

1. Policy & Strategy																				
Current Rating	0	Low <5	Med 5-9	High 10-14	V High 15															
	No progress		Accumulative achievements made		All criteria satisfied															
						<table border="1"> <thead> <tr> <th>Criteria</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Score</td> <td>2</td> <td>2</td> <td>2</td> <td>2</td> <td>2</td> <td>10</td> </tr> </tbody> </table>	Criteria	1	2	3	4	5	Total	Score	2	2	2	2	2	10
Criteria	1	2	3	4	5	Total														
Score	2	2	2	2	2	10														
<p>RATINGS: Keep at high. The policy and strategies are there, however the issue is with implementation. At risk of slipping back if further degradation of current situation. Some progression with the Education Strategy Vision incorporating sustainability components</p>																				
Best practice criteria			Charles Sturt University's current situation																	
1. The university's Learning and Teaching strategies are explicitly aligned to the university's sustainability agenda and vice versa			Mostly - 2 <ul style="list-style-type: none"> • Yet to have an explicitly aligned connection to the sustainability agenda, that can be interpreted by students and the wider community • Education Strategy Vision (ESV) has been endorsed by ELT with sustainability incorporated into "Modern Regional Australia" and "Partnering for real regional solutions." • Quality L&T aspects (GLO) but not yet linked to student strategy • GLO mapping is captured in subject outlines to communicate with students – GLOs have fallen out of focus. However, GLOs should be captured in CDAP. • Courses and Subjects Policy provides a more coherent, single reference to importance of sustainability being addressed as part of teaching 																	
2. Activity (integration of sustainability in curriculum) is reviewed on a regular basis. There are clear reporting lines into formal university management structures			Mostly - 2 <ul style="list-style-type: none"> • This LiFE Action Plan • There is evidence collected to demonstrate student attainment of the GLOs. However, it could be perceived as assumption rather than an output of activity (reference to Student Survey results on attitudes towards sustainability led by JH and ZR). • GLO's are mapped are course level. Further discussions to be had on whether to include at a subject level 																	
3. The university's Sustainability Policy and Strategy includes reference to learning and teaching and likewise the Learning and Teaching Strategy(s) includes reference to sustainability			Mostly - 2 <ul style="list-style-type: none"> • Sustainability Statement briefly references learning & teaching and it our closest aspect to a policy. • Courses and Subjects Policy provides a more coherent, single reference to importance of sustainability being addressed as part of teaching. • Potentially supported through Obligations Records 																	
4. Ideally this would also link to the student experience and graduate attributes/capabilities.			Mostly - 2 <ul style="list-style-type: none"> • It is there in broad statements about global citizenship, Yindyamarra winhanganha, our values and ethos. • Strategy around E-text books is offering an environmental, financial and accessibility benefit compared to physical books. This is a partnership between faculties and libraries 																	
5. A well-articulated strategy will include analysis of issues specific to the university and a focus that is relevant and appropriate			Mostly - 2 <ul style="list-style-type: none"> • ESV has focus on sustainable considerations with supporting and empowering regional communities in which our campuses are based. • LiFE Index provides focus on Learning & Teaching • Focus on the Our Students pillar of the strategy (Four pillars' Students, Research, People & Social Responsibility) 																	
Action list repository						Lead	Priority													
1. Review process to implement quality assurance for how GLOs are being delivered through courses. Monitoring and evaluation of existing policies is being determined. Should be benchmarking ourselves against other institutions. Implementation of Curriculum Design, Accreditation and Publication (CDAP) software system will introduce Curriculum Mapper forms part of later phases. Product owner is Donna Mitchell. Rachel Whitsed is on the Reference Group. Broader steering group established as well. Training for the program being distributed soon. - Course and Subject Design Procedure provides process for GLO delivery– Section 3 Part 8-Reference to sustainable practice – 5. <i>practise ethically and sustainably in ways that demonstrate 'yindyamarra winhanganha' – translated from the Wiradjuri language as 'the wisdom of respectfully knowing how to live well in a world worth living in'</i> ,						PVC L&T & Deputy PVC L&T	A													
2. Make sustainability explicit in strategies for student learning (Addressing best practice criteria 1) Students Strategy does reference delivering 'Excellence in teaching and graduate outcomes' of which GLOs form part. However more work may need to be done to improve engagement with the GLO's						Champions as much as possible with PVC L&T	A													

2. Action Planning														
Current Rating	0	Low <6	Med 6-12	High 13-17	V High 18		Criteria	1	2	3	4	5	6	Total
		No progress	Accumulative achievements made		All criteria satisfied			Score	1	1	1	2	1	1
RATING: Keep to medium. No justification for moving up. Opportunity could sit with Subcommittee for Course Directors and GLO's being captured in action planning														
Best practice criteria					Charles Sturt University's current situation									
1. The University understands where sustainability is currently being delivered across the curriculum and has developed plans to further embed and build on good practice					Partly -1 <ul style="list-style-type: none"> Systems in place the CDAP project is at the core of this criteria with clear plans in place. However, we need to build on understanding. Without training and champions to drive understanding, it could hinder the effectiveness of CDAP. Student Experience Survey will provide insights to the effectiveness in delivery of sustainable practice 									
2. The University will have undertaken a review of existing units (courses/subjects) to ascertain where Education for Sustainability (EfS) practice currently exists and have a record of these units					Partly -1 <ul style="list-style-type: none"> Evidence of slight increase (quantitative evidence) shows students are being offered opportunities to engage with sustainability Current GLO and CD role review could support this 									
3. This may be publicly available & linked to broader sustainability databases & processes					Partly -1 <ul style="list-style-type: none"> Just mapping towards the GLOs which are the institution's priorities Sustainable Practices Hub is available to staff. DLT took over ownership of the Hub with the development of the short course. The hub provides opportunity to increase capacity outside of the short course. Not in scope to be publicly available. This is unlikely to be achieved 									
4. There are mechanisms in place to recognise individuals leading on EfS					Mostly - 2 <ul style="list-style-type: none"> Mechanisms are in place, sharing good practice of course materials and assessment tasks. Externally our practices are validated 									
5. Clear actions and objectives are evident , and the University traces these objectives through its planning system					Partly -1 <ul style="list-style-type: none"> No Charles Sturt University EfS strategy, however the Education Framework provides our closest proxy. Actions and objectives are linked to its establishment and implementation 									
6. It is clear to staff, students and stakeholders how EfS is being embedded in learning and teaching					Partly - 1 <ul style="list-style-type: none"> It is clear to academics who are close to the process but unlikely to others. Specialists do have the knowledge, but many don't know how to access this information CDAP does not have a student facing context, only handbook and online course brochures etc Short course for Academics in Sustainable Practice could support this. 									
Action list repository										Lead		Priority		
3. Take materials in the Sustainability Hub (& GLO support site) and enhance these through the inclusion of the assessment tools <ul style="list-style-type: none"> Refresh the DLT website to incorporate the intent of the Sustainable Resource Hub – currently there is work on Website refresh – Current reference to GLO Sustainable Practice found here. The site doesn't link to the GLO Hub. Merged Sub Action: Develop case studies to highlight implementing Sustainable Practice. DW is involved in the web update team and will provide this feedback to refining the DLT Website. 										PVC L&T		B		
4. Progress a program to recognise those that are implementing good practice in EfS. GLO support website will promote good case studies giving credit to academics who have done good work (DLT comms plan in development).										TBC		B		
5. Annual Sustainable Development Goals Report could include case studies of best practice – please communicate examples with Sustainability at Charles Sturt at any time of the year. Consider nominating lecturers for RED awards Sustainability at Charles Sturt to send through reminder to L&T LiFE Group when collecting case studies. DVC – A Champion, D. Munns is now a member of the Impact Rankings Group. This could satisfy improving the collection of case studies within L&T for the report.										All Champions (ongoing)		B		

3. Stakeholder Engagement																		
Current Rating	0	Low <4	Med 4-7	High 8-11	V High 12													
		No progress	Accumulative achievements made		All criteria satisfied		<table border="1"> <thead> <tr> <th>Criteria</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Score</td> <td>2</td> <td>2</td> <td>1</td> <td>1</td> <td>6</td> </tr> </tbody> </table>	Criteria	1	2	3	4	Total	Score	2	2	1	1
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Score	2	2	1	1	6													
Rating: Remain at medium. Opportunity to engage stakeholders with sessional staff and External Advisory Committee in Sustainable Practice																		
Best practice criteria				Charles Sturt University's current situation														
1. Key internal and external stakeholders (including staff, students and employers) are involved in the review of activity associated with Policy and Strategy and Action Planning and shape its development				Mostly - 2 <ul style="list-style-type: none"> Solid stakeholder engagement for this LiFE Action Plan from Sub/Associate Deans Academic and longer-term champions 														
2. Internal and external stakeholder views are sought, captured and responded to throughout strategy development and review processes				Mostly -2 <ul style="list-style-type: none"> Moderate to substantial engagement of external stakeholders (including staff, students and employers) e.g., industry groups, external advisory panels inform course design ESV involved consultation with sustainability team 														
3. Clear communication links are established with a variety of stakeholders , in a meaningful two-way dialogue				Partly - 1 <ul style="list-style-type: none"> Internal consultation is occurring (eg: GLO's and CD role review.) External Stakeholders – this is accruing, however to the level in which this is occurring is uncertain 														
4. Links between sustainability and learning and teaching are clearly defined and published				Partly - 1 <ul style="list-style-type: none"> CDAP – Information about the sustainable practice GLOs has been widely distributed. More access and discussions occurred with academics ongoing 														
Action list repository						Lead	Priority											
6. Extend professional development to sessional staff Progress inclusion of GLOs as a topic within Graduate Certificate in Learning & Teaching in Higher Education. Consult with forum to determine what professional development is needed to further support the progress of Sustainable Practices dimension <ul style="list-style-type: none"> Reach out to Koshila Kumar on consideration of sustainable principles to be included when undertaking review at a subject level for Grad Cert in L&T Reach out to Deborah Shields to reconfirm access for sessional staff 						Raegan Petzel (BH to follow up)	A											
7. Potential Action proposal: (JH) Seek opportunities to amend professional standards when they do not include sustainability Courses such as Environmental Science have natural alignment to sustainable practice, however challenges are within areas such as medicine and psychology <i>Action may require further discussion among LiFE Champions</i>						All Champions	B											

4. Measurement																		
Current Rating	0	Low <4	Med 4-7	High 8-11	V High 12													
		No progress	Accumulative achievements made		All criteria satisfied		<table border="1"> <thead> <tr> <th>Criteria</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Score</td> <td>1</td> <td>1</td> <td>2</td> <td>3</td> <td>7</td> </tr> </tbody> </table>	Criteria	1	2	3	4	Total	Score	1	1	2	3
Criteria	1	2	3	4	Total													
Score	1	1	2	3	7													
<p>RATING: Keep at medium. Improvements with capturing information from students, staff and community members on level of engagement in sustainability. Student Sentiment survey provided insights to students understanding 1st year vs 3rd year. However this was a one -off survey and requires a replacement moving forward</p>																		
Best practice criteria			Charles Sturt University's current situation															
1. The impacts and benefits of embedding sustainability in the curriculum are routinely monitored and evaluated as part of existing university practice. There is evidence of continual improvement and feedback loops.			Partly - 1 <ul style="list-style-type: none"> CDAP as part of course review process will have Annual Course Health Check (ACHC) and Comprehensive Course Review (CCR) review templates that would cover strategic focus area and the GLOs. This means that mapping of GLOs across the course will be examined by governance committees as part of approval of courses. All new courses and courses going through CCR will have GLO mapping completed and reported as part of that work. The review of the GLOs has now been completed and is making its way through governance committees. 															
2. The driver for measuring the impact and benefit of EfS is embedded in the university's commitments to sustainability.			Partly - 1 <ul style="list-style-type: none"> The drive is evident at a grassroots level, but we are not there yet in formally recognising. 															
3. The university explores and tests approaches to capturing qualitative and quantitative data to demonstrate the impact and benefits of EfS. This includes working with students, academics, and commercial partners.			Mostly – 2* We actively explore and test via: <ul style="list-style-type: none"> Students - A targeted Student Experience Survey on attitudes towards sustainability has been completed. However, this was a one off survey. Uncertainty with level of influence with QILT survey for ongoing influence Staff – Sustainability queries captured in Your Voice Staff Survey Commercial Partners - Sentiment could be seen as captured within Community NPS 															
4. Universities are not afraid to review activities that are not working to ensure that resources are not wasted but redirected to worthwhile activity.			Yes - 3 <ul style="list-style-type: none"> There is ample evidence to demonstrate that we are willing to undertake organisational change (eg: Your Voice Action Plans), where required when relating to the broad scale application of sustainability (ie: social, ecological and economic). A lot of work within L&T (RP) Utilisation of Cascade Strategy Management System provides guidance and measurement on strategic progress across the university 															
Action list repository					Lead	Priority												
10. Collect data to measure the impact on continuing students Subject Experience Survey question. Possible opportunity to connect Contact - Stuart McKinney. The Student Your Voice Survey provided some insight for Learning and Teaching– “70% of the students in some capacity will be able to positively contribute to environmental and social aspects As a direct result of their education at Charles Sturt.” Update 04/24 – Students - A targeted Student Experience Survey on attitudes towards sustainability has been completed for 2024. however this was a one-off survey, need to explore options for future ongoing surveys					Sustainability/ Learning Analytics lead	B												

5. Communications																
Current Rating	0	Low <3	Med 3-5	High 6-8	V High 9											
	No progress		Accumulative achievements made		All criteria satisfied											
						<table border="1"> <thead> <tr> <th>Criteria</th> <th>1</th> <th>2</th> <th>3</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Score</td> <td>3</td> <td>2</td> <td>2</td> <td>7</td> </tr> </tbody> </table>	Criteria	1	2	3	Total	Score	3	2	2	7
Criteria	1	2	3	Total												
Score	3	2	2	7												
<p>RATING: Move to High. Main development since last review has been the inclusion of links to sustainability within the Education Strategy Vision 2030.</p>																
Best practice criteria			Charles Sturt University's current situation													
1. The Learning and Teaching Strategy(s) is in the public domain.			Yes - 3 <ul style="list-style-type: none"> The Charles Sturt University strategy and the GLOs statements are in the public domain. There are links to sustainability within the Education Strategy Vision 2030 and is publicly available Learning and Teaching Hub has been updated with link to sustainable practices found here. 													
2. There is a planned approach to communicating to relevant stakeholders the Strategy(s) , its associated activities and their implications.			Mostly - 2 <ul style="list-style-type: none"> There is some level of co-ordination to communicating the strategy(s) and associated actions to appropriate audiences, but a more holistic approach needs to be developed. In the past, Division of Customer Experience focused on sustainability commitment as part of promotional communications, however uncertain of this continuation. DVC-A is not set up to communicate on sustainability. Communication is more based on strategic initiatives within portfolios. 													
3. The agenda has clear, high-level support within the university.			Mostly - 2 <ul style="list-style-type: none"> Sustainability currently sits as a subset of 'Our Social Responsibility' and Economic Sustainability (although may be viewed as currently geared towards No anticipated changes occurring within DVC - A GLO review underway. Sustainable Practice GLO still in place 													
Action list repository				Lead	Priority											
11. Develop appropriate communication plan after approval of the Education framework regarding what best practice looks like The <i>tagging</i> system in CDAP assists mapping (tracking meta data across courses) More examples available in the subject outlines. List is published in the Resource Hub and the GLO support site - now outdated We are still in the process of defining best practice, remains relevant. Annual review of website is occurring. Opportunity to embed information around sustainable practice.				DVC Academic and PVC T&L	B											
12. Establish a focus on the importance of EFS and Sustainable Practices, including its current position in the Education Strategy, as part of communication plan with senior leaders Final review process occurring for the education strategy with key stakeholders (July 2023). Sustainability is not referred to explicitly in the document at this point.				PVC L&T	A											

6. Training and Support																		
Current Rating	0	Low <4	Med 4-7	High 8-11	V High 12													
	No progress		Accumulative achievements made		All criteria satisfied													
						<table border="1"> <thead> <tr> <th>Criteria</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Score</td> <td>2</td> <td>3</td> <td>2</td> <td>3</td> <td>10</td> </tr> </tbody> </table>	Criteria	1	2	3	4	Total	Score	2	3	2	3	10
Criteria	1	2	3	4	Total													
Score	2	3	2	3	10													
<p>RATING: Change to High. DVCA Rep added to the Impact Rankings Reference Group. Presentations regarding embedding Sustainability into curriculum design at CSUedx. Sustainable Practices Short Course now available</p>																		
Best practice criteria			Charles Sturt University's current situation															
1. Commitments and/or targets to take forward EfS are linked to named individuals or teams within the university.			Mostly - 2 <ul style="list-style-type: none"> DVCA Rep added to the Impact Rankings Reference Group. This will improve L&T contributions towards Impact rankings and targets (targets yet to be formalised) No formal identification of individuals/ teams since the loss of the GLO Advisors, however there are informal champions of the GLO's (eg: JH in FOSH) 															
2. Staff, including academics and program leads, have either appropriate sustainability skills and knowledge or opportunities to develop them through access to specialist support.			Yes, as part of a staged rollout - 3 <ul style="list-style-type: none"> Educational Designers are the core team mapping the GLOs (inc. Sustainable Practices). Currently Academic's do not need the training as they are not mapping the GLO's. Once baseline mapping is done, DLT will move onto the broader academic community for professional development and training as part of BAU. 															
3. There is a clear mechanism for identifying training needs and delivering that training, guidance and support for academics.			Mostly - 2 <ul style="list-style-type: none"> Mechanisms have been developed; Four short courses have been developed for staff to engage in, focused on the change-maker GLO's. These have been offered since mid-2024. Delivery is our weakness. Need to work towards this. EDRS mechanism sustainability drop down tab could be promoted. 															
4. Support is also provided in the form of recognising efforts of individuals or groups who are involved in EfS, whether through public recognition or specific formal schemes.			Yes - 3 <ul style="list-style-type: none"> Support provided in the form of recognising efforts of individuals or groups who are involved in EfS, whether through public recognition or specific formal schemes is yet to be developed- people self-identify The identification of exemplars of good practices is not systematic Lots of ad hoc opportunities RED recognition Higher Education Academy Deans Excellence Awards, CSUedx - Two presentations regarding embedding Sustainability in curriculum design. Support for similar examples to be featured at future CSUedx sessions. SDG Report – Showcases best practice case studies, however, L&T examples have been the most challenging aspect to identify - inclusion of DVCA Rep will assist with this 															
Action list repository					Lead	Priority												
13. Promote and encouragement to complete the ELMO GLO-Sustainable Practices amongst: <ul style="list-style-type: none"> educational designers course directors Sub-Deans Associate Deans T&L members of courses committees & all staff involved in course design. <p>L&T have a Professional Learning page. Opportunity to connect the GLO-Sustainable Practice ELMO to the page after a refresh of Module</p>					DLT	B												
14. Merged Action: Recognition of staff doing well in the delivery of the GLOs and implementing good practice in EfS. Link this to the teaching awards and the RED awards for Sustainable Impact. Sell this to academics. (Only one DLT person received a RED sustainable impact award across 2018 &19) CSUedx – promotes good practice in L&T. Review opportunity to highlight sustainable practice mentioned in CSUedx presentations. Possible to add tags or keywords to track. These presentations could then be linked to the SDG Report as case studies.					Sustainability at Charles Sturt and J.Howard	B												
					DLT (RP) & DM	B												

7. Implementation												
Current Rating	0	Low <4	Med 4-7	High 8-11	V High 12							
	No progress		Accumulative achievements made		All criteria satisfied			Criteria	1	2	3	4
							Score	1	2	3	2	8
Current Rating	<p>RATING: Move to high. The introduction of CDAP has provided a comprehensive tool for curriculum design and review across all faculties. The introduction of the Sustainable Practice Short Course has also provided another resource to academics to assist in delivering sustainability within curriculum design.</p>											
	Best practice criteria					Charles Sturt University's current situation						
	1. The commitment to sustainability within the curriculum and through learning and teaching is embedded in university systems and processes.					Partly - 1* <ul style="list-style-type: none"> Review of procedures and policy has occurred. Expect to see result of implementation in 2023. GLO review is main focus at current The i2 sustainability module has been established as a core component of the Student Leadership Module within STRIVE (module has been migrated over to Brightspace). Current developments within STRIVE may present opportunity for input, however uncertain with its continuation of inclusion of sustainability within modules 						
	2. The university has reviewed procedures associated with learning and teaching to identify how good practice in EfS is embedded in systems and management processes.					Mostly - 2 <ul style="list-style-type: none"> Policies and procedures have been updated multiple times over the last 3 years (2024), however there was no explicit focus on EfS CDAP has provided a tool of continuous improvement which provides a means of regularly reviewing L&T across all faculties. Objective data collection is needed to determine the effectiveness in the delivery of EfS. Rebecca Acheson (Project Lead, Curriculum Architectures) is a point of contact for this. 						
	3. A commitment to EfS is built into program review or course approval processes.					Yes - 3 <ul style="list-style-type: none"> There is a commitment to EfS built into program review or course approval processes, via CDAP, CCR and ACHC 						
4. Guidance and activities which support further innovation and exploration of ways to deliver sustainability in learning and teaching are encouraged.					Mostly - 2 <ul style="list-style-type: none"> Embedded sustainable practices on the GLO website OUTPUT: Sustainability Hub has different curriculum ideas OUTPUT: A-Z guide for implementing the sustainable practices for all courses completed. Short course on Sustainable Practice is now available- however uncertainty on level of engagement Generalised presentations given by Sustainability throughout 2023/24 (Three Rivers, A&E, FoSH) 							
Action list repository							Lead		Priority			
15. Development of Short Courses with focus on Sustainable practice Short Course Development Completed Next steps <ul style="list-style-type: none"> Explore options to promote the sustainable practice module via EDRS for academics within the skills library (with assistance from DPC) Opportunity to engage with Associate Heads (Staff and Development) to communicate the opportunity for staff to include as part of their EDRS.							Sustainability		A			
16. Explore opportunities to identify how good practice in EfS is embedded in systems and management processes within CDAP - CDAP has provided a tool of continuous improvement which provides a means of regularly reviewing L&T across all faculties. Objective data collection is needed to determine its effectiveness in delivery of EfS. Rebecca Acheson (Project Lead, Curriculum Architectures) is a point of contact for this.							TBC (Raised in LiFE Meeting 12/24)					

8. Links to curriculum											
Current Rating	0	Low <4	Med 4-7	High 8-11	V High 12						
	No progress	Accumulative achievements made			All criteria satisfied		Criteria	1	2	3	4
						Score	1	3	2	1	7
<p>RATING: Keep at medium. Some developments have occurred such as the establishment of the Student Volunteer Register and the Social Impact Project, however not enough to justify lift.</p>											
Best practice criteria						Charles Sturt University's current situation					
1. The university is actively linking EfS with other campus activities and within the stakeholder communities that the university engages.						Partly – 1* <ul style="list-style-type: none"> Occurs in an ad-hoc manner. 					
2. The university articulates an approach to embedding EfS across the curriculum which encompasses content and pedagogy.						Yes - 3 <ul style="list-style-type: none"> The GLOs are mentioned in the education framework and development of the course subject design principles. 					
3. Links between areas of formal curriculum delivery and practical application of knowledge through utilising campus and community are in place.						Mostly - 2 <ul style="list-style-type: none"> The sustainability hub is still available for use; however, it is not effectively linked to create visibility. Drawing on linkages to campus and community are largely dependent on the individual. Need to recognise the relevance of campus operations to the course range that is offered Links with the Wagga Biodiversity Management team involving two academics. Ad hoc activity. 					
4. These links are supported by processes and mechanisms to optimise the benefit for students, the university and the wider community.						Partly - 1 <ul style="list-style-type: none"> Student volunteer register provides some structure, but engagement is modest at current. Engineering School–revegetation engagement with local community group It is expected this is occurring on an ad hoc basis but may not be captured within this group. Social Impact Project – Potential links across multiple areas (Mental Health and Well Being, Environment, Addressing Homelessness) 					
Action list repository								Lead		Priority	
17. Links to on-campus initiatives to be reinforced through curriculum Ongoing - Sustainability at Charles Sturt team remain keen to support this action. Website for GLOs offers opportunity for promotions on its platform. Engagement has also occurred through CECs. (E.g. waste programs, energy efficiency, grey water, finance accounting for solar installation, biodiversity management, stormwater management, Green Labs program, etc.) <ul style="list-style-type: none"> Can be linked to action 11 – Ad hoc activities/case studies can be captured on the Sustainability Hub BA campus – Saeed Shari and his students working with Peel Landcare via Deborah Munns to develop project briefs for potential infrastructure developments to submit for grant applications (viewing platforms, bird hides) 								Sustainability at Charles Sturt/ DLT		B	
18. Review of the sustainability hub to ensure content is up to date. <ul style="list-style-type: none"> Once updated, establish more linkages to the Sustainability hub via DLT/Sustainability websites (link to third criterion) 								DLT (RP)/ JH/ Sustainability at Charles Sturt		B	

Participants: Ed Maher, Zoe Rodwell, Clare Jonker, Chris Orchard Apologies: Andrew McGrath, Jonathon Howard, Rachel Whitsed, Troy Whitford, Clare Power, Lisa Cary,

Document evolution: Benchmarked 21st Oct 2016; 6 months 27th April; 12 months 25th Oct, 2017; 18 months 12th April 2018; 2 years 23rd Oct/6th Nov 2018; & 2.5 years 9th April 2019; & 3 year 11th Dec 2019; 3.5 years 23rd April, 2020; Provost meeting on 20th April, 2020; 3rd Sep pre-workshop champion chat; 4 year RR 21st Oct 2020; Check in 27th April 2022; RR 19th October & 29th November 2022; June 28th 2023 Check In; 3rd November 2023 Check In; April 16th 2024 CI&RR, 30th April 2024 Ratings and Formatting; 3rd December 2024 RR;

APPENDIX 1: Heat map summary of ratings

Learning and Teaching

	Policy & strategy	Action planning	Stakeholder engagement	Measurement	Communications	Training & support	Implementation	Links to curriculum
Oct-16	med	low	low	no progress	med	low	med	low
Oct-17	very high	high	low	low	med	low	med	low
Oct-18	high	high	low	med	high	low	upper med	med
Oct - 19	high	high	med	med	high	med	med	med
Oct - 20	high	high	med	low	high	med	med	med
Oct - 21	high	high	med	low	med	med	med	med
Oct - 22	high	med	med	med	med	med	med	med
Dec - 24	high	med	med	med	high	high	high	med

APPENDIX 2: Champion list

Champion	Position	Campus
Janelle Wheat	A/Provost and Deputy Vice-Chancellor (Academic)	Wagga Wagga
Lisa Cary	Dean, Learning and Teaching Innovation	Wagga Wagga
Clare Jonker	Director, Portfolio Strategy and Operation	Bathurst
Christopher Orchard	Associate Dean (Academic) A&E	Wagga Wagga
<i>Koshila Kumar (TBC as LiFE Champion)</i>	Sub-Dean (Academic development) A&Ed	TBC
Nauman Saeed	Sub-Dean (Curriculum Design and Development)	Bathurst
Rachel Whitsed	Associate Dean (Academic) FoS	Albury-Wodonga
Julia Lynch (TBC as a LiFE Champion)	Associate Dean Academic (BJBS)	Wagga Wagga
Vacant	Sub-Dean, Learning and Teaching/ / Course Director (Policing and Security)	Wagga Wagga
Jonathon Howard	School of Agricultural, Environmental and Veterinary Sciences	Albury-Wodonga
Zoe Rodwell	Partnerships Coordinator, Sustainability	Bathurst
Clare Power	Course Director (Education), Workplace Learning Coordinator/Senior Lecturer	Bathurst
Andrew McGrath	Associate Professor in Psychology	Bathurst

APPENDIX 3: Progress towards sustainable best practice

