meeting space. It houses the gamelan, a traditional Indonesian instrument ensemble, and stands as a testament to the strong ties between Flinders and Indonesia. Students learning Indonesian have the opportunity to learn this ancient music form and perform for various University events. The Pendopo also provides a focus for cultural activities for the local Indonesian community.

<https://www.flinders.edu.au/about/investigator-transformed/the-pendopo>

The Flinders University Library

The Flinders University Library is open to staff and students of the University. Students from other universities and members of the public are also welcome to visit the Library

Yungkurinthe Inparril cultural space

Yungkurinthe Inparrila, meaning 'meeting place' in Kurna, is a dedicated outdoor space situated next to the Yungkurinthe Truku (Building) at Bedford Park, which honours and acknowledges Country, cultural knowledge and learning.

Yungkurinthe Inparrila (meeting place) offers a space to host Welcome to Country, smoking ceremonies, events and gatherings, and learning and teaching activities. It provides a place of wellbeing and healing, a place to grieve, and somewhere to bring Indigenous and non-Indigenous communities together.

The official opening of the space was held in June 2022, when the final design component a Kurna 'Wardli' (shelter) was installed. The Wardli, designed by Kurna artist James Tylor and Wiradjuri architectural designer Samantha Rich, is the center piece of the space.

<https://staff.flinders.edu.au/colleges-and-services/oise>.

Also:

<https://blogs.flinders.edu.au/student-health-and-well-being/2021/10/19/yunggorendi-mande-cultural-gathering-space-advance-notice/>

<https://waxdesign.com.au/projects/yungkurinthe-inparrila-cultural-space/>

Does the institution have at least one on-site facility that provides recreational services and is publicly accessible?:

Yes

Does the institution provide free or low cost access to the recreational service facilities?:

Yes

Description of the institution's publicly accessible facilities that provide recreational services:

The Flinders University Sport and Fitness centre provides various facilities such as a weights room, cardio and functional training room, ladies only gym and strength and conditioning room. To maintain health and fitness and keep it accessible and interesting wellness programs are offered, at very low cost, including the very popular reformer pilates, yoga and sporting opportunities.

<https://www.onesportandfitness.com.au/>

Publicly accessible walking trails are available throughout Bedford Park campus. The Sturt Creek Trail (1.1km one-way) is located in the scrub and pine forest between North Ridge precinct and Sturt precinct. The Lake loop trail offers panoramic views of the coast and city.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 8.1:

2.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Inter-Campus Collaboration

Score

3.00 / 3.00

Responsible Party

Criteria

9.1 Inter-campus collaboration for sustainability

An institution earns 3 points when it meets at least five of the following six criteria:

- A. Institution participates in one or more sustainability-focused networks for educational institutions.
- B. Institution has formally shared its sustainability experiences and lessons learned with other institutions during the previous three years.
- C. Institution has a sustainability-focused articulation/transfer agreement that provides students who are studying sustainability at one institution with a formal pathway to another institution.
- D. At least one individual with formal sustainability responsibilities at the institution has served as a mentor or been mentored by a colleague with sustainability responsibilities at another institution during the previous three years.
- E. At least one individual affiliated with the institution has served in a leadership role for an inter-campus sustainability network, conference, or community of practice during the previous three years.
- F. At least one individual affiliated with the institution has served as a peer reviewer for another institution's sustainability report or data during the previous three years.

Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on current programs and initiatives and activities from within the previous three years.

To qualify, a network may be local, regional, national, or international in scope.

"---" indicates that no data was submitted for this field

9.1 Inter-campus collaboration for sustainability

Does the institution participate in one or more sustainability-focused networks for educational institutions?:

Yes

Description of the institution's participation in sustainability-focused networks for educational institutions:

Flinders University is a member of the Australasian Campuses Towards Sustainability (ACTS) which aims to inspire, promote and support change towards sustainability best practice through information sharing, collaboration, and partnerships. It is also part of the Innovative Research Universities Sustainability Group which provides an opportunity for IRU universities to share and provide lessons learned on various sustainability initiatives, programs and projects. <https://www.acts.asn.au/>

Has the institution formally shared its sustainability experiences and lessons learned with other institutions during the previous three years?:

Yes

Narrative outlining how the institution formally shares its sustainability experiences and lessons learned with other institutions:

Flinders University presented on its sustainability opportunities and challenges at the 2022 Tertiary Management Conference for the Tertiary Education Facilities Management Association (TEFMA). This covered topics such as the reduction of scope 1, 2, 3 emissions, transitioning to 100% renewable electricity on all our campuses, electrification, vehicle to grid technology, embodied emissions related to construction, 2025 sustainability plan progress.

Does the institution have a sustainability-focused articulation/transfer agreement that provides students who are studying sustainability at one institution with a formal pathway to another institution?:

Yes

Description of institution's sustainability-focused articulation/transfer agreements:

There is a pathway to enter the Flinders Northern Territory Medical Program (NTMP) via the Charles Darwin University Bachelor of Clinical Sciences. Students who meet progression criteria enter the NTMP following two years of successful study. Flinders University established the NTMP in 2011 to build a 'home grown' local Northern Territory (NT) medical workforce. This program is set up to improve health outcomes of local communities, while supporting students from disadvantaged backgrounds. The NTMP is intended to build health care capacity in the Northern Territory, thus increasing coverage of essential health services. The program was designed to address severe medical workforce shortages and retention in the Northern Territory by facilitating an increase in the number of medical students who stay to practice in the Northern Territory after they graduate. NT residents and Indigenous applicants to the NTMP are prioritised in the selection process. The curriculum of Flinders University is contextualised to local challenges in the NT. An analysis from December 2020 showed that the majority of graduates at that time (n=97, 74%) were working in the NT. A total of 69 graduates had completed their 2 year return-of-service obligation, of whom 37 (53.6%) were still working in the NT (see attached article).

We are currently developing a pathway for Department for Environment and Water (DEW) Aboriginal Rangers. DEW's Aboriginal Rangers are completing a Certificate III in Conservation and Ecosystem Management with TAFE-SA currently and the DEW would support the group to complete a Diploma of Conservation and Ecosystem Management at Flinders University next year. Several of the Aboriginal Rangers have expressed an interest in studying either a Bachelor of Science (Environmental Science)

or the Bachelor of Science (Biodiversity and Conservation) degrees. DEW have asked Flinders and TAFE-SA to explore the development of a pathway between these areas of study. This includes Flinders special considerations on whether some units of the Diploma can be made available online or offered through block delivery, for face-to-face first year subject credits in the Degree programs, as the majority of the Aboriginal Rangers work and live regionally.

Has at least one individual with formal sustainability responsibilities at the institution served as a mentor or been mentored by a colleague with sustainability responsibilities at another institution during the previous three years?:

Yes

Description of the institution's sustainability mentoring activities:

Corey Peterson, the Chief Sustainability Officer at the University of Tasmania (UTAS) and President of Australasian Campuses Towards Sustainability (ACTS), mentored our Head of Sustainability on organisational change management, embedding sustainability via formal and adaptive networks, and providing strategic guidance as part of the development of the 2030 sustainability strategy.

Has at least one individual affiliated with the institution has served in a leadership role for an inter-campus sustainability network, conference, or community of practice during the previous three years?:

Yes

Description of the institution's leadership roles in inter-campus collaboration:

Flinders University's Head of Sustainability is part of the Australasian Campuses Towards Sustainability (ACTS) Board of Directors. This role guides the strategic direction of ACTS, support its initiatives, and broaden the standing of ACTS regionally and internationally.

Has at least one individual affiliated with the institution served as a peer reviewer for another institution's sustainability report or data during the previous three years?:

No

Description of the institution's peer review activities:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 9.1:

3.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Operations

Buildings & Grounds

Points Earned 9.40

Points Available 19.00

This impact area seeks to recognize institutions that are taking steps to improve the sustainability of their buildings and grounds. An institution can design and manage its buildings and grounds in ways that conserve resources, minimize greenhouse gas emissions, support biodiversity and responsible water stewardship, and provide a safe and healthy environment for campus users.

Credit	Points
Building Design and Construction	2.93 / 3.00
Building Operations and Maintenance	1.16 / 5.00
Water Use	3.74 / 6.00
Ecologically Managed Grounds	1.57 / 5.00

Building Design and Construction

Score

2.93 / 3.00

Responsible Party

Criteria

1.1 Percentage of new floor area designed and constructed to green building standards

An institution earns 3 points when all new campus buildings and major renovation projects completed within the previous five years have been third party certified to a comprehensive green building standard that addresses, at a minimum, energy, indoor environmental quality (IEQ), materials/waste, transportation, water, and the ecological aspects of the site. Incremental points are available based on the certification status of new building space and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's buildings. Include all new buildings and major renovation projects completed within the previous five years, parking structures included. Building space that is yet to be occupied or commissioned, temporary and mobile structures, de minimis projects (e.g., less than 500 square meters in size), and projects that are otherwise ineligible for certification may be excluded.

Third party certification may include formal certification under an external green building rating system or leadership recognition program, commissioning to verify adherence to a green building standard, inspection for compliance with a green building code, or the equivalent, as long as the process is conducted by entities and/or personnel who are not affiliated with the institution and are independent of the building design and construction process.

Any standard definition of building space may be used (e.g., ASHRAE, ANSI/BOMA, IECC) as long as it is used consistently. Building space that meets more than one criterion (e.g., projects certified under a comprehensive green building rating system AND certified to be in compliance with a less comprehensive green building code) may not be double-counted. Building space reported here may be excluded from the Building Operations and Maintenance credit.

For further guidance and an updated list of qualifying green building standards, see the [STARS Help Center](#).

"---" indicates that no data was submitted for this field

1.1 Percentage of new floor area designed and constructed to green building standards

Total floor area of newly constructed or renovated building space:

415,390.066902447

Floor area of new building space third party certified to a comprehensive green building standard:

406,208.451316746

Floor area of new building space third party certified to a less comprehensive green building standard:

0.0

Floor area of new building space built to green building standards, but not third party certified:

0.0

List and description of building and renovation projects completed within the previous five years:

Health and Medical Research Building

The Health and Medical Research Building located at Bedford Park campus provides world class research spaces including wet and dry laboratories, work areas and public spaces. This building will house scientists and staff from the College of Medicine and Public Health and the College of Nursing and Health Sciences. The HMRB is 100% powered by electricity from renewable sources and is Gold WELL and LEED certified.

Festival Tower

The Flinders University City Campus is located in Adelaide CBD and is adjacent to the Adelaide Railway Station. This vertical campus spans over 8 levels and features various services and facilities catered to staff and students. The building is Greenstar 6 Certified and has achieved 5.5 stars for NABERS energy and 4 stars for NABERS water.

If reporting on the institution's custom green building standards, at least one of the following two fields is also required:

Online location of the institution's green building standards:

Copy of the institution's green building standards:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 1.1:

2.933689202145578

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Building Operations and Maintenance

Score

1.16 / 5.00

Responsible Party

Criteria

2.1 Percentage of existing buildings managed for sustainability performance

An institution earns 5 points when 100 percent of its existing buildings are A) managed under a green cleaning program, B) individually assessed for energy performance, C) individually assessed for indoor environmental quality (IEQ) performance, D) managed or individually assessed for water performance, and E) third party certified to a green building standard, as detailed in the Technical Manual. Incremental points are available and earned as outlined in the manual.

Measurement

Report on the current status of the institution's buildings. Building space that is unoccupied (e.g., parking structures), temporary and mobile structures, very small buildings (e.g., less than 500 square meters in size), and new construction and major renovation projects reported in the Building Design and Construction credit may be excluded.

For further guidance and an updated list of qualifying green building standards, see the [STARS Help Center](#).

"---" indicates that no data was submitted for this field

2.1 Percentage of existing buildings managed for sustainability performance

Gross floor area of existing building space:

2,431,416.668454462

Floor area of existing buildings managed under a green cleaning program:

1,989,159.881151183

Online location of the institution's green cleaning policy:

Copy of the institution's green cleaning policy:

Description of the institution's certified green cleaning service:

Our cleaning service provider Australian Green Clean is ISO 14001 Environmental Management certified.

Floor area of existing buildings individually assessed for energy performance:

70,051.528993836

Narrative outlining how building-level energy performance is assessed and how the results are used to improve performance:

The building-level energy performance was assessed by conducting a full dilapidation audit of the mechanical plant which includes the spaces each serves and the control equipment each space has installed. The results allowed us to identify hardware gaps and utilise the building tuning approach to make updates to the software control algorithms which includes streamlining the control logic and modify the Daikin pendant settings. This approach will be expanded to other buildings.

Floor area of existing buildings individually assessed for indoor environmental quality (IEQ) performance:

348,664.586227464

Narrative outlining how building-level IEQ is assessed and how the results are used to improve performance:

As a response to improve indoor air quality post Covid, CO2 emissions in the Law and Commerce, Sturt North, Sturt East, Sturt South and Central Library buildings have been actively monitored. This was performed through our building management system using fixed in place CO2 sensors/monitors tied to our HVAC system and redeployable remote monitoring stations to target high impact and larger common spaces.

Floor area of existing buildings managed or individually assessed for water performance:

0.0

Online location of the institution's minimum standards for water efficient fixtures, fittings, and equipment:

Copy of the institution's minimum standards for water efficient fixtures, fittings, and equipment:

Narrative outlining how building-level water performance is assessed and how the results are used to improve performance:

Floor area of existing buildings third party certified to a green building standard:
406,208.451316746

List of the institution's existing buildings and their green building certifications:

Health Medical Research Building = Gold WELL, Gold LEED
Festival Tower = Greenstar 6, NABERS energy 5.5 stars, NABERS water 4 stars.

Inventory of the institution's existing buildings and their green building certifications:

The Reporting Tool will automatically calculate the following six figures:

Percentage of existing buildings managed under a green cleaning program:
81.81073638915205

Percentage of existing buildings assessed for energy performance:
2.8810993155839673

Percentage of existing buildings assessed for IEQ performance:
14.339976802457876

Percentage of existing buildings managed or assessed for water performance:
0.0

Percentage of existing buildings third party certified to a green building standard:
16.706657340428357

Points earned for indicator OP 2.1:
1.1573846984762226

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Water Use

Score

3.74 / 6.00

Responsible Party

Criteria

3.1 Potable water use per person

An institution earns 2 points when its annual potable water use per full-time equivalent of students and employees is less than or equal to a benchmark for its peer group. Incremental points are available based on the institution's performance between a maximum threshold and the benchmark, and earned as outlined in the Technical Manual.

Measurement

Report the most recent annual (fiscal or calendar year) data available from within the previous three years. Use the most recent single year for which data is available or an average from throughout the period.

Report population figures from the same time period as that from which water use data are drawn, e.g., an average from throughout the performance period or a snapshot at a single representative point.

Include all potable water supplied to or by the institution for its use during the performance period. If data on specific water volumes are not available, an institution may work with its facilities department and/or water utility to estimate figures, e.g., based on billing totals. Water that is recycled on-site, e.g., in closed loop systems, may be counted toward water use once (e.g., at initial withdrawal or procurement from a supplier) and excluded at subsequent uses.

3.2 Potable water use per square meter

An institution earns 2 points when its annual potable water use per gross square meter of floor area is less than or equal to a benchmark for its peer group. Incremental points are available based on the institution's performance between a maximum threshold and the benchmark and earned as outlined in the Technical Manual.

Measurement

Report gross floor area of building space from the same time period as that from which water use data are drawn, e.g., an average from throughout the performance period or a snapshot at a single representative point.

3.3 Systems for water recovery and return

An institution earns 1 point when it has systems on-site to A) harvest rainwater, B) recover water for reuse, and C) collect and return water to surface water or groundwater through on-site green infrastructure (GI). Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on current practices and existing infrastructure.

3.4 Ratio of water recovered/returned to total water withdrawal

An institution earns the maximum points available for this indicator when the estimated annual volume of water recovered and/or returned on-site is equal to 100 percent or more of its total water withdrawal. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report on current practices and the most recent annual (fiscal or calendar year) data available from within the previous three years.

On-site water recovery and return may be estimated based on measured performance (e.g., metered use or changes in water storage), the design specifications of the systems used, and/or modeling tools such as those listed by the [US Environmental Protection Agency \(EPA\)](#).

"---" indicates that no data was submitted for this field

3.1 Potable water use per person

Level of water quantity risk for the institution's main campus:

Medium-high

Performance year for water use:

2023

Peer group:

Doctoral universities and research institutions

Potable water from off-site sources:

53,802,336.798528

Reclaimed water from off-site sources:

0.0

Other off-site water sources:

0.0

Potable water from on-site sources:

0.0

Other on-site water sources:

0.0

Full-time equivalent student enrollment:

14,850.0

Full-time equivalent of employees:

2,189.0

The Reporting Tool will automatically calculate the following four figures:

Annual potable water use:

53,802,336.798528

Full-time equivalent students and employees:

17,039.0

Annual potable water use per person:

3,157.5988149539294

Points earned for indicator OP 3.1:

1.7322437149658443

3.2 Potable water use per square meter

Gross floor area of building space:

2,431,416.668454462

The Reporting Tool will automatically calculate the following two figures:

Annual potable water use per unit of floor area:

22.12799090514684

Points earned for indicator OP 3.2:

1.3455149271725406

3.3 Systems for water recovery and return

Does the institution harvest rainwater on-site for storage and use?:

Yes

Narrative and/or website URL providing an overview of the institution's on-site rainwater harvesting systems:

There are various locations at our Bedford Park campus which rainwater is utilised for either toilet flushing or irrigation purposes.

-The Health Science Lecture Complex toilet flushing supplies comes from two large rainwater tanks located in the lower plantroom which is filled by the building's roof catchment.

- The toilet block attached to the Bio-Discovery Centre has a rainwater tank tucked into a service corridor and utilises this water for toilet flushing purposes.

- The Nature Education and Research Facility (NERF) and the Information, Science and Technology (IST) also utilise roof rainwater catchment for irrigation and toilet flushing purposes.

Does the institution recover water on-site for reuse?:

No

Narrative and/or website URL providing an overview of the institution's on-site water recovery and reuse systems:

Does the institution collect and return water to surface water or groundwater through on-site green infrastructure?:

Yes

Narrative and/or website URL providing an overview of the institution's on-site green infrastructure:

In collaboration with the City of Marion Council to reclaim our stormwater, the infrastructure in the Oaklands Park wetlands captures the natural runoff from the Sturt Creek (which passes through Flinders University lands). This water is then filtered through the wetland and is then either used for irrigation of local sports fields (including Flinders University sports fields), or returned to the groundwater aquifer through Managed Aquifer Recharge and subsequently used in dry periods for irrigation of sports fields. The Oaklands Park Wetlands recycled water makes up 20% of our water use. Developments are underway to use this recycled water in the new Health and Medical Research Building at Bedford Park: the infrastructure is all in place and is currently awaiting approval of water quality.

- City of Marion press release: <https://www.marion.sa.gov.au/about-council/news/marion-waters-5-6m-pipeline-extension-delivering-a-greener-city>

- <https://www.marion.sa.gov.au/about-council/news/water-recovery-the-focus-of-5-7m-recycled-water-pipeline-extension>

- <https://www.marion.sa.gov.au/things-to-do/wetlands/oaklands-wetland>

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 3.3:

0.6666666666666666

3.4 Ratio of water recovered/returned to total water withdrawal

Does the institution have methodologies in place to estimate or model the annual volume of water recovered and/or returned on-site?:

Yes

Narrative outlining the methodologies used to estimate or model the annual volume of water recovered and/or returned on-site:

Recycled water is metered remotely via a Supervisory Control and Data Acquisition (SCADA) system. Ovals and HMRB have been connected but awaiting treatment levels appropriate for usage.

Estimated volume of rainwater harvested on-site for storage and use:

0.0

Estimated volume of water recovered on-site for reuse:

0.0

Estimated volume of water collected and returned through on-site green infrastructure:

0.0

The Reporting Tool will automatically calculate the following four figures:

Annual volume of water recovered and/or returned:

0.0

Total water withdrawal:

53,802,336.798528

Ratio of water recovered/returned to total water withdrawal:

0.0

Points earned for indicator OP 3.4:

0.0

Optional documentation**Notes about the information provided for this credit:**

The student EFTSL for this question is not the same as in PRE as it does not include students that are studying fully online or offshore.

Additional documentation for this credit:

Ecologically Managed Grounds

Score

1.57 / 5.00

Responsible Party

Criteria

4.1 Organic landscaping/grounds services

An institution earns 2 points when its landscaping/grounds services have eliminated their use of synthetic fertilizers, pesticides, fungicides, and herbicides (only materials approved for organic use are used). Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's programs and initiatives and inventories completed or updated within the previous year.

Areas that are not routinely maintained or are predominantly maintained by entities other than the institution's in-house and/or contracted landscaping/grounds services are excluded (e.g., natural/semi-natural areas and agricultural land).

Consistent with the NOFA Standards for Organic Land Care, an organic management program may allow rescue treatments using non-organic pesticides to control insect and disease problems that can cause significant harm, provided there are no effective organic alternatives. The procedure for making such a decision must be documented in the institution's organic IPM plan/protocol or equivalent.

4.2 Ratio of ecologically managed green space to total managed green space

An institution earns 3 points when the weighted area protected or restored or otherwise managed ecologically is equal to or greater than the total area of managed campus green space. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's grounds. Include the total area of green space actively managed within the institution's STARS reporting boundary, e.g., by the institution's in-house and/or contracted landscaping/grounds service. Vegetated roof surfaces may be included, at the institution's discretion, as long as they are included consistently.

An area may be reported for each attribute that applies to it. For example, a park that is managed organically and overlaid with tree canopy earns points for both attributes.

To qualify as a protected area, the geographical space must be recognized, dedicated, and managed, through legal or other effective means (which may include policies, protocols, and/or plans), to achieve the long term conservation of nature with associated ecosystem services and cultural values.

To qualify as a restored area, the geographical space must have been subject to intentional activities to initiate or accelerate the recovery of the ecosystem from a degraded state, for example, by allowing the natural regeneration of an overexploited ecosystem or by planting native or adapted vegetation.

To complete this indicator, an institution may use [i-Tree Tools](#) or an equivalent resource to define and measure the area of green space actively managed by the institution and, within that area, measure the areas that have each of the attributes listed in Table II in the Technical Manual. For further guidance, see the [STARS Help Center](#).

"---" indicates that no data was submitted for this field

4.1 Organic landscaping/grounds services

Do the institution's landscaping/grounds services employ a written Integrated Pest Management (IPM) protocol that follows a four-tiered approach?:

No

Online location of the institution's IPM protocol:

Copy of the institution's IPM protocol:

Do the institution's landscaping/grounds services publish, on at least an annual basis, an inventory of the synthetic fertilizers, pesticides, fungicides, and herbicides used on campus grounds?:

No

Online location of the institution's chemical inventory:

Copy of the institution's most recent chemical inventory:

Do the institution's landscaping/grounds services manage one or more sites or pilot projects without the use of synthetic fertilizers, pesticides, fungicides, or herbicides?:

Yes

Narrative and/or website URL providing an overview of the institution's organic landscaping/grounds policies and practices:

Edible garden located in Social Sciences North courtyard where no synthetic fertilisers, pesticides, fungicides or herbicides are used. Staff are briefed on the requirements and all herbicide weed control utilises "Slasher" (Nananoic Acid) using a dedicated spray pack.

Have the institution's landscaping/grounds services eliminated their use of synthetic fertilizers, pesticides, fungicides, and herbicides?:

No

Online resource affirming the organic status of the institution's landscaping/grounds services:

Document affirming the organic status of the institution's landscaping/grounds services:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 4.1:

0.5

4.2 Ratio of ecologically managed green space to total managed green space

Total area of managed green space:

372.31310349999995

Area protected or restored:

17.29735

Area of tree canopy:

172.083922

Area managed organically:

0.6177625

The Reporting Tool will automatically calculate the following four figures:

Ratio of areas protected or restored to total managed green space:

0.04645914913386873

Ratio of tree canopy to total managed green space:

0.4622021636689454

Ratio of areas managed organically to total managed green space:

0.0016592553262095972

Points earned for indicator OP 4.2:

1.0654410300657067

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Energy & Climate

Points Earned 23.62

Points Available 26.00

This impact area seeks to recognize institutions that are improving their energy efficiency, switching to clean and renewable energy sources, and measuring and reducing their greenhouse gas emissions. Global climate change is having myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, and spread of diseases. These impacts are particularly pronounced for marginalized communities and low-income countries. Colleges and universities can help address climate change by moving to eliminate their own greenhouse gas emissions and supporting the development and use of clean and renewable energy more broadly.

Credit	Points
Energy Use	9.36 / 10.00
Greenhouse Gas Emissions	14.26 / 16.00

Energy Use

Score
9.36 / 10.00

Responsible Party

Criteria

5.1 Energy consumption per square meter

An institution earns 3 points when its annual energy consumption per gross square meter of floor area is less than or equal to a benchmark for its peer group. Incremental points are available based on the institution's performance between a maximum threshold and the benchmark and earned as outlined in the Technical Manual.

Measurement

Report the most recent annual data available from within the previous three years. Use the most recent single year for which data are available or the annual average from throughout the period. An institution may choose the start and end dates that work best with the data available (e.g., fiscal or calendar year), as long as data are reported from a consecutive 12 month (or three year) period.

Report floor area for the same time period as that from which energy data are drawn, e.g., an average from throughout the performance period or a snapshot at a single representative point.

5.2 Energy consumption per person

An institution earns 3 points when its annual energy consumption per full-time equivalent of students and employees is less than or equal to a benchmark for its peer group. Incremental points are available based on the institution's performance between a maximum threshold and the benchmark and earned as outlined in the Technical Manual.

Measurement

Report population figures from the same time period as that from which energy data are drawn, e.g., an average from throughout the performance period or a snapshot at a single representative point.

5.3 Percentage of energy from renewable sources

An institution earns 3 points when 100 percent of its annual energy consumption is from renewable sources. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report on the same performance period used in indicator 5.1.

The percentage of a utility's standard or default product that is traceable to renewable sources may be included as electricity from uncertified off-site renewable sources to the extent that the renewable attributes of the energy are retained or retired on behalf of the institution (or a group including the institution) and that no other entities can lay claim to the renewable attributes of the same megawatt-hour of generation. An institution whose electricity supplier does not offer a bundled product or retain or retire the renewable attributes of its standard or default product on behalf of its customers may report the percentage of the utility's residual supply that is renewable and has not been claimed in compliance or voluntary markets.

For information about AASHE-approved equivalents, see the [STARS Help Center](#).

5.4 Percentage of electricity from on-site or certified renewable sources

An institution earns 1 point when it supports the development of clean and renewable energy sources to the extent that the energy represented by the options listed below amounts to 100 percent of total electricity consumption. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

The figures required for this indicator are automatically drawn from indicators 5.1 and 5.3.

"---" indicates that no data was submitted for this field

5.1 Energy consumption per square meter

Convert site energy figures to megawatt-hours (MWh) using the [STARS energy calculator](#) or an equivalent resource.

Performance year for energy use:

2023

Peer group:

Doctoral universities and research institutions

Gross floor area of building space:

2,431,416.668454462

Electricity

Electricity generated by on-site renewable systems:

2,283.0

Description of the on-site renewable systems:

At Bedford Park, we have installed solar panels on top of carparks which acts as shelter and on rooftops. We have solar panels equivalent to a 2.2 MW system that generates 20% of electricity needs at the campus.

On-site renewable electricity exported:

0.0

Electricity from off-site sources:

14,616.0

Stationary fuels

Include all liquid, solid, and gaseous fuel products sourced during the performance year for the purpose of producing electricity and/or thermal energy, irrespective of whether they were used or not. Transportation fuels are excluded.

Natural gas:

4,493.0

Propane/LPG:

0.0

Heating oil:

0.0

Coal/coke:

0.0

Bioenergy products:

0.0

Other stationary fuels:

45.48

Heating and cooling from off-site sources

Include all district heating and cooling products sourced during the performance year from a utility or municipal facility.

Steam from off-site sources:

0.0

Hot water from off-site sources:

0.0

Chilled water from off-site sources:

0.0

The Reporting Tool will automatically calculate the following six figures:

Total electricity consumption:

16,899.0

Total stationary fuel consumption:

4,538.48

Total heating and cooling from off-site sources:

0.0

Total annual energy consumption:

21,437.48

Annual energy consumption per unit of floor area:

8.816864278618418

Points earned for indicator OP 5.1:

3.0

5.2 Energy consumption per person

Full-time equivalent student enrollment:

14,850.0

Full-time equivalent of employees:

2,189.0

The Reporting Tool will automatically calculate the following three figures:

Full-time equivalent students and employees:

17,039.0

Annual energy consumption per person:

1,258.141909736487

Points earned for indicator OP 5.2:

3.0

5.3 Percentage of energy from renewable sources

Each MWh may only be counted once, i.e., in no more than one of the documentation fields provided. Note that electricity generated by on-site renewable systems is reported above for indicator 5.1. Energy attribute certificates (EACs) include RECs, GOs, and I-RECs.

Contractual instruments for renewable electricity

Energy attribute certificates (EACs) sold or not owned by the institution:

0.0

Electricity from certified off-site renewable sources:

14,616.0

Description of the certified off-site renewable sources of electricity:

The Willogoleche Wind Farm is located 5km from the town of Hallett in South Australia. The 32 turbines have a combined generation capacity of 119 MW. The energy is sold by Engie. RECs from this site are transferred into a University administered Clean Energy Regulator's account as part of PPA on a quarterly basis, for retirement (by the University) on an annual basis.

Electricity from uncertified off-site renewable sources:

0.0

Description of the uncertified off-site renewable sources of electricity:

Certified unbundled EACs:

0.0

Description of the certified unbundled EACs:

Small and Large site LGC are covered by 100% renewable PPA. Onsite solar is directly managed by Flinders University and not included in this number.

Renewable stationary fuels

Convert all units to MWh using the [STARS energy calculator](#) or an equivalent resource. Include products sourced during the performance year for the purpose of producing electricity and/or thermal energy, irrespective of whether they were used or not.

Certified bioenergy products:

0.0

Description of the certified bioenergy products:

Uncertified biomethane from organic waste or landfill gas:

0.0

Description of the uncertified biomethane products:

Heating and cooling from off-site renewable sources

For example, district steam or hot water supplied by a municipal geothermal system. Convert all units to MWh using the [STARS energy calculator](#) or an equivalent resource.

Heating and cooling from certified off-site renewable sources:

0.0

Description of the certified off-site renewable sources of heating and cooling:

Heating and cooling from uncertified off-site renewable sources:

0.0

Description of the uncertified off-site renewable sources of heating and cooling:

Demand reduction

Description of any cogeneration, solar thermal, geothermal, or similar technologies used by the institution that reduce the demand for non-renewable energy:

The Reporting Tool will automatically calculate the following seven figures:

Electricity from on-site renewable systems, rights retained/retired:

2,283.0

Electricity from renewable sources:

16,899.0

Renewable stationary fuels:

0.0

Heating and cooling from off-site renewable sources:

0.0

Annual renewable energy consumption:

16,899.0

Percentage of energy from renewable sources:

78.82922806225359

Points earned for indicator OP 5.3:

2.3648768418676074

5.4 Percentage of electricity from on-site or certified renewable sources

The Reporting Tool will automatically calculate the following three figures:

On-site and/or third party certified renewable power:

16,899.0

Percentage of electricity from on-site and/or third party certified renewable sources:

100.0

Points earned for indicator OP 5.4:

1.0

Optional documentation

Notes about the information provided for this credit:

Of the total 17,421 student load, only the 14,850 Equivalent Full-time Student Load (EFTSL) Internal Onshore was utilised for Operational data calculations, as it includes all domestic and international students in on-campus and mixed delivery. The remaining 2,571 EFTSL distance students are not applicable in the data calculations, as they are composed of 1,838 external students (onshore students who follow a fully online study plan) and 733 international offshore students (international students not in Australia), as they would not be on campus at any time to use the facilities.

Additional documentation for this credit:

Greenhouse Gas Emissions

Score
14.26 / 16.00

Responsible Party

Criteria

6.1 Greenhouse gas emissions inventory and disclosure

An institution earns 4 points when it has completed one or more inventories within the previous three years to quantify its emissions from at least nine of the 10 sources listed below. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recent annual GHG emissions data available from within the previous three years. An institution may choose the annual start and end dates that work best with the data available (e.g., fiscal or calendar year), as long as data are reported from a consecutive 12-month period.

To conduct a GHG emissions inventory, an institution may use any methodology or calculator that is consistent with the standards and guidance provided by the World Resources Institute and the World Business Council for Sustainable Development (WRI/WBCSD). Examples include the GHG Protocol Corporate Standard, The Climate Registry's General Reporting Protocol (GRP), and the Sustainability Indicator Management and Analysis Platform (SIMAP).

For scope 2 GHG emissions, an institution may use a market-based method, a location-based method, or both (dual reporting).

For scope 3 GHG emissions, indicate to what extent all of the institution's relevant scope 3 activities in the category have been accounted for within the previous three years. To qualify as "full accounting", an institution must have accounted for all relevant scope 3 activities in the category. To qualify as "partial accounting", an institution must have accounted for at least one relevant scope 3 activity in the category. For example, an institution that has quantified its scope 3 GHG emissions for purchased food and paper, but has excluded other relevant purchased goods and services would report "partial accounting".

6.2 Greenhouse gas emissions per square meter

An institution earns 4 points when it has achieved zero scope 1 and 2 GHG emissions. Incremental points are available based on the institution's performance, normalized by gross floor area of building space, between a maximum threshold and the zero emissions target and earned as outlined in the Technical Manual.

Measurement

Report floor area from the same time period as that from which GHG emissions data are drawn, e.g., an average from throughout the performance period or a snapshot at a single representative point.

6.3 Greenhouse gas emissions per person

An institution earns 4 points when it has achieved zero scope 1 and 2 GHG emissions. Incremental points are available based on the institution's performance, normalized by full-time equivalent students and employees, between a maximum threshold and the zero emissions target and earned as outlined in the Technical Manual.

Measurement

Report population figures from the same time period as that from which GHG emissions data are drawn, e.g., an average from throughout the performance period or a snapshot at a single representative point.

6.4 Adjusted net greenhouse gas emissions

An institution earns 4 points when it has achieved zero adjusted net scope 1 and 2 GHG emissions. Incremental points are available based on the institution's performance between a baseline and the net zero emissions target and earned as outlined in the Technical Manual.

Measurement

For carbon sinks, report on the same performance period used in indicator 6.1.

For baseline emissions, an institution may choose annual start and end dates that work best with the historic data available (e.g., fiscal or calendar year), as long as data are reported from a consecutive 12-month period. This may be, for example, a baseline year that the institution has adopted as part of its sustainability plans or policies or in the context of other reporting obligations.

"---" indicates that no data was submitted for this field

6.1 Greenhouse gas emissions inventory and disclosure

Scope 1 and 2 GHG emissions inventory

Has the institution completed an inventory within the previous three years to quantify its scope 1 and scope 2 GHG emissions?:

Yes

Copy of the institution's GHG emissions inventory:

[OP6.1__Flinders_University_Carbon_Inventory_report_2023.xlsx](#)

Online location of the institution's GHG emissions inventory:

<https://www.flinders.edu.au/campus/sustainability/energy-greenhouse-emissions>

Performance year for scope 1 and 2 GHG emissions:

2023

Description of the methodology or calculator used to conduct the scope 1 and 2 GHG emissions inventory:

The Greenhouse Gas Protocol Standards & Guidance and Tools & Resources was utilised to conduct the scope 1 and 2 GHG emissions inventory (<https://ghgprotocol.org/>). The inventory is Excel sheet based.

Scope 1 GHG emissions

If claiming points for a scope 1 and scope 2 GHG inventory, the following information is required:

Scope 1 GHG emissions from stationary combustion:

11.0

Scope 1 GHG emissions from mobile combustion:

210.0

Scope 1 GHG process emissions:

0.0

Scope 1 GHG fugitive emissions:

580.0

Scope 2 GHG emissions

If claiming points for a scope 1 and scope 2 GHG inventory, the following information is required:

Which of the following methods were used to quantify the institution's scope 2 GHG emissions?:

Both (dual reporting)

Scope 2 GHG emissions from off-site sources of electricity (market-based):

0.0

If using a location-based or dual reporting method, the following field is also required:

Scope 2 GHG emissions from off-site sources of electricity (location-based):

8.0

Scope 2 GHG emissions from off-site sources of heating and cooling:

0.0

The Reporting Tool will automatically calculate the following figure:

Annual scope 1 and 2 GHG emissions:

801.0

Biogenic emissions

If claiming points for a scope 1 and scope 2 GHG inventory, the following information is required:

Does the institution's GHG emissions accounting method separate out biogenic emissions for disclosure purposes?:

No

GHG emissions from biogenic sources:

Scope 3 GHG emissions

Within the previous three years, to what extent has the institution quantified its scope 3 GHG emissions from business travel?:

Full accounting

Scope 3 GHG emissions from business travel:

6,399.0

Within the previous three years, to what extent has the institution quantified its scope 3 GHG emissions from commuting?:

Partial accounting

Scope 3 GHG emissions from commuting:

3,679.0

Within the previous three years, to what extent has the institution quantified its scope 3 GHG emissions from purchased goods and services?:

Full accounting

Scope 3 GHG emissions from purchased goods and services:

15,440.0

Within the previous three years, to what extent has the institution quantified its scope 3 GHG emissions from capital goods?:

Full accounting

Scope 3 GHG emissions from capital goods:

2,853.0

Within the previous three years, to what extent has the institution quantified its scope 3 GHG emissions from fuel- and energy-related activities not included in scope 1 or scope 2?:

Full accounting

Scope 3 GHG emissions from fuel- and energy-related activities not included in scope 1 or scope 2:

1,462.0

Within the previous three years, to what extent has the institution quantified its scope 3 GHG emissions from upstream transportation and distribution?:

Not at all

Scope 3 GHG emissions from upstream transportation and distribution:

Within the previous three years, to what extent has the institution quantified its scope 3 GHG emissions from waste generated in operations?:

Full accounting

Scope 3 GHG emissions from waste generated in operations:

1,721.0

Within the previous three years, to what extent has the institution quantified its scope 3 GHG emissions in all other applicable categories identified in the GHG Protocol Scope 3 Standard?:

Full accounting

Scope 3 GHG emissions from other applicable categories identified in the GHG Protocol Scope 3 Standard:

1,249.0

If any scope 3 activities have been quantified, the following field is also required:

Description of the methodologies used to identify and account for the institution's relevant scope 3 activities:

The Greenhouse Gas Protocol Standards & Guidance and Tools & Resources was utilised to conduct the scope 3 GHG emissions inventory (<https://ghgprotocol.org/>). The inventory is Excel sheet based. There are no notable exclusions.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 6.1:

3.4

6.2 Greenhouse gas emissions per square meter

Peer group:

Doctoral universities and research institutions

Gross floor area of building space:

2,431,416.668454462

The Reporting Tool will automatically calculate the following two figures:

Annual scope 1 and 2 GHG emissions per unit of floor area:

0.3294374286144338

Points earned for indicator OP 6.2:

3.9287228844967688

6.3 Greenhouse gas emissions per person

Full-time equivalent student enrollment:

14,850.0

Full-time equivalent of employees:

2,189.0

The Reporting Tool will automatically calculate the following three figures:

Full-time equivalent students and employees:

17,039.0

Annual scope 1 and 2 GHG emissions per person:

47.0

Points earned for indicator OP 6.3:

3.976978549929157

6.4 Adjusted net greenhouse gas emissions

Carbon sinks

Report figures for the performance year. If claiming points for a scope 1 and scope 2 GHG inventory, the following information is required. Non-additional sequestration does not qualify as a carbon sink for scoring purposes, but may be reported in the optional field provided.

Third party certified carbon offsets:

0.0

Description of the institution's third party certified carbon offsets:

Carbon storage from on-site composting:

0.0

Description of the institution's carbon storage from on-site composting:

Carbon sold or transferred:

0.0

Carbon storage from non-additional sequestration on institution-owned land:

0.0

Baseline emissions

Does the institution have baseline scope 1 and 2 GHG emissions data?:

Yes

Copy of the institution's baseline GHG emissions inventory:

[OP6.4_Flinders_University_Carbon_Inventory_report_2022.xlsx](#)

Online location of the institution's baseline GHG emissions inventory:

<https://www.flinders.edu.au/campus/sustainability/energy-greenhouse-emissions>

Baseline year for scope 1 and 2 GHG emissions:

2022

Narrative outlining when and why the GHG emissions baseline was adopted:

The 2022 GHG emissions baseline was adopted as it accurately reflected the business as usual activities post-COVID-19

Baseline scope 1 and 2 GHG emissions:

2,804.0

The Reporting Tool will automatically calculate the following four figures:

Net carbon sinks:

0.0

Adjusted net scope 1 and 2 GHG emissions:

801.0

Percentage reduction in scope 1 and 2 GHG emissions from baseline:

71.43366619115548

Points earned for indicator OP 6.4:

2.8573466476462195

Optional documentation

Notes about the information provided for this credit:

OP 6.1.

Of the total 17,421 student load, only the 14,850 Equivalent Full-time Student Load (EFTSL) Internal Onshore was utilised for Operational data calculations, as it includes all domestic and international students in on-campus and mixed delivery. The remaining 2,571 EFTSL distance students are not applicable in the data calculations, as they are composed of 1,838 external students (onshore students who follow a fully online study plan) and 733 international offshore students (international students not in Australia), as they would not be on campus at any time to use the facilities.

With regards to Scope 2 GHG emissions 100 % of the energy purchased under our Power Purchase Agreement in South Australia is attributed to certified off-site renewable sources. The remaining 8t of Scope 2 GHG emissions from off-site sources of electricity is for our Northern Territory presence.

Additional documentation for this credit:

Food & Dining

Points Earned 4.18

Points Available 10.00

This impact area seeks to recognize institutions that are supporting a sustainable food system. Modern industrial food production often has deleterious environmental and social impacts. Pesticides and fertilizers used in agriculture can contaminate ground and surface water and soil, which can in turn have potentially dangerous impacts on wildlife and human health. The production of animal-derived foods often subjects animals to inhumane treatment and has a higher per-calorie environmental intensity than plant-based foods. Farm workers are often directly exposed to dangerous pesticides, subjected to harsh working conditions, and paid substandard wages. To compound matters, it is estimated that more than a fourth of the food that is produced is wasted and food waste itself is a significant contributor to global climate change.

Institutions can use their purchasing power to require transparency from their distributors and find out where the food comes from and how it was produced. Prioritizing sustainably and ethically produced food encourages environmentally friendly and humane farming methods and helps eliminate unsafe working conditions and alleviate poverty for farmers and farm workers. Prioritizing plant-based foods reduces greenhouse gas emissions and other negative social and ecological impacts associated with animal agriculture. Sourcing products from social impact suppliers helps build fair and resilient food systems. Diverting food waste for recovery purposes can help feed people, produce useful products, and reduce the climate impacts of the food system.

Credit	Points
Dining Service Procurement	3.18 / 8.00
Food Recovery	1.00 / 2.00

Dining Service Procurement

Score

3.18 / 8.00

Responsible Party

Criteria

7.1 Percentage of food and beverage spend that meets sustainability criteria

An institution earns 6 points when the weighted cost of purchased food and beverage products that meet the sustainability criteria outlined in Table I is at least equal to the total food and beverage spend. Incremental points are available and earned as outlined in the Technical Manual.

Food and beverage sustainability criteria

Scope

- Fresh food, e.g., produce, meat, eggs, fish, and shellfish
- Packaged or prepared food, e.g., spices, oils, sugar, grains, baked goods, candies, frozen food, dairy products, and processed foods
- Beverages, e.g., liquid and packaged sports and soft drinks, fruit juices, tea, coffee, and bottled water

Sustainability criteria

- A. Sustainably or ethically produced
- Certified to one or more of the following:
 - An organic standard that is endorsed by [I-FOAM Organics International](#) or requires conformance to an I-FOAM endorsed organic standard
 - An ISO Type I ecolabel or sustainability standard for food and beverage products that is developed or administered by a farm/food workers' organization or an ISEAL Alliance or Global Ecolabelling Network member organization
 - An environmental sustainability, fair trade/labor, or animal welfare standard recognized at Level 1, 2, or 3 in the [Anchors in Action Aligned Framework](#) (US) or an AASHE-approved equivalent standard (in countries

other than the US).

- Recommended by Monterey Bay Aquarium Seafood Watch (Best Choice, Certified, or Good Alternative) or a regional sustainable fish and seafood program approved by AASHE.
- Produced by campus farms or gardens using sustainable or ethical methods

AND/OR

- Grown, raised, or caught by small producers using sustainable or ethical methods, as evidenced by or documented through one or more of the following:
 - Participatory Guarantee System (PGS)
 - Short food supply chain (SFSC)
 - Small Producers' Symbol (SPP)
 - World Fair Trade Organization (WFTO) or Fair Trade Federation (FTF) membership
 - An alternative verification program led by farm/food workers, academic or student researchers, an NGO, or a producer cooperative

AASHE maintains an [updated list of qualifying certifications and programs](#).

B. Plant-based foods

- Unprocessed and minimally processed fruits, vegetables, sprouts, legumes, pulses, soy foods, nuts, seeds, herbs,

spices, seaweed, algae, fungi, whole grains (e.g., flour, oats, and rice), coffee beans, and tea leaves

- Culinary ingredients obtained directly from plants (e.g., oils, syrups, starches, and sweeteners)
- Processed foods that are predominantly derived from plants and/or fungi and contain no ingredients derived from animals. Examples include preserved fruits and vegetables, fruit and vegetable juices, tofu and tempeh, plant-based alternatives to meat and dairy, and products certified to a standard for vegan or plant-based foods (e.g., V-Label, Plant-Based Food Association, or SCS-109).

Products predominantly composed of ingredients of neither plant/fungi nor animal origin that are not intended as alternatives to meat or dairy (e.g., packaged mineral water with fruit flavoring) do not qualify as plant-based.

Measurement

Report the most recent data available from within the previous three years. An institution may track purchases over a full one-year time period or use a representative sample that includes data from an academic term or similar period. When using samples, an institution must accommodate seasonal and other variations in food and beverage availability and purchasing, for example, by including an equal number of months within and outside the local growing season.

At a minimum, the analysis must include food and beverage expenditures by the institution's self-operated dining services or the institution's contracted food service management company (e.g., Aramark, Bon Appétit Management Company, Chartwells, or Sodexo). Outlets that are unique to the institution or its food service management company (e.g., retail concepts developed and managed by the institution or contractor) should be included. Franchises (e.g., regional or global brands), independent operators, convenience stores, vending services, concessions, and de minimus purchases by other entities may be excluded.

If a product category or type is excluded from the analysis (e.g., due to data tracking limitations), the exclusion must be disclosed in the methodology documentation field provided.

Products sourced from a campus farm or garden, but not purchased, may be accounted for based on estimated market value.

For transparency, an inventory of qualifying purchases must be provided. The inventory may be in any format as long as sufficient information is provided to justify each product's inclusion, including its name/

description and the sustainability criterion met (i.e., a specific certification/ecolabel or a note that the product was sourced from a qualifying campus farm/garden or small producer). [A template is available](#). For plant-based foods, an itemized inventory is not required (see guidance below), however sufficient information must be provided about the broad categories used in the analysis to allow an independent reviewer to understand how the percentage of spend on plant-based foods was determined. This information may be included in the template or provided in the relevant narrative documentation field.

Sustainably or ethically produced products

An institution may report on purchases that meet the Real Food Standards (US) or another set of standards that adhere to the Anchors in Action Aligned Framework in lieu of the sustainable/ethical criteria provided. For example, an institution may report its verified Real Food percentage as the “percentage of food and beverage spend on products that are sustainably or ethically produced” and upload its Real Food Calculator results as evidence.

A purchase that meets more than one sustainable/ethical criterion may not be double-counted. For example, purchased coffee that is both certified Organic and Fairtrade certified may only be counted in the sustainable/ethical spend once. A purchase that is both sustainably/ethically produced and a plant-based food, however, should be included in both percentage figures.

To claim points for a recommended fish or seafood product that is not third party certified, an institution must have sufficient information on the specific species and where and how it was caught or farmed to be able to affirm its recommended status.

Products that are sustainably or ethically produced and products that are conventionally produced must be reported separately to the extent possible. In cases where a single-ingredient product is gathered from multiple farms or boats and aggregated prior to distribution (e.g., fluid milk), a purchase may qualify as sustainably or ethically produced if the distributor is able to verify that more than 50 percent of the product (by volume) meets the criteria.

A product from a secondary processor (e.g., an artisan, baker, cheese/yogurt maker, or coffee roaster) qualifies as sustainably or ethically produced if the predominant/defining raw ingredient (or more than 50 percent of ingredients, by weight, salt and water excluded) is sustainably or ethically produced. Examples of predominant/defining raw ingredients include the flour in bread, the milk in cheese, and the tomatoes in tomato sauce.

Plant-based foods

To quantify the spend on plant-based foods, it is recommended that an institution only count as plant-based those broad categories of food purchases for which all items clearly meet the criteria (e.g., fresh produce; whole grains; canned, jarred, and frozen fruits, vegetables, and legumes; and plant-based alternatives to meat and dairy). A more refined approach, e.g., based on a line item inventory, is welcome, but is not required and may not result in a significantly higher score.

7.2 Percentage of dining service spend with social impact suppliers

An institution earns 2 points when at least 10 percent of the spend managed by its dining services is with social impact suppliers. Partial points are available. An institution for which at least 5 percent, but less than 10 percent, of its dining service spend is with social impact suppliers earns 1 point.

Measurement

Report on the most recent annual (fiscal or calendar year) data available from within the previous three years. An institution may track suppliers over a full one-year time period or use a representative sample that includes data from an academic term or similar period. When using samples, an institution must accommodate seasonal and other variations in food and beverage availability and purchasing, for example, by including an equal number of months within and outside the local growing season.

At a minimum, the analysis must include the food and beverage spend managed by the institution's self-operated dining services or its contracted food service management company (e.g., Aramark, Bon Appétit Management Company, Chartwells, or Sodexo), but may also include expenditures on other goods and services (e.g., supplies, equipment, and cleaning services) at the institution's discretion. Expenditures on items other than goods and services are excluded (e.g., salaries, wages, benefits, employee expenses, insurance, interest, taxes, utilities, and building leases). Outlets that are unique to the institution or its contracted food service management company (e.g., retail concepts developed and managed by the institution or contractor) should be included. Procurement managed by other entities (e.g., franchises) may be excluded.

The analysis may be limited to the dining program's Tier One suppliers (e.g., its food distributors and other direct suppliers), focus on its Tier Two suppliers (e.g., the producers that supply its food distributors and other direct suppliers), or include multiple tiers in the supply chain as long as double-counting is avoided.

Double-counting must also be avoided when identifying social impact suppliers. For example, the spend with a supplier that is both employee owned and a Certified B Corporation may only be counted once.

"---" indicates that no data was submitted for this field

7.1 Percentage of food and beverage spend that meets sustainability criteria

Performance year for food and beverage purchasing:

2023

Percentage of food and beverage spend on products that are sustainably or ethically produced:

14.0

Percentage of food and beverage spend on plant-based foods:

39.0

Inventory of qualifying food and beverage purchases:

[Flinders_University_STARS_3.0_Food_and_Beverage_Purchasing_Inventory_1.xlsx](#)

Description of the methodology used to determine the spend on products that are sustainably or ethically produced:

The University's contracted food service (Cafe Alere) was asked to provide their food and beverage spending inventory from 2023. Each food item was individually analysed and cross-referenced by the sustainability team to identify if it met the sustainably or ethically produced criteria outlined by the STARS 3.0 Qualifying Food and Beverage Certifications and Programs list. Alcoholic beverages were excluded from the analysis.

Description of the methodology used to determine the spend on plant-based foods:

The University's contracted food service (Cafe Alere) analysed their 2023 food spending inventory to identify all plant-based food items. Following that, each food item was then categorised into fresh produce, whole grains, culinary ingredients derived from plants, coffee and tea, plant-based/vegan alternatives to meat and dairy, and processed fruits, vegetables and legumes to calculate the percentage of total spend.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 7.1:

3.1799999999999997

7.2 Percentage of dining service spend with social impact suppliers

Does the institution have sufficient data on its dining service spend to pursue this indicator?:

No

Performance year for social impact dining service purchasing:

Percentage of dining service spend with social impact suppliers:

Narrative and/or website URL providing an overview of the dining service program's social impact suppliers:

Description of the methodology used to determine the spend with social impact suppliers:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 7.2:

0.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Food Recovery

Score

1.00 / 2.00

Responsible Party

Criteria

8.1 Food recovery program

An institution earns 2 points when its dining services A) donate surplus food on at least a monthly basis, divert B) pre-consumer (back of house) and C) post-consumer (front of house) food waste from disposal for processing and use as animal feed, compost, and/or biofuel, and D) track and assess their food and organic materials management efforts on at least an annual basis to inform ongoing improvements. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on current dining service programs and practices and activities from within the previous three years.

Appropriate tools to support food and organic materials management assessments include food waste audits and competitions such as Campus Race to Zero Waste (Food Organics category), green dining certification programs that address food recovery, and food waste tracking and benchmarking systems.

"---" indicates that no data was submitted for this field

8.1 Food recovery program

Does the institution donate surplus food to a food redistribution program on at least a monthly basis when its dining services are operational?:

No

Narrative and/or website URL providing an overview of the institution's surplus food donation program:

Do the institution's dining services divert pre-consumer food waste from disposal for processing and use as animal feed, compost, and/or biofuel?:

Yes

Narrative and/or website URL providing an overview of the institution's pre-consumer food waste diversion program:

Our food retailers are provided with a kitchen caddy bin or an organics bin to ensure that all food waste generated are commercially composted.

Do the institution's dining services divert post-consumer food waste from disposal for processing and use as animal feed, compost, and/or biofuel?:

Yes

Narrative and/or website URL providing an overview of the institution's post-consumer food waste diversion program:

All post consumer food waste go into our organics bin to be commercially composted at a Jefferies organic recycling facility.

Do the institution's dining services track and assess their food and organic materials management efforts on at least an annual basis to inform ongoing improvements?:

No

Narrative and/or website URL providing an overview of the institution's food and organic materials management tracking and assessment initiatives:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 8.1:

1.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Procurement & Waste

Points Earned 8.94

Points Available 20.00

This impact area seeks to recognize institutions that are using their purchasing power to help build a sustainable economy and moving toward zero waste through source reduction and recovery operations. Collectively, institutions spend many billions of dollars on goods and services annually. Each purchasing decision represents an opportunity for institutions to choose ecologically and socially preferable products and support suppliers with strong commitments to sustainability. A robust sustainable procurement system coupled with a zero waste approach can mitigate the need to extract virgin materials from the earth and reduce the flow of materials to incinerators and landfills, both of which produce greenhouse gas emissions, can contaminate air and groundwater supplies, and tend to have disproportionate negative impacts on marginalized communities.

Credit	Points
Sustainable Procurement System	1.50 / 7.00
Purchased Goods	1.21 / 4.00
Materials Management	3.00 / 4.00
Waste Generation and Recovery	3.23 / 5.00

Sustainable Procurement System

Score

1.50 / 7.00

Responsible Party

Criteria

9.1 Supplier code of conduct

An institution earns 1 point when it has a published supplier code of conduct that includes one or more expectations that exceed or are additional to minimum regulatory compliance in regard to A) environmental impact, B) treatment of workers, C) governance and ethical business practices, D) advancement of sustainability in the supply chain, and E) monitoring and review. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's written policies and/or guidance for suppliers. Policies and guidance adopted by entities of which the institution is part (e.g., government or the university system) may count for this credit as long as they apply to and are implemented by the institution.

9.2 Percentage of bid solicitations that identify sustainability considerations

An institution earns 2 points when 100 percent of its bid solicitations - e.g., requests for proposals (RFPs) or requests for tender (RFTs) - identify A) product sustainability specifications that are relevant to the specific goods or services being sought and B) supplier sustainability considerations. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report on bid solicitations issued by the institution during the previous three years. The analysis may be limited to the most recent year for which data are available or include the entire three-year period.

An institution with a large number of RFPs or RFTs may report on a representative sample that includes at least 20 bid solicitations of diverse types and scopes. Bid solicitations with an anticipated aggregate value of \$50,000 USD or less per year or an anticipated contract duration of one month or less may be excluded.

For this indicator, an institution must report on the activities of its central purchasing unit, department, and/or portal, at minimum. Other entities engaged in procurement activities may be excluded at the institution's discretion to simplify reporting.

An institution that has not issued any bid solicitations within the previous three years or for which bid solicitations represent a de minimis portion of its total spend may report on the extent to which it has published sustainability criteria (e.g., documented in a written sustainable purchasing policy) covering the full range of goods and services it procures and the suppliers with which it engages.

9.3 Average weight given to sustainability considerations in bid appraisal

An institution earns 2 points when A) product sustainability specifications that are relevant to the specific goods or services being sought and B) supplier sustainability considerations are each assigned an average weight of at least 10 percent in the institution's bid appraisal process. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the institution's minimum standards for evaluating responses to RFPs/RFTs (e.g., as established in a bid appraisal tool that uses multi-criteria analysis) and/or the estimated average weights applied during the previous three years.

To avoid double-counting, an institution for which product sustainability specifications and supplier sustainability considerations are assessed together must split the total weight assigned between the two criteria. For example, an institution for which "product and supplier sustainability" is assigned a weight of 10 percent may report 5 percent for each criterion, but may not report 10 percent for each criterion.

An institution that has not issued any bid solicitations within the previous three years or for which bid solicitations represent a de minimis portion of its total spend may report on the weight that published sustainability criteria (e.g., documented in a written sustainable purchasing policy) are assigned in the process of selecting the goods and services it procures and the suppliers with which it engages.

9.4 Percentage of contract spend with social impact suppliers

An institution earns 2 points when at least 10 percent of its total annual contract spend is with social impact suppliers. Partial points are available. An institution for which at least 5 percent, but less than 10 percent, of its total annual contract spend is with social impact suppliers earns 1 point.

Measurement

Report the most recent annual (fiscal or calendar year) data available from within the previous three years. Contracts or tenders with an aggregate value of \$50,000 US Dollars (USD) or less per year or a duration of one month or less may be excluded. Report the actual value of transactions during the year in question rather than the total aggregate value of the contracts or tenders.

For this indicator, an institution must report on the activities of its central purchasing unit, department, and/or portal, at minimum. Other entities engaged in procurement activities may be excluded at the institution's discretion to simplify reporting.

The analysis may be limited to the institution's Tier One suppliers (e.g., its directly contracted suppliers) or include multiple tiers in the supply chain (e.g., a Tier One supplier's subcontractors) as long as double-counting is avoided.

Double-counting must also be avoided when identifying social impact suppliers. For example, the spend with a supplier that is both employee owned and a Certified B Corporation may only be counted once.

An institution that has not entered into any contracts or tenders within the previous three years or for which contracts and tenders represent a de minimis portion of its total spend may report on its total uncontracted spend with suppliers during the performance year.

Provide information about the methodology used to complete this indicator, the scope of the analysis (e.g., contract types included/excluded), and any data limitations that may have influenced the results in the "Notes" field provided in the Reporting Tool.

"---" indicates that no data was submitted for this field

9.1 Supplier code of conduct

Does the institution have a published code of conduct to guide suppliers on the institution's social and environmental expectations for them?:

No

Copy of the institution's supplier code of conduct:

Online location of the institution's supplier code of conduct:

Does the institution's supplier code of conduct include one or more expectations in regard to environmental impact that exceed or are additional to regulatory compliance?:

No

Does the institution's supplier code of conduct include one or more expectations in regard to the treatment of workers that exceed or are additional to regulatory compliance?:

No

Does the institution's supplier code of conduct include one or more expectations in regard to governance and ethical business practices that exceed or are additional to regulatory compliance?:

No

Does the institution's supplier code of conduct include one or more expectations in regard to the advancement of sustainability in the supply chain?:

No

Does the institution's supplier code of conduct include one or more expectations of monitoring and review?:

No

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 9.1:

0.0

9.2 Percentage of bid solicitations that identify sustainability considerations

Does the institution have sufficient data on its bid solicitations to pursue this indicator?:

Yes

Percentage of bid solicitations that identify product sustainability specifications:
0.0

Percentage of bid solicitations that identify supplier sustainability considerations:
100.0

Description of the methodology used to assess the institution's bid solicitations:

Bid solicitations are assessed by an Evaluation team that consists of a cross functional team from relevant areas of the University. The Evaluation Teams are chaired by a Procurement Category Manager, and are conducted in accordance with the Evaluation and Probity Plan for that process.

If claiming points for this indicator, at least one of the following two fields is also required:

Online resource supporting the percentage of bid solicitations reported:
<https://portal.tenderlink.com/flinders/>

Document supporting the percentage of bid solicitations reported:
[9.2_Percentage_of_bid_solicitations_that_identify_sustainability_considerations.docx](#)

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 9.2:
1.0

9.3 Average weight given to sustainability considerations in bid appraisal

Average weight assigned to product sustainability specifications in the institution's bid appraisal process:

Data not available

Average weight assigned to supplier sustainability considerations in the institution's bid appraisal process:

5 to 9 percent

Narrative outlining how the average weights given to sustainability considerations were determined:

A minimum of 5% allocated to Social Procurement in RFP / RFT evaluations - Supplier Sustainability considerations. Additionally, 5% is the minimum allocated weighting for Social Procurement, which incorporates Sustainability, Indigenous Procurement, Modern Slavery, and other relevant issues, including Social Enterprises.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 9.3:

0.5

9.4 Percentage of contract spend with social impact suppliers

Does the institution have sufficient data on its contract spend to pursue this indicator?:

Yes

Performance year for contract spend:

2023

Local currency code:

AUD

Total annual contract spend:

277,048,000.0

Annual contract spend with social impact suppliers:

710,503.0

Narrative and/or website URL providing an a overview of the institution's contracts with social impact suppliers:

As part of our Reconciliation Action Plan Flinders University is a member of Supply Nation, which provides us access to Australia's leading database of verified Indigenous businesses with options for procurement.

https://www.flinders.edu.au/content/dam/images/reconciliation-action-plan/OISE_RAP_2023_Final_web.pdf (page 13) and <https://www.flinders.edu.au/reconciliation-action-plan>

This is reflected in our Procurement policy which includes the statement about Ethical, sustainable and social responsibility: iv. be a socially inclusive organisation which does not discriminate and provides equal opportunity for all peoples' including Aboriginal and/or Torres Strait Islander cultures, as established in the Flinders University Reconciliation Action Plan, and the Indigenous Procurement Strategy.

- For Certified Indigenous Businesses (i.e. Supply Nation certified or those registered with the Office of the Registrar of Indigenous Corporations (ORIC, www.oric.gov.au), lower quotation requirements exist.

<https://www.flinders.edu.au/content/dam/documents/campus/sustainability/Flinders-University-Procurement-Policy-Extract.pdf>

Description of the methodology used to assess the institution's contract spend with social impact suppliers:

Supply Nation reported spend data for spend with Indigenous businesses - ABN match against Supply Nation certified suppliers.

Spend data retrieved from Supply Nation Spend Tracker website for the relevant quarters of 2023.

The Reporting Tool will automatically calculate the following two figures:

Percentage of contract spend with social impact suppliers:

0.25645483815078973

Points earned for indicator 9.4:

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Purchased Goods

Score

1.21 / 4.00

Responsible Party

Criteria

10.1 Percentage of cleaning products spend that meets sustainability criteria

An institution earns 1 point when 100 percent of its total annual spend on consumable cleaning products is on goods that meet one or more of the preferable sustainability criteria listed below. Incremental points are available and earned as outlined in the Technical Manual.

Cleaning product sustainability criteria

Scope	Sustainability criteria
<ul style="list-style-type: none">• General purpose bathroom, glass, and carpet cleaners• Degreasing agents• Biologically-active cleaning products (enzymatic and microbial products)• Floor-care products (e.g., floor finish and floor finish strippers)• Hand soaps and hand sanitizers• Disinfectant• Metal polish and other specialty cleaning products	<p>A. Preferable</p> <p>Third party certified to a ISO Type I ecolabel or sustainability standard for cleaning products that is:</p> <ul style="list-style-type: none">• Developed or administered by an ISEAL Alliance or Global Ecolabelling Network (GEN) member organization
<p>An institution may include other types of consumable cleaning and janitorial products, for example, sanitary paper and trash/bin liners, at its discretion, as long as it does so consistently.</p>	<p>AND/OR</p> <ul style="list-style-type: none">• Recognized as a preferable option by the Sustainable Purchasing Leadership Council (SPLC) or a green building rating system that is developed or administered by a World Green Building Council (WorldGBC) member organization
	<p>An updated list of preferable standards is available in the STARS Help Center.</p>
	<p>B. Other qualifying</p> <ul style="list-style-type: none">• Third party certified to an ISO Type I

ecolabel or sustainability standard not recognized as preferable

AND/OR

- 30 percent minimum postconsumer recycled and/or agricultural residue content (for sanitary paper, trash/bin liners, and other cleaning supplies, if included)

Measurement

Report the most recent annual (fiscal or calendar year) data available from within the previous three years. An institution may track purchases over a full one-year time period, report average annual expenditures over a two or three year period, or estimate annual expenditures based on a representative sample. When using a sample, institutions should ensure that the sample recognizes seasonal and other variations that influence purchasing behavior.

Expenditures on goods that meet both preferable and other qualifying criteria may not be double-counted. At a minimum, the figures provided must include expenditures by the institution's central purchasing unit, department, portal, or vendor. Other expenditures may be excluded at the institution's discretion to simplify reporting.

Provide information about the methodology used to complete this indicator and any data limitations that may have influenced the results in the public "Notes" field provided in the Reporting Tool.

10.2 Percentage of electronics spend that meets sustainability criteria

An institution earns 1 point when 100 percent of its total annual spend on electronics is on goods that meet one or more of the preferable sustainability criteria listed below. Incremental points are available and earned as outlined in the Technical Manual.

Electronics sustainability criteria

Scope	Sustainability criteria
<ul style="list-style-type: none">• Computers (desktop computers, notebook computers, integrated desktop computers, portable all-in-one computers, slates/tablets, small-scale servers, thin clients, and workstations)• Displays (monitors and signage displays)• Servers• Data center and networking equipment• Imaging equipment (copiers, digital duplicators, facsimile machines, multifunction devices, printers, mailing machines, and scanners)• Televisions• Mobile phones	<p>A. Preferable</p> <ul style="list-style-type: none">• EPEAT Gold (Green Electronics Council) <p>AND/OR</p> <ul style="list-style-type: none">• TCO Certified <p>B. Other qualifying</p> <ul style="list-style-type: none">• EPEAT Silver or Bronze• Third party certified to an ISO Type I ecolabel or sustainability standard for electronics not recognized as preferable• ENERGY STAR, EU Energy A, or local equivalent• Refurbished <p>AND/OR</p> <ul style="list-style-type: none">• Extended producer responsibility (e.g., a closed-loop or product take-back program)

An institution may include other types of electronic or electric-powered equipment, at its discretion, as long as it does so consistently.

Exclude goods that are reused on-site (i.e., not purchased).

Measurement

Report the most recent annual (fiscal or calendar year) data available from within the previous three years. An institution may track purchases over a full one-year time period, report average annual expenditures over a two or three year period, or estimate annual expenditures based on a representative sample. When using a sample, institutions should ensure that the sample recognizes seasonal and other variations that influence purchasing behavior.

Expenditures on goods that meet both preferable and other qualifying criteria may not be double-counted. At a minimum, the figures provided must include expenditures by the institution's central purchasing unit, department, portal, or vendor. Other expenditures may be excluded at the institution's discretion to simplify reporting.

Provide information about the methodology used to complete this indicator, the scope of the analysis (e.g., product types included/excluded), and any data limitations that may have influenced the results in the public "Notes" field provided in the Reporting Tool.

10.3 Percentage of furniture spend that meets sustainability criteria

An institution earns 1 point when 100 percent of its total annual spend on office furniture is on goods that meet one or more of the preferable sustainability criteria listed below. Incremental points are available and earned as outlined in the Technical Manual.

Furniture sustainability criteria

Scope

- Individual and group seating
- Workstations, desks, and tables
- Storage and shelving units
- Filing cabinets and cases
- Integrated visual display products (e.g., markerboards and tackboards)
- Hospitality furniture
- Miscellaneous items such as mobile carts, freestanding screens, and movable partitions

An institution may include other types of furniture, at its discretion, as long as it does so consistently.

Exclude goods that are reused on-site (i.e., not purchased).

Sustainability criteria

A. Preferable

Third party certified to an ISO Type I ecolabel or sustainability standard for furniture that is:

- Developed or administered by an ISEAL Alliance or Global Ecolabelling Network (GEN) member organization

AND/OR

- Recognized as a preferable option by the Sustainable Purchasing Leadership Council (SPLC) or a green building rating system that is developed or administered by a World Green Building Council (WorldGBC) member organization

An updated list of preferable standards is available in the [STARS Help Center](#).

B. Other qualifying

- Environmental Product Declaration (EPD) or Health Product Declaration (HPD)
- Extended producer responsibility (e.g., a closed-loop or product take-back program)

AND/OR

- Third party certified to an ISO Type I ecolabel or sustainability standard not recognized as preferable

Measurement

Report the most recent annual (fiscal or calendar year) data available from within the previous three years. An institution may track purchases over a full one-year time period, report average annual expenditures over a two or three year period, or estimate annual expenditures based on a representative sample. When using a sample, institutions should ensure that the sample recognizes seasonal and other variations that influence purchasing behavior.

Expenditures on goods that meet both preferable and other qualifying criteria may not be double-counted. At a minimum, the figures provided must include expenditures by the institution's central purchasing unit, department, portal, or vendor. Other expenditures may be excluded at the institution's discretion to simplify reporting.

Provide information about the methodology used to complete this indicator, the scope of the analysis (e.g., product types included/excluded), and any data limitations that may have influenced the results in the public "Notes" field provided in the Reporting Tool.

10.4 Percentage of office paper spend that meets sustainability criteria

An institution earns 1 point when 100 percent of its total annual spend on office paper meets one or more of the preferable sustainability criteria listed below. Incremental points are available and earned as outlined in the Technical Manual.

Office paper sustainability criteria

Scope

Sustainability criteria

Standard office printing and copier paper

An institution may include other types of paper products, for example, folders and envelopes, at its discretion, as long as it does so consistently.

A. Preferable

- 100 percent postconsumer recycled and/or agricultural residue content
- Forest Stewardship Council (FSC) Recycled label

AND/OR

- Paper Step 'Superior' ([Canopy Ecopaper Database](#) / Environmental Paper Network)

B. Other qualifying

- 30 percent minimum postconsumer recycled and/or agricultural residue content
- Third party certified to an ISO Type I ecolabel or sustainability standard not recognized as preferable (e.g., FSC Mix)

AND/OR

- Processed Chlorine Free (PCF) or Totally Chlorine Free (TCF)

Measurement

Report the most recent annual (fiscal or calendar year) data available from within the three years. An institution may track purchases over a full one-year time period, report average annual expenditures over a two or three year period, or estimate annual expenditures based on a representative sample. When using a sample, institutions should ensure that the sample recognizes seasonal and other variations that influence purchasing behavior.

Expenditures on goods that meet both preferable and other qualifying criteria may not be double-counted.

At a minimum, the figures provided must include expenditures by the institution's central purchasing unit, department, portal, or vendor. Other expenditures may be excluded at the institution's discretion to simplify reporting.

Provide information about the methodology used to complete this indicator, the scope of the analysis (e.g., product types included/excluded), and any data limitations that may have influenced the results in the public "Notes" field provided in the Reporting Tool.

"---" indicates that no data was submitted for this field

10.1 Percentage of cleaning products spend that meets sustainability criteria

Local currency code:

AUD

Does the institution have sufficient data on its cleaning product spend to pursue this indicator?:

Yes

Performance year for cleaning products spend:

2023

Total annual spend on cleaning products:

439,686.25

Annual spend on cleaning products that meet preferable sustainability criteria:

0.0

Annual spend on cleaning products that meet other qualifying sustainability criteria:

293,957.16

List or sample of cleaning product purchases that meet sustainability criteria:

This is our list of cleaning product purchases that meet sustainability criteria:

- BIN LINER: 2-HDB130LC Regal Garbage Bags Clear Folded 130L CT200 - 50% recycled content
- BIN LINER: 2-HDB72LB Regal Garbage Bags Black Folded 72L CT500 - 50% recycled content
- BIN LINER: 2-LDBIN140AP Huhtamaki Garbage Bags Black 140L CT200 - 50% recycled content
- BIN LINER: 2-LDBIN240AP Huhtamaki Garbage Bags Black 240L CT100 - 50% Post- consumer and post-industrial recycle content
- BIN LINER: 2-PBLR72L-38B Extra Heavy Duty Garbage Bags Black Roll 73L CT250 - 50% Post-consumer and post-industrial recycle content
- COMPOSTABLE BAG: E-187628 Biobag Superline Compostable Bin Liner 120L - 140L CT192 - AS4736 & AS5810 Certified
- COMPOSTABLE BAG: E-80LTAU-HEAVY BioBag Compostable Bin Liner 80L Heavy Duty 820mm x 1050mm 40UM CT120 - AS4736 & AS5810 Certified
- COMPOSTABLE BAG: E-ESCB008 Envirostar Compostable Bin Liner 8L 18UM CT1000 - AS4736 & AS5810 Certified
- COMPOSTABLE BAG: E-ESCB080 Envirostar Compostable Bin Liner 80L 23UM CT200 - AS4736 & AS5810 Certified
- COMPOSTABLE BAG: E-ESCB08043 Envirostar Compostable Bin Liner Extra Heavy Duty 80L 43UM CT100 -AS4736 & AS5810 Certified
- COMPOSTABLE BAG: E-ESCB140 Envirostar Compostable Bin Liner 140L 23UM CT144 - AS4736 & AS5810 Certified
- COMPOSTABLE BAG: E-ESCB240 Envirostar Compostable Bin Liner 240L 23UM CT120 - AS4736 & AS5810 Certified
- TOILET PAPER: 4-2722N Murla Yarta 2Ply Jumbo Toilet Paper Recycled 8 Rolls x 300m EACH - 50% Recycled
- WASHROOM PAPER: 4-472193 Tork SmartOne Mini Toilet Roll 620 Sheets 2Ply Advanced 620 Sheets Per Roll EACH - 50% Recycled
- WASHROOM PAPER: 4-120289 Tork H2 Xpress M-Fold H-Towel 2ply Adv 21 Packs 200Sheets 24cmX21cm EACH - Minimum 40% recycled
- WASHROOM PAPER: 4-290067 Tork Matic Leaf Emb Soft Hand Towel Advanced White 6 Rolls x 150m 612 Sheets Per Roll EACH - Minimum 40% recycled

The Reporting Tool will automatically calculate the following three figures:

Percentage of cleaning product spend that meets preferable sustainability criteria:
0.0

Percentage of cleaning product spend that meets other qualifying sustainability criteria:
66.85611842535444

Points earned for indicator OP 10.1:
0.3342805921267722

10.2 Percentage of electronics spend that meets sustainability criteria

Does the institution have sufficient data on its electronics spend to pursue this indicator?:

Yes

Performance year for electronics product spend:

2023

Total annual spend on electronics:

13,081,411.0

Annual spend on electronics that meet preferable sustainability criteria:

4,010,790.0

Annual spend on electronics spend that meet other qualifying sustainability criteria:

0.0

List or sample of electronics purchases that meet sustainability criteria:

The electronics purchases that meet EPEAT Gold sustainability criteria: Dell Laptops, Dell Monitors, Apple iPhones, iPads and Macbooks, Microsoft Surface.

The Reporting Tool will automatically calculate the following three figures:

Percentage of electronics spend that meets preferable sustainability criteria:

30.660224650077883

Percentage of electronics spend that meets other qualifying sustainability criteria:

0.0

Points earned for indicator OP 10.2:

0.30660224650077883

10.3 Percentage of furniture spend that meets sustainability criteria

Does the institution have sufficient data on its furniture spend to pursue this indicator?:

No

Performance year for furniture spend:

Total annual spend on furniture:

Annual spend on furniture that meets preferable sustainability criteria:

Annual spend on furniture that meets other qualifying sustainability criteria:

List or sample of furniture purchases that meet sustainability criteria:

The Reporting Tool will automatically calculate the following three figures:

Percentage of furniture spend that meets preferable sustainability criteria:

Percentage of furniture spend that meets other qualifying sustainability criteria:

Points earned for indicator OP 10.3:

0.0

10.4 Percentage of office paper spend that meets sustainability criteria

Does the institution have sufficient data on its office paper spend to pursue this indicator?:

Yes

Performance year for office paper spend:

2023

Total annual spend on office paper:

57,102.85

Annual spend on office paper that meets preferable sustainability criteria:

7,753.9

Annual spend on office paper that meets other qualifying sustainability criteria:

49,348.95

List or sample of office paper purchases that meet sustainability criteria:

Our list of office paper purchases that meet sustainability criteria:

- RECYCLED COPY PAPER: MURU A3 80GSM 100% Rec Pefc Copy Paper - Programme for the Endorsement of Forest Certification (PEFC), ISO 9001 accredited, ISO 14001 accredited, NoCO2
- COLOURED COPY PAPER: REY - A4 80GSM Colour Copy Paper - Programme for the Endorsement of Forest Certification (PEFC), EU Ecolabel
- RECYCLED COPY PAPER: Everyday A4 80GSM 20% Recycled Copy Paper - Programme for the Endorsement of Forest Certification (PEFC), ISO 9001 accredited, ISO 14001 accredited, NoCO2
- WHITE COPY PAPER: PRO-DESIGN A4 120GSM Copy Paper - Forest Stewardship Council (FSC), EU Ecolabel

The Reporting Tool will automatically calculate the following three figures:

Percentage of office paper spend that meets preferable sustainability criteria:

13.578831879669753

Percentage of office paper spend that meets other qualifying sustainability criteria:

86.42116812033024

Points earned for indicator OP 10.4:

0.5678941593983488

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Materials Management

Score

3.00 / 4.00

Responsible Party

Criteria

11.1 Surplus and reuse programs

An institution earns 1 point for this indicator when it has A) a surplus program through which institution-owned items that are no longer needed are stored for eventual sale, donation, or reuse, and B) a reuse program through which employees and/or students can donate personal items for redistribution. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on current programs and practices.

11.2 Single-use disposable plastics program

An institution earns 1 point for this indicator when it A) has or participates in a composting program that accepts compostable alternatives to single-use disposable plastic, B) has or participates in a reusable container program designed to reduce the use of single-use disposable plastic, C) has eliminated the on-site use of at least one form of single-use disposable plastic, and D) has eliminated the on-site sales and distribution of all single-use disposable plastic food containers, utensils, and beverage cups. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on current programs, policies, and practices. Policies and directives adopted by entities of which the institution is part (e.g., government or the university system) may count for this indicator as long as the policies apply to and are followed by the institution.

11.3 Electronic waste management

An institution earns the maximum of 1 point for this indicator when it has or participates in a program designed to collect electronic waste (e-waste) from A) employees and B) students, and C) uses an e-waste recycler that is certified to a qualifying standard. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on current programs and practices.

11.4 Hazardous waste management and disclosure

An institution earns 1 point when it A) has a hazardous waste management program or protocol that includes measures to minimize or reduce the use of hazardous materials and B) publishes information about the types of hazardous waste it generates and how they are disposed of, recycled, and/or prepared for reuse. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on current programs and practices.

"---" indicates that no data was submitted for this field

11.1 Surplus and reuse programs

Does the institution have a surplus program through which institution-owned items that are no longer needed are stored for eventual sale, donation, or reuse?:

Yes

Narrative and/or website URL providing an overview of the institution's surplus program:

The Property, Facilities, and Development division utilises the Warp It network to distribute reusable furniture, equipment, fixtures, and fittings within the university. This has provided various environmental and financial savings. According to the data provided by Warp It, we have so far saved 2,916 kg of CO2 emissions, avoided 1,381 kg of waste, and saved \$14,644 by keeping items in circulation.

One of the University's minor works building contractors has partnered with Habitat for Humanity South Australia to donate furniture prior to demolition works. Through this initiative, 304 kg of furniture has been diverted from landfill.

Does the institution have or participate in a reuse program through which employees and/or students can donate personal items for redistribution?:

No

Narrative and/or website URL providing an overview of the institution's reuse program:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 11.1:

0.5

11.2 Single-use disposable plastics program

Does the institution have or participate in a composting program that accepts compostable alternatives to single-use disposable plastic?:

Yes

Narrative and/or website URL providing an overview of the institution's composting program:

All organic and certified compostable single-use disposable items (AS4736, AS5810) generated on campus are commercially composted by Jefferies, a local organic recycling business. The final product is then utilised by farmers, viticulturalists, landscapers and home gardeners.

Does the institution have or participate in a reusable container program designed to reduce the use of single-use disposable plastic?:

No

Narrative and/or website URL providing an overview of the institution's reusable container program:

Has the institution eliminated the on-site use of at least one form of single-use disposable plastic?:

Yes

Has the institution eliminated the on-site sales and distribution of all single-use disposable plastic food containers, utensils, and beverage cups?:

No

Narrative and/or website URL providing an overview of the institution's single-use disposable plastics program:

In 2021 and 2022, the South Australian Government placed a single-use plastic ban on items such as plastic straws and cutlery and expanded polystyrene cups, bowls, plates and containers. As such, Flinders University's food retailers only provide compostable versions of paper straws and cutlery. We are also in the process of working with retailers to phase out remaining non-compostable drink and food containers on campus.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 11.2:

0.5

11.3 Electronic waste management

Does the institution have or participate in a program designed to collect electronic waste (e-waste) from employees for recycling and/or preparation for reuse?:

Yes

Does the institution have or participate in a program designed to collect e-waste from students for recycling and/or preparation for reuse? (required):

Yes

Narrative and/or website URL providing an overview of the institution's e-waste collection programs:

Battery Recycling

In partnership with B-cycle, an Australian government backed battery recycling stewardship scheme, Flinders University has provided three battery drop-off points accessible to all staff and students. When the battery storage pallet has been filled up with over 75kg worth of used collected batteries, Envirostream who is our battery recycler comes and collects them to be recycled.

E-Waste Recycling

For e-waste generated by the Information and Digital Services (IDS) division, this is currently being collected and recycled by Electronic Recycling Australia

For more information, visit our resource recovery website: <https://www.flinders.edu.au/campus/sustainability/resource-recovery>

Does the institution use an e-waste recycler that is certified to a qualifying standard?:

Yes

Standard to which the institution's e-waste recycler is certified:

As our battery recycler, Envirostream has an ISO 14001 accredited processing system. Electronic Recycling Australia has an ISO 14001, ISO 9001, AS/NZS 5377 certifications

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 11.3:

1.0

11.4 Hazardous waste management and disclosure

Does the institution have a hazardous waste management program or protocol that includes measures to minimize or reduce the use of hazardous materials?:

Yes

Narrative and/or website URL providing an overview of the institution's hazardous waste management program or protocol:

The Hazardous Chemical Safety Procedures sets out the requirements for managing the health and safety risks associated with the use of hazardous chemicals in the University. In accordance to section 13 on Purchasing Hazardous Chemicals of the procedure, it is advised that "the minimal amount that is needed should be purchased and amounts purchased must not exceed the allowed legal storage limits for the chemical type"

Does the institution publish information about the specific types of hazardous waste it generates and how they are disposed of, recycled, and/or prepared for reuse?:

Yes

Online resource that provides information about the specific types of hazardous waste managed by the institution:

<https://www.flinders.edu.au/campus/sustainability/resource-recovery>

Document that provides information about the specific types of hazardous waste managed by the institution:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 11.4:

1.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Waste Generation and Recovery

Score

3.23 / 5.00

Responsible Party

Criteria

12.1 Non-hazardous waste generated per person

An institution earns 1 point when its annual amount of non-hazardous waste generated per full-time equivalent of students and employees is less than or equal to a benchmark for its peer group. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recent annual data available from within the previous three years. An institution may track waste over a full one-year time period (calendar or fiscal year), report average annual waste over a two or three year period, or estimate annual waste based on a representative sample.

Include all municipal solid waste (i.e., trash or rubbish) and non-hazardous recyclable and compostable materials generated by the institution. Construction, demolition, hazardous, universal, special (e.g., coal ash), medical, and non-regulated chemical waste should be excluded to the extent feasible.

If possible, waste figures measured in volume should be converted to weight using factors determined locally based on multiple weight samples taken of materials collected on-site. Otherwise, an institution may use generic volume-to-weight conversion factors provided by the United Nations Environment Programme (UNEP), the US Environmental Protection Agency, CalRecycle, or the equivalent.

An institution may account for reuse at the point an item is diverted from disposal (e.g., to a surplus/repair facility) or at the point an item is reallocated, donated, or resold to a new user, as long as the methodology is used consistently.

Provide information about the methodology used to complete this indicator, the scope of the analysis (e.g., materials included/excluded), and any data limitations or other factors (e.g., contamination rates and/or sorting inefficiencies) that may have influenced the results in the public Notes field provided.

12.2 Non-hazardous waste generated per square meter

An institution earns 1 point when its annual amount of non-hazardous waste generated per gross square meter of floor area is less than or equal to a benchmark for its peer group. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report gross floor area from the same time period as that from which the waste data are drawn, e.g., an average from throughout the performance period or a snapshot at a single representative point.

12.3 Percentage of non-hazardous waste diverted from disposal

An institution earns 2 points by diverting 90 percent or more of non-hazardous waste from disposal through recovery operations. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

The figures required for this indicator are automatically drawn from indicator 12.1.

12.4 Percentage of construction and demolition waste diverted from disposal

An institution earns 1 point by diverting 90 percent or more of construction and demolition (C&D) waste from disposal through recovery operations. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recent annual C&D waste data available from within the previous three years. An institution may track C&D waste over a full one-year time period (calendar or fiscal year), report average annual C&D waste over a two or three year period, or estimate annual C&D waste based on a representative sample.

Include all debris generated during the construction, renovation, and demolition of buildings, roads, and bridges, e.g., concrete, wood, metals, glass, and salvaged building components. Soil and organic debris from excavating or clearing sites are excluded.

If possible, waste figures measured in volume should be converted to weight using factors determined locally based on multiple weight samples taken of materials collected on-site. Otherwise, an institution may use generic volume-to-weight conversion factors provided by the United Nations Environment Programme (UNEP), the US Environmental Protection Agency, CalRecycle, or the equivalent.

Provide information about the methodology used to complete this indicator, the scope of the analysis (e.g., materials included/excluded), and any data limitations or other factors (e.g., contamination rates and/or sorting inefficiencies) that may have influenced the results in the public Notes field provided.

"---" indicates that no data was submitted for this field

12.1 Non-hazardous waste generated per person

Performance year for non-hazardous waste:

2023

Peer group:

Doctoral universities and research institutions

Non-hazardous waste recycled:

211.20259599999997

Non-hazardous waste composted:

268.853409

Non-hazardous waste prepared for reuse:

1.76810524

Non-hazardous waste disposed of to a landfill or incinerator:

854.29024999999999

Estimated percentage of non-hazardous waste disposed of to a landfill or incinerator that is disposed of to a waste-to-energy (WTE) facility:

99.0

Full-time equivalent student enrollment:

14,850.0

Full-time equivalent of employees:

2,189.0

The Reporting Tool will automatically calculate the following five figures:

Total non-hazardous waste diverted from disposal:

481.82411023999999

Annual non-hazardous waste generated:

1,336.11436024

Full-time equivalent students and employees:

17,039.0

Annual non-hazardous waste generated per person:

156.8301379470626

Points earned for indicator OP 12.1:

0.8418220182597287

12.2 Non-hazardous waste generated per square meter

Gross floor area of building space:

2,431,416.668454462

The Reporting Tool will automatically calculate the following two figures:

Annual non-hazardous waste generated per unit of floor area:

0.4985173844859796

Points earned for indicator OP 12.2:

0.5868751272765909

12.3 Percentage of non-hazardous waste diverted from disposal

The Reporting Tool will automatically calculate the following two figures:

Percentage of non-hazardous waste diverted from disposal:

36.061592074607454

Points earned for indicator OP 12.3:

0.8005673440562856

12.4 Percentage of construction and demolition waste diverted from disposal

Has the institution conducted one or more major construction, renovation, and/or demolition projects within the previous three years?:

Yes

Does the institution have sufficient data on construction and demolition waste to pursue this indicator?:

Yes

Performance year for construction and demolition waste:

2023

Construction and demolition waste recycled:

10,642.483380099999

Construction and demolition waste prepared for reuse:

0.0

Construction and demolition waste disposed of to a landfill or incinerator:

333.91505213

The Reporting Tool will automatically calculate the following four figures:

Total construction and demolition waste diverted from disposal:

10,642.483380099999

Annual construction and demolition waste generated:

10,976.398432229998

Percentage of construction and demolition waste diverted from disposal:

96.95788145636618

Points earned for indicator OP 12.4:

1.0

Optional documentation

Notes about the information provided for this credit:

Of the total 17,421 student load, only the 14,850 Equivalent Full-time Student Load (EFTSL) Internal Onshore was utilised for Operational data calculations, as it includes all domestic and international students in on-campus and mixed delivery. The remaining 2,571 EFTSL distance students are not applicable in the data calculations, as they are composed of 1,838 external students (onshore students who follow a fully online study plan) and 733 international offshore students (international students not in Australia), as they would not be on campus at any time to use the facilities.

Additional documentation for this credit:

Transportation

Points Earned 2.16

Points Available 10.00

This subcategory seeks to recognize institutions that are moving toward sustainable transportation systems through fleet management, infrastructure investment, and behavior change. Transportation is a major source of greenhouse gas emissions and other pollutants that contribute to health problems such as heart and respiratory diseases and cancer. Due to disproportionate exposure, these health impacts are frequently more pronounced in low-income communities next to major transportation corridors. In addition, the extraction, production, and global distribution of fuels for transportation can damage environmentally and/or culturally significant ecosystems and may financially benefit oppressive governments.

At the same time, an institution can reap benefits from modeling sustainable transportation systems. Active modes such as cycling and walking provide human health benefits and mitigate the need for large areas of paved surface, which can help a campus better manage stormwater. An institution may also realize cost savings by reducing its dependence on combustion-driven transport and support its local community by helping facilitate a shift away from single-occupancy vehicles.

Credit	Points
Vehicle Fleet	0.79 / 2.00
Commute Modal Split	1.37 / 6.00
Air Travel	0.00 / 2.00

Vehicle Fleet

Score
0.79 / 2.00

Responsible Party

Criteria

13.1 Percentage of fleet vehicles that are electric vehicles

An institution earns 2 points when all of the cars, vans, trucks, and buses in its fleet are electric vehicles, i.e., zero emission vehicles (ZEVs) and/or plug-in hybrid electric vehicles (PHEVs). Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recently available data from within the previous three years.

Include all motorized light, medium, and heavy-duty cars, vans, trucks, and buses (including, for example, delivery trucks, step and panel vans, refuse trucks, coaches and school buses, tractor-trailer tractors, and utility vehicles) that are owned or leased by the institution. Vehicles designed for off-road use (e.g., forklifts, mowers, tractors, and agricultural equipment) and highly specialized vehicles for which no zero-emission alternatives are readily available may be excluded.

"---" indicates that no data was submitted for this field

13.1 Percentage of fleet vehicles that are electric vehicles

Total number of cars, vans, trucks, and buses in the institution's fleet:

114.0

Number of cars, vans, trucks, and buses in the institution's fleet that are zero emission vehicles (ZEVs):

18.0

Number of cars, vans, trucks, and buses in the institution's fleet that are plug-in hybrid electric vehicles (PHEVs):

27.0

The Reporting Tool will automatically calculate the following two figures:

Percentage of fleet vehicles that are electric vehicles:

39.473684210526315

Points earned for indicator OP 13.1:

0.7894736842105263

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Commute Modal Split

Score

1.37 / 6.00

Responsible Party

Criteria

14.1 Percentage of students and employees using more sustainable commuting options

An institution earns 6 points when all of its students and employees use more sustainable commuting options (i.e., alternatives to single-occupancy cars, vans, and trucks). Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recent annual (fiscal or calendar year) data available from within the previous three years. Use the most recent single year for which data is available or an average from throughout the period. Representative samples may be used to gather data about commuting behavior.

Report population figures from the same time period as that from which commuting data are drawn, e.g., an average from throughout the performance period or a snapshot at a single representative point.

Report either the percentage of trips for which students and employees use more sustainable options or the percentage of students and employees that use more sustainable commuting options (or a combination of these options) as their primary means of transportation. Students who live on campus should be included on the basis of how they travel to and from their classes. Employees who live on campus should be included on the basis of how they travel to and from their workplaces.

An institution that tracks commuting behavior for academic staff and non-academic staff separately (e.g., for purposes of greenhouse gas accounting) should combine those figures in a way that reflects the proportional representation of each population. For example, if 60 percent of academic staff (who comprise 40 percent of all employees) use more sustainable options and 40 percent of non-academic staff (who comprise 60 percent of all employees) use more sustainable options, the percentage of employees using more sustainable options would be 48: $(0.6 \times 40) + (0.4 \times 60)$.

"---" indicates that no data was submitted for this field

14.1 Percentage of students and employees using more sustainable commuting options

Performance year for commute modal split:

2022

Full-time equivalent student enrollment:

17,421.0

Full-time equivalent of employees:

2,189.0

Has the institution gathered data about student commuting behavior?:

Yes

Percentage of students that use more sustainable commuting options:

23.0

Description of the methodology used to gather data about student commuting:

Flinders University 2022 Commuter Survey was open to all students for three days from 10-13 May 2022. Survey incentives of 3 x \$100 vouchers were offered and 2629 responses were received. The survey was promoted on digital screens and the Plaza super screen and in staff and student newsletters, on Flinders Facebook and Twitter social media channels. The survey comprised 19 questions, with two questions about parking only visible to those who selected Bedford Park as their primary destination. One open ended question at the end allowed for free text responses and any other comments. Respondants comprised of 1583 students.

Has the institution gathered data about employee commuting behavior?:

Yes

Percentage of employees that use more sustainable commuting options:

22.0

Description of the methodology used to gather data about employee commuting:

Flinders University 2022 Commuter Survey was open to all academic and professional staff for three days from 10-13 May 2022. Survey incentives of 3 x \$100 vouchers were offered and 2629 responses were received. The survey was promoted on digital screens and the Plaza super screen and in staff and student newsletters, on Flinders Facebook and Twitter social media channels. The survey comprised 19 questions, with two questions about parking only visible to those who selected Bedford Park as their primary destination. One open ended question at the end allowed for free text responses and any other comments. Respondants comprised of 247 Academics and 594 Professional Staff members.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 14.1:

1.3733023967363591

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Student commuting data

The following 10 fields are included to provide additional context for interpreting the institution's student modal split. Report either the percentage of students that use each option as their primary means of transportation or the percentage of trips for which students use each option (or avoided trips in the case of remote learning). The figures should total 100.

Percentage of students that commute using single-occupancy car, van, or truck:

Percentage of students that commute by walking or the equivalent:

Percentage of students that commute by cycling or another micro-mobility option:

Percentage of students that commute by carpool or vanpool:

Percentage of students that commute by bus, shuttle, or ferry:

Percentage of students that commute by rail:

Percentage of students that commute by light rail or tram:

Percentage of students that commute by motorcycle or moped:

Percentage of students that commute by zero emission vehicle:

Percentage of students that avail of remote learning:

Employee commuting data

The following 10 fields are included to provide additional context for interpreting the institution's employee modal split. Report either the percentage of employees that use each option as their primary means of transportation or the percentage of trips for which employees use each option (or avoided trips in the case of remote work). The figures should total 100.

Percentage of employees that commute using single-occupancy car, van, or truck:

Percentage of employees that commute by walking or the equivalent:

Percentage of employees that commute by cycling or another micro-mobility option:

Percentage of employees that commute by carpool or vanpool:

Percentage of employees that commute by bus, shuttle, or ferry:

Percentage of employees that commute by rail:

Percentage of employees that commute by light rail or tram:

Percentage of employees that commute by motorcycle or moped:

Percentage of employees that commute by zero emission vehicle:

Percentage of employees that avail of remote work:

Air Travel

Score
0.00 / 2.00

Responsible Party

Criteria

15.1. Air travel reduction and mitigation

An institution earns 2 points when it meets at least two of the following three criteria:

- A. Institution provides incentives designed to encourage employees to reduce their air travel.
- B. Institution has adopted restrictive measures designed to reduce the greenhouse gas (GHG) emissions associated with its directly financed air travel.
- C. Institution has a program designed to mitigate the GHG emissions associated with its directly financed air travel.

Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on current policies and practices and the most recent annual data available from within the previous three years.

This credit was marked as **Not Pursuing** so Documentation Fields will not be displayed.

Planning & Administration

Coordination & Planning

Points Earned 10.33

Points Available 11.00

This impact area seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging stakeholders in governance. Sustainability committees, offices, and staff positions help an institution organize, implement, and publicize its sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability commitments and planning afford an institution the opportunity to clarify its vision of a sustainable future, establish priorities, and help guide budgeting and decision making. Establishing measurable objectives and ensuring that stakeholders have a meaningful voice in governance are important steps in making sustainability an institutional priority and may help advocates implement changes to achieve sustainability goals.

Credit	Points
Sustainability Coordination	1.00 / 1.00
Commitments and Planning	5.33 / 6.00
Institutional Governance	4.00 / 4.00

Sustainability Coordination

Score

1.00 / 1.00

Responsible Party

Criteria

1.1 Coordinating committee, officer, or office for sustainability

An institution earns 1 point when it has a sustainability committee, officer, and/or office charged with coordinating various campus constituencies in the advancement of sustainability across the entire institution. Partial points are available. An institution that does not have a formal mechanism for sustainability coordination across the entire institution, but has one or more sustainability committees, officers, and/or offices (e.g., focused on a portion of the campus or one aspect of sustainability such as renewable energy or sustainability education) earns 0.5 points.

Measurement

Report on the current status of the institution's programs, initiatives, and staff positions.

"---" indicates that no data was submitted for this field

1.1 Coordinating committee, officer, or office for sustainability

Does the institution have one or more sustainability committees?:

Yes

Narrative and/or website URL providing an overview of the institution's sustainability committees:

The Sustainability Advisory Group (SAG) was formed in 2017 with the primary purpose of assisting the University to develop and deliver a strategy and plan to improve our sustainability performance and contribute to delivery of the University 2025 Agenda.

The purpose of the advisory group is:

1. To advocate and champion sustainability in research, teaching, and operations
2. To assist in delivering on the vision and actions of the Sustainability Plan to 2025
3. To consider new project proposals in context of delivering the Plan.
4. To assist with development of internal/external funding requests.
5. To participate in delivery of projects consistent with role or research speciality
6. To review project outcomes in line with Plan.

Members of SAG include:

- Vice President – Corporate Services (Professional/Non-academic staff)
- 2 x Representatives from Property, Facilities and Development (Professional/Non-academic staff)
- Head of Sustainability (formerly Principal Sustainability Strategist) (Professional/Non-academic staff)
- Representative from each College (Academic Staff)
- Up to 3 x interested general staff members
- FUSA Environment Officer (Student)
- Up to 3 x student representatives (Student)
- Sustainability Officer (Professional/Non-academic staff)

https://www.flinders.edu.au/content/dam/documents/campus/sustainability/Terms%20of%20reference_SAG%202024.pdf

Does the institution have one or more sustainability officers?:

Yes

Narrative and/or website URL providing an overview of the institution's sustainability officers:

Head of Sustainability

Flinders University has appointed the Head of Sustainability within the Property, Facilities and Development division, whose role is to engage with the university community to develop and implement sustainability programs. Key duties include creating strategies, plans and policies, recommending investment priorities, driving industry best practice, managing sustainability data and ensuring legislative compliance. The role also coordinates and leads the Sustainability Advisory Group, fostering both internal and external engagement.

Senior Business Analyst (Sustainability)

The Senior Business Analyst (sustainability) within the Property, Facilities and Development division is tasked with enhancing the university's sustainability ratings, rankings, and reporting frameworks, and to coordinate and facilitate change projects under the Sustainability Strategy.

Sustainability Officer

The Sustainability Officer is a role within the Property, Facilities and Development division, appointed to support the development, maintenance, and improvement of the University's sustainability program, as well as support the University on strategic and operational sustainability matters. Additionally, this role maintains the collection, collation, and reporting of sustainability data for reporting and submissions.

Does the institution have a sustainability office that includes more than one full-time equivalent employee?:

Yes

Description of each sustainability office:

The Flinders University Sustainability Team sits within the Strategic Planning and Sustainability Unit of the Property, Facilities and Development Division under Corporate Services. It includes three full time employees.

Full-time equivalent of people employed in the sustainability offices:

3.0

Is at least one of the institution's sustainability committees, officers, or offices charged with coordinating various campus constituencies in the advancement of sustainability across the entire institution?:

Yes

Narrative outlining the activities and substantive accomplishments of the institution-wide coordinating body or officer during the previous three years:

These are some of the accomplishments from the Sustainability Advisory Group and the Head of Sustainability:

Executive level endorsement for the 2030 Sustainability Strategy

During the development of the 2030 Sustainability Strategy, students and staff across all our campuses were engaged in various ways to enable the Sustainability Team to gather comprehensive ideas and feedback which informed the strategy. This included facilitating six themed workshops comprising of research and innovation, finance and procurement, partnerships and engagement, property facilities and management, and teaching and learning. The sustainability survey also received 1036 responses. In April 2024, the Senior Executive Team and the Council endorsed the 2030 Sustainability Strategy.

[https://www.flinders.edu.au/content/dam/documents/campus/sustainability/Flinders%20University%202030%20Sustainability%20Strategy%20-%20Version%201.3%20\(April%202024\).pdf](https://www.flinders.edu.au/content/dam/documents/campus/sustainability/Flinders%20University%202030%20Sustainability%20Strategy%20-%20Version%201.3%20(April%202024).pdf)

Powering our campuses and facilities with 100% renewable electricity from campus based solar arrays and a local windfarm

Flinders University has achieved net-zero emissions from electricity by powering all its campuses and facilities with 100% renewable energy sourced from on-campus solar arrays and Willogoleche windfarm in South Australia.

<https://news.flinders.edu.au/blog/2021/02/01/our-campuses-run-on-100-renewable-energy/>

Winner of the Triple E Awards Sustainable Development Goals Initiative of the Year 2023 for the Vehicle to Grid technology trial

The Flinders University's Vehicle-to-Grid (V2G) initiative won the prestigious SDG Initiative of the Year Award at the Triple E Awards in Barcelona in 2023. The initiative demonstrates a sustainable and innovative solution to scale energy storage technology, increase renewables, and reduce GHG emissions. It included installing and maintaining 20x V2G chargers for its growing electric vehicle fleet that are powered by 100% renewable energy generated by ENGIE's Willogoleche Wind Farm and Flinders University's own solar power systems. The stored energy in EV batteries is discharged into the campus during peak demand periods. This initiative supports SDGs 7 - Affordable and Clean Energy, 9 - Industry, Innovation and Infrastructure, 13 - Climate Action, and 17 - Partnerships, by demonstrating the reliability and scalability of bi-directional smart-charging systems for EVs, reducing emissions, optimizing behind-the-meter generation, and creating teaching, research, and innovation opportunities.

<https://2023.triple-e-awards.com/index/finalist/id/808>

<https://news.flinders.edu.au/blog/2023/08/04/all-systems-go-for-landmark-energy-project>

<https://www.energymagazine.com.au/landmark-vehicle-to-grid-ev-project-switched-on-in-sa/>

<https://smartcity.org.au/index.php/article/milestone-reached-flinders-university-launches-revolutionary-energy-project?page=1>

Water Recycling with the City of Marion

Bedford Park sport fields recycled water Irrigation from the City of Marion's Oaklands Wetlands: Flinders University is progressing its sustainability efforts by integrating recycled water systems for irrigating sports fields across its campuses. This initiative is part of Flinders University's Sustainability Strategy, focusing on reducing mains water consumption at the Bedford Park campus and enhancing overall water efficiency. The collaboration with the City of Marion involves a pipeline project delivering recycled water specifically to the university's ovals, contributing significantly to the conservation of potable water resources.

<https://www.marion.sa.gov.au/about-council/news/marion-waters-5-6m-pipeline-extension-delivering-a-greener-city>

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 1.1:

1.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Job descriptions

Text of the job description for the institution's sustainability officer (1st position):

Copy of the job description for the institution's sustainability officer (1st position):

Text of the job description for the institution's sustainability officer (2nd position):

Copy of the job description for the institution's sustainability officer (2nd position):

Text of the job description for the institution's sustainability officer (3rd position):

Copy of the job description for the institution's sustainability officer (3rd position):

Commitments and Planning

Score

5.33 / 6.00

Responsible Party

Criteria

2.1 Public sustainability commitment

An institution earns 2 points when it has made a public commitment to sustainability, as evidenced by a published statement, policy, or plan that outlines the institution's guiding vision or goals for sustainability and/or its status as a signatory to one or more external sustainability commitments that include a reporting requirement.

Measurement

Report on the institution's current plans and commitments. External commitments that do not include ongoing reporting requirements do not qualify.

2.2 Measurable sustainability objectives

An institution earns 3 points when it has adopted one or more measurable sustainability objectives that address A) teaching, learning, and research, B) stakeholder engagement, C) campus operations, D) racial equity and social justice, and E) administration and finance, as evidenced by their inclusion in a published plan and the identification of an accountable staff position or unit for each objective. Partial points are available as outlined in the Technical Manual.

Measurement

Report on the institution's active plans, e.g., the institution's current strategic plan, campus master plan, sustainability plan, and/or climate action plan.

2.3 Climate resilience assessment and planning

An institution earns 1 point when it A) has conducted a baseline assessment to identify vulnerabilities and resilience activities related to climate change on campus and in the local community, B) participates in an ongoing campus-community task force or committee that is focused on climate resilience, and C) has incorporated climate resilience strategies and/or goals into one or more of its published plans. Partial points are available as outlined in the Technical Manual.

Measurement

Report on active plans and assessments completed or updated within the previous five years.

A campus-community task force or committee may be hosted by the institution, by an entity in the community, or jointly as long as both institutional and community representatives participate.

"---" indicates that no data was submitted for this field

2.1 Public sustainability commitment

Has the institution made a public commitment to sustainability, as evidenced by an external commitment or a published plan?:

Yes

Narrative detailing the institution's guiding vision or goals for sustainability and the plan(s) in which they are published:

Flinders University Vision:

To be internationally recognised as a world leader in research, an innovator in contemporary education, and the source of Australia's most enterprising graduates.

Our Sustainability Vision:

Flinders University is committed to sustainability, inclusivity, and global responsibility, we will confront challenges such as climate change, biodiversity loss, and social inequalities and lead society towards a brighter future. By integrating these pressing issues into our strategic agenda, conducting research, offering sustainability-focused and inclusive educational programs, implementing sustainable practices across all functions, and engaging with external networks, we will actively contribute to addressing societal needs and advancing sustainability on a local, national, and global scale

(as per our 2030 Sustainability Strategy [https://www.flinders.edu.au/content/dam/documents/campus/sustainability/Flinders%20University%202030%20Sustainability%20Strategy%20-%20Version%201.3%20\(April%202024\).pdf](https://www.flinders.edu.au/content/dam/documents/campus/sustainability/Flinders%20University%202030%20Sustainability%20Strategy%20-%20Version%201.3%20(April%202024).pdf))

Narrative and/or website URL outlining the institution's external sustainability commitments that include a reporting requirement:

Our 2030 Sustainability Strategy describes our plans and commitments, including objectives and initiatives. Reporting is part of Strategic Pillar 4 - Leadership and Governance: 4.3 Reporting, Objective: Advance sustainability reporting and recognition. One of the reporting objectives is to achieve a Sustainability Tracking, Assessment & Rating System (STARS) Rating. [https://www.flinders.edu.au/content/dam/documents/campus/sustainability/Flinders%20University%202030%20Sustainability%20Strategy%20-%20Version%201.3%20\(April%202024\).pdf](https://www.flinders.edu.au/content/dam/documents/campus/sustainability/Flinders%20University%202030%20Sustainability%20Strategy%20-%20Version%201.3%20(April%202024).pdf)

Our Reconciliation Action Plan 2023-2025 describes the pathway and actions to our vision to establish Flinders University as a place where reconciliation is embedded in the lived actions of the Flinders University community. We aim to do this by promoting social responsibility and accountability, underpinned by truth telling, mutual respect and understanding, that champions Aboriginal and Torres Strait Islander people's selfdetermination. The plan includes an action on reporting: Action 14. Build accountability and transparency through reporting RAP achievements, challenges, and learnings both internally and externally. https://www.flinders.edu.au/content/dam/images/reconciliation-action-plan/OISE_RAP_2023_Final_web.pdf (page 21).

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 2.1:

2.0

2.2 Measurable sustainability objectives

Has the institution adopted one or more measurable sustainability objectives that address teaching, learning, and research?:

Yes

Narrative listing the institution's measurable sustainability objectives that address teaching, learning, and research:

As per the 2030 Sustainability Strategy, the objective for Learning and Teaching in the Strategy is: Flinders graduates are sustainability literate and prepared to lead transformational change within their organisations and communities

It identifies six initiatives and actions (see plan for details) with the Deputy Vice-Chancellor (Students and Learning), Teaching and Innovation Committee and the Sustainability Advisory Group responsible. Identified metrics are:

- Number of graduates in sustainability-focused undergraduate and graduate-level degree, courses.
- Number of topics and degree courses offering sustainability focused and inclusive content.
- Number of student-completions for sustainability-focused and inclusive topics
- Increased levels of sustainability knowledge, literacy and involvement amongst students.

The objective for research is: Flinders' research activities are helping society solve complex sustainability challenges. The plan identifies three actions/initiatives with Deputy Vice-Chancellor (Research) responsible. Identified metrics are:

- Quantity of sustainability-related research projects and publications aligned to SDGs.
- Increased levels of funding secured by research units in the areas of environmental and social impact research.
- Number of demonstration research projects applied on campus.

(Refer to pages 8 and 9 in the 2030 Sustainability Strategy)

Has the institution adopted one or more measurable sustainability objectives that address stakeholder engagement?:

Yes

Narrative listing the institution's measurable sustainability objectives that address stakeholder engagement:

As per the 2030 Sustainability Strategy, the main objective for Student, Alumni and Staff Campus Engagement is: Sustainable behaviours are embedded into the culture of Flinders University. It identified eight initiatives and actions with the Deputy Vice-Chancellor (Students), Flinders University Student Association (FUSA), Property, Facilities and Development, People and Culture, Deans of People and Resources; Academic and Student leaders from each college, Health Counselling and Disability Services (HCD), OISE responsible. The metrics are:

- Increased levels of knowledge, responsibility and engagement amongst staff and students as measured in a survey every 3 years.
- Increase in the number of student-led sustainability projects and initiatives.

The objective for Community and Public Engagement is: Grow community engagement for sustainable impact. Two initiatives and actions were identified with the Property, Facilities and Development division responsible. The metrics are:

- Increased collaborative local and regional sustainability project and formal network involvement.

The objective for Business and Industry Partnerships is: Strengthen collaboration with business, government and industry. Two initiatives and actions were identified with Corporate Services portfolio responsible. The related metrics are:

- At least one partnership in each sector - community, industry, inter-university

Refer to pages 15 to 16 in the 2030 Sustainability Strategy)

Has the institution adopted one or more measurable sustainability objectives that address campus operations?:

Yes

Narrative listing the institution's measurable sustainability objectives that address campus operations:

As per the 2030 Sustainability Strategy, the objective for Energy, Building and Construction is: Develop low carbon, efficient and healthy campus infrastructure. There are ten initiatives and actions with the Property, Facilities and Development division primarily responsible. The metrics for this objective are:

- Minimum 5-Star Green Star and/or Gold WELL rating achieved and life-cycle-assessment for new major builds.
- Organisational GHG emissions (CO₂e) and emissions per full-time student.
- Renewable energy generation and consumption (as % of demand).

The objective for Procurement and Supply is: Develop a low environmental impact responsible supply chain. There are three initiatives and actions with the Finance and Procurement division responsible. The metrics are:

- Sustainability principles are embedded in the University's tendering and procurement processes.
- Number of partnerships with suppliers that demonstrate sustainable and ethical practices (e.g. carbon-neutral, repurposed, reused, recycled, take back scheme, local, socially ethical, indigenous, and slave-free suppliers).
- GHG (CO₂e) emissions of supply chain (goods and services).

The objective for Transport is: Move towards sustainable transport. There are eleven initiatives and actions with Property, Facilities and Development; International; and Finance and Procurement being responsible. The metrics are:

- Increase in the use of public transport, the loop bus, walking and cycling (from baseline).
- Reduction in transport related GHG (CO₂e) emissions.
- Decrease in air travel emissions per FTE staff.
- EV vehicles as % of fleet.

The objective for Water in the strategy is: Cultivate water-wise campuses. There are three actions and initiatives with the Property, Facilities and Development division responsible. The metrics are:

- Reduce water use on campus and increase in % recycled water.
- Improved water efficiency in landscape maintenance and increased utilisation of stormwater (from baseline).

The objective for Resource Recovery is: Maximise resource efficiency and recovery. There are seven actions and initiatives with the Property, Facilities and Development division responsible. The metrics are:

- Waste to landfill (including to energy), reuse, recycling and organics (volume and %)
- Contamination rate in recycling streams and recyclables in waste streams (%)
- Retailers reuse or use 100% compostable serving ware (# of compliant retailers).

The objective for Food and Dining is: Nourish people and planet. There are three initiatives and actions with three actions and initiatives with Property, Facilities and Development division responsible. The metrics are:

- Food choice availability including organic, vegan, vegetarian, unprocessed, locally sourced (# of participant retailers).

The objective for Climate Action is: Adapt to a changing climate. There are two actions and initiatives with the Property, Facilities and Development division responsible. The metric is:

- Reduction, or at least mitigation, of climate risks assessed as high or extreme.

The objective for Landscapes and Biodiversity is: Preserve and increase biodiverse, ecologically appropriate, and productive campus landscapes. There are four actions and initiatives with the

Property, Facilities and Division and the Office of Indigenous Strategy and Engagement responsible. The metrics are:

- Upward trends in campus biodiversity indicators (flora species by type, number, endemic, non-endemic).
- Reduction in herbicide, pesticide and fertiliser use on campus.
- Number of significant trees registered.

(Refer to pages 9 to 15 of the 2030 Sustainability Strategy)

Has the institution adopted one or more measurable sustainability objectives that address racial equity and social justice?:

Yes

Narrative listing the institution's measurable sustainability objectives that address racial equity and social justice:

As per our Reconciliation Action Plan 2023-2025, the following Actions are pursued:

8. Improve employment outcomes by increasing Aboriginal and Torres Strait Islander recruitment, retention, and professional development. Responsibility: Director, People and Culture
9. Increase Aboriginal and Torres Strait Islander supplier diversity to support improved economic and social outcomes. Responsibility: Vice-President Corporate Services

(Refer to page 18 of the Reconciliation Action Plan 2023-2025)

Has the institution adopted one or more measurable sustainability objectives that address administration and finance?:

Yes

Narrative listing the institution's measurable sustainability objectives that address administration and finance:

As per the 2030 Sustainability Strategy, the Driving Responsible Investment objective is: Realise and demonstrate responsible Investment. There are two initiatives and actions with Finance and Procurement and the Property, Facilities and Development development responsible. The metric is:

- Operation of a revolving sustainability fund.

The Reporting objective is: Advance sustainability reporting and recognition. There are three initiatives and actions with the Property, Facilities and Development responsible. The metrics are:

- Annual GHG reporting, STARS® (3-yearly)
- Improved sustainability rankings.

(Refer to page 17 to 18 of the 2030 Sustainability Strategy)

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 2.2:

3.0

2.3 Climate resilience assessment and planning

Has the institution conducted a baseline assessment to identify vulnerabilities and resilience activities related to climate change on campus and in the local community?:

No

Narrative and/or website URL providing an overview of the institution's climate resilience assessment:

Does the institution participate in an ongoing campus-community task force or committee that is focused on climate resilience?:

No

Narrative and/or website URL providing an overview of the campus-community task force or committee focused on climate resilience:

Has the institution incorporated climate resilience strategies and/or goals into one or more of its published plans?:

Yes

Narrative listing the institution's climate resilience strategies and goals and the plan(s) in which they are published:

The climate resilience strategies and goals from the Flinders University 2030 Sustainability Strategy are:

- Energy efficiency improved by 20% and reduction of stationary diesel fuel (generator) emissions by 30% (owned by the Property, Facilities and Development division by 2030).
- Develop energy storage to support electrification within demand constraints (owned by the Property, Facilities and Development division by 2030).
- Replacement of 80% Hydrofluorocarbons (HFCs) refrigerants with low-global warming potential (GWP) alternatives through maintenance and replacement cycles, primarily via chillers and heat pumps (owned by the Property, Facilities and Development division by 2030)
- Electrify the small vehicle fleet (by 2026) and 90% of the entire fleet, and campus loop bus services (owned by the Property, Facilities and Development division by 2030).
- Reduce mains water usage by 20% connecting to an integrated water recycling system (owned by the Property, Facilities and Development division from 2024).
- All new buildings to have dual recycled water reticulation and water efficiency (owned by the Property, Facilities and Development division from 2024).
- Use green infrastructure and low impact development (LID) practices to help mitigate stormwater run-off impacts and treat rainwater as a resource rather than as a waste product (owned by the Property, Facilities and Development division from 2024).
- Ensure sustainability and climate adaptation principles (including bushfire, extreme heat and weather, and flooding prevention) are integrated into the master planning process (owned by the Property, Facilities and Development division by 2024).
- Adopt 'no net loss' development (with 'net gain' outcomes incorporated in all projects) adhered to across all campuses (owned by the Property, Facilities and Development division by 2025).
- Maintain and promote healthy, local food security and wellness by hosting a weekly community market and community garden for student use (owned by the Property, Facilities and Development division by 2024).
- Adopt 'no net loss' development (with 'net gain' outcomes incorporated in all projects) adhered to across all campuses (owned by the Property, Facilities and Development division by 2025).
- Adopt a unified EV support strategy and support the ongoing adoption of low emissions vehicles by our staff, students and visitors by providing adequate charging infrastructure at university and rural and remote sites, where appropriate, to include fast charging and bi-directional charging infrastructure (owned by the Property, Facilities and Development division through 2030)

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 2.3:

0.3333333333333333

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Institutional Governance

Score

4.00 / 4.00

Responsible Party

Criteria

3.1 Student participation in governance

An institution earns 1 point when it meets all three of the criteria listed below:

- A. Institution has one or more ongoing bodies through which students can democratically participate in the governance of the institution.
- B. One or more student representatives are included as members of the institution's highest decision-making body.
- C. At least one student representative has voting rights on the institution's highest decision-making body.

Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's governance structures.

3.2 Academic staff participation in governance

An institution earns 1 point when it meets all three of the criteria listed below:

- A. Institution has one or more ongoing bodies through which academic staff can democratically participate in the governance of the institution.
- B. One or more academic staff representatives are included as members of the institution's highest decision-making body.
- C. At least one academic staff representative has voting rights on the institution's highest decision-making body.

Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's governance structures.

3.3 Non-academic staff participation in governance

An institution earns 1 point when it meets all three of the criteria listed below:

- A. Institution has one or more ongoing bodies through which non-academic staff can democratically participate in the governance of the institution.
- B. One or more staff members representing non-managerial workers are included as members of the institution's highest decision-making body.
- C. At least one staff member representing non-managerial workers has voting rights on the institution's highest governing body.

Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's governance structures.

3.4 Community participation in governance

An institution earns 1 point when it meets both of the criteria listed below:

- A. Institution has one or more ongoing bodies through which local community-based organizations not affiliated with the institution can democratically participate in its governance.
- B. Institution has used one or more ad hoc mechanisms during the previous three years to consult local community members on institutional decisions, plans, or policies.

Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's governance structures.

"---" indicates that no data was submitted for this field

3.1 Student participation in governance

Does the institution have one or more ongoing bodies through which students can democratically participate in the governance of the institution?:

Yes

Narrative and/or website URL outlining the ongoing bodies through which students can democratically participate in the governance of the institution:

The Student Council of Flinders University Student Association (FUSA) is the elected representative body of Flinders University students. They help determine the direction of FUSA as an organisation and coordinate campaigns and events run through FUSA. Positions open for election includes Student President, General Secretary, Education Officer, Women's Officer, Welfare Officer, Postgraduate Students Officer, International Students Officer, Queer Officer, First Nations Students Officer, People of Colour Officer, Environment Officer, Disabilities Officer, Social Activities Officer, Mature Age Students Officer and General Council Member. All positions on the Student Council are elected democratically by the general student population of Flinders.

<https://fusa.edu.au/>

Are one or more student representatives included as members of the institution's highest decision-making body?:

Yes

Narrative and/or website URL outlining student representation on the institution's highest decision-making body:

Flinders University Act 1966

https://www.legislation.sa.gov.au/_legislation/lz/c/a/flinders%20university%20act%201966/current/1966.23.auth.pdf

Refer to page 5 of the Flinders University Act 1966

Student representatives are elected to the Council as per the Election Policy. <https://www.flinders.edu.au/content/dam/documents/staff/policies/governance-risk/election.pdf>

University Council Website

<https://www.flinders.edu.au/about/governance/university-council>

Does at least one student representative have voting rights on the highest decision-making body?:

Yes

Description of other mechanisms used to consult students on institutional decisions, plans, or policies:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 3.1:

1.0

3.2 Academic staff participation in governance

Does the institution have one or more ongoing bodies through which academic staff can democratically participate in the governance of the institution?:

Yes

Narrative and/or website URL outlining the ongoing bodies through which academic staff can democratically participate in the governance of the institution:

There are multiple pathways for academic staff to democratically participate in the governance of the institution.

The University Council has several subcommittees, for example the Academic Senate <https://www.flinders.edu.au/about/governance/university-council> and <https://www.flinders.edu.au/about/governance/university-council/academic-senate> which has representatives from the Colleges and Portfolios.

Each of the Colleges has a Vice-President and Executive Dean, a Dean Research, a Dean People & Resources and a Dean Education. Together with the Director of College (non-academic staff) they make up the College Executive Leadership Teams (ELT). Each College has a pathway for academic staff to bring information to their ELT. For example each College has a College Research Committee, with the Deans Research as Chairs and academic and non-academic staff as members. The Deans Research are members of the University Research Committee, with the Deputy Vice Chancellor Research (DVCR) as Chair. The DVCR is part of the Flinders Senior Executive Team, with the Vice Chancellor as Chair.

Similar Committees are in place for People and Resources, and for Education.

Outside of the formal pathways the University regularly consults staff on strategic projects via anonymous surveys, e.g. for the 2030 Strategic Plan, the Master Plan and the 2030 Sustainability Strategy.

Are one or more academic staff representatives included as members of the institution's highest decision-making body?:

Yes

Narrative and/or website URL outlining academic staff representation on the institution's highest decision-making body:

Flinders University Act 1966

https://www.legislation.sa.gov.au/_legislation/lz/c/a/flinders%20university%20act%201966/current/1966.23.auth.pdf

Refer to page 5 of the Flinders University Act 1966

Academic representatives are elected to the Council as per the Election Policy. <https://www.flinders.edu.au/content/dam/documents/staff/policies/governance-risk/election.pdf>

University Council Website

<https://www.flinders.edu.au/about/governance/university-council>

Does at least one academic staff representative have voting rights on the institution's highest decision-making body?:

Yes

Description of other mechanisms used to consult academic staff on institutional decisions, plans, or policies:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 3.2:

1.0

3.3 Non-academic staff participation in governance

Does the institution have one or more ongoing bodies through which non-academic staff can democratically participate in the governance of the institution?:

Yes

Narrative and/or website URL outlining the ongoing bodies through which non-academic staff can democratically participate in the governance of the institution:

There are multiple pathways for non-academic staff to democratically participate in the governance of the institution.

Non-academic representatives are elected to the Council as per the Election Policy. <https://www.flinders.edu.au/content/dam/documents/staff/policies/governance-risk/election.pdf>

The Director of College (non-academic staff) is part of the College Executive Leadership Teams (ELT) in each of the Colleges. Non-academic staff in the Colleges are represented by the Directors of College. Each College has a Professional Services Leadership Team, chaired by the Directors of College, which includes representatives of all professional staff teams in the Colleges.

Non-academic staff in the Portfolios are represented through committees in each Portfolio.

Outside of the formal pathways the University regularly consults staff on strategic projects via anonymous surveys, e.g. for the 2030 Strategic Plan, the Master Plan and the 2030 Sustainability Strategy.

Are one or more staff members representing non-managerial workers included as members of the institution's highest decision-making body?:

Yes

Narrative and/or website URL outlining non-academic staff representation on the institution's highest decision-making body:

Flinders University Act 1966

https://www.legislation.sa.gov.au/_legislation/lz/c/a/flinders%20university%20act%201966/current/1966.23.auth.pdf

Refer to page 5 of the Flinders University Act 1966

Non-academic representatives are elected to the Council as per the Election Policy. <https://www.flinders.edu.au/content/dam/documents/staff/policies/governance-risk/election.pdf>

University Council Website

<https://www.flinders.edu.au/about/governance/university-council>

Does at least one staff member representing non-managerial workers have voting rights on the institution's highest decision-making body?:

Yes

Description of other mechanisms used to consult non-academic staff on institutional decisions, plans, or policies:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 3.3:

1.0

3.4 Community participation in governance

Does the institution have one or more ongoing bodies through which local community-based organizations not affiliated with the institution can democratically participate in its governance?:

Yes

Narrative and/or website URL outlining the ongoing bodies through which local community-based organizations can democratically participate in the governance of the institution:

University Council

<https://www.flinders.edu.au/about/governance/university-council>

<https://staff.flinders.edu.au/colleges-and-services/bgl/committees/flinders-business-advisory-board>

Reconciliation Action Plan (RAP) Oversight Committee

The Reconciliation Action Plan Oversight Committee oversees the monitoring and implementation of the University's RAP. There are six Aboriginal and Torres Strait Islander members including a Senior Elder on Campus represented on the committee.

<https://www.flinders.edu.au/reconciliation-action-plan/steering-and-working-group>

College of Humanities, Arts and Social Sciences Industry Advisory Board

The College of Humanities, Arts and Social Sciences Industry Advisory Board consists of external industry leaders who advise the College's educational offerings and industry-focussed research priorities to ensure industry relevance. The Board assists the leadership team in the annual review of its strategic priorities, including how to respond to future workforce trends, provides guidance on enhancements to improve graduate employability outcomes and identifies and develops areas for research-industry engagement priorities.

<https://www.flinders.edu.au/college-humanities-arts-social-sciences/industry-advisory-board>

Flinders Business Advisory Board

The Flinders Business Advisory Board consists of an external, expert and experienced group of industry practitioners who advise the College and serve as a reference point. The Board ensures that our programs and courses foster graduates with the skills they need to work in a constantly changing environment. Advisory Board members are leaders in industry, government and the professions who are committed to ensuring that the College continues to provide high quality education and research.

College of Science and Engineering Industry Advisory Board

The College of Science and Engineering has established an Industry Advisory Board (IAB). The IAB brings together a representative group of leaders from the private, public, and not for profit sectors who have an interest in science and engineering and a commitment to assisting the College of Science and Engineering to develop and achieve its strategic goals.

<https://www.flinders.edu.au/college-science-engineering/industry-advisory-board>

Has the institution used one or more ad hoc mechanisms during the previous three years to consult local community members on institutional decisions, plans, or policies?:

Yes

Narrative and/or website URL outlining the ad hoc mechanisms used during the previous three years to consult local community members on institutional decisions, plans, or policies:

For the development of the new Bedford Park Campus Master Plan, the university held numerous in person drop-in consultation sessions with students from the Australian Science and Mathematics School and the wider local community. The aim of the consultations was to gain an understanding of what the community required and desired in Campus Master Plan. Additionally, assist the university with identifying, issues, gaps, and opportunities to be considered. The themes explored include

learning and discovery, campus life and housing, landscape and biodiversity, access and movement, infrastructure and sustainability, connection to Country, and development and partnerships. The feedback and ideas was collected through a survey and by asking the community to place a coloured sticky dot on the campus map to indicate what they valued most, what they want improved and what they want to create.

The development of the University's Innovate Reconciliation Action Plan 2023 - 2025 involved a one year consultation period with rural and remote staff and students, Elders on campus and key Aboriginal community members from across South Australia and the Northern Territory. The consultation was conducted face-to-face at our Bedford Park and Darwin campuses and was also online for those who resided in rural and remote locations.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 3.4:

1.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Investment

Points Earned 2.00

Points Available 9.00

This impact area seeks to recognize institutions that make investment decisions that promote sustainability. Collectively, colleges and universities invest hundreds of billions of dollars. Like other decisions that institutions make, these investments have impacts that are both local and global in scope. Institutions with transparent and democratic investment processes promote accountability and engagement by the campus and community. By using the tools of sustainable investing, institutions can improve the long-term health of their endowments, encourage better corporate behavior, support innovation in sustainable products and services, support sustainability in their community, and help build a more just and sustainable financial system.

Credit	Points
Sustainable Investment Program	2.00 / 4.00
Investment Holdings	0.00 / 5.00

Sustainable Investment Program

Score

2.00 / 4.00

Responsible Party

Criteria

4.1 Sustainable investment policy or committee

An institution earns 2 points when it has formally incorporated environmental, social, and governance (ESG) factors and/or climate risk as material issues to be considered when making investment decisions, as evidenced by a published policy or directive and/or a committee on investor responsibility (CIR).

Measurement

Report on current sustainable investment policies and directives and/or currently active committees.

4.2 Negative screening and divestment

An institution earns 1 point when it employs negative screening and/or targeted divestment in support of sustainability, as evidenced by a published policy or directive or a public commitment.

Measurement

Report on current policies and directives and/or public commitments made by the institution.

4.3 Investor engagement

An institution earns 1 point when it A) has engaged in proxy voting in support of sustainability during the previous three years, B) has filed one or more shareholder resolutions or signed on to one or more investor statements in support of sustainability during the previous three years, and C) is an active participant in one or more sustainability or ESG-focused investor networks. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on activities from within the previous three years.

"---" indicates that no data was submitted for this field

4.1 Sustainable investment policy or committee

Has the institution formally incorporated environmental, social, and governance (ESG) factors and/or climate risk as material issues to be considered when making investment decisions?:

Yes

Narrative and/or website URL providing an overview of how the institution has incorporated ESG factors and/or climate risk as material issues to be considered when making investment decisions:

Sustainable finance is an increasingly influential force in business and is defined as investment decisions that consider the environmental, social, and governance (ESG) factors of an economic activity or project. Flinders University is committed to responsible investment and understands the importance of accountability, disclosure and transparency. We are also committed to maintaining ongoing funding to realise the Flinders University 2030 Sustainability Strategy and corresponding initiatives. To maintain an investment portfolio that considers broader ESG factors and aims to screen out, disclose and divest from potential and existing investments based on responsible investment factors, the University will make responsible investments that are aligned with:

- The University's Sustainability Plan
- Flinders' strategic plan
- Environmental, social and governance (ESG) factors
- The six UN Principles for Responsible Investment

The University may at its absolute discretion screen out investments where it considers it appropriate to do so on the basis of environmental, social and governance (ESG) factors or any of the other responsible investment factors above.

Council, as Flinders University's primary governing body, has a subcommittee (Finance and Investment Committee) to provide ongoing oversight of the University's investments, including its sustainability strategy, and with a particular focus on the carbon intensity of the aggregate investment portfolio.

<https://www.flinders.edu.au/about/governance/university-council/finance-investment-committee>

With endorsement from Finance and Investment Committee in February 2023, Council subsequently approved the integration of the six UN Principals of Responsible Investment as a core consideration in the University's Investment Policy.

<https://www.flinders.edu.au/content/dam/documents/campus/sustainability/flinders-university-investment-policy-extract.pdf>

See also [https://www.flinders.edu.au/content/dam/documents/campus/sustainability/Flinders University 2030 Sustainability Strategy - Version 1.3 \(April 2024\).pdf](https://www.flinders.edu.au/content/dam/documents/campus/sustainability/Flinders%20University%202030%20Sustainability%20Strategy%20-%20Version%201.3%20(April%202024).pdf) page 17, section 4.2 Driving Responsible Investment.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 4.1:

2.0

4.2 Negative screening and divestment

Does the institution employ negative screening and/or targeted divestment in support of sustainability?:

No

Narrative and/or website URL providing evidence of the institution's use of negative screening and/or targeted divestment in support of sustainability:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 4.2:

0.0

4.3 Investor engagement

Has the institution engaged in proxy voting in support of sustainability during the previous three years, either directly or through an investment manager?:

No

Narrative and/or website URL providing an overview of the institution's proxy voting in support of sustainability:

Has the institution filed a shareholder resolution or signed on to an investor statement in support of sustainability during the previous three years, either directly or through an investment manager?:

No

Narrative and/or website URL providing an overview of the shareholder resolutions or investor statements in support of sustainability:

Is the institution an active participant in one or more sustainability or ESG-focused investor networks?:

No

Narrative and/or website URL providing an overview of the institution's participation in sustainability or ESG-focused investor networks:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 4.3:

0.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Investment Holdings

Score

0.00 / 5.00

Responsible Party

Criteria

5.1 Investment holdings disclosure

An institution earns the maximum points available for this indicator when it A) has published a snapshot of the holdings in its investment pool within the previous three years that B) details the amount or percentage allocated to specific funds, companies, and institutions, and C) is inclusive of the combined activities of the institution and all other entities that manage investments on its behalf such as a contracted management company, university system, and/or foundation. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the most recent snapshot available from within the previous three years.

To qualify, the snapshot must include, at minimum, the predominant asset pool or grouping of assets that is organized primarily to support the institution and reflect its investment policies. In general, this should include long-term reserves and unrestricted investment and endowment funds, including assets managed on the institution's behalf by other entities. Pensions and other restricted assets may be excluded.

5.2 Percentage of the investment pool allocated to positive sustainability investments

An institution earns the maximum points available for this indicator when 100 percent of its investment pool is allocated to A) funds that are explicitly focused on sustainability or environmental, social, and governance (ESG), B) sustainability-focused industries or sectors, C) businesses selected for exemplary sustainability performance using positive screens, D) community development financial institutions (CDFIs), E) place-based investments that target positive social and environmental impacts in economically divested areas, and/or F) green revolving funds seeded from the investment pool. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report on the published snapshot provided in indicator 5.1.

To claim points for a positive sustainability investment, the total pool of assets from which those funds are distributed must be included in the investment pool. For example, to earn points for long-term reserves held in a community development credit union, all of the institution's long-term reserves must be included in the investment pool.

An allocation may not be counted in more than one category, e.g., funds invested in a Certified B Corporation that operates in the renewable energy sector may be reported as funds allocated to businesses selected for exemplary sustainability performance or funds allocated to sustainability-focused industries or sectors, but not both.

This credit was marked as **Not Pursuing** so Documentation Fields will not be displayed.

Social Equity

Points Earned 9.52

Points Available 14.00

This impact area seeks to recognize institutions that are working to advance diversity, equity, and inclusion among their students and employees. A safe and supportive campus climate and a student body and staff that are representative of the communities served by an institution provide a richer and more inclusive environment for learning and collaboration.

In a broader context, Indigenous, racialized, ethnic minority, and economically divested communities are underrepresented in higher education settings and, at the same time, suffer disproportionate exposure to environmental burdens, the social costs of resource extraction and production, and the impacts of global climate change. These injustices are due to systems of privilege, inequality, discrimination, and racism, resulting in uneven and inequitable access to education and other resources and in societies that are segregated into more vulnerable and less vulnerable communities.

To achieve environmental and social justice, a society and its institutions must promote equity in a way that makes higher education accessible to all, improves the lived reality of marginalized groups, and dismantles the structures that have institutionalized the privilege enjoyed by its dominant groups. The historical legacy and persistence of these structures makes a proactive approach to promoting diversity, equity, inclusion, and justice a fundamental prerequisite for creating a sustainable society.

Credit	Points
Institutional Climate	2.00 / 3.00
Racial and Ethnic Diversity	0.94 / 3.00
Gender Parity	2.00 / 2.00
Affordability and Access	2.25 / 3.00
Student Success	2.33 / 3.00

Institutional Climate

Score

2.00 / 3.00

Responsible Party

Criteria

6.1 Support for students from underrepresented groups

An institution earns 1 point when it supports one or more programs, initiatives, or networks designed to address the specific needs of A) students with disabilities, B) students that identify as members of marginalized racial, ethnic, and/or Indigenous groups, C) LGBTQ+ students, D) low-income and/or first-generation students, E) refugees, asylum seekers, internally displaced, and/or undocumented students, and F) students from one or more additional underrepresented groups. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's programs, initiatives, and networks. Examples include targeted grants, scholarships, and awards; mentorship programs; affinity groups and peer support networks; targeted academic support programs; and other programs and initiatives that explicitly aim to support individuals from each underrepresented group. To qualify, the specific group for which points are being claimed must be mentioned in the description of a program, network, or initiative.

Commitments, plans, protocols, statements, recruitment activities, and generalized programs (e.g., that are open to all students) do not qualify in the absence of one or more of the targeted programs, initiatives, or networks described above.

6.2 Support for employees from underrepresented groups

An institution earns 1 point when it supports one or more programs, initiatives, or networks designed to address the specific needs of A) employees with disabilities, B) employees that identify as members of marginalized racial, ethnic, and/or Indigenous groups, C) LGBTQ+ employees, and D) employees from one or more additional underrepresented groups. Partial points are available as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's programs, initiatives, and networks. Examples include mentorship programs, affinity groups and peer support networks, and other programs and initiatives that explicitly aim to support individuals from each underrepresented group. To qualify, the specific group for which points are being claimed must be mentioned in the description of a program, network, or initiative.

Commitments, plans, protocols, statements, recruitment activities, and generalized programs (e.g., that are open to all employees) do not qualify in the absence of one or more of the targeted programs, initiatives, or networks described above.

6.3 Institutional climate assessment

An institution earns 1 point for A) having conducted an institutional climate assessment within the previous three years and B) publishing the results of its institutional climate assessments. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on assessments completed within the previous three years and the results of the most recent assessment to have been finalized.

"---" indicates that no data was submitted for this field

6.1 Support for students from underrepresented groups

Does the institution support one or more programs, initiatives, or networks designed to address the specific needs of students with disabilities?:

Yes

Narrative and/or website URL providing an overview of the institution's programs, initiatives, and networks for students with disabilities:

This is an overview of some of our programs, initiatives and networks for students with disabilities:

Disability Services

Disability Support is a free, confidential service for students who have a disability. Support includes help with access plans, equipment/software access, alternative exam arrangements and parking permits.

<https://students.flinders.edu.au/support/hcd/disability>

Dylan Alcott Foundation

Flinders is partnering with the Dylan Alcott Foundation to provide financial support to students with a disability.

<https://www.flinders.edu.au/scholarships/dylan-alcott-foundation-scholarship>

<https://blogs.flinders.edu.au/student-health-and-well-being/2024/04/18/the-dylan-alcott-foundation-scholarship-at-flinders-university/>

Career advice

Flinders has a longstanding partnership with Community Bridging Services (CBS) to provide specialist employment advice for students – and this service has been expanded in 2024.

For students who might need a little extra support, the University Specialist Employment Partnership (USEP) is available to provide one-on-one employment advice that will empower students who identify with disabilities, chronic illness, injuries, mental health conditions and neurodiversity.

In 2024, the service has been expanded to include two advisors providing in-person and on-line support – and students can be directed to the newly-created student site on CareerHub for more information about the service or to book a 30-minute appointment.

<https://blogs.flinders.edu.au/fit/2024/05/21/specialist-employment-advice-for-students-with-disabilities/>

Does the institution support one or more programs, initiatives, or networks designed to address the specific needs of students that identify as members of marginalized racial, ethnic, and/or Indigenous groups?:

Yes

Narrative and/or website URL providing an overview of the institution's programs, initiatives, and networks for students that identify as members of marginalized racial, ethnic, and/or Indigenous groups:

This is an overview of some of our programs, initiatives and networks for students from Indigenous groups:

Indigenous Students Support

Support services for Aboriginal and Torres Strait Islander students are offered by Yungkurinithi Student Engagement. These services include:

- Tjibruke Student Lounge
- Individual Support
- Academic Skills Development
- Yungkurinithi Tutorial Program

- Financial Support (accommodation scholarships, education scholarships, cadetships and internships, emergency funding)

Scholarships for Indigenous students

- Business, Government and Law Honours Scholarship for Indigenous Students: <https://www.flinders.edu.au/scholarships/bgl-honours-scholarship-for-indigenous-students>

- Indigenous Education Placement Scholarship:

<https://www.flinders.edu.au/scholarships/indigenous-education-placement-scholarship>

- Indigenous Rural Nursing Scholarship

<https://www.flinders.edu.au/scholarships/indigenous-rural-nursing-scholarship>

- Indigenous Commonwealth Accommodation Scholarship

<https://www.flinders.edu.au/scholarships/indigenous-commonwealth-accom-scholarship->

<https://students.flinders.edu.au/support/indigenous-student-support>

Does the institution support one or more programs, initiatives, or networks designed to address the specific needs of LGBTQ+ students?:

Yes

Narrative and/or website URL providing an overview of the institution's programs, initiatives, and networks for LGBTQ+ students:

This is an overview of some of our programs, initiatives and networks for LGBTQ+ students :

The Pride Network

The Pride Network is an initiative designed to enhance the University's culture by creating a more welcoming and inclusive environment for members of the Flinders community who identify as lesbian, gay, bisexual, transgender, intersex, and queer/questioning, asexual, as well as other expressions of gender, sex, sexuality, and identity (LGBTIQA+). This network is comprised of staff and students who are knowledgeable in and receptive to and understanding of LGBTIQA+ issues. It also provides a safe place to talk for members of the Flinders community who seek support in a confidential environment.

<https://students.flinders.edu.au/feedback-rights-policy/eo/sexual-and-gender-diversity>

Does the institution support one or more programs, initiatives, or networks designed to address the specific needs of low-income and/or first-generation students?:

Yes

Narrative and/or website URL providing an overview of the institution's programs, initiatives, and networks for low-income and/or first-generation students:

This is an overview of some of our programs, initiatives and networks for low income and/or first generation students:

Scholarships

The University has established the Flinders University Student Access Scholarships to provide financial support students from low SES backgrounds who are commencing their first year of undergraduate study at Flinders University.

<https://www.flinders.edu.au/scholarships/flinders-university-student-access-scholarships>

Financial Counselling

Students experiencing financial difficulty can apply for assistance in the form of supermarket vouchers, food parcels, and metro cards.

<https://fusa.edu.au/financial-advocacy/>

Does the institution support one or more programs, initiatives, or networks designed to address the specific needs of refugees, asylum seekers, internally displaced, and/or undocumented students?:

Yes

Narrative and/or website URL providing an overview of the institution's programs, initiatives, and networks for refugees, asylum seekers, internally displaced, and/or undocumented students:

This is an overview of some of our programs, initiatives and networks for refugee students:

Humanitarian Refugee Scholarships

The Humanitarian Refugee Scholarships for international undergraduate students is a way for the university to support students from a refugee background to pursue their career goals by easing the financial challenges of university study. Recipients of the Scholarship will have 100% of their International Tuition Fees waived for the duration of their study.

<https://www.flinders.edu.au/international/apply/scholarships/humanitarian-scholarship>

Humanitarian Visa students

Up to 4 places are available in the Doctor of Medicine (MD) for applicants who currently hold or have held a Humanitarian Visa issued by the Australian Government (<https://www.flinders.edu.au/content/dam/documents/study/domestic/apply/md-admissions-guide.pdf>)

Does the institution support one or more programs, initiatives, or networks designed to address the specific needs of students from additional underrepresented groups?:

Yes

Narrative and/or website URL providing an overview of the institution's programs, initiatives, and networks for students from additional underrepresented groups:

This is an overview of some of our programs, initiatives and networks for students from other underrepresented groups:

STEM Women Branching Out

STEM Women Branching Out is for women in STEM at our university, aiming to support their choice of researching and teaching in STEM and to provide greater awareness of what STEM study and work involves, thereby improving their confidence. Our programs involve an array of online, networking, mentoring/inspirational events and resources to ensure female STEM students remain engaged during their study, form meaningful contacts and build useful networks facilitating their transition to work in STEM fields after graduation.

<https://www.flinders.edu.au/study/schools-teachers/stem-women>

STEM Enrichment academy

The STEM Enrichment Academy is for year 9 girls. It aims to inspire Year 9 girls to explore STEM topics through monthly skill enrichment workshops that include mentorship by female STEM role models, intensive hands-on STEM workshops, and lab tours. Our workshops allow students to perform hands-on experiments on science, computing, mathematics, chemistry, and engineering topics at Flinders University facilities. We will also be catering to rural schools by delivering hands-on workshops through STEM Day incursions in 2024.

<https://www.flinders.edu.au/study/schools-teachers/stem-enrichment-academy>

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 6.1:

1.002

6.2 Support for employees from underrepresented groups

Does the institution support one or more programs, initiatives, or networks designed to address the specific needs of employees with disabilities?:

Yes

Narrative and/or website URL providing an overview of the institution's programs, initiatives, and networks for employees with disabilities:

Flinders University has a number of support options in place for staff with a disability. This includes operational support like special car parking allocation, but also training and flexibility with regards to changes or accommodations that can be made to enable a staff member to perform the inherent requirements of the role. <https://staff.flinders.edu.au/employee-resources/working-at-flinders/staff-with-a-disability>

Our Disability Policy affirms Flinders University's commitment to providing an environment where students and staff with a disability are valued, supported and encouraged, and are able to, as far as practicably possible, participate fully and independently in the life of the University (a copy of the policy is uploaded below).

Does the institution support one or more programs, initiatives, or networks designed to address the specific needs of employees that identify as members of marginalized racial, ethnic, and/or Indigenous groups?:

Yes

Narrative and/or website URL providing an overview of the institution's programs, initiatives, and networks for employees that identify as members of marginalized racial, ethnic, and/or Indigenous groups:

Flinders University has an Indigenous Workforce Strategy, with the aim to increase the employment of Aboriginal and/or Torres Strait Islander peoples, and to promote equity, inclusion, and social responsibility
<https://www.flinders.edu.au/content/dam/documents/jobs/indigenous-workforce-strategy.pdf>

Our Reconciliation Action Plan 2023-2025 (RAP) has a series of actions and deliverables to further support Aboriginal and Torres Strait Islander employees and peoples. This includes Action 4. Promote positive race relations through anti-discrimination strategies; Action 8. Improve employment outcomes by increasing Aboriginal and Torres Strait Islander recruitment, retention, and professional development and action 10. Implement the University's Indigenous Research Strategy 2023 - 2025 to enhance research capacity, engagement and leadership of Aboriginal and Torres Strait Islander staff and students.<https://www.flinders.edu.au/reconciliation-action-plan/view>

One network as a result of the RAP is the First Nations Researchers Collective (<https://staff.flinders.edu.au/research/development/development>, halfway on the page).

Does the institution support one or more programs, initiatives, or networks designed to address the specific needs of LGBTQ+ employees?:

Yes

Narrative and/or website URL providing an overview of the institution's support for LGBTQ+ employees:

The Pride Network comprises staff and students who are knowledgeable in, receptive to and understanding of LGBTQIA+ issues. Pride Network members provide a safe place to talk for members of the Flinders community who seek support in a confidential environment. They act as a contact point for staff or students and are able to discuss LGBTQIA+ issues in essays, curriculum, finding information, resources, support, coming out and other life issues.

<https://staff.flinders.edu.au/employee-resources/working-at-flinders/equal-opportunity/sexual-and-gender-diversity>

Does the institution support one or more programs, initiatives, or networks designed to address the specific needs of employees from additional underrepresented groups?:

Yes

Narrative and/or website URL providing an overview of the institution's programs, initiatives, and networks for employees from additional underrepresented groups:

STEM Women Branching Out

STEM Women Branching Out is for women in STEM at our university, aiming to support their choice of researching and teaching in STEM and to provide greater awareness of what STEM study and work involves, thereby improving their confidence. Our programs involve an array of online, networking, mentoring/inspirational events and resources to ensure female STEM students remain engaged during their study, form meaningful contacts and build useful networks facilitating their transition to work in STEM fields after graduation.

Flinders University is committed to achieving gender equity, diversity and inclusion and identifying and removing barriers to attraction, retention and progression for staff and students. This includes recognising support for women. <https://staff.flinders.edu.au/employee-resources/working-at-flinders/equal-opportunity/woman-on-campus> including for example additional support for pregnant and breastfeeding women <https://staff.flinders.edu.au/employee-resources/working-at-flinders/equal-opportunity/woman-on-campus/pregnancy-and-work/>.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 6.2:

1.0

6.3 Institutional climate assessment

Has the institution conducted an institutional climate assessment within the previous three years?:

No

Description of the methodology used to assess institutional climate:

Does the institution publish the results of its institutional climate assessments?:

No

Published results of the institution's most recently finalized institutional climate assessment:

Online resource where the results of the institution's institutional climate assessments are publicly available:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 6.3:

0.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

[OP6_disability-policy.pdf](#)

Racial and Ethnic Diversity

Score

0.94 / 3.00

Responsible Party

Criteria

7.1 Ethnic diversity index

An institution earns 1 point when the ethnic diversity index for its A) students, B) academic staff, C) non-academic staff, and D) executive staff is each 0.75 or greater. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

This credit requires the completion of a [racial and ethnic diversity worksheet](#). Report the most recent data available from within the previous three years. This may be a representative snapshot (e.g., at the beginning of an academic term) or the average of a one to three year period.

The institution's analysis must be based on the prevailing social characteristic(s) by which one or more dominant groups are distinguished from marginalized racial, ethnic, and/or Indigenous groups in the institution's national context and for which data are available. This should include, at minimum, existing regional or national census categories. Recognizing the inherent challenges associated with socially constructed categories, however, an institution that has taken a more refined approach to defining marginalized groups (e.g., by recognizing more specific identities) are encouraged to include those figures to the extent the data allow. Groups that comprise less than 1 percent of the population being assessed may be excluded.

International students and employees may be excluded from the analysis. If international students and/or employees are included, they must be classified as part of a dominant group unless they have self-identified as members of marginalized racial, ethnic, and/or Indigenous groups.

An institution may report on its entire student body or limit its analysis to the predominant student body. Students who have not identified themselves as members of any groups must be included in the analysis and classified as part of a dominant group.

Report on all regular/permanent employees. Employees who have not identified themselves as members of any groups must be included in the analysis and classified as part of a dominant group. Individual executive staff members may be classified as academic staff, non-academic staff, or neither and may therefore also be included in the academic and non-academic staff figures. There is no need to avoid double-counting in this regard.

For guidance on accessing demographic data for the region served by the institution, see the [STARS Help Center](#).

7.2 Percentage of marginalized racial, ethnic, and/or Indigenous groups equitably represented among students

An institution earns 1 point when it is able to demonstrate, using demographic information for the region served, that all of the marginalized racial, ethnic, and/or Indigenous groups in the region are equitably represented among students, i.e., that the ratio is 0.9 or greater for each group. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report the relevant figures from the completed [racial and ethnic diversity worksheet](#) provided for indicator 7.1.

7.3 Percentage of marginalized racial, ethnic, and/or Indigenous groups equitably represented among employees

An institution earns 1 point when it is able to demonstrate, using demographic information for the region served, that all of the marginalized racial, ethnic, and/or Indigenous groups in the region are equitably represented among 1) regular/permanent academic staff, 2) regular/permanent non-academic staff, and 3) executive staff, i.e., that the ratio is 0.9 or greater for each group. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report the relevant figures from the completed [racial and ethnic diversity worksheet](#) provided for indicator 7.1.

"---" indicates that no data was submitted for this field

7.1 Ethnic diversity index

Provide ethnic diversity index figures within a range from 0 to 1.

Completed racial and ethnic diversity worksheet:
[PA7.1_STARS_3.0_Racial_and_Ethnic_Diversity_Worksheet.xlsx](#)

Ethnic diversity index for students:

0.04

Ethnic diversity index for academic staff:

0.07

Ethnic diversity index for non-academic staff:

0.05

Ethnic diversity index for executive staff:

0.0

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 7.1:

0.053333333333333333

7.2 Percentage of marginalized racial, ethnic, and/or Indigenous groups equitably represented among students

Total number of marginalized racial, ethnic, and/or Indigenous groups in the region served by the institution:

3.0

Number of marginalized racial, ethnic, and/or Indigenous groups that are equitably represented among students:

1.0

Description of the methodology and data source(s) used to identify the region served and its demographics:

Australian is a very multi-cultural country (as per the Australian Bureau of Statistics with regards to country of birth, <https://www.abs.gov.au/statistics/people/population/australias-population-country-birth/jun-2023>, nearly every country from around the world was represented in Australia's population), but most Australian universities do not collect data on racial/ethnic backgrounds outside of Australian indigenous groups. The dominant group is therefore listed as "Non-indigenous". This is a broad grouping that conflates many ethnic/racial backgrounds. Flinders does capture data on country-of-birth and citizenship, but these are not sufficient for determining marginalised groups.

Flinders University is located in the state of South Australia (SA) and primarily serves SA students. Population data for SA was obtained from the Australian Bureau of Statistics (most recent census):

<https://www.abs.gov.au/statistics/people/aboriginal-and-torres-strait-islander-peoples/estimates-aboriginal-and-torres-strait-islander-australians/30-june-2021>

All student data is for the full 2023 year and excludes international students, as none of these would qualify as Australian indigenous. Students choosing not to reveal their indigenous status are treated as non-indigenous for this purpose.

The Reporting Tool will automatically calculate the following two figures:

Percentage of marginalized, racial, ethnic, and Indigenous groups that are equitably represented among students:

33.33333333333333

Points earned for indicator PA 7.2:

0.3333333333333333

7.3 Percentage of marginalized racial, ethnic, and/or Indigenous groups equitably represented among employees

Number of marginalized racial, ethnic, and/or Indigenous groups that are equitably represented among regular/permanent academic staff:

3.0

Number of marginalized racial, ethnic, and/or Indigenous groups that are equitably represented among regular/permanent non-academic staff:

2.0

Number of marginalized racial, ethnic, and/or Indigenous groups that are equitably represented among executive staff:

0.0

The Reporting Tool will automatically calculate the following four figures:

Percentage of marginalized, racial, ethnic, and Indigenous groups that are equitably represented among regular/permanent academic staff:

100.0

Percentage of marginalized, racial, ethnic, and Indigenous groups that are equitably represented among regular/permanent non-academic staff:

66.66666666666666

Percentage of marginalized, racial, ethnic, and Indigenous groups that are equitably represented among executive staff:

0.0

Points earned for indicator PA 7.3:

0.5555555555555556

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Gender Parity

Score

2.00 / 2.00

Responsible Party

Criteria

8.1. Percentage of students with marginalized gender identities

An institution earns 1 point when 45 percent or more of students identify as women or other marginalized gender identities.

Measurement

Report the most recent data available from within the previous three years. This may be a representative snapshot (e.g., at the beginning of an academic term) or the average of a one to three year period. An institution may report on its entire student body or limit its analysis to the predominant student body.

An institution that tracks gender identity (or sex) in a binary way should report on individuals who are identified as women (or else not identified as men) in the institution's student data systems.

8.2 Percentage of employees with marginalized gender identities

An institution earns 1 point when 45 percent or more of A) regular/permanent academic staff, B) regular/permanent non-academic staff, and C) executive staff identify as women or other marginalized gender identities. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recent data available from within the previous three years. This may be a representative snapshot (e.g., at the beginning or end of a term) or the average of a one to three year period. An institution that tracks gender identity (or sex) in a binary way should report on individuals who are identified as women (or else not identified as men) in the institution's human resources system. Report on all regular/permanent employees. Individual executive staff members may be classified as academic staff, non-academic staff, or neither and may therefore also be included in the academic and non-academic staff figures. There is no need to avoid double-counting in this regard.

"---" indicates that no data was submitted for this field

Provide percentage figures within a range from 0 to 100.

8.1. Percentage of students with marginalized gender identities

Percentage of entering students that identify as women or other marginalized gender identities:

60.55

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 8.1:

1.0

8.2 Percentage of employees with marginalized gender identities

Percentage of regular/permanent academic staff that identify as women or other marginalized gender identities:

61.94

Percentage of regular/permanent non-academic staff that identify as women or other marginalized gender identities:

69.97

Percentage of executive staff that identify as women or other marginalized gender identities:

56.67

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 8.2:

1.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Affordability and Access

Score

2.25 / 3.00

Responsible Party

Criteria

9.1 Number of paid work-hours per year required to meet the average net price of attendance for low-income students

An institution earns 1 point when 500 or fewer paid work-hours over the course of a year are sufficient to meet the average net price of attendance for low-income students. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recent data available from within the previous three years for undergraduate students, if present, or else the institution's predominant student body.

Report the local minimum hourly wage or the minimum hourly wage that the institution pays student workers, whichever is most representative of the work opportunities available to entering students.

Report the average annual net price of attendance for full-time, beginning degree/certificate-seeking students in the lowest family income range tracked by the institution (e.g., 0 to 30,000 USD), for example, as posted on the institution's website or a source such as the US [College Navigator](#). If the average annual net price of attendance is not published or tracked by the institution, it may be calculated using the guidance provided in the [STARS Help Center](#).

9.2 Percentage of students that are low-income

An institution earns 1 point when at least 50 percent of its students are low-income. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recent data available from within the previous three years. This may be a representative snapshot (e.g., at the beginning of an academic term) or the average of a one to three year period. An institution may report on its entire student body or limit its analysis to the predominant student body and/or entering students.

Low-income students may be identified by their receipt of or qualification for need-based assistance, a family income threshold (e.g., a local, national, or international poverty line), geographic origin (e.g., economically divested communities), or as otherwise tracked by the institution. Further guidance is available in the [STARS Help Center](#).

9.3 Legacy and donor admissions

An institution earns 1 point when an applicant's relationship to the institution's alumni or donors is not a factor that is positively considered in admission decisions.

Measurement

Report on the current status of the institution's admissions policies and procedures.

"---" indicates that no data was submitted for this field

9.1 Number of paid work-hours per year required to meet the average net price of attendance for low-income students

Does the institution have the required data and wish to pursue this indicator?:

Yes

Local currency code:

AUD

Local hourly minimum wage for students:

21.38

Average annual net price of attendance for low-income students:

7,346.0

If wage and price data are provided, the Reporting Tool will automatically calculate the following two figures:

Number of paid work-hours per year required to meet the average net price of attendance for low-income students:

343.59214218896165

Points earned for indicator PA 9.1:

1.0

9.2 Percentage of students that are low-income

Does the institution have the required data and wish to pursue this indicator?:

Yes

Percentage of students that are low-income:

20.74

Description of the methodology used to identify low-income students:

In Australia, the sector-wide standard definition for low socio-economic-status (SES) students is based on the postcode of the student's address of origin, with the SES being derived from the Index of Education and Occupation (IEO). Students from postcodes in the bottom quartile of the IEO are considered low SES. As the IEO only covers Australian postcodes, international students are excluded from the analysis.

See <https://www.tcsisupport.gov.au/node/7898> for more details on sector definition of Low SES

See <https://www.abs.gov.au/statistics/people/people-and-communities/socio-economic-indexes-areas-seifa-australia/latest-release> for more details on IEO.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 9.2:

0.25

9.3 Legacy and donor admissions

Is an applicant's relationship to the institution's alumni or donors a factor that is positively considered in the institution's admission decisions?:

No

Narrative and/or website URL providing an overview of the factors that are considered in the institution's admission decisions:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 9.3:

1.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Student Success

Score

2.33 / 3.00

Responsible Party

Criteria

10.1 Completion rate for low-income students

An institution earns 1 point when the ratio of the completion rate for low-income students to the overall student completion rate is 0.9 or more, as outlined in the Technical Manual.

Measurement

For this credit, an institution may report on its entire student body or limit its analysis to the predominant student body and may report on graduation rates and/or success rates (which include transfers). Report the most recent data available from within the previous three years. An institution may elect to report on average completion rates over a three or five year period as long as it does so consistently.

Low-income students may be identified by their receipt of or qualification for need-based assistance, a family income threshold (e.g., a local, national, or international poverty line), geographic origin (e.g., economically divested communities), or as otherwise tracked by the institution. Further guidance is available in the [STARS Help Center](#).

10.2 Completion rate for students with marginalized gender identities

An institution earns 1 point when the ratio of the completion rate for students that identify as women or other marginalized gender identities to the overall completion rate is 0.9 or greater, as outlined in the Technical Manual.

Measurement

Report on the same time period and student body used for the overall student completion rate. An institution that tracks gender identity (or sex) in a binary way should report on individuals who are identified as women (or else not identified as men) in the institution's student data system.

10.3 Percentage of marginalized racial, ethnic, and/or Indigenous groups with equitable completion rates

An institution earns 1 point when all of the marginalized racial, ethnic, and/or Indigenous groups served by the institution have equitable completion rates, i.e., that the ratio outlined in Table III is 0.9 or greater for each group. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report on the same time period and student body used for the overall student completion rate and the same marginalized racial, ethnic, and/or Indigenous groups reported in the Racial and Ethnic Diversity credit. If the Racial and Ethnic Diversity credit is not being pursued, the following guidance applies:

The institution's analysis must be based on the prevailing social characteristic(s) by which one or more dominant groups are distinguished from marginalized racial, ethnic, and/or Indigenous groups in the institution's national context and for which data are available. This should include, at minimum, existing regional or national census categories. Recognizing the inherent challenges associated with socially constructed categories, however, an institution that has taken a more refined approach to defining marginalized groups (e.g., by recognizing more specific identities) are encouraged to include those figures to the extent the data allow. Groups that comprise less than 1 percent of the student population may be excluded.

International students may be included to the extent that they have self-identified as members of marginalized racial, ethnic, and/or Indigenous groups or else excluded from the analysis altogether. Other students who have not identified themselves as members of any groups (marginalized or dominant) must be included in the analysis and classified as part of a dominant group.

"---" indicates that no data was submitted for this field

Provide completion rates within a range of 0 to 100.

10.1 Completion rate for low-income students

Overall student completion rate:

89.63

Does the institution have completion rate data for low-income students?:

Yes

Completion rate for low-income students:

87.49

If data on low-income students is provided, the Reporting Tool will automatically calculate the following two figures:

Ratio of the completion rate for low-income students to the overall completion rate:

0.9761240656030347

Points earned for indicator PA 10.1:

1.0

10.2 Completion rate for students with marginalized gender identities

Does the institution have completion rate data for women and/or students with other marginalized gender identities?:

Yes

Completion rate for students that identify as women or other marginalized gender identities:

91.72

If data on students with marginalized gender identities is provided, the Reporting Tool will automatically calculate the following two figures:

Ratio of the completion rate for students that identify as women or other marginalized gender identities to the overall completion rate:

1.0233180854624568

Points earned for indicator PA 10.2:

1.0

10.3 Percentage of marginalized racial, ethnic, and/or Indigenous groups with equitable completion rates

Does the institution have completion rate data for students from marginalized racial, ethnic, and/or Indigenous groups?:

Yes

Total number of marginalized racial, ethnic, and/or Indigenous groups served by the institution:

3.0

Number of marginalized racial, ethnic, and/or Indigenous groups with equitable completion rates:

1.0

Narrative and/or website URL providing completion rates for each marginalized racial, ethnic, and/or Indigenous group served by the institution:

Document that includes completion rates for each marginalized racial, ethnic, and/or Indigenous group served by the institution:

[PA_10.3_-_Success_Rate_by_Indigenous_Group.xlsx](#)

If data on marginalized groups are provided, the Reporting Tool will automatically calculate the following two figures:

Percentage of marginalized, racial, ethnic, and Indigenous groups with equitable completion rates:

33.33333333333333

Points earned for indicator PA 10.3:

0.3333333333333333

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Wellbeing & Work

Points Earned 10.30

Points Available 11.00

This impact area seeks to recognize institutions that have incorporated international best practices and just employment criteria into their health, safety, and human resources policies and initiatives. An institution's people define its character and capacity to perform, therefore an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by protecting the health and safety of its students and employees, involving them in the development and review of policies and procedures, and ensuring that wages, benefits, and working conditions for all campus workers are fair and ethical.

Credit	Points
Health, Safety and Wellbeing	3.00 / 3.00
Employee Rights	2.50 / 3.00
Pay Equity and Living Wage	4.80 / 5.00

Health, Safety and Wellbeing

Score

3.00 / 3.00

Responsible Party

Criteria

11.1 Student wellbeing and assistance programs

An institution earns 1 point when it has programs for students that include A) physical health services, B) behavioral health services, C) sexual and reproductive health services, D) contemplative and/or spiritual activities, E) a campus safety committee that brings together students from vulnerable groups and management, F) an emergency financial assistance fund, and G) a student food security initiative. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's programs and initiatives. Services sponsored by entities of which the institution is part (e.g., government or university system) qualify as long as the institution actively participates in them.

11.2 Employee wellbeing and assistance programs

An institution earns 1 point when it has programs for employees that include A) physical health services, B) behavioral health services, C) fitness activities, D) contemplative and/or spiritual activities, E) a workplace health and safety committee, and F) an emergency financial assistance fund. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's programs and initiatives. Services sponsored by entities of which the institution is part (e.g., government or university system) qualify as long as the institution actively participates in them.

The direct participation of workers may qualify for criterion E., for example, when the workplace is too small to warrant a formal committee.

11.3 Smoke free environments

An institution earns 1 point when it A) prohibits smoking within all occupied buildings that it owns or leases and B) restricts outdoor smoking, or C) prohibits smoking and tobacco use across the entire campus. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's policies and programs. Policies adopted by entities of which the institution is part (e.g., government or university system) qualify as long as the policies apply to and are followed by the institution.

Report on "smoking" as defined by the institution (e.g., to include or exclude vaping).

"---" indicates that no data was submitted for this field

11.1 Student wellbeing and assistance programs

Does the institution make physical health services available to students?:

Yes

Narrative and/or website URL providing an overview of the institution's physical health services for students:

Health Services

The University provides a confidential health service to all currently enrolled students at our fully equipped and accredited Medical Centre. All eligible consultations are bulk billed.

The health service provides emergency and routine medical care, as well as other services such as:

- First aid
- Health screens (pap smears, skin checks, cholesterol, STDs etc)
- Staff medicals
- Minor surgery
- Health education
- Vaccinations (both for health care work and travel)
- Referrals
- SA Pathology

<https://students.flinders.edu.au/support/hcd/health>

Does the institution make behavioral health services available to students?:

Yes

Narrative and/or website URL providing an overview of the institution's behavioral health services for students:

The university provides a free and confidential Counselling Service that is available to undergraduate and postgraduate students currently enrolled at Flinders. Our experienced counsellors help students find solutions to challenges and issues impacting their mental health and wellbeing.

<https://students.flinders.edu.au/support/hcd/counselling>

Does the institution make sexual and reproductive health services available to students?:

Yes

Narrative and/or website URL providing an overview of the institution's sexual/reproductive health services for students:

As per standard Australian health practices, sexual and reproductive health services are part of the regular services from our doctors in the Medical Centre. If any specialist service is required, students will receive a referral from their doctor to a specialist. Most relevant services are fully or partially covered by Medicare.

The Medical Centre has both male and female doctors. Students can choose with which doctor they make an appointment if they have a preference.

<https://students.flinders.edu.au/support/hcd/health>

Does the institution make contemplative and/or spiritual activities available to students?:

Yes

Narrative and/or website URL providing an overview of the institution's contemplative and spiritual activities for students:

Oasis is a student wellbeing centre focused on supporting the physical, emotional, social, and spiritual needs of students so they can achieve academic and personal success. At the centre, students can:

- Use our facilities – lounge spaces to study and socialise (free tea and coffee!), quiet spaces, prayer rooms, a courtyard garden and a large bookable space for events and activities.
- Meet and connect with other students from around the world.
- Chat to our chaplains and student volunteers to connect you to a wide range of university and community resources.
- Participate in wellbeing-focused programs run by Oasis staff including meditation, conversation groups and more (see weekly timetable).
- Join us for our weekly Community Market every Thursday with free bread, fruit and vegetables and low-cost pantry items.

<https://oasis.flinders.edu.au/>

Students have access to prayer rooms at three locations on the Bedford Park campus, as well as at the Tonsley campus and (coming soon) at the City Campus. These prayer rooms are available for all faiths.

<https://oasis.flinders.edu.au/prayer-room-opening-times/>

Does the institution have a campus safety committee that brings together students from vulnerable groups and management in the development and review of policies and procedures related to student safety and violence prevention?:

Yes

Narrative and/or website URL providing an overview of the institution's student safety and violence prevention committee:

Respect. Now. Always. Advisory Group

The Respect. Now. Always. Advisory Group reports to the Vice-President and Deputy Vice-Chancellor (Students). The purpose of the Respect. Now. Always. Advisory Group is to provide advice to the Vice-Chancellor in respect of matters that inform the University's commitment to providing a safe and respectful learning environment for all students, staff, and the wider University community. Of specific interest to the Advisory Group are the actions necessary to prevent, respond to and support those affected by sexual harassment and sexual assault. The Advisory Group created and maintain the Respect. Now. Always. Action Plan.

Terms of Reference

1. Guide the development, implementation, and ongoing assessment of action plans for the Safety on Campus programs that aim to prevent, respond, and support those affected by sexual harassment and sexual assault.
2. Ensure that, where appropriate, the University implements relevant advice and guidance provided by Universities Australia.
3. Provide advice on the above matters to the Vice-Chancellor.

Membership

Director, Student Life (Chair)

Dean of Graduate Research

Dean (People & Resources), College of Medicine and Public Health

Dean (People & Resources), College of Humanities, Arts and Social Sciences

Dean (People & Resources), College of Education, Psychology & Social Work
Dean (People & Resources), College of Nursing and Health Sciences
Dean (People & Resources), College of Science and Engineering
Dean (People & Resources), College of Business, Government and Law
Pro Vice-Chancellor (Indigenous), Office of Indigenous Strategy and Engagement
Associate Director, Organisational Development and Diversity, People and Culture
Associate Director, City Campus Services, Student Administration Services
Principal, Flinders Living
Director, Property, Facilities and Development
Director, Partnerships & Student Services
Director, Media, and Communications
Manager, Flinders University Students' Association (FUSA)
Student President, FUSA
Women's Officer, FUSA
Postgraduate Students' Officer, FUSA
Queer Officer, FUSA
Sexual Violence Project Officer
Senior Student Policy and Integrity Advisory, Office of Academic Quality and Enhancement

<https://blogs.flinders.edu.au/student-news/2021/08/24/safety-at-flinders/>

Does the institution have an emergency assistance fund that provides grants or interest-free loans to students who are experiencing financial difficulties?:

Yes

Narrative and/or website URL providing an overview of the institution's emergency assistance fund for students:

For students experiencing financial difficulties, there are a range of services and financial assistance available from the Flinders University Student Association ([FUSA](#)).

- Emergency financial assistance (supermarket vouchers, food parcels, and metro cards)
- Interest-free loan
- Development Grant
- Financial Hardship grant

<https://students.flinders.edu.au/finances-and-admin/support/help-loans-and-grants>

Does the institution have a food bank/pantry, meal donation program, or similar initiative that provides food at no cost to students experiencing food insecurity?:

Yes

Narrative and/or website URL providing an overview of the institution's student food security initiatives:

The Flinders Community Market is held in the Oasis Student Wellbeing Centre every Thursday during semester, from 11 AM - 1 PM, to provide free fruit, vegetables and bread, along with low-cost pantry items to all students.

<https://oasis.flinders.edu.au/flinders-community-market/>

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 11.1:

0.9999999999999998

11.2 Employee wellbeing and assistance programs

Does the institution make physical health services available to employees?:

Yes

Narrative and/or website URL providing an overview of the institution's physical health services for employees:

The University provides a confidential health service to all staff at our fully equipped and accredited Medical Centre. All eligible consultations are bulk-billed.

The health service provides emergency and routine medical care, as well as other services such as:

- First aid
- Health screens (pap smears, skin checks, cholesterol, STDs etc)
- Staff medicals
- Minor surgery
- Health education
- Vaccinations (both for health care work and travel)
- Referrals
- SA Pathology

<https://staff.flinders.edu.au/employee-resources/benefits-pay/health-service>

Does the institution make behavioral health services available to employees?:

Yes

Narrative and/or website URL providing an overview of the institution's behavioral health services for employees:

Employee Assistance Program

Flinders University provides counselling services and assistance for a variety of personal, emotional, and work-related problems including:

- Anxiety, depression, and general emotional problems
- Work related difficulties.
- Marital or family problems
- Alcohol and drug related problems
- Stress
- Financial and legal worries
- Interpersonal conflict
- Grief and trauma
- Sleeping difficulties

<https://staff.flinders.edu.au/workplace-support/whs/health-and-wellbeing/employee-assistance-programme>

Health and Wellbeing Program

<https://staff.flinders.edu.au/workplace-support/whs/health-and-wellbeing/health-wellbeing>

Does the institution make free or reduced cost fitness activities available to employees?:

Yes

Narrative and/or website URL providing an overview of the institution's fitness activities for employees:

Flinders University Sport and Fitness is a fully equipped fitness centre located on the Bedford Park campus that offers low cost memberships, with additional discounts for students and staff.

<https://www.onesportandfitness.com.au/memberships/>

<https://www.onesportandfitness.com.au/>

Does the institution make contemplative and/or spiritual activities available to employees?:

Yes

Narrative and/or website URL providing an overview of the institution's contemplative and spiritual activities for employees:

Midday Meditation is run twice a week by one of our Oasis Team. They are run face-to-face at the Oasis Centre. No experience is necessary, our instructor will walk you through it. Meditation can help provide a reset to calm the body and mind. The process helps to control the monkey mind that likes to race all over the place and cause havoc with our thoughts and emotions. Participants have noted feeling calmer, have greater clarity of thought, concentration, and perspective, and increased feelings of success and wellbeing. <https://oasis.flinders.edu.au/meditation-for-relaxation-and-stress-relief/>

Similar local yoga and meditation sessions are organised at College level on different campuses. e.g. at Tonsley campus <https://www.eventbrite.com.au/e/staff-hdr-students-wellbeing-activity-lunchtime-yoga-tonsley-tickets-824777841727> and Bedford Park <https://www.eventbrite.com.au/e/staff-hdr-students-wellbeing-activity-lunchtime-yoga-bedford-park-tickets-824780770487>

Does the institution have an institution-wide health and safety committee or network of committees that brings together workers and management in the development and review of workplace health and safety policies and procedures?:

Yes

Narrative and/or website URL providing an overview of the institution's workplace health and safety committees:

Flinders University has a University Health and Safety Committee consisting of management and staff representatives and reporting to the Vice-Chancellor.

The University Health and Safety Committee is the principle forum for management to consult with staff on broad health and safety and policy issues across the University.

The Committee is responsible for:

- assisting in the development, monitoring and review of health and safety policies and procedures;
- considering proposals for, or changes to, the workplace, policies, work practices or procedures which may affect the health and safety of workers;
- monitoring the University's work health and safety performance, including the development and implementation of WHS strategic and operational plans;

- reviewing and monitoring any issues associated with injury management of injured staff;
- assisting in the resolution of health and safety issues; and
- providing advice to the Vice-Chancellor on health and safety matters.

<https://staff.flinders.edu.au/workplace-support/whs/whs-system-roles-responsibilities> (Health and Safety committee information is halfway down the page)

Does the institution have an emergency assistance fund that provides grants or interest-free loans to employees who are experiencing financial difficulties?:

No

Narrative and/or website URL providing an overview of the institution's emergency assistance fund for employees:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 11.2:

0.9999999999999999

11.3 Smoke free environments

Does the institution prohibit smoking within all occupied buildings owned or leased by the Institution?:

Yes

Does the institution restrict outdoor smoking?:

Yes

Does the institution prohibit smoking and tobacco use across the entire campus?:

No

Narrative and/or website URL providing an overview of the institution's smoke-free policies:

All University premises and sites, including all buildings, structures, car parks, outdoor areas and vehicles are a smoke-free, fresh air zone, except for a selected number of specifically designated outdoor areas. Such areas are clearly marked and the locations are shown on a map. Sale and promotion of tobacco and tobacco related products are not permitted on University premises.

<https://staff.flinders.edu.au/workplace-support/whs/information-documents/topic/smoking>

Smoke-free Workplace Procedures

<https://www.flinders.edu.au/content/dam/documents/staff/policies/health-safety/smoke-free-workplace-procedures.pdf>

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 11.3:

1.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Employee Rights

Score

2.50 / 3.00

Responsible Party

Criteria

12.1 Number of weeks of paid maternity leave

An institution earns 1 point when at least 24 weeks of paid, job-protected maternity leave are available to full-time employees. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's policies and procedures. Policies of and benefits provided by entities of which the institution is part (e.g., government or university system) qualify as long as they apply to and are followed by the institution.

Leave that is not job-protected and leave that is compensated at less than 60 percent of regular pay in total is excluded. Benefits may be provided by any combination of entities (e.g., government and/or institution), as long as the combined benefit meets the criteria. For example, a government-provided benefit that only pays 55 percent of income, but is topped up by the institution to a total of at least 60 percent of income would qualify.

12.2 Percentage of employees eligible for paid all-gender family/medical leave

An institution earns 1 point when at least 85 percent of its employees are eligible for paid all-gender family/medical leave. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recent data available from within the previous three years. Policies of and benefits provided by entities of which the institution is part (e.g., government or university system) qualify as long as they apply to and are followed by the institution.

Provisional employees (i.e., new hires with temporarily limited access to leave), employees on short-term contracts to cover for maternity or family/medical leave, and student workers may be excluded.

Leave that is not job-protected and leave that is compensated at less than 60 percent of regular pay in total is excluded. Benefits may be provided by any combination of entities (e.g., government and/or institution), as long as the combined benefit meets the criteria.

12.3 Published measures to protect employee rights

An institution earns 1 point when it publishes information on A) anti-harassment, B) grievance resolution, C) whistleblower protections, and D) freedom of association in a format that is accessible to all employees. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's published information. The information may be published, for example, in an employee handbook or equivalent resource.

"---" indicates that no data was submitted for this field

12.1 Number of weeks of paid maternity leave

Number of weeks of paid maternity leave:

25.0

Narrative and/or website URL providing an overview of the maternity leave options available to employees:

Staff members will receive paid leave up to 25 weeks (at either full-pay or half-pay) – the length of the paid component being dependent on length of service prior to the expected date of birth or placement of a child.

In addition staff members are entitled to up to 27 weeks of unpaid leave with job protection (although paid long-service leave and annual leave may be used during this period).

Prior to taking maternity leave, 8 days paid antenatal leave can be taken for pregnancy related purposes.

<https://staff.flinders.edu.au/employee-resources/working-at-flinders/equal-opportunity/woman-on-campus/pregnancy-and-work>

Clause 33 of the [Enterprise Agreement 2023 to 2026](#).

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 12.1:

1.0

12.2 Percentage of employees eligible for paid all-gender family/medical leave

Percentage of employees eligible for paid all-gender family/medical leave:

84.04

Narrative and/or website URL providing an overview of the institution's eligibility criteria for paid family/medical leave:

<https://staff.flinders.edu.au/employee-resources/benefits-pay/leave>

Personal and carer's leave is available to cover personal illness or injury or to provide care and support for an immediate family member who is ill, injured or affected by an unexpected emergency.

As per Clause 31 of the Enterprise Agreement 2023 to 2026:

Personal and carer's leave:

Accrues at a rate of 110.25 hours or 15 days per completed year of service (pro-rata for part-time staff), must be approved by your Supervisor, requires a medical certificate after three consecutive days of absence. New staff members may apply for up to 44.1 hours (6 days) of personal and carer's leave in advance of their entitlement (pro-rata for part-time staff). If the entitlement is not subsequently earned, reimbursement is required to the University.

Compassionate leave

Two days compassionate leave is available per occasion of the death of a family member, or when a family member contracts, develops or sustains life-threatening illness or injury

Parental leave

Parental leave consists of the following:

- Primary carer and adoption leave: 52 weeks of primary carer/adoption leave is available which comprises: 25 weeks paid leave (after 12 months continuous service), 27 weeks unpaid leave (long-service leave and annual leave may be used during this period), leave may be extended for a further 12 months unpaid parental leave.
- Partner leave: Partner leave comprises three weeks paid leave.
- Antenatal leave: Prior to taking parental leave, 8 days paid antenatal leave can be taken for pregnancy related purposes.

Clause 33 of the [Enterprise Agreement 2023 to 2026](#).

<https://www.flinders.edu.au/employment/why-work-at-flinders#:~:text=52%20weeks%20of%20primary%20carer,please%20see%20Pregnancy%20and%20Work>

<https://staff.flinders.edu.au/employee-resources/working-at-flinders/equal-opportunity/woman-on-campus/pregnancy-and-work>

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 12.2:

0.5

12.3 Published measures to protect employee rights

Does the institution publish information on anti-harassment in a format that is accessible to all employees?:

Yes

Does the institution publish information on grievance resolution in a format that is accessible to all employees?:

Yes

Does the institution publish information on whistleblower protections in a format that is accessible to all employees?:

Yes

Does the institution publish information on freedom of association in a format that is accessible to all employees?:

Yes

Narrative and/or website URL providing an overview of the institution's published measures to protect employee rights:

Published information on anti-harassment:

- Anti Harassment Policy

<https://www.flinders.edu.au/content/dam/documents/staff/policies/people-culture/sexual-harassment-sexual-assault-prevention-response-policy.pdf>

- Bullying Prevention and Management Policy

<https://www.flinders.edu.au/content/dam/documents/staff/policies/people-culture/bullying-prevention-and-management-policy.pdf>

Publish information on grievance resolution:

- https://staff.flinders.edu.au/content/dam/staff/pc/enterprise-agreement/enterprise-agreement-2023-2026/enterprise_agreement_2023-2026.pdf - section 15 Grievances and section 16 Dispute Settlement

- <https://www.flinders.edu.au/policies#people> - included in multiple policies for different types of grievances

Publish information on whistleblower protections:

- Public interest disclosure Procedures

<https://www.flinders.edu.au/content/dam/documents/staff/policies/governance-risk/public-interest-disclosure-procedures.pdf> - section 8.3 Protection from detrimental treatment

<https://staff.flinders.edu.au/employee-resources/working-at-flinders/whistleblowers#:~:text=All%20members%20of%20the%20University,anonymous%2C%20not%20try%20to%20>

Publish information on freedom of association:

- Enterprise Agreement

https://staff.flinders.edu.au/content/dam/staff/pc/enterprise-agreement/enterprise-agreement-2023-2026/enterprise_agreement_2023-2026.pdf

- National Tertiary Education Union

<https://www.nteu.au/>

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 12.3:

1.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Pay Equity and Living Wage

Score

4.80 / 5.00

Responsible Party

Criteria

13.1 Internal pay equity assessment

An institution earns 1 point for A) having conducted one or more internal pay equity assessments during the previous three years that B) are inclusive of academic and non-academic staff, C) explicitly address pay equity by gender identity, and D) explicitly address pay equity by racial, ethnic, and/or Indigenous identity, and E) for publishing the results of its internal pay equity assessments. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on assessments completed within the previous three years and the results of the most recent assessment to have been finalized. External (e.g., market-based) pay equity assessments do not qualify.

13.2 Percentage of employees that receive a living wage

An institution earns 3 points when A) it is a third party accredited living wage employer or B) 100 percent of its employees receive remuneration (i.e., base wage or salary plus qualifying in-kind benefits, cash bonuses, and allowances) equivalent to at least a living wage. Incremental points are available for criterion B based on the institution's performance within a range from 75 to 100 percent and earned as outlined in the Technical Manual.

Measurement

For criterion A, report on currently valid accreditations. To qualify as a living wage employer accreditation, program criteria must be reasonably consistent with the [Anker Methodology](#) and/or the living wage criteria included in STARS. An updated list of qualifying programs is available in the [STARS Help Center](#).

For criterion B, report the most recent data available from within the previous three years and snapshots of a living wage and employee remuneration taken during the same performance period (e.g., fiscal or calendar year). This may be accomplished, for example, by exporting compensation data from the institution's human resources system and accessing an online living wage figure within the same month or academic term.

Include all individuals who are in a direct employment relationship with the institution according to national law or its application, i.e., both regular/permanent employees and short-term/casual employees. Because of the diverse ways that student employment may be structured, however, undergraduate student employees and graduate students who are classified as non-academic employees may be excluded. Graduate students paid for teaching or research responsibilities should be included to the extent that they are classified as direct academic employees in the institution's human resources system.

Consistent with the Global Living Wage Coalition, a living wage is a family concept. An institution's living wage must be based on a family of four (assuming two adults in paid employment) or the nearest alternative available in its national context. A family of four is used to help harmonize different living wage standards and to support international comparability. It is not assumed to be the most common or representative family size.

To determine the living wage, use the most relevant national standard or methodology listed in the [STARS Help Center](#). A US institution, for example, must report the local living wage for "2 Adults (both working), 2 Children" published by the [Massachusetts Institute of Technology Living Wage Calculator](#).

An institution with satellite campuses should use the main campus location to determine the living wage amount, if available, or else a relevant state/provincial, regional, or national living wage.

The pay for employees who are hired on a grant, stipend, or contract basis must be converted into hourly figures, for example based on the average or expected number of hours worked per course, credit hour, or term. Hourly compensation for employees working on a grant, stipend, or contract basis must include all hours that are necessary to perform the employee's duties, such as class preparation and grading time. For example, an employee must be credited a minimum of 2.25 hours of service per week for each hour of teaching or classroom time in that week.

Otherwise, an institution may convert salary data to hourly figures based on the standard work week and year used for waged workers.

Remuneration may include wages, salaries, and extra-wage components that address the basic needs of employees and their families. To qualify, an extra-wage component must address a basic need that is accounted for in the living wage methodology that is used. In the US, for example, this includes expected and regular cash bonuses, employer contributions to health insurance, retirement plans, and other savings vehicles, and allowances for childcare, commuting, and meals. It excludes work expenses, life insurance, paid leave, disability benefits, student loan and tuition assistance, and allowances for services such as gym membership and legal assistance.

13.3 Percentage of significant contractors that pay a collectively determined or living wage

An institution earns 1 point when it is able to verify that each of its significant contractors meets at least one of the following criteria:

- A. The contractor is a third party accredited living wage employer or otherwise ensures that all of its on-site employees receive remuneration equivalent to at least a living wage.
- B. The contractor's lowest-paid, on-site employees are covered by a collective bargaining agreement (i.e., a union contract).
- C. The contractor is a worker cooperative.

Partial points are available based on the extent which criterion B is met and earned as outlined in the Technical Manual.

Measurement

For criterion A, report on currently valid accreditations.

For criterion B, report on the institution's most recently established agreements with significant contractors and the living wage reported in indicator 13.2. If no qualifying information is available for a contractor, report conservatively by assuming that its employees are earning the legal minimum wage.

An institution that is accredited as a living wage employer under a standard that is inclusive of its significant contractors (e.g., Living Wage for US) may report on that basis rather than apply the STARS criteria.

"---" indicates that no data was submitted for this field

13.1 Internal pay equity assessment

Has the institution conducted one or more internal pay equity assessments during the previous three years to identify disparities that are not attributable to skills, responsibilities, or level of experience?:

Yes

Description of the methodologies used to assess internal pay equity:

Various methodologies were used to assess the internal pay equity. This includes:

- A like-for-like gap analysis which compares the same or similar roles of equal or comparable value
- A by-level gap analysis which compares the difference between women's and men's average pay within the same employee category
- An overall gender pay gap analysis which compares the difference between women's and men's average pay and composition across the whole organisation

Are the pay equity assessment(s) inclusive of both academic and non-academic staff?:

Yes

Do the pay equity assessment(s) explicitly address pay equity by gender identity?:

Yes

Do the pay equity assessment(s) explicitly address internal pay equity by racial, ethnic, and/or Indigenous identity?:

No

Does the institution publish the results of its internal pay equity assessments?:

Yes

Published results of the institution's most recently finalized internal pay equity assessment:

Online resource where the results of the institution's internal pay equity assessments are available:

<https://staff.flinders.edu.au/content/dam/staff/equal-opportunity/wgea-public-report-2024.pdf>

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 13.1:

0.8

13.2 Percentage of employees that receive a living wage

Is the institution a third party accredited living wage employer?:

No

Narrative and/or website URL detailing the institution's living wage accreditation:

Provide wage figures in the institution's local currency and expressed as hourly rates.

Local currency code:

AUD

Performance year for living wage:

2023

Living wage:

27.0

Standard or methodology used to determine the living wage:

According to the Australia Institute's Centre for Future Work, a living wage in Australia would need to be at least 60% of the median full-time earnings. Based on the "Employee Earnings and Hours, Australia" report by The Australian Bureau of Statistics (ABS), the median weekly wage of full-time employees in 2023 is \$1,710 AUD.

Wage floor for regular/permanent employees:

27.0

Wage floor for short-term/casual academic staff:

50.27

Wage floor for short-term/casual non-academic staff:

33.94

Percentage of employees that receive remuneration equivalent to at least a living wage:

100.0

Narrative outlining the forms of remuneration included in the living wage calculations:

The calculations include base pay as well as the employer superannuation contribution.

The Flinders University Enterprise Agreement 2023 to 2026 states that "all continuing, continuing contingent funded and fixed-term staff are entitled to receive a seventeen percent (17%) employer contribution in respect of the salaries prescribed in the Schedules to the Agreement and the terms set out in Clause 21. Casual staff will receive superannuation contributions in accordance with the Superannuation Guarantee (Administration) Act1992."

Casual staff do not receive leave entitlements but instead receive 25% loading on top of the equivalent salary for non-casual staff. This is e.g. in lieu of personal and annual leave.

Has the institution made a formal commitment to pay a living wage?:

Narrative and/or website URL detailing the institution's formal commitment to pay a living wage:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 13.2:

3.0

13.3 Percentage of significant contractors that pay a collectively determined or living wage

Does the institution have one or more significant contractors?:

Yes

Documentation affirming that the institution has no significant contractors:

Total number of significant contractors:

3.0

Number of significant contractors known to pay a collectively determined or living wage:

3.0

Description of the methodology used to determine which significant contractors pay a collectively determined or living wage:

It is included in contract as a Condition of Contract, along with Modern Slavery clauses and subcontractor clauses.

The three significant contractors identified are within the areas of cleaning, security and plumbing.

The Reporting Tool will automatically calculate the following two figures:

Percentage of significant contractors that pay a collectively determined or living wage:

100.0

Points earned for indicator PA 13.3:

1.0

Optional documentation

Notes about the information provided for this credit:

Flinders University Gender Pay Gap Report 2022-2023:

https://staff.flinders.edu.au/content/dam/staff/equal-opportunity/flinders_employer_statement.pdf

Additional documentation for this credit:

Innovation & Leadership

Innovation & Leadership

Points Earned 10.00

Points Available 10.00

The credits in this category are optional and recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured in STARS. An institution may add any number or combination of these credits to its report, however the maximum number of bonus points applied toward scoring is 10.

Credit	Points
Sustainability Research Inventory	1.00 / 1.00
Fair Trade Campus	1.00 / 1.00
Voter Education and Participation	0.50 / 1.00
Biodiversity Assessment	0.50 / 1.00
High Performance Building Certification	1.00 / 1.00
Shared Mobility Program	0.50 / 1.00
Sustainability Projects Fund	1.00 / 1.00
Sustainable Retirement Plan	1.00 / 1.00
Open and Shared Course Materials	0.50 / 1.00
Social Equity Recognition	1.00 / 1.00
Collective Bargaining	1.00 / 1.00
Innovation A	1.00 / 1.00
Innovation B	1.00 / 1.00
Innovation C	1.00 / 1.00
Innovation D	1.00 / 1.00
Innovation E	1.00 / 1.00

Sustainability Research Inventory

Score
1.00 / 1.00

Responsible Party

Criteria

An institution earns 1 bonus point when it has conducted a comprehensive inventory of its research within the previous three years to identify the sustainability challenges or Sustainable Development Goals (SDGs) addressed by each project, publication, and/or researcher.

Measurement

Report on comprehensive research inventories completed within the previous three years. To qualify, the process used to complete the inventory must be inclusive of all academic employees that conduct research, all funded research projects, and/or all published scholarly work. Community-based research and engaged scholarship should be included to the extent feasible. A list of suggested keywords to help identify sustainability challenges is available for download from the [STARS website](#).

"---" indicates that no data was submitted for this field

Has the institution conducted a comprehensive inventory of its research within the previous three years to identify the sustainability challenges or SDGs addressed by each project, publication, and/or researcher?:

Yes

Copy of the sustainability research inventory:

[IL6_Sustainability_Research_inventory.xlsx](#)

Description of the methodology used to complete the research inventory:

Our sustainability research inventory can be found on our Research at Flinders portal: <https://researchnow.flinders.edu.au/en/publications/>

Flinders University added SDGs to our Pure database of publications, using the queries and machine learning component used in the 2023 THE Impact Rankings (Elsevier / SciVal method). All research outputs are searchable for SDGs via the menu in the left hand column.

This was accompanied by an information campaign to our academics to explain what it means to have research outputs aligned with SDGs.

From now on, our system (called ResearchNow) will automatically attribute SDGs to publications retrieved from Scopus, by analysing key words within the title, abstract, and other key bibliographic data. These assignments will align to classifications found in external academic databases, and mirror how our academics' research is being categorised within the broader academic community. Research outputs can have no SDGs, one SDG or a number of SDGs as applicable. After a researcher has successfully claimed their output, and it's published on the public portal, the associated SDGs will be displayed alongside the publication.

Attached is a report with all publications in 2021, 2022 and 2023, with their SDGs.

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Fair Trade Campus

Score
1.00 / 1.00

Responsible Party

Criteria

An institution earns 1 bonus point when it is designated as a Fair Trade College or University by Fairtrade International/FLO, a Fairtrade/FLO member organization (e.g., Fairtrade Canada), Fair Trade Campaigns USA, or AASHE-approved equivalent in countries these options are not available.

Measurement

Report on the current status of the institution's designation.

"---" indicates that no data was submitted for this field

Is the institution currently designated as a Fair Trade College or University?:

Yes

Narrative and/or website URL providing information about the institution's Fair Trade designation:

On the Fair Trade Association of Australia and New Zealand webpage, Flinders University is listed as an accredited Fair Trade University.

<https://www.fta.org.au/fair-trade-communities>

<https://news.flinders.edu.au/blog/2016/11/04/fair-trade-accreditation-places-flinders-among-australias-most-ethical-universities/>

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Voter Education and Participation

Score
0.50 / 1.00

Responsible Party

Criteria

An institution earns 1 bonus point when it meets both of the following criteria:

- A. Institution's highest student voter participation rate in a local or national election or referendum held during the previous five years is 80 percent or more OR institution has earned a Platinum Seal from the ALL IN Campus Democracy Challenge (US) within the previous three years.
- B. Institution has been recognized for its leadership in voter education and support by one of the following programs during the previous three years:
 - Champion Campus or Best in Class Campus (ALL IN Campus Democracy Challenge)
 - Voter Friendly Campus (US)
 - An equivalent national or international leadership recognition program approved by AASHE

Partial points are available. An institution that meets one of the criteria earns 0.5 bonus points.

Measurement

Report on voter participation rates from within the previous five years and/or recognition received during the previous three years.

"---" indicates that no data was submitted for this field

Institution's highest student voter participation rate in a local or national election or referendum held during the previous five years:

90.0

Description of the election or referendum in which the participation rate was achieved:

It is compulsory for all Australians over the age of 18 to vote in local and federal elections and referendums. (https://www.aec.gov.au/about_aec/publications/voting/). Even though we do not have specific numbers for our students, the expectation is that they would follow the general voter participation rate. For the 2022 federal election the voter turnout for South Australia was 91% (<https://results.aec.gov.au/27966/Website/HouseTurnoutByState-27966.htm>) and for the South Australia state election in 2022 it was 89% (<https://www.abc.net.au/news/elections/sa/2022/results?filter=all&sort=az>)

<https://peo.gov.au/understand-our-parliament/your-questions-on-notice/questions/why-do-people-over-18-have-to-vote>.

Has the institution earned a Platinum Seal from the ALL IN Campus Democracy Challenge within the previous three years?:

No

Narrative and/or website URL providing information about the institution's Platinum Seal:

This is not relevant for Australia as voting is compulsory.

Has the institution been recognized for its leadership in voter education and support by a qualifying program during the previous three years?:

No

Narrative and/or website URL providing information about the institution's student voter education and support award or designation:

This is not relevant for Australia as voting is compulsory.

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Biodiversity Assessment

Score

0.50 / 1.00

Responsible Party

Criteria

An institution earns 1 bonus point when it has conducted a baseline biodiversity assessment that is inclusive of the entire campus, was conducted or supervised by one or more trained biodiversity assessors, and is currently used to protect or positively affect the areas of biodiversity importance and endangered or vulnerable species identified. Partial points are available. An institution that has conducted a less comprehensive biodiversity assessment within the previous three years (e.g., an assessment covering a subset of the campus) earns 0.5 bonus points.

Measurement

Report on comprehensive baseline assessments that are currently used by the institution and less comprehensive assessments that were conducted within the previous three years.

"---" indicates that no data was submitted for this field

Has the institution conducted a baseline biodiversity assessment that is inclusive of the entire campus?:

No

Narrative and/or website URL outlining the methodology and results of the institution's biodiversity assessment:

List of endangered and vulnerable species with habitats on campus, by level of extinction risk:

Narrative outlining how the baseline biodiversity assessment is used to protect or positively affect the areas and species identified:

Has the institution conducted a less comprehensive biodiversity assessment within the previous three years?:

Yes

Description of the institution's less comprehensive biodiversity assessment:

The Nature Foundation's 2022-2031 Revegetation Strategy for the University's Bedford Park Campus seeks to enhance existing pockets of native vegetation through restoration of key areas to pre-European vegetation conditions, while building ecosystem resilience in a changing climate. The strategy included a conservation values and threats assesment at eight selected precincts which includes an analysis on existing ecological communities, threatened flora species and weeds of national significance.

The methodology used to conduct the high-level assessment of biodiversity values were:

1. Preliminary meeting and site tour

2. Desktop assessment to review relevant online resources, documents, policies, and legislation relating to vegetation management in the focus area.
3. Development of base-mapping - Digitisation of known features using GIS software, ascertained from spatial analysis and historical information.
4. Ground-truthing site assessment - Site visit to test assumptions about current vegetation condition and extent, waterway and track routes, infrastructure boundaries and terrain.
5. Mapping refinement - Amend assumptions according to ground-truthing findings and establish revegetation zones and associated actions.
6. Develop Revegetation Strategy + model carbon sequestration- Propose targeted activities to deliver effective revegetation throughout the Focus Area precincts and model the resulting carbon sequestration from the plantings using the FullCAM software.

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

[IL24_REVEGETATION_STRATEGY_-_Flinders_University_Bedford_Park_Campus.pdf](#)

High Performance Building Certification

Score
1.00 / 1.00

Responsible Party

Criteria

An institution earns 1 bonus point when it has at least one building that is certified at the highest achievable level under a green building rating system (i.e., Living, Platinum, Outstanding, or equivalent).

An updated list of qualifying standards is available in the [STARS Help Center](#).

Measurement

Report on the current certification status of the institution's buildings.

"---" indicates that no data was submitted for this field

Does the institution have at least one building that is certified at the highest achievable level under a green building rating system?:

Yes

Narrative and/or website URL providing information about the institution's certified high performance buildings:

The Flinders University City Campus located in the Walker's Festival Tower has achieved the highest green building rating system of Greenstar 6 certified.

<https://www.walkercorp.com.au/projects/festival-tower> - this website lists the green credentials for the Festival Tower

<https://www.flinders.edu.au/festival-plaza> - this shows that Flinders University has a campus in the Festival Tower.

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Shared Mobility Program

Score
0.50 / 1.00

Responsible Party

Criteria

An institution earns 1 bonus point when it has a program to incentivize the use of at least two of the following shared mobility options:

- A. Public transportation
- B. Bicycle or scooter sharing
- C. Car sharing or carpooling

Partial points are available. An institution that has a program to incentivize at least one of the options earns 0.5 bonus points.

Measurement

Report on current programs and initiatives. Incentives may include providing free or reduced cost access or hosting/managing a program on-site. Programs available in the local community do not qualify in the absence of on-campus access that is actively incentivized by the institution.

"---" indicates that no data was submitted for this field

Does the institution have a program designed to incentivize the use of public transportation?:

Yes

Description of the institution's programs designed to incentivize the use of public transportation:

The campus is very accessible through general public transport. Several bus lines stop on campus and the train line has been extended to the Flinders station at the Bedford Park campus, with an additional station for the Tonsley Innovation District servicing the Tonsley campus. This further connects Flinders campuses to the northern suburbs and to the new City Campus, which is located next to Adelaide Central train station. <https://news.flinders.edu.au/blog/2020/12/29/all-aboard-flinders-line-opens/>

In addition to public transport, the University funds three campus shuttle-bus lines that can be used free of charge:

- The Tonsley Link connects Bedford Park and Tonsley campus
 - The Campus connector connects several locations within Bedford Park campus
 - The Station Express connects the Bedford Park campus with the Flinders strain station
- <https://www.flinders.edu.au/campus/bedford-park/location/loop-bus>

Does the institution have a bicycle or scooter sharing program?:

No

Description of the institution's bicycle or scooter sharing program:

Does the institution have a car sharing or carpool program?:

No

Description of the institution's car sharing or carpool program:

Flinders University does not have a car sharing or carpool program.

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Sustainability Projects Fund

Score
1.00 / 1.00

Responsible Party

Criteria

An institution earns 1 bonus point when it has a dedicated fund (e.g., a green fund) to support campus sustainability projects that is ongoing (i.e., not a one-time award or grant) and includes a multi-stakeholder decision-making process to determine which projects receive funding.

Measurement

Report on current programs and initiatives.

"---" indicates that no data was submitted for this field

Does the institution have a dedicated fund to support campus sustainability projects that is ongoing and includes a multi-stakeholder decision-making process to determine which projects receive funding?:

Yes

Name of the institution's sustainability projects fund:

Car Parking Fund

Which of the following best describes the primary source of funding for the sustainability projects fund?:

Department driven

Year the institution's sustainability projects fund was established:

2019

Narrative and/or website URL providing an overview of the institution's sustainability projects fund:

Funds generated from on-campus car parking is allocated towards sustainability projects and initiatives outlined in the sustainability strategy.

Narrative outlining the multi-stakeholder decision-making process used to determine which projects receive funding through the sustainability projects fund:

Members of the Sustainability Advisory Group are consulted annually on the allocation of the Car Parking Fund across various sustainability projects and initiatives. The Head of Sustainability manages the fund.

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Sustainable Retirement Plan

Score
1.00 / 1.00

Responsible Party

Criteria

An institution earns 1 bonus point when its employee retirement plan includes one or more funds with a sustainability or environmental, social, and governance (ESG) focus. This may include an ESG option, a sleeve of ESG funds, or an ESG fund as the qualified default investment alternative (QDIA).

Measurement

Report on current programs and practices. If different plans exist for different types of employees (e.g., academic and non-academic employees), report on the plan that serves the greatest number of employees.

"---" indicates that no data was submitted for this field

Does the institution's employee retirement plan include one or more funds with a sustainability or ESG focus?:

Yes

Narrative and/or website URL providing an overview of the sustainability or ESG focused funds included in the institution's employee retirement plan:

The University utilises UniSuper as our choice of superannuation fund.

Unisuper has integrated environmental, social and governance factors and actively manage climate risks and opportunities across all their investment options. Additionally, they are also investing in companies that are supporting the transition to net zero carbon emissions. There is also an option for members to select Uni Super Sustainable Balanced and Sustainable High Growth

Currently, Unisuper is a signatory to the Principles for Responsible Investment, a founding member of the Australian Council of Superannuation Investors, a member of the Investor Group on Climate Change, the Asian Corporate Governance Association, Climate Action 100+ and Responsible Investment Association Australasia.

UniSuper Sustainable Investment webpage:

<https://www.unisuper.com.au/investments/how-we-invest/responsible-and-sustainable-investing>

Unisuper sustainable and environmental options

<https://www.unisuper.com.au/investments/how-we-invest/responsible-and-sustainable-investing/our-sustainable-and-environmental-options>

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Open and Shared Course Materials

Score
0.50 / 1.00

Responsible Party

Criteria

An institution earns 1 bonus point when it A) hosts a peer-to-peer exchange program or lending library that is explicitly designed to ensure that students in financial need have access to required course materials and B) provides incentives for academic employees that explicitly encourage the authorship, peer review, and/or adoption of open educational resources (OER). Partial points are available. An institution that meets one, but not both, of the criteria earns 0.5 bonus points.

Measurement

Report on the current status of the institution's programs and initiatives.

Conventional textbook buyback and resale programs and library collections that may include copies of textbooks on reserve do not qualify in the absence of a peer-to-peer program.

Incentives may include honors, fellowships, titles, monetary rewards, and/or release time. Incentives to replace commercial course materials with licensed library content that is openly available to all the members of the institution) also qualify.

"---" indicates that no data was submitted for this field

Does the institution host a peer-to-peer exchange program or lending library that is explicitly designed to ensure that students in financial need have access to required course material?:

No

Narrative and/or website URL providing an overview of the peer-to-peer course materials exchange program or lending library:

Does the institution provide incentives for academic employees that explicitly encourage the authorship, peer review, and/or adoption of open educational resources?:

Yes

Narrative and/or website URL that provides an overview of the institution's incentives for open educational resources:

With regards to Open Educational Resources (OER), Flinders Library is a member of the Council of Australian University Librarians (CAUL) OER Collective: <https://www.caul.edu.au/programs-projects/enabling-modern-curriculum/oer-collective>

Through the collective, we have purchased 2 pressbook shells a year which we offer to Flinders academics who are interested in publishing openly. As members of this collective, we use the CAUL resources and our own expertise to advise academics on open publishing practices.

We have recently published our first OER on the Pressbooks Platform Building your career: a guide for students authored by Assoc Prof Michelle Gander. [https://flinders.primo.exlibrisgroup.com/discovery/fulldisplay?](https://flinders.primo.exlibrisgroup.com/discovery/fulldisplay?context=L&vid=61FUL_INST:FUL&search_scope=MyInst_and_CI&tab=Everything&docid=alma99741180150177)

[context=L&vid=61FUL_INST:FUL&search_scope=MyInst_and_CI&tab=Everything&docid=alma99741180150177](https://flinders.primo.exlibrisgroup.com/discovery/fulldisplay?context=L&vid=61FUL_INST:FUL&search_scope=MyInst_and_CI&tab=Everything&docid=alma99741180150177)

We also have four other open textbooks under development in a range of subject areas including Clinical Sports Nutrition, Mental Health, Geography and Business. Additionally, we are collaborating with the University of Adelaide on a criminal law open textbook. Where possible we have tried to encourage titles that replace very expensive and restrictively licensed textbooks which are difficult for either our students to purchase or for us to provide a freely available electronic copy. The library have a page dedicated to Open Educational Resources <https://library.flinders.edu.au/staff/oer>

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Social Equity Recognition

Score
1.00 / 1.00

Responsible Party

Criteria

An institution earns 1 bonus point when it is formally recognized for leadership in diversity, equity, and inclusion (DEI) by a national or international assessment or awards program.

An updated list of qualifying programs is available in the [STARS Help Center](#).

Measurement

Report on recognition received during the previous three years and currently valid designations. Internal and/or individual awards do not qualify.

"---" indicates that no data was submitted for this field

Is the institution formally recognized for leadership in diversity, equity, and inclusion by a qualifying assessment or awards program?:

Yes

Narrative and/or website URL providing an overview of the institution's social equity recognition:

Flinders University has been recognised for social equity via the Athena Swan Bronze Award and Cygnet Award:

<https://sciencegenderequity.org.au/application/cygnet-award-application-indigenous-staff-flinders-university/>

<https://sciencegenderequity.org.au/application/athena-swan-bronze-award-application-flinders-university/>

This is reflected in the recent Times Higher Education Impact Rankings 2024 results where Flinders was ranked 8th in the world for gender equality and 10th for reduced inequalities.

<https://www.timeshighereducation.com/world-university-rankings/flinders-university>

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Collective Bargaining

Score
1.00 / 1.00

Responsible Party

Criteria

An institution earns 1 bonus point when it engages in collective bargaining with regular/permanent employees, short-term/casual employees, and student employees, as evidenced by the presence of union contracts or equivalent formal outcomes, e.g., memoranda of agreement/understanding (MOA/MOU) with workers' organizations. Partial points are available. An institution that engages in collective bargaining with at least two of the three employee categories listed above earns 0.5 bonus points.

Measurement

Report on the current status of the institution's union contracts and/or other formal outcomes of collective bargaining. Collective bargaining processes engaged in by entities of which the institution is part (e.g., government or university system) qualify as long as the results of the processes are recognized by the institution.

"---" indicates that no data was submitted for this field

Does the institution engage in collective bargaining with regular/permanent employees?:

Yes

Does the institution engage in collective bargaining with short-term/casual employees?:

Yes

Does the institution engage in collective bargaining with student employees?:

Yes

Narrative and/or website URL providing an overview of the unions or collective bargaining units active at the institution:

All employees, including academic, non-academic and casual staff, are represented by two Unions (The Community and Public Sector Union (CPSU) and the National Tertiary Education Industry Union (NTEU)) in negotiations for an Enterprise Bargaining Agreement. Student employees are employed under the same rules as other employees, and are as such covered by the general Enterprise Agreement.

The current Enterprise Agreement has been uploaded below.

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

[IL60_enterprise_agreement_2023-2026.pdf](#)

Innovation A

Score
1.00 / 1.00

Responsible Party

Criteria

There are five open-ended Innovation credits available. For each of these credits, an institution may claim 1 bonus point for a new, extraordinary, unique, ground-breaking, or uncommon outcome, program, or initiative that addresses a sustainability challenge and is not covered by an existing credit.

Measurement

Report on current programs and initiatives and outcomes that occurred within the previous three years.

In general, an Innovation credit should have roughly similar impacts or be on the same scale as other STARS credits. Outcomes, programs, and initiatives that are innovative for the institution's region or institution type are eligible. Outcomes, programs, and initiatives that were once considered innovative but are now commonplace do not qualify. Multiple activities whose sum is innovative can be considered for an Innovation credit as long as the activities or practices are clearly related. A series of unrelated accomplishments or events would not qualify, for example. While the outcomes or activities that led to receiving an award may be appropriate for an Innovation credit, winning an award or achieving a high sustainability ranking in another assessment is not, in and of itself, grounds for an Innovation credit.

"---" indicates that no data was submitted for this field

Name of the innovative outcome, program, or initiative:

South Australian Climate Resilience Discovery Farms and Innovator Sites

Does the innovation represent a new, extraordinary, unique, ground-breaking, or uncommon outcome, program, or initiative that addresses a sustainability challenge and is not covered by an existing credit?:

Yes

Narrative and/or website URL providing an overview of the innovation:

South Australian Climate Resilience Discovery Farms and Innovator Sites

Led by Flinders University and the South Australian Research and Development Institute (SARDI), with support from 39 research partners including farming and agri-business communities, this \$11.7 million program aims to pioneer climate-resilient solutions for sustainable agriculture. Harnessing innovative applied science to enhance the climate resilience of cropping, livestock, and mixed farms, this initiative conducts extensive, long-term trials spanning South Australia's pastoral, low, medium, and high rainfall zones. Dr. Rhiannon Schilling, Flinders Affiliate Associate Professor and SARDI Agronomy Program Leader, emphasises the program's collaborative approach, uniting the farming community with leading researchers through a network of long-term research trials to test applied science and climate resilient solutions.

" This research partnership will drive the development of solutions to tackle drought preparedness here in South Australia and beyond and Flinders University is excited to be part of this next era of pioneering research," says Vice-Chancellor Professor Colin Stirling.

Minister for Primary Industries and Regional Development, Clare Scriven, underscores the state government's commitment: "Through SARDI, we are thrilled to partner with Flinders University, farmers, and other stakeholders to deliver cutting-edge research advancing sustainability, resilience, and prosperity in South Australia's primary industries."

<https://news.flinders.edu.au/blog/2023/08/16/new-ag-engine-flinders/>

Expertise from Flinders academics include programs focused on dryland farming systems (Schilling, Cook, Pearce), crop and pasture agronomy with cereals, legumes, weed management (Schilling, Cook, Pearce, Ramesh, Sweetman, Bulone), soils including soil health, soil microbiome, soil constraints/amelioration (Schilling, Breed, Liddicoat, Eijkelkamp), social science (Arbon, Crouch, Pourazad), hydrology (Guan, Banks, Batelaan) and AgTech (Kalkofen, Schilling), comprising a multidisciplinary team with extensive skills and scientific knowledge. Flinders academics include members of the Torrens Resilience Initiative and the National Groundwater Centre for Research and Training.

Overall, this initiative represents a comprehensive approach to enhancing the resilience of cropping, livestock, and mixed farms in South Australia through scientific innovation, strategic integration of farming systems, and robust data-driven decision-making support.

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Innovation B

Score
1.00 / 1.00

Responsible Party

Criteria

There are five open-ended Innovation credits available. For each of these credits, an institution may claim 1 bonus point for a new, extraordinary, unique, ground-breaking, or uncommon outcome, program, or initiative that addresses a sustainability challenge and is not covered by an existing credit.

Measurement

Report on current programs and initiatives and outcomes that occurred within the previous three years.

In general, an Innovation credit should have roughly similar impacts or be on the same scale as other STARS credits. Outcomes, programs, and initiatives that are innovative for the institution's region or institution type are eligible. Outcomes, programs, and initiatives that were once considered innovative but are now commonplace do not qualify. Multiple activities whose sum is innovative can be considered for an Innovation credit as long as the activities or practices are clearly related. A series of unrelated accomplishments or events would not qualify, for example. While the outcomes or activities that led to receiving an award may be appropriate for an Innovation credit, winning an award or achieving a high sustainability ranking in another assessment is not, in and of itself, grounds for an Innovation credit.

"---" indicates that no data was submitted for this field

Name of the innovative outcome, program, or initiative:

Vehicle-to-grid technology trial

Does the innovation represent a new, extraordinary, unique, ground-breaking, or uncommon outcome, program, or initiative that addresses a sustainability challenge and is not covered by an existing credit?:

Yes

Narrative and/or website URL providing an overview of the innovation:

Vehicle-to-grid technology trial

A landmark Vehicle-to Grid (V2G) charging station showcasing award-winning bidirectional vehicle-to-grid technology demonstrates a sustainable and innovative solution to scale energy storage technology, increase renewables, and reduce GHG emissions. It includes installing and maintaining 20x V2G chargers for its growing electric vehicle fleet that are powered by 100% renewable energy generated by ENGIE's Willogoleche Wind Farm and Flinders University's own solar power systems. The stored energy in EV batteries is discharged into the campus during peak demand periods.

This initiative supports SDGs 7 - Affordable and Clean Energy, 9 - Industry, Innovation and Infrastructure, 13 - Climate Action, and 17 - Partnerships, by demonstrating the reliability and scalability of bi-directional smart-charging systems for EVs, reducing emissions, optimizing behind-the-meter generation, and creating teaching, research, and innovation opportunities.

The initiative won the prestigious Sustainable Development Goals Initiative of the Year Award at the Triple E Awards in Barcelona in 2023. It was also nominated for the Premier's Award in Energy and Mining and the Green Gown Award in recognition of exceptional sustainability initiatives being undertaken by universities and colleges.

Minister for Infrastructure and Transport, Tom Koutsantonis MP, recognised the importance of this initiative for South Australia as evidence of the state's position on the world stage. "We are delighted to see this bold trial at Flinders hit its first key milestone, charging electric vehicles and feeding

power back into the grid when needed, demonstrating how EVs can be harnessed to support SA's electricity system during peak demand periods.”

These 10 V2G chargers are in addition to another 35 EV charging stations, of which 31 are free to use for charging (with a valid parking session).

<https://2023.triple-e-awards.com/index/finalist/id/808>

<https://news.flinders.edu.au/blog/2023/08/04/all-systems-go-for-landmark-energy-project>

<https://www.energymagazine.com.au/landmark-vehicle-to-grid-ev-project-switched-on-in-sa/>

<https://smartcity.org.au/index.php/article/milestone-reached-flinders-university-launches-revolutionary-energy-project?page=1>

<https://www.energymining.sa.gov.au/home/events/premiers-awards-energy-and-mining/2023-awards-nominees/flinders-university>

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Innovation C

Score
1.00 / 1.00

Responsible Party

Criteria

There are five open-ended Innovation credits available. For each of these credits, an institution may claim 1 bonus point for a new, extraordinary, unique, ground-breaking, or uncommon outcome, program, or initiative that addresses a sustainability challenge and is not covered by an existing credit.

Measurement

Report on current programs and initiatives and outcomes that occurred within the previous three years.

In general, an Innovation credit should have roughly similar impacts or be on the same scale as other STARS credits. Outcomes, programs, and initiatives that are innovative for the institution's region or institution type are eligible. Outcomes, programs, and initiatives that were once considered innovative but are now commonplace do not qualify. Multiple activities whose sum is innovative can be considered for an Innovation credit as long as the activities or practices are clearly related. A series of unrelated accomplishments or events would not qualify, for example. While the outcomes or activities that led to receiving an award may be appropriate for an Innovation credit, winning an award or achieving a high sustainability ranking in another assessment is not, in and of itself, grounds for an Innovation credit.

"---" indicates that no data was submitted for this field

Name of the innovative outcome, program, or initiative:

Drought Resilience Toolkit

Does the innovation represent a new, extraordinary, unique, ground-breaking, or uncommon outcome, program, or initiative that addresses a sustainability challenge and is not covered by an existing credit?:

Yes

Narrative and/or website URL providing an overview of the innovation:

Flinders University experts have developed a drought resilience toolkit with strategies that can assist regional communities and farmers ahead of time.

The Drought Resilience Mapping and Assessment Toolkit (DRMT) represents a transformative approach to assessing the resilience of human systems in surviving and recovering from drought events. Most preparations for drought have looked at for example water conservation, enhanced crops and soil conservation, but little work has been done around the underlying resilience of rural communities. Central to the toolkit's innovation is its holistic approach, encompassing social capital, economic capital, locational capital, asset capital, and preparedness capital.

Drought is different from natural disasters like flood, fire or frost, as drought can last very long time and is unpredictable in when it ends. This makes planning for drought resilience difficult. The DRMT serves as a practical, low-cost aid in identifying optimal strategies to support farmers, townships, communities, and businesses with preparing for future drought. Central to community well-being are robust social networks and informal community-based groups, whose significance is often overlooked in drought resilience assessments. Professor Paul Arbon, Director of the Torrens Resilience Initiative, underscores that resilience to prolonged drought hinges on the collective resilience of its community, emphasizing the toolkit's holistic perspective.

Developed by Professor Roberta Crouch, Professor Paul Arbon, and their team at the Torrens Resilience Initiative (TRI) and the College of Business Government and Law at Flinders University, the

DRMT was collaboratively created through interviews, community focus groups, and assessments of community assets in Crystal Brook, Orroroo, and Loxton. Economic reports tailored to each community supported the toolkit's key economic indicators. The team is now working with communities to implement the toolkit, e.g. with the District Council of Loxton Waikerie: <https://cosmosmagazine.com/people/society/strategies-survive-drought/>

<https://news.flinders.edu.au/blog/2023/07/24/drought-resilience-toolkit-helps-protect-regional-communities/>

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Innovation D

Score
1.00 / 1.00

Responsible Party

Criteria

There are five open-ended Innovation credits available. For each of these credits, an institution may claim 1 bonus point for a new, extraordinary, unique, ground-breaking, or uncommon outcome, program, or initiative that addresses a sustainability challenge and is not covered by an existing credit.

Measurement

Report on current programs and initiatives and outcomes that occurred within the previous three years.

In general, an Innovation credit should have roughly similar impacts or be on the same scale as other STARS credits. Outcomes, programs, and initiatives that are innovative for the institution's region or institution type are eligible. Outcomes, programs, and initiatives that were once considered innovative but are now commonplace do not qualify. Multiple activities whose sum is innovative can be considered for an Innovation credit as long as the activities or practices are clearly related. A series of unrelated accomplishments or events would not qualify, for example. While the outcomes or activities that led to receiving an award may be appropriate for an Innovation credit, winning an award or achieving a high sustainability ranking in another assessment is not, in and of itself, grounds for an Innovation credit.

"---" indicates that no data was submitted for this field

Name of the innovative outcome, program, or initiative:

The Coorong, Lower Lakes, and Murray Mouth (CLLMM) Research Centre Approach to Tackle Climate Challenges

Does the innovation represent a new, extraordinary, unique, ground-breaking, or uncommon outcome, program, or initiative that addresses a sustainability challenge and is not covered by an existing credit?:

Yes

Narrative and/or website URL providing an overview of the innovation:

Flinders University is an integral partner of the newly established Coorong, Lower Lakes, and Murray Mouth (CLLMM) Research Centre. This centre, as part of the Goyder Institute, is establishing a locally driven, innovative, and impactful research portfolio that is developed and delivered in an inclusive, collaborative manner, providing opportunity for increased involvement of First Nations and community in the design, delivery and dissemination of knowledge to inform decision making of the region.

The CLLMM region is designated as a Wetland of International Importance under the Ramsar Convention in 1985 and is home to many iconic and endangered species. Flinders University has a long history of conservation projects in this region, usually with the Department for Environment and Water and/or the Goyder Institute. Examples are the CLLMM Recovery Project and the Healthy Coorong, Healthy Basin program.

The innovative component of this new program is that research projects are driven by the community and the local First Nations people. To ensure that research reflects the perspectives of both community and First Nations people along with management agencies, the CLLMM Research Centre has established the Research Centre Advisory Forum (RCAF). This forum brings together stakeholders from various sectors including representatives from Commonwealth, state, and local government, local councils, Landscape Boards, First Nations representatives, and community members to guide and oversee the Centre's research program.

The CLLMM region is culturally significant to the Ngarrindjeri and First Nations of the South-East communities. It has been their home for thousands of years and will continue to be their home in the face of future climate change. The First Nations knowledge of the region will be critical for the CLLMM Research Centre to understand the implications of future climate change in the region as they have oral histories and Creation stories which connect them to place, time and their ancestors.

Examples of projects from Flinders University researchers include Blue/Teal Carbon (as part of the Climate Mitigation Theme), led by Professor Sabine Dittmann, and the Iconic Species project (as part of the Threatened Species & Biodiversity theme) led by Dr Ryan Baring, with many more Flinders academics of all levels (including students) involved in the design and implementation of these and other projects.

The CLLMM region provides habitats for a diverse range of iconic species that are nationally threatened and migratory, important for the community and culturally significant. Several of those species are listed as threatened under Australia's EPBC Act (1999) and at the state level under the National Parks and Wildlife Act (1972). Flinders University is working with the Ngarrindjeri Aboriginal Corporation and Burramies Aboriginal Corporation, University of Adelaide, CLLMM Research Centre and others to define a list of iconic species from the CLLMM region to focus future research priorities to inform management and conservation. The ranking of this list of iconic species will take into account their threatened status, current literature within the CLLMM region, cultural significance to traditional owners and the local community as well as their ecological importance.

<https://www.cllmmresearchcentre.org/research-projects>

The program includes multiple volunteering activities and giving back to the community, e.g. through school programs as part of the year 10-12 SACE curriculum, and several knowledge sharing events, including an annual science forum.

<https://www.cllmmresearchcentre.org/post/cllmm-research-centre-s-inaugural-science-forum-a-day-of-discovery-and-engagement>

<https://mailchi.mp/3bd0e6fa7539/mijn87gcml-12725888>

<https://www.cllmmresearchcentre.org/school-programs>, citizen science projects and regular events

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Innovation E

Score
1.00 / 1.00

Responsible Party

Criteria

There are five open-ended Innovation credits available. For each of these credits, an institution may claim 1 bonus point for a new, extraordinary, unique, ground-breaking, or uncommon outcome, program, or initiative that addresses a sustainability challenge and is not covered by an existing credit.

Measurement

Report on current programs and initiatives and outcomes that occurred within the previous three years.

In general, an Innovation credit should have roughly similar impacts or be on the same scale as other STARS credits. Outcomes, programs, and initiatives that are innovative for the institution's region or institution type are eligible. Outcomes, programs, and initiatives that were once considered innovative but are now commonplace do not qualify. Multiple activities whose sum is innovative can be considered for an Innovation credit as long as the activities or practices are clearly related. A series of unrelated accomplishments or events would not qualify, for example. While the outcomes or activities that led to receiving an award may be appropriate for an Innovation credit, winning an award or achieving a high sustainability ranking in another assessment is not, in and of itself, grounds for an Innovation credit.

"---" indicates that no data was submitted for this field

Name of the innovative outcome, program, or initiative:

Kangaroo Island Passport to recovery

Does the innovation represent a new, extraordinary, unique, ground-breaking, or uncommon outcome, program, or initiative that addresses a sustainability challenge and is not covered by an existing credit?:

Yes

Narrative and/or website URL providing an overview of the innovation:

This is a large multi-year program, led by Flinders University in collaboration with the Australian Government, SeaLink, the Kangaroo Island Council, the Kangaroo Island Tourism Alliance and the Kangaroo Island Koala and Wildlife Rescue Centre. It started in 2021 to support Kangaroo Island (KI) with the recovery from the 2019 bushfires and has since then developed into a comprehensive series of conservation and ecology citizen science projects in collaboration with the local community.

Visitors and locals are invited to download an app on their phones that contains multiple projects (currently 15) that they can participate in. One example is the Dirty Boots project, which invites tourists to take a small soil sample from their shoes for analysis by experts from Flinders University. This targets sighting and reporting evidence of a small plant pathogen called phytophthora. Phytophthora dieback disease can spread easily and affects crops and susceptible plants that would be important habitat for animals and insects. "The aim of this project is to engage citizen scientists to take part in activities to provide us with data so we can generate far more information about the impact of this plant pathogen, both on native plants and crops," says environmental health expert Professor Kirstin Ross. "We're also pleased to be able to show people, of any age, how to be citizen scientists and find out how much fun and enjoyable science actually is."

Other examples of projects are Koala Compass (monitoring of koala movement), Reef Rewind (monitoring growth of a new artificial reef for native shellfish), Sea Lion Stakeout (to assess the impact of eco-tourism on the endangered Australian Sea Lion at Seal Bay), Smart Nest (monitoring

native bees), My Island Footprint and more. The app is a vital part of data collection from across Kangaroo Island for future conservation efforts.

The project has seen input from a large number of Flinders University students in various roles ranging from logo design, event management, video creation and on the ground support.

Main URL: <https://www.passport2recovery.au/about>

Other URLs:

<https://news.flinders.edu.au/blog/2022/12/14/ki-citizen-science-callout-for-summer/>

<https://www.passport2recovery.au/>

<https://www.facebook.com/passport2recovery/>

<https://news.flinders.edu.au/blog/2024/05/01/kangaroo-island-bushfire-recovery-hits-the-water/>

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:
