

The top half of the cover features a complex geometric pattern of interlocking shapes in shades of orange and purple. The pattern consists of vertical columns of shapes that resemble stylized, overlapping arches or chevrons, creating a sense of depth and movement. The colors transition from a bright orange at the top to a deep purple at the bottom.

# ACU Sustainability Report 2020

Caring for our  
common home



## Message from the Vice-Chancellor and President

Australian Catholic University (ACU) acknowledges the importance of responsible and ethical management for the long-term success of the university and the protection of the environment. Committed to the highest standards of ethical behaviour, for many years now ACU has made a concerted effort to educate, research and demonstrate sustainable practices across our nine campuses.

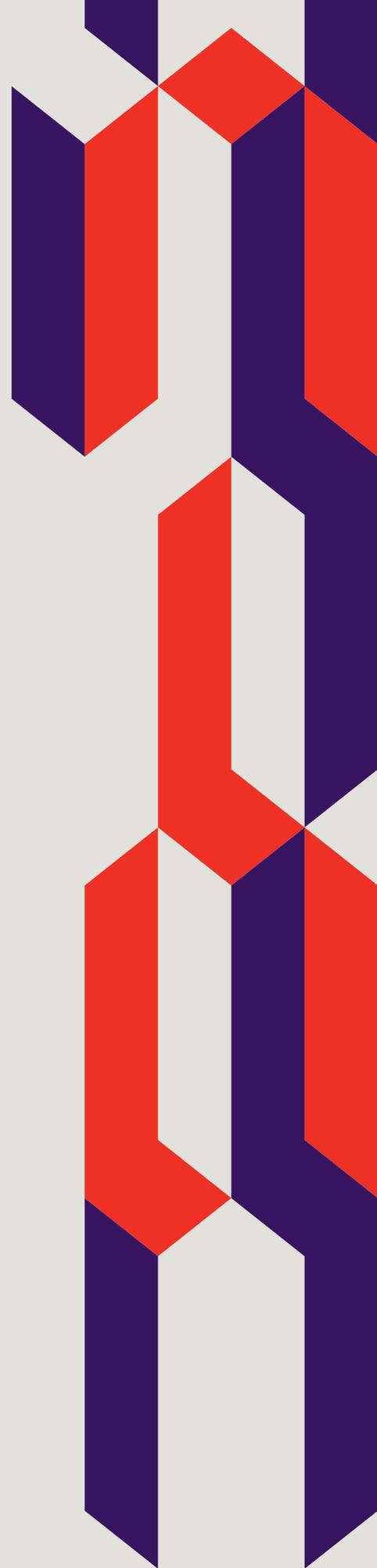
Our university is a community of staff, students and partners dedicated to making a real and positive difference, with caring and concern for our common home. We are a university of and for people, with a deeply woven dedication to ethics, the dignity of the human person and the common good. Our commitment to the common good informs all our endeavours and inspires our relationships and networks both in Australia and internationally.

In 2015, Pope Francis released the *Laudato si'* encyclical – a letter to the world on caring for our common home. In the same year the United Nations' Sustainable Development Goals were articulated, issuing a universal call-to-action to end poverty, protect the planet and improve the lives and prospects of everyone, everywhere.

The **ACU Sustainability Report 2020** showcases our ongoing commitment to care for our common home. Through our teaching, learning, research and community engagement we are dedicated to making a positive difference in society and to the lives of individuals with whom we interact. As a Catholic university, we embrace the words of Pope Francis in *Laudato si'* and use them to guide our efforts in supporting the common good and pursuing the Sustainable Development Goals.

A handwritten signature in black ink, appearing to read 'Greg Craven'.

**Professor Greg Craven AO, GCSG**  
Vice-Chancellor and President  
Australian Catholic University



# Acknowledgement of Country

We acknowledge and pay our respects to the First Peoples, the Traditional Custodians of the lands and waterways. We recognise their spiritual and ongoing cultural connection to Country.

We respectfully acknowledge Elders past and present and thank them for their wisdom and guidance as we walk in their footsteps.

*Artwork designed for ACU by Gilimbaa*

## Contents

Message from the Vice-Chancellor and President	01	Human dignity and the common good	15
Acknowledgement of Country	02	Inclusive economic and labour markets	17
Caring for our common home	03	Sustainable urban environments	19
<i>Laudato si'</i> and the Sustainable Development Goals	04	Local, national and international dialogue	21
Shared humanity and our common home	05	Institutions, legal and regulatory frameworks	23
Tackling pollution and climate change	07	The year ahead	25
Clean, safe water for all	09	Our governance	27
Biodiversity and protection of natural ecosystems	10	Our principles	28
ACU's Sustainability Bond	11	Prayer for our earth	29
Health, education and social cohesion	13	Sustainable Development Goals	30



## Caring for our common home

Addressed to ‘every person living on this planet’, Pope Francis’ *Laudato si’: On the care for our common home* captures the interconnectedness of social, economic and environmental justice in building and protecting our common home. The encyclical on integral human development adds to the Catholic Church’s body of teaching. Highlighting global inequality, it calls for a transformation of our societies and individual lifestyles. It is a profound call for change.

The United Nations’ Sustainable Development Goals (SDGs) are the blueprint to achieve a better and more sustainable future for all. They address the global challenges we face, including poverty, inequality, climate change, environmental degradation, peace and justice. Both the *Laudato si’* as well as the SDGs call for a more equitable, inclusive and sustainable world.

ACU has a strong commitment to sustainability. Our approach to sustainability is grounded in our Catholic mission and the university’s values, acknowledging the indivisible link between social, economic and environmental sustainability and our university’s future. We recognise our responsibility and have embraced the 17 SDGs to deliver a better and more sustainable future for our common home, aligned to the *Laudato si’* encyclical.

# Laudato si' and the Sustainable Development Goals

LAUDATO SI' THEMES	SUSTAINABLE DEVELOPMENT GOALS				
Shared humanity and our common home	1 NO POVERTY	14 LIFE BELOW WATER	15 LIFE ON LAND	17 PARTNERSHIPS FOR THE GOALS	
Tackling pollution and climate change	7 AFFORDABLE AND CLEAN ENERGY	11 SUSTAINABLE CITIES AND COMMUNITIES	12 RESPONSIBLE CONSUMPTION AND PRODUCTION	13 CLIMATE ACTION	
Clean, safe water for all	1 NO POVERTY	3 GOOD HEALTH AND WELL-BEING	6 CLEAN WATER AND SANITATION		
Biodiversity and protection of natural ecosystems	14 LIFE BELOW WATER	15 LIFE ON LAND			
Health, education and social cohesion	3 GOOD HEALTH AND WELL-BEING	4 QUALITY EDUCATION	10 REDUCED INEQUALITIES	16 PEACE, JUSTICE AND STRONG INSTITUTIONS	
Human dignity and the common good	1 NO POVERTY	2 ZERO HUNGER	5 GENDER EQUALITY	10 REDUCED INEQUALITIES	
Inclusive economic and labour markets	1 NO POVERTY	5 GENDER EQUALITY	8 DECENT WORK AND ECONOMIC GROWTH	9 INDUSTRY, INNOVATION AND INFRASTRUCTURE	10 REDUCED INEQUALITIES
Sustainable urban environments	1 NO POVERTY	11 SUSTAINABLE CITIES AND COMMUNITIES	15 LIFE ON LAND		
Local, national and international dialogue	1 NO POVERTY	13 CLIMATE ACTION	16 PEACE, JUSTICE AND STRONG INSTITUTIONS	17 PARTNERSHIPS FOR THE GOALS	
Institutions, legal and regulatory frameworks	8 DECENT WORK AND ECONOMIC GROWTH		16 PEACE, JUSTICE AND STRONG INSTITUTIONS	17 PARTNERSHIPS FOR THE GOALS	

# Shared humanity and our common home



## IMPACT THROUGH EMPATHY

ACU's **Strategic Plan 2020 – 2023**, *Impact through empathy*, dedicates the university to 'the pursuit of knowledge, the dignity of the human person and the common good'. The plan sets out a series of priorities that define the university's mission and the contribution of our education, research, community engagement and university operations.

Drawing on Catholic traditions and belief in the dignity of the human person and the common good, the plan commits ACU to 'create opportunity by increasing participation and outcomes for those from low socio-economic communities', to 'translate research into economic, social, environmental and cultural impacts to advance social progress' and to 'take bold and decisive action on environmental, social and economic sustainability'.

## THE CORE CURRICULUM

ACU's **Core Curriculum** is part of all our students' education, providing each student with the opportunity to reflect on our shared humanity and the common challenges we face across the globe. Students engage with principles that include: the dignity of the human person, solidarity, the common good, rights and responsibilities as well as stewardship of the earth.

As part of the Core Curriculum, each student partakes in a discipline-specific community engagement unit of study, working with communities that experience disadvantage and marginalisation. This equates to approximately **3,500 students** undertaking a community engagement placement each year. ACU staff are also encouraged to participate in community engagement, with a Community Engagement Time Release program available to support staff in accessing five days of community engagement (pro rata) per annum. Partnering with community organisations is key to these engagements and addressing disadvantage.

## FIRST PEOPLES

ACU has a range of programs that support students from Aboriginal and Torres Strait Islander peoples and we acknowledge the traditional owners of the lands on which we live and work. In 2020, nearly **two per cent** of ACU's domestic bachelor students are Aboriginal and Torres Strait Islander peoples, with the university's target to grow participation rates to **three per cent** by 2023. First Peoples students are eligible for access to tailored courses, scholarships, student services and facilities from ACU.

## ACCESS AND EQUITY

Education is for everyone. ACU has a range of programs that support educational access and participation for students from disadvantaged and under-represented groups, including students from low socio-economic communities, refugees and Australia's veteran community. In 2020, nearly **12 per cent** of ACU's domestic bachelor students are from low-SES backgrounds with a 2023 target of **14 per cent**.

## ACU SUSTAINABILITY WEEK

ACU held its inaugural Sustainability Week in October 2020 and offered a range of activities to inspire and engage ACU students and staff in caring for our common home. A number of virtual forums showcased how ACU is achieving the Sustainable Development Goals and encourages our community to take action toward achieve a better world. The week's activities explored how ACU answers the call of *Laudato si'* by supporting an integral ecology in practical ways.

## TRANSFORMING LIVES THROUGH EDUCATION: ACU THAI-BURMA PROGRAM

ACU works in partnership with York University, Palms Australia and the Marist Asia Foundation to deliver education opportunities to people living in a refugee camp on the Thai-Burma border. Students are supported to study for a Diploma of Liberal Arts, which is taught by ACU's National School of Arts through a combination of online and face-to-face lessons. There are now over **150 graduates** of the program, most of whom are now employed in non-government or community-based welfare organisations.



#### BY THE NUMBERS

ACU's Student Urgent Relief Fund: **\$249,646** raised since the outbreak of COVID-19 to support **832** ACU students in need



**3,500** ACU students involved in community engagement placements each year



**20** Creating Opportunity Fund Scholarships each year, breaking down barriers to higher education for the disadvantaged



**150** graduates from ACU Thai-Burma project



#### LAUDATO SI'

“The urgent challenge to protect our common home includes a concern to bring the whole human family together to seek a sustainable and integral development [...] Particular appreciation is owed to those who tirelessly seek to resolve the tragic effects of environmental degradation on the lives of the world's poorest.”

Pope Francis, *Laudato si'*, page 12, My appeal [13]

# Tackling pollution and climate change



## ENERGY EFFICIENCY

ACU is the most energy efficient university in Australia\*, with energy efficiency the cornerstone of ACU's energy management strategy. The university is **10 per cent** more efficient than the next best performing university and nearly twice as efficient as the average Australian higher education institution. ACU's energy efficiency program integrates technology such as LED lighting, high-efficiency heating and cooling systems and sensors with the operating practices and knowledge of staff. ACU's sustained commitment to energy efficiency has restricted our energy-related greenhouse gas emissions to some of the lowest of any Australian university for a decade\*.

## EMISSIONS

ACU generates approximately 24,000 tonnes of carbon dioxide equivalent (CO<sub>2</sub>e) annually. The key sources of our emissions are electricity (65 per cent), air travel (25 per cent), natural gas consumption (four per cent), organic waste sent to landfill (two per cent), with the remainder from miscellaneous sources such as refrigerants, generators and road travel. ACU's leading levels of energy efficiency and our low levels of waste generation ensured that in 2019 ACU's greenhouse gas emissions per staff and student were **60 per cent lower** than the sector average.

## RENEWABLE ENERGY

From July 2021 ACU will obtain 100 per cent of its electricity supply from renewable energy sources, reducing our annual greenhouse gas emissions by around **65 per cent**, or 16,000 tonnes of CO<sub>2</sub>e. Renewable energy will predominantly be sourced from windfarms located throughout Australia, with a small contribution from solar power systems installed on some of our buildings.

## CARBON OFFSETS

ACU **offsets 100 per cent** of its air travel emissions by purchasing carbon offsets generated by Aboriginal communities engaged in traditional land management practices. This will offset a further 25 per cent of its annual greenhouse gas emissions going forward.

ACU's purchase of 100 per cent renewable electricity and offsetting of air travel emissions will reduce our annual greenhouse gas emissions by up to 90 per cent, enabling ACU to plan a **path to net zero emissions** by 2030.

## CLIMATE CHANGE EDUCATION

With climate change one of the greatest challenges we face in the 21st century, ACU's teaching unit GEOG206: *Climate change: past, present and future* introduces students to our planet's climate system and examines what is driving current and future climate changes. The unit considers a range of responses to climate change, focusing on international environmental treaties, international and Australian policy approaches to global warming, as well as mitigation and adaptation strategies. Other teaching units include *GEOG204: Environmental sustainability: the global challenge*, which introduces students to the principles, theory and actions of environmental sustainability.

## ORGANISATIONAL ETHICS AND THE PARIS CLIMATE AGREEMENT

Associate Professor Stephanie Collins, from ACU's **Dianoia Institute of Philosophy**, is applying her work in organisational ethics to the Paris Climate Agreement. Her project, *Organisations' wrongdoing: From metaphysics to practice*, is funded by an Australian Research Council (ARC) Discovery Early Career Researcher Award and aims to use the methods of analytic philosophy and law to contribute to, and integrate, three increasingly isolated fields: metaphysics, moral philosophy, and law. It explores issues such as enforcement of carbon emission targets, alongside other case studies of corporate self-regulation by states and businesses.



## BY THE NUMBERS

**No. 1** energy efficient university in Australia\*



**100%** renewable electricity by July 2021



Energy efficiency increase of nearly **10%** since 2015



**Half** the energy use per square metre compared to sector\*



Greenhouse gas emissions per staff and student **<60%** than sector\*



## LAUDATO SI'

“When we speak of the ‘environment’, what we really mean is a relationship existing between nature and the society which lives in it. Nature cannot be regarded as something separate from ourselves or as a mere setting in which we live. We are part of nature, included in it and thus in constant interaction with it. Recognizing the reasons why a given area is polluted requires a study of the workings of society, its economy, its behaviour patterns, and the ways it grasps reality.”

**Pope Francis, *Laudato si'*, page 104, Environmental, economic and social ecology [139]**

\* Tertiary Education Facilities Management Association Annual Survey 2019

# Clean, safe water for all



## WATER EFFICIENCY

ACU is one of Australia's most water-efficient universities. Per student we use one-third the amount of water compared to sector average\*. To achieve this efficiency, ACU has undertaken a range of actions.

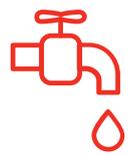
- **Rainwater harvesting**  
We have installed over 660,000 litres of water-tank capacity across all our campuses, capturing rainwater harvested from building roofs. Rainwater is used to flush toilets and irrigate campus gardens, assisting to reduce our consumption of mains water.
- **Water efficient appliances**  
A range of water-efficient appliances, such as low-flow showerheads, waterless or low-flow urinals, dual flush toilets and drip irrigation systems have been installed across all campuses.
- **Drought-tolerant landscaping**  
Many of the plants in ACU's campus grounds are chosen to minimise their need for water. This helps to not only reduce campus gardens' need for water but makes them more resilient during periods of low rainfall.

## GREEN STAR BUILDING DESIGN

The water efficient design of the 5-Star Green Star St Brigid's building at ACU's Ballarat Campus helped the campus reduce its total water consumption by **20 per cent** in its first two years of operation. The St Brigid's building is fitted with the most water-efficient taps and toilets available at the time of construction and contains an 18,000-litre rainwater tank. Designed for dual use, the tank captures rainwater not only to flush the building's toilets but also to retain any sudden inflow of storm water to reduce sudden and damaging outflow of rainwater into local storm water drains. The building's gardens have been "xeriscaped" with the gardens thriving on rainwater alone without supplemental watering.

## BY THE NUMBERS

ACU consumes **<4 kilolitres** of water per full-time student, just one-third of the sector average consumption\*



ACU's water tanks harvested an estimated **20,000 kilolitres** of rainwater in 2019, approximately one-fifth of our total water consumption



## LAUDATO SI'

"Even as the quality of available water is constantly diminishing, in some places there is a growing tendency, despite its scarcity, to privatize this resource, turning it into a commodity subject to the laws of the market. Yet access to safe drinkable water is a basic and universal human right, since it is essential to human survival and, as such, is a condition for the exercise of other human rights. Our world has a grave social debt towards the poor who lack access to drinking water, because they are denied the right to a life consistent with their inalienable dignity."

Pope Francis, *Laudato si'*, page 23, The issue of water [30]

\*Tertiary Education Facilities Management Association Annual Survey 2019

# Biodiversity and protection of natural ecosystems



## ACU'S BIODIVERSITY PROJECT

ACU's campuses are in a mix of inner city, suburban and regional locations. Numerous studies have shown that biodiversity can flourish in all locations, including high-density urban locations, with green spaces and enhanced biodiversity crucial to health and wellbeing. ACU's biodiversity project aims to understand and support our campuses' biodiversity, particularly through the design of our campus grounds and the operation of our campus buildings. ACU will also investigate options to increase the drought-resilience of every campus and reduce dependence on mains water.

## REDUCTION IN PLASTICS

ACU is committed to reducing its use of plastics of all types in its operations. Between 2016 and 2020, the university reduced the proportion of plastic waste in its entire waste stream from just over 16 per cent to **8.5 per cent**, introduced a staff-led soft-plastic recycling scheme, and initiated a program to continually reduce the amount of plastics of all types used in its student orientation programs.

## O-WEEK

To deliver a more sustainable student orientation week in 2020, ACU targeted a major reduction in the number of items made of single-use plastic distributed to students. ACU eliminated more than **10,000** single-use plastic water bottles by providing first-year students with a reusable drink bottle and installing new drinking fountains at every campus. All orientation merchandise, **40 per cent** of which was made from recycled materials, was shipped without single-use plastic wrapping and the use of balloons was eliminated.

## BY THE NUMBERS

Eliminated **>10,000** single use plastic water bottles from O-Week program



Digital distribution of information eliminated more than **9,000** printed A4 pages during O-week



### LAUDATO SI'

"The earth's resources are also being plundered because of short-sighted approaches to the economy, commerce and production. The loss of forests and woodlands entails the loss of species which may constitute extremely important resources in the future, not only for food but also for curing disease and other uses.

[...] It is not enough, however, to think of different species merely as potential "resources" to be exploited, while overlooking the fact that they have value in themselves. Each year sees the disappearance of thousands of plant and animal species which we will never know, which our children will never see, because they have been lost for ever. The great majority become extinct for reasons related to human activity [...] We have no such right."

Pope Francis, *Laudato si'*, page 24, Loss of biodiversity [32, 33]

# ACU's Sustainability Bond



## A WORLD FIRST

ACU has embarked on an investment strategy to allocate funds raised through the issue of sustainability bonds, in alignment with ACU's commitment to securing a sustainable future. In 2017, ACU secured \$200 million through the sale of sustainability bonds to some of Australasia's largest institutional investors.

ACU was the first organisation in Australia and the first university in the world to issue a sustainability bond, which offered investors the opportunity to participate in the financing of ACU projects that deliver positive social and/or environmental results.

The bond aligns with the four core components of both the Green Bond Principles and the Social Bond Principles established by the International Capital Market Association and is closely aligned with ACU's social mission, sustainability goals, and research and development priorities.

**Green bonds** are used to support projects with an environmental objective, such as climate change mitigation and adaptation, resource conservation, biodiversity, and pollution prevention and control.

**Social bonds** aim to address or mitigate a specific social issue and/or seek to achieve positive social outcomes. A social issue is one that threatens, hinders, or damages the wellbeing of society or a target population within it.

## SUSTAINABLE USE OF FUNDS

ACU uses the funds raised by the Sustainability Bond to invest in the environmentally sustainable development of its campuses and to invest in research that delivers a positive social impact. Campus development projects eligible for Sustainability Bond funds must have a minimum 5-Star Green Star rating or meet the Low Carbon Buildings criteria of the Climate Bonds Standard. Research projects eligible for Sustainability Bond funding must be in the areas of education, health care or gender equality.

## BUILDING SUSTAINABLE CAMPUSES

The proceeds of ACU's Sustainability Bond have been used to finance or refinance many of ACU's sustainable building and community projects, including:

- Daniel Mannix Building, Melbourne
- St Brigid's School of Health Sciences, Ballarat
- Veritas Building, Canberra
- Mercy Building, Brisbane
- Saint Teresa of Kolkata Building, Melbourne

## SUPPORTING RESEARCH WITH SOCIAL IMPACT

ACU's Sustainability Bond also funds key social research programs that focus on improving the lives of some of the most vulnerable people in society, including research from two of ACU's leading research bodies: the Institute for Positive Psychology and Education (IPPE) and the Mary MacKillop Institute for Health Research (MMIHR).

**IPPE** conducts research into physical and psychological wellbeing, resilience and self-concept, and measures of psychosocial outcomes. The institute's researchers have been awarded more than 70 Australian Research Council grants. Among its many current research projects are those that focus on youth at-risk of dropping out of school, on the impact of Indigenous education programs, and on the psychological wellbeing of school principals.

**MMIHR** conducts research that discovers and promotes effective strategies to create a healthier Australia. The institute brings national and international health experts together with leading organisations to conduct research that transcends discipline-based boundaries. MMIHR's research ranges throughout the fields of exercise and nutrition, bone health and fractures, and the interaction between behaviour, urban environments and cognitive health.



## BY THE NUMBERS

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ACU Sustainability Bond  
value **\$200 million**



**\$100 million**  
contribution to construction  
of 5-star Green Star Saint  
Teresa of Kolkata Building



**World first** university to  
issue a sustainability bond  
under the new sustainability  
guidelines



**\$27 million** contribution  
over three years to finance  
health and education  
research programs that aim  
to benefit vulnerable people



# Health, education and social cohesion



## INCLUSIVE EDUCATION

Education is for everyone. ACU's First Peoples and Equity Pathways Directorate strives to remove barriers to university participation. We foster excellence in learning and teaching, student success and community engagement for marginalised people. We support Aboriginal and Torres Strait Islander students with a variety of courses, scholarships and student services. Aboriginal and Torres Strait Islander students can live, work and study in their own community through ACU's **Away from Base** program or study in ACU's specific programs focused on Aboriginal and Torres Strait Islander peoples' health care, such as the Bachelor of Midwifery (Indigenous).

## HEALTH WORKFORCE OF THE FUTURE

ACU's **Faculty of Health Sciences** staff and students strive to improve the lives of others through the provision of world-leading health care, guided by the values of excellence, dignity and engagement. Many of our courses have a clinical component where students apply their skills in the real world through professional experience with some of our many partners, or in our own health clinics.

ACU educates the largest number of nursing, midwifery and paramedicine students in Australia, contributing to the health workforce of the future. Trained to support people at their most vulnerable and promoting wellbeing for all at all ages, ACU's health graduates make a tangible difference to the lives of individuals and communities.

## QUALITY EDUCATION

ACU's **Faculty of Education and Arts** enrolls the largest number of teacher education students in Australia, providing graduates with the skills and knowledge to turn today's students into the leaders of tomorrow. Designed in conjunction with our industry partners, our courses (early childhood, primary and secondary education, inclusive education and disability studies and leadership development) are always evolving to respond to industry and accreditation needs and incorporate the latest in pedagogical innovation.

## SOCIAL INCLUSION

ACU's Pro Vice-Chancellor, Engagement, Professor Sandra Jones is developing a comprehensive program of support and research to increase the inclusion of autistic students in university education and the inclusion of all autistic people in the broader community. ACU's **Autism Inclusion Program** supports students in a range of ways, including peer mentoring, access to comprehensive information for autistic students, social and academic assistance, a resource library, and the provision of a low-sensory room on each campus. Importantly, the program aims to better support ACU's autistic staff as well as students.

## PLACEMENT OPPORTUNITIES WITH DISADVANTAGED COMMUNITIES

ACU students can elect **placement opportunities** within disadvantaged communities. For instance, midwifery students can elect to follow disadvantaged women throughout their pregnancy as part of clinical unit requirements and can combine this with requirements for community engagement units.

## SCREEN TIME IMPACT ON CHILDREN'S DEVELOPMENT

**Institute for Positive Psychology and Education** Professor Chris Lonsdale leads an ARC-funded consortium of international universities to study the effects of children's exposure to electronic screens on their development. Wearable cameras will measure what children are doing on screens, and where, when, and how long they are doing it. The project will also investigate how screen time impacts children's development and how it is influenced by their environment. The key findings will improve screen time guidelines, and help parents understand the impact of screen time on children's development.

### LAUDATO SI'

"If we want to bring about deep change, we need to realize that certain mindsets really do influence our behaviour. Our efforts at education will be inadequate and ineffectual unless we strive to promote a new way of thinking about human beings, life, society and our relationship with nature."

Pope Francis, *Laudato si'*, page 157, *Educating for the covenant between humanity and the environment* [215]



### IMPACT OF DIGITAL DISRUPTION ON TEACHERS

Institute for Learning Sciences and Teacher Education researchers Professor Claire Wyatt-Smith, Professor Bob Lingard, and Dr Elizabeth Heck were commissioned by UNESCO to identify the impact of digital disruption and digital technology on teachers, their work and on their professional judgements in the school systems of low-, middle- and high-income countries. Their Working Paper, *Digital learning assessments and big data: implications for teacher professionalism*, produced for UNESCO's Education Research and Foresight (ERF) series and translated into five languages, was framed by SDG 4 and SDG 10 and by the work of UNESCO's International Bureau of Education.

### BAREFOOT NURSES PROGRAM IN TIMOR-LESTE

ACU's Barefoot Nurses program provides a 'Train the Trainer' program in basic health, nursing and nutrition with the people of the Baucau community in Timor-Leste. The Barefoot Nurses team works together with ACU's partners including the local community, local organisations and the Ministry of Health. Together they are helping to fight the high rate of childhood mortality and disease in Timor-Leste by teaching local people basic skills in medical aid, promoting health literacy and basic care by the Timorese for the Timorese.

### BY THE NUMBERS

#1 nurse educator in Australia\*



60% of ACU bachelor graduates are graduates in health professions



1.7% of domestic bachelor students are Aboriginal and Torres Strait Islander peoples



Ranked 18th in the world for nursing\*\*



683 Away from Base students since inception



>30 years delivery of Away from Base program



21% of ACU bachelor graduates are graduates with primary school teaching qualifications



Ranked top 75 in the world for education\*\*



\* Universities Australia Benchmark Data, 2018, nursing FoEs

\*\* ARWU Subject Rankings 2020

# Human dignity and the common good



## STRENGTH OF PURPOSE IN CHALLENGING TIMES

2020 has been a challenging year, with COVID-19 continuing to impact our families, neighbourhoods, work arrangements and the way we engage with students. One important part of ACU's multi-faceted response to COVID-19 has been the establishment of the **Student Urgent Relief Fund**, providing immediate aid to students affected by the pandemic. ACU, together with St Vincent's and others, also created a large-scale food pantry for students to help themselves to whatever and as much as they needed. In this way, their human dignity was maintained while their needs were being met. Through this fund, the food pantry, and through the ACU student loan scheme, the ACU community is making a real difference to students' wellbeing and lives in challenging times.

## GENDER EQUALITY

ACU has been named an **Employer of Choice for Gender Equality** for the ninth consecutive year, an acknowledgement of the progress ACU is making to improve gender equality in the workplace, cementing ACU's reputation as an equal opportunity employer. ACU continues to progress the achievements of its Gender Equality Strategy by:

- employing approximately **60 per cent** of women in leadership and management roles.
- leading practice parental leave policy and associated entitlements for both women and men
- providing access to flexible work practices
- a commitment to gender pay equity and conducting an annual pay gap analysis
- providing 10 days paid leave for staff experiencing domestic violence.

## PHILOSOPHY AND CATHOLIC SOCIAL TEACHING

ACU's education programs are infused with the ethos and principles of Catholic Social Teaching, which emphasise human dignity, commitment to the common good and the rights of all, with a particular focus on the poor and vulnerable members of society, and stewardship of the planet's resources.

Philosophy and ethics are also central to ACU research, for example in the work of ACU's **Plunkett Centre for Ethics**, which is devoted to the study and teaching of ethics

in clinical practice and biomedical research, the **Dianoia Institute of Philosophy** and the **Queensland Bioethics Centre**. The latter is a collaboration between the Archdiocese of Brisbane, ACU and several Queensland healthcare organisations, with a focus on high-quality research, education and consultancy in the area of bioethics.

## EDUCATIONAL SUPPORT FOR THE DISADVANTAGED

ACU provides many local community engagement opportunities including educational support for Indigenous primary school children in a local Brisbane school, homework support programmes for local primary school students from culturally and linguistically diverse and refugee backgrounds in Melbourne and the **Kicking Goals Together** program in Brisbane. In addition to youth and community engagement programs, ACU students can get involved in dialogue through ACU's Bachelor of Youth Work, including the units Work: Vulnerable Young People and Social and Emotional Wellbeing for Young People.

## SUSTAINABLE PRINCIPLES OF COMMUNITY ENGAGEMENT



### Acting with humility

Working with instead of 'on' or 'for' community, honouring the autonomy and dignity of those we work with.



### Building connections

Developing genuine and respectful relationships leading to mutually beneficial outcomes.



### Pursuing justice

Working for a just and fair society, prioritising the needs of those who experience the most disadvantage and marginalisation.



### Affirming dignity

Recognising and affirming the fundamental rights and equal worth of all human beings.



### Developing understanding

Developing empathic understanding of the people we work with, and responding in a compassionate, considered, and respectful manner.



### VIOLENCE PREVENTION

Daryl Higgins from the **Institute of Child Protection Studies** has been part of an international group of scholars working on family-related policies that can contribute to the SDGs, as published in the Unicef publication *Families, Family Policy and the Sustainable Development Goals*. Daryl contributed in particular to a chapter on ending violence, including existing frames for violence prevention, indicators on the prevalence of violence globally and family policies and interventions.

### SOLOMON ISLANDS TEACHER EDUCATION PROGRAM

The Solomon Islands Teacher Education Program offers a four-week cultural immersion experience for ACU preservice teachers each year. Based in one of the world's poorest countries, the program addresses issues of basic human rights by raising awareness, providing education and inspiring action. Pre-service teachers experience a culture very different from their own and live in conditions commensurate with host teachers. Working in partnership with local schools and teachers, ACU builds capacity, fosters learning and promotes human dignity.

### HISTORIES OF DISPLACEMENT

Research in the newly opened **Institute for Humanities and Social Sciences** explores histories of displacement from early modern times to the present day. Institute Director Professor Joy Damousi leads an ARC-funded longitudinal study of the aftermaths of war between 1815 and 1950 across Europe, Asia and America, with a focus on refugees, brutalisation of warfare, and long-term trauma. Professor Sheila Fitzpatrick is undertaking ARC-funded research on post-war Russian displaced persons after the Second World War and their resettlement in Australia to explore wider questions of migration, displacement and its impact during post-war Australia. Professor Susan Broomhall is collaborating on a major European Union funded study exploring the forced movement of peoples across the Mediterranean from 1492 to 1923, through analysis of religious persecution, slavery and indentured labour, environmental and social catastrophe, as well as the emotional responses of displaced persons and communities.

### BY THE NUMBERS

**73%** of our students are female



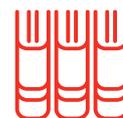
**66%** of our staff are female



**75%** of our graduates are female



**1st** in Australia for female authorships as a proportion of the total number of authorships\*



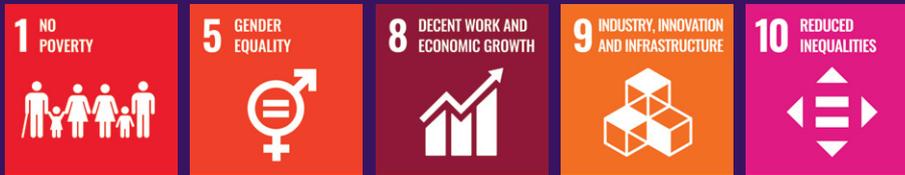
#### LAUDATO SI'

“We are faced not with two separate crises, one environmental and the other social, but rather with one complex crisis which is both social and environmental. Strategies for a solution demand an integrated approach to combating poverty, restoring dignity to the excluded, and at the same time protecting nature.”

**Pope Francis, *Laudato si'*, page 104, Environmental, economic and social ecology [139]**

\* Leiden Rankings 2020

# Inclusive economic and labour markets



## RESPECT AND RECOGNITION

Inspired by our mission and values as a Catholic university, ACU has a critical role to play in achieving a just Australia in which Aboriginal and Torres Strait Islander peoples' rights as First Peoples are recognised, respected, celebrated and enjoyed. The key principle of **ACU's Aboriginal and Torres Strait Islander Peoples Employment Strategy** is to retain and continue to expand our Aboriginal and Torres Strait Islander workforce and reach the national parity rate of **3 per cent** employment.

## SUPPLY NATION

ACU is a proud member of **Supply Nation** with the aim of increasing Indigenous engagement through procurement. As part of its **Reconciliation Action Plan**, ACU actively seeks to increase engagement with Supply Nation vendors and monitors and measures the dollar value of procurement from Aboriginal and Torres Strait Islander businesses.

## CLEMENTE AUSTRALIA PROGRAM

Through the Clemente Australia program, ACU provides an academically approved university course for Australians who would otherwise be excluded from tertiary education. This program aims to empower Australians experiencing challenging life circumstances and to break cycles of poverty, inequality and injustice. On completion of four Clemente subjects, students graduate with an ACU Certificate of Liberal Arts. These units can be credited towards an ACU undergraduate degree when students continue their studies.

## ERADICATION OF MODERN SLAVERY

As a Catholic university, ACU is not only committed to the pursuit of knowledge and academic excellence but guided and informed by Catholic Social Teaching. We recognise the dignity of each person and look for ways to work for the common good. Within our stewardship and caring for human dignity and the common good, ACU is taking decisive action on the eradication of modern slavery. We participate in the modern slavery risk management program through the **Australian Catholic Anti-slavery Network**, identifying risks of modern slavery and taking steps to ensure all our supply chains are slavery-free.

## COLLABORATE PLUS BUSINESS INCUBATOR

ACU Collaborate *Plus* is ACU's entrepreneurship and innovation hub. It aims to support and develop fledgling businesses and small-medium enterprises (SMEs) through the sharing of resources, knowledge, research and expertise. ACU Collaborate *Plus* has established multidisciplinary collaborative spaces in Strathfield and North Sydney to facilitate sustainable partnerships with organisations that support and strengthen local networks of entrepreneurs and enhance innovation in product and process development. The university is providing project support incentives for collaborative start-ups including advice on business plans, compliance and regulations, financial management, marketing programs, insurance and legal structures and risk assessments through innovation mentors, academic and business partners. SMEs can also partner with the university to access research and expertise.

## REFUGEE ENGAGEMENT AND SUPPORT

**Kicking Goals Together** is a sport-for-development program that operates on the Brisbane Campus. It involves a soccer tournament that includes teams from refugee and migrant backgrounds, ACU international students and ACU staff. The program offers participants the Skill Up initiative that provides educational opportunities related to networking and personal brand, job seeking and keeping, English language and leadership.

ACU students participate in a mentoring program with the **Sacred Heart Homework Club**. The club assists primary school children, predominately from refugee backgrounds and experiencing significant disadvantage, with their homework. Research shows the children gain significant benefits from being mentored.

The **Three2Six Refugee Children's Education Project** in Johannesburg, South Africa is an educational bridging program for refugee children who have been refused access to state schools. The project offers a curriculum with a strong focus on literacy and numeracy but also offers other life skills for primary age school children. Undergraduate education students at ACU can participate in the program as part of their community engagement studies.



## BY THE NUMBERS

**84** Clemente graduates since 2015, with **16** Clemente students graduating with BAs from ACU and other institutions



**1.5%** of ACU's staff identify as Aboriginal and Torres Strait Islander peoples



**89** graduates from Kicking Goals Together program since 2016



**15** new Supply Nation vendors were engaged in the 12 months to June 2020



## LAUDATO SI'

“The social dimensions of global change include the effects of technological innovations on employment, social exclusion, an inequitable distribution and consumption of energy and other services, social breakdown, increased violence and a rise in new forms of social aggression, drug trafficking, growing drug use by young people, and the loss of identity. These are signs that the growth of the past two centuries has not always led to an integral development and an improvement in the quality of life. Some of these signs are also symptomatic of real social decline, the silent rupture of the bonds of integration and social cohesion.”

Pope Francis, *Laudato si'*, page 32, Decline in the quality of human life and the breakdown of society [46]

# Sustainable urban environments



## SUSTAINABLE BUILDINGS

ACU has three buildings certified under the **Green Star** rating system of the Green Building Council of Australia, designed, built and operated for resource efficiency. Melbourne's Daniel Mannix Building, Canberra's Veritas Building and Ballarat's St Brigid's School of Health Science have a combined floor area of nearly 20,000 m<sup>2</sup> and contribute substantially to ACU's continued energy and water efficiency excellence.

During 2019, ACU's Green Star buildings delivered:

- **3.5 million litres** of water savings
- over **322 megawatt hours** of power savings
- more than **\$100,000** in savings on electricity, gas and water utilities.

In late 2019 building work commenced on the 13-storey Saint Teresa of Kolkata building at ACU's Melbourne Campus. The building is designed to achieve a 5-Star Green Star rating. Once complete it will lift the proportion of floorspace at the Melbourne Campus certified to a five or six-star Green Star rating to over 50 per cent.

## WASTE REDUCTION

Since 2017 ACU has become one of the higher education sector's leaders in waste reduction, reducing our rate of waste generation from 70kg per full-time student in 2016 to just **24.5kg** per full-time student in 2019. ACU now produces among the lowest amounts of waste per full-time student in the sector.

## SUSTAINABLE TRANSPORT

A major source of ACU's environmental impact is the commuting to and from campus by staff and students, and between campuses, particularly for staff. ACU's **Green Travel Policy** guides its sustainable transport program, which helps students and staff to choose more sustainable modes of transport. All ACU campuses are easily accessible by public transport. End-of-trip facilities such as bike lock-

up points, lockers and showers have been installed at every campus. ACU participates in annual events that promote cycling, such as Ride to Work Day and the *Biketober* Business Challenge. We also provide videoconferencing capabilities to every ACU desktop and mobile device so that ACU staff have a practical alternative to travelling between campuses.

## BEHAVIOUR, ENVIRONMENT AND COGNITION RESEARCH PROGRAM

The **Behaviour, Environment and Cognition Research Program** uses data from national and international studies to explore the interaction between urban environments, lifestyle behaviours, physical and cognitive health across the lifespan. Population ageing and urbanisation are two major global and national demographic trends. These are important phenomena as there is growing evidence that the urban built environment plays a key role in shaping physical activity behaviour. As a result of this evidence, national and international urban and health policy documents have identified environmental changes as effective strategies to create healthier societies.

## IMPACT OF ENVIRONMENT AND POLLUTION ON COGNITIVE HEALTH

Professor Ester Cerin from the **Mary MacKillop Institute for Health Research** (MMIHR) is co-leading a study of neighbourhood impacts on cognitive health in UK and Australia. The project, *Environment and Pollution On Cognitive Health (EPOCH): Building the knowledge base through international collaboration*, jointly funded by the National Health and Medical Research Council and United Kingdom Research and Innovation, will estimate optimal levels of environmental attributes for cognitive health in older adults to inform relevant urban planning, environmental protection and transportation guidelines and policies for the creation of age-friendly, healthy and sustainable urban environments.



## INTERNATIONAL MIND, ACTIVITIES AND URBAN PLACES

The *International Mind, Activities and urban Places (iMAP)*, in MMIHR's Behaviour, Environment and Cognition research program, seeks to investigate how our neighbourhood and other places we regularly visit interact with lifestyle to impact brain health and psychological function in middle to late adulthood. The international cohort study based in Melbourne, Barcelona and Hong Kong will develop recommendations for planning authorities and individuals for delaying cognitive decline and optimising cognitive health as people age. International collaborators on this project include the Barcelona Institute for Global Health (Spain), the University of Hong Kong (China), the University of California – San Diego (USA) and The Pierre Louis Institute of Epidemiology and Public Health (France).

### LAUDATO SI'

“Many cities have become unhealthy to live in, not only because of pollution caused by toxic emissions but also as a result of urban chaos, poor transportation, and visual pollution and noise. [...] We were not meant to be inundated by cement, asphalt, glass and metal, and deprived of physical contact with nature.”

**Pope Francis, *Laudato si'*, page 31, Decline in the quality of human life and the breakdown of society [44]**

## BY THE NUMBERS

Reduction of per-student annual waste generation by **65%** since 2016...thereby avoiding generating over **3,000 tonnes** of waste



Our Green Star-rated buildings have avoided **1,500 tonnes** of greenhouse gas emission, or 6% of ACU's annual total



ACU has secure bike parking for more than **300** bicycles, and a further **160** will be installed by 2022



# Local, national and international dialogue



## LOCAL, NATIONAL AND INTERNATIONAL PRESENCE

ACU is Australia's only national university, with **eight campuses** across five states in Brisbane, North Sydney, Strathfield, Blacktown, Canberra, Melbourne, Ballarat and Adelaide. Alongside our local and national presence, we also have a campus in Rome, Italy, bringing together researchers and students from all over the world. International placements are available for students in all faculties, making the ACU student experience truly global.

ACU's research institutes bring together **world-class researchers** to foster a rich and thriving research environment that produces internationally recognised standards of research. With a research strategy focused on areas of specialisation related to our mission and identity, ACU has achieved research excellence in our priority areas of education, health, theology and philosophy and other liberal arts. Over recent years, more than 100 outstanding early career researchers, professors, associate professors, and professorial fellows joined ACU from around the world and are largely based within the research institutes. Convened by ACU's leading research institutes, international seminars are regularly hosted at ACU's Rome Campus, providing a forum for international dialogue and collaboration.

## OUR RECONCILIATION ACTION PLAN

ACU continues to provide meaningful opportunities and to encourage greater participation of Aboriginal and Torres Strait Islander people in tertiary education, empowering them to reach their full academic and economic potential. **ACU's Reconciliation Action Plan** aims to drive our contribution to reconciliation within ACU and the wider community. The plan assists ACU to solidify its commitment to involving First Peoples in the life of the university and to making Aboriginal and Torres Strait Islander perspectives integral to the university's curriculum. The plan includes practical actions that drive our contribution to reconciliation, drive a broader change agenda and provide a framework to enable us to play a role in improving the lives and respecting the dignity of Australia's Indigenous people.

## HEARING INDIGENOUS VOICES

The **PM Glynn Institute**, ACU's public policy think-tank, has collaborated with Uphold and Recognise, a non-profit organisation committed to its charter for upholding the Australian Constitution and recognising Indigenous Australians on *Hearing Indigenous Voices*. The report provides options for how the Australian Constitution could be amended to ensure that Indigenous voices are heard by Australia's legislators as a basis for Constitution alterations and statutes to achieve this.

## STRATEGIC ALLIANCE OF CATHOLIC RESEARCH UNIVERSITIES

ACU is one of eight founding members of the Strategic Alliance of Catholic Research Universities (**SACRU**), along with Boston College in the United States and six other Catholic universities from Europe, South America, and Japan. As part of the joint declaration signed on 12 October 2018 in Lisbon, Portugal, the partner universities committed to developing a research-intensive environment championing academic freedom and ethical responsibility and seeking to promote joint research projects and publications.

## KIRIBATI IMMERSION AND PROFESSIONAL DEVELOPMENT PROGRAM

ACU's pre-service teacher education students teach in one of four high schools (St Patrick College, St Louis High School, Sacred Heart College and Santa Maria College) located on South Tarawa, capital of Kiribati. ACU students work with local students and staff as volunteers in close collaboration with ACU mentors and the Catholic Education Office of Wollongong teachers. Helping Kiribati teachers with their English is one of the goals of the program.



#### BY THE NUMBERS

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**8** campuses in Australia and  
**1** campus in Rome, Italy



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**40%** of ACU's research  
publications have been with  
international collaborators  
over past 5 years

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#### **LAUDATO SI'**

"I urgently appeal, then, for a new dialogue about how we are shaping the future of our planet. We need a conversation which includes everyone, since the environmental challenge we are undergoing, and its human roots, concern and affect us all."

**Pope Francis, *Laudato si'*, page 12, My appeal [14]**

# Institutions, legal and regulatory frameworks



## PEACE AND JUSTICE

At the heart of ACU's **Thomas More Law School** is standing up for people in need and for issues that matter. Our Bachelor of Laws is a global, ethical and practical qualification designed to give students the skills to build a satisfying legal career and at the same time consider community wellbeing. ACU's law graduates are equipped to value justice, equity and the dignity of all human beings.

## POLITICS AND PUBLIC POLICY

ACU is a regular contributor to public policy development in the areas that impact ACU and the higher education sector more broadly. ACU makes contributions to government at both the federal and state levels, in the areas and jurisdictions in which it operates. During 2020, ACU made submissions to:

- the Senate inquiry into provisions of the Higher Education Support Amendment (Job-Ready Graduates and Supporting Regional and Remote Students) Bill 2020
- the Higher Education Standards panel on amending the Higher Education Provider Category Standards
- the NSW parliamentary inquiry into the future development of the NSW tertiary education sector.

## CHILD PROTECTION, STATUTORY SYSTEMS AND PROCESSES

ACU's **Institute of Child Protection Studies** aims to enhance outcomes for children, young people and families through quality research, program evaluation, training and community education, advocacy and policy development in the area of child, youth and family welfare. We are nationally recognised for our expertise in child protection and preventing and responding to the abuse and neglect of children. Through partnerships with government, non-government and community organisations, we aim to influence policy and practice to achieve positive social change, strengthen service systems and support child-safe communities.

## PARLIAMENTARY INTERFAITH BREAKFASTS

ACU hosts Parliamentary Interfaith Breakfasts, bringing together parliamentarians and the leaders of many faith communities in a spirit of mutual respect and dialogue. The events present faith leaders with the opportunity to offer a prayer or reading in support of wise deliberations and good government. The breakfasts also provide an opportunity for parliamentarians of all parties to meet the leaders of many different faiths, joining with them to celebrate Australia's diversity and communal harmony, while highlighting the shared interests and values that are common to us all. For ACU, the events provide a chance to demonstrate our commitment to serving the common good. It is an opportunity to not only embrace and better understand our diverse faiths, but also to reflect on the important role that faith plays in our everyday lives and in our calling to serve the community.

## REFUGEE LAW PROJECT

ACU law students are working to provide justice to the most marginalised in our community by providing pro-bono legal assistance to asylum seekers who are having their application reassessed by the courts. Law students assist with reviewing documents and identifying legal details that can help strengthen grounds for appeal. The students then give their recommendations to a group of pro bono lawyers, who can quickly assess the applications, assess their merit, and then represent asylum seeker cases in court. A number of appeals have been lodged based on these recommendations and have secured a major court win for an asylum seeker facing deportation.



#### BY THE NUMBERS

**5** Parliamentary Interfaith Breakfasts hosted by ACU since 2014



**344** law graduates over the last five years



**>40** recommendations made to a panel of *pro bono* barristers to legally assist asylum seekers



#### LAUDATO SI'

“There is a growing jurisprudence dealing with the reduction of pollution by business activities. But political and institutional frameworks do not exist simply to avoid bad practice, but also to promote best practice, to stimulate creativity in seeking new solutions and to encourage individual or group initiatives.”

**Pope Francis, *Laudato si'*, page 130, Dialogue for new national and local policies [177]**

# The year ahead

## Activities and plans for 2021



### LEARNING AND TEACHING

ACU's **Core Curriculum** is a unique educational program through which all ACU students engage with the key questions of ethics, rights and responsibilities that underpin calls-to-action like the *Laudato si'* and the UN SDGs. 2021 sees the university implementing the next iteration of the Core Curriculum, with innovation in digital delivery and intensification of the focus on ethics. ACU will also implement a new set of graduate attributes, featuring 'Impact' as one of the attributes, with its focus on each graduate's ability to make an impact at a local and global level.

### RESEARCH

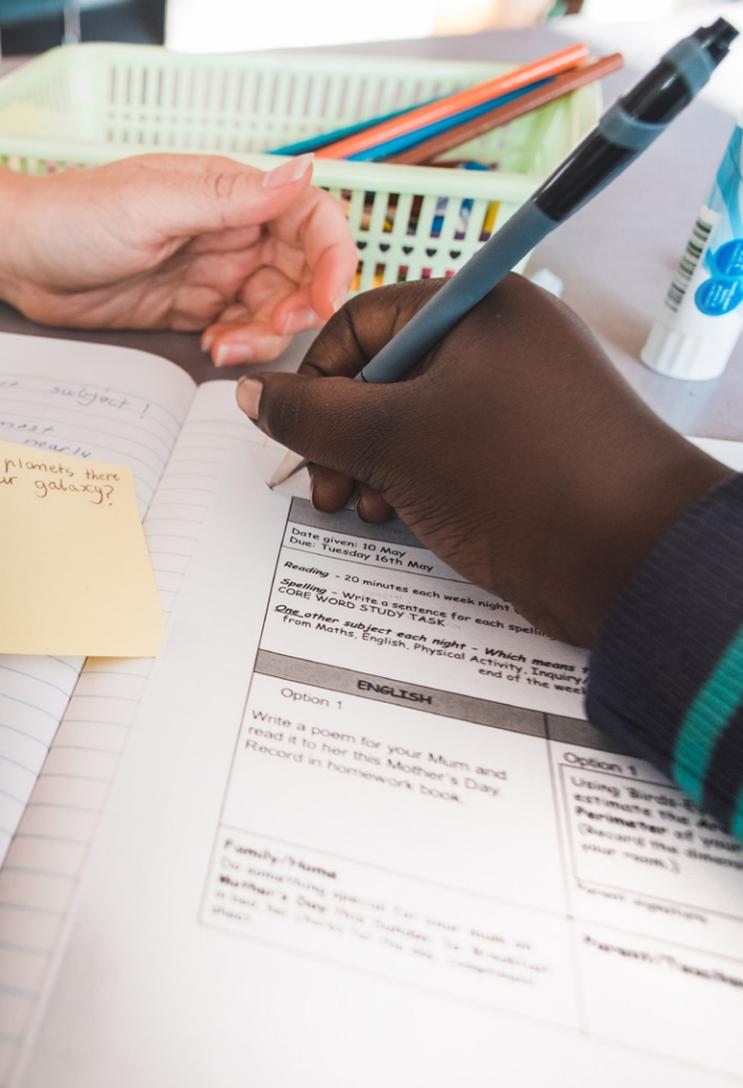
ACU has numerous research programs aligned to the mission articulated in the *Laudato si'* and the SDGs. This includes the Behaviour, Environment and Cognition Research Program by the Mary Mackillop Institute for Health Research Institute which focuses on neighbourhood-built environment, physical activity and cognitive and mental health, as well as programs that research the educational needs of vulnerable pre-school populations. During 2021, ACU will invest in growing its higher degree research (HDR) program, providing funding to increase scholarship opportunities for HDR students and promoting a distinct focus on engagement and impact.

### COMMUNITY ENGAGEMENT

All ACU students undertake community engagement as part of the Core Curriculum, giving them first-hand experience of the challenges faced by marginalised communities and an appreciation of the value and dignity of all. In 2021 ACU intends to launch new sustainability-related student engagement activities, including programs such as the global virtual classroom where ACU students can collaborate with their peers in international universities.

#### Sample community engagement opportunities for ACU Students

- **Emmanuel City Mission**  
Support the care and provision of support to homeless visitors of the centre.
- **Brotherhood of St Laurence**  
Providing companionship and communicating with the residents; assisting with lifestyle activities.
- **Multicultural Australia**  
Tutor and mentor young people from a migrant and refugee background seeking support with their learning.
- **Catholic Healthcare**  
Providing social support to clients either in daycare centres or by visiting residents in a facility.



## OPERATIONS

2020 has been a year like no other for universities, implementing operational changes to deal with the impact of COVID-19. Air travel between campuses has ceased and campus activity has been minimal for extended periods of time. 2021 should see, progressively, the return of a normalised operating environment. ACU's operations teams will continue in 2021 with the implementation of initiatives that aim to reduce the university's environmental footprint, including:

### 1. Carbon-reduction projects

Our carbon-reduction projects have the potential to eliminate up to **90%** of ACU's greenhouse gas emissions:

- Procurement of **renewable electricity** to meet 100% of ACU's electricity demand.
- Air **travel carbon offsets** scheme when air travel resumes, using carbon offsets sourced exclusively from Aboriginal and Torres Strait Islander communities engaged in Federal Government-accredited carbon farming projects.

### 2. Campus green travel plans

We continue to implement campus **green travel plans**, which aim to increase the convenience of walking, cycling, public transport and ridesharing to campus for all our students and staff.

### 3. Landfill reduction

Landfill reduction remains a focus in 2021, with a gradual roll-out of **organic waste collection** in key parts of the university, along with upgrades to bins and bin signage to help students and staff choose the right bin.

### 4. Biodiversity project

ACU's **biodiversity project**, focused on optimising biodiversity through the design and operation of our campus grounds and buildings, will continue. The work will include drought proofing all grounds.

### 5. Diversity, inclusion and gender equality programs

Programs include our application for accreditation under the **Science in Australia Gender Equity (SAGE)** initiative and implementation of the university's **LGBTIQ support network** action plan.

### 6. Anti-slavery

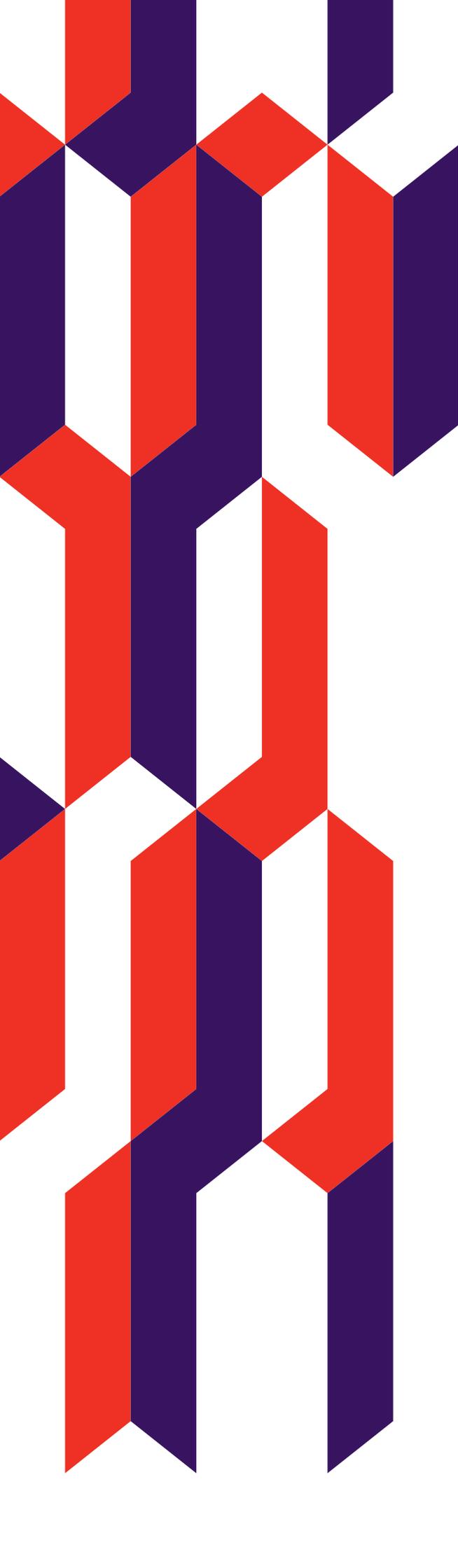
ACU's **anti-slavery taskforce** continues in 2021, along with implementation of our responsibilities under the 2018 Modern Slavery Act. ACU is also a foundation member of the Sydney Archdiocese Anti-Slavery Taskforce, working to raise awareness amongst Catholic Church agencies.



# Our governance

ACU is committed to environmental and social sustainability at the highest levels of the organisation. Our ACU Strategic Plan 2020 – 2023 defines ‘*Service, stewardship and sustainability*’ as one of six over-arching strategic priorities. Our approach is guided by Pope Francis’ *Laudato si’* encyclical as well as the targets set in the UN Sustainable Development Goals. We have given life to those commitments by establishing a whole-of-university sustainability program, which brings together and grows our impact across education, research, engagement and university operations. The program is governed by a Program Control Group, drawn from members of the Senior Executive Group and jointly sponsored by our Provost and Chief Operating Officer. The Chair of Academic Board is also the chair of the Sustainability Program Control Group.





# Our principles

At all times, ACU staff and affiliates will behave in a way that upholds our mission both as individuals and as representatives of the university. We are committed to the following principles and outcomes.



## Respect

We are guided by a fundamental concern for justice and equity and for the dignity of all human beings. We are committed to creating a safe and inclusive place of work, teaching and learning, where we treat all people with courtesy and sensitivity.



## Courage

We are committed to the highest standards of ethical behaviour and the effective management of the organisation and its staff. Staff and affiliates are encouraged to be proactive, seek to continuously improve, and to suggest new and innovative approaches.



## Honesty

We act on the fundamental principles of honesty and integrity. We are an institution devoted to the pursuit of excellence in student learning and teaching, research and service. We respect the value and dignity of each person.



## Sustainability

We acknowledge the importance of responsible and ethical management for the long-term success of the university and the protection of the environment. It is the behaviour and actions of our staff and affiliates that make ACU an outstanding organisation.



# Prayer for our earth

All-powerful God,  
you are present in the whole universe  
and in the smallest of your creatures.

You embrace with your tenderness all that exists.

Pour out upon us the power of your love,  
that we may protect life and beauty.

Fill us with peace, that we may live  
as brothers and sisters, harming no one.

O God of the poor,  
help us to rescue the abandoned  
and forgotten of this earth,  
so precious in your eyes.

Bring healing to our lives,  
that we may protect the world and not prey on it,  
that we may sow beauty,  
not pollution and destruction.

Touch the hearts  
of those who look only for gain  
at the expense of the poor and the earth.

Teach us to discover the worth of each thing,  
to be filled with awe and contemplation,  
to recognise that we are profoundly united  
with every creature  
as we journey towards your infinite light.

We thank you for being with us each day.

Encourage us, we pray, in our struggle  
for justice, love and peace. Amen

# Sustainable Development Goals

	SDG 1 – No poverty	End poverty in all its forms everywhere.
	SDG 2 – Zero hunger	End hunger, achieve food security and improved nutrition and promote sustainable agriculture.
	SDG 3 – Good health and wellbeing	Ensure healthy lives and promote wellbeing for all at all ages.
	SDG 4 – Quality education	Ensure inclusive and equitable quality education and promote lifelong opportunities for all.
	SDG 5 – Gender equality	Achieve gender equality and empower all women and girls.
	SDG 6 – Clean water and sanitation	Ensure availability and sustainable management of water and sanitation for all.
	SDG 7 – Affordable and clean energy	Ensure access to affordable, reliable, sustainable and modern energy for all.
	SDG 8 – Decent work and economic growth	Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.
	SDG 9 – Industry, innovation and infrastructure	Build resilient infrastructure, promote inclusive and sustainable industrialisation and foster innovation.
	SDG 10 – Reduced inequalities	Reduce inequalities within and among countries.
	SDG 11 – Sustainable cities and communities	Make cities and human settlements inclusive, safe, resilient and sustainable.
	SDG 12 – Responsible consumption and production	Ensure sustainable consumption and production patterns.
	SDG 13 – Climate action	Take urgent action to combat climate change and its impacts.
	SDG 14 – Life below water	Conserve and sustainably use the oceans, seas and marine resources for sustainable development.
	SDG 15 – Life on land	Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss.
	SDG 16 – Peace, justice and strong institutions	Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.
	SDG 17 – Partnerships for the goals	Strengthen the means of implementation and revitalise the global partnership for sustainable development.

A full list of targets for and details of the social, environmental and economic challenges covered by each goal can be found at [www.un.org/sustainabledevelopment/sustainable-development-goals/](http://www.un.org/sustainabledevelopment/sustainable-development-goals/)

The Laudato si' encyclical can be found at [www.vatican.va/content/francesco/en/encyclicals/documents/papa-francesco\\_20150524\\_enciclica-laudato-si.html](http://www.vatican.va/content/francesco/en/encyclicals/documents/papa-francesco_20150524_enciclica-laudato-si.html), with a summary provided in [www.catholic.org.au/commission-documents/bishops-commission-for-justice-ecology-and-development/laudato-si/1711-encyclical-summary/file](http://www.catholic.org.au/commission-documents/bishops-commission-for-justice-ecology-and-development/laudato-si/1711-encyclical-summary/file)



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