



THE UNIVERSITY OF
AUCKLAND
Te Whare Wananga o Tamaki Makaurau
NEW ZEALAND

Accelerating SDG Practice: The University of Auckland as a case study

Dr Lesley Stone *ISSP-CSP*

Manager, Sustainability and Environment | Toitū te Taiao



sustainability@auckland

lj.stone@auckland.ac.nz
www.auckland.ac.nz/sustainability



What was that
bump?



Overview

How and why we're engaging with the SDGs framework:

➔ Our basic approach to organisational change & learning

- Key initiatives and how they use the SDGs framework
- Governance and structure
- Roles and responsibilities
- Benefits and impacts
- Internal/external factors
- Sustainability reporting

Meaningful & enduring organisational change

Strategic, long-range, planned, sustained ✓

Collaborative ✓

Interventions are reflexive, analytical, self-skilling ✓

Informed by organisational change theory & practice ✓

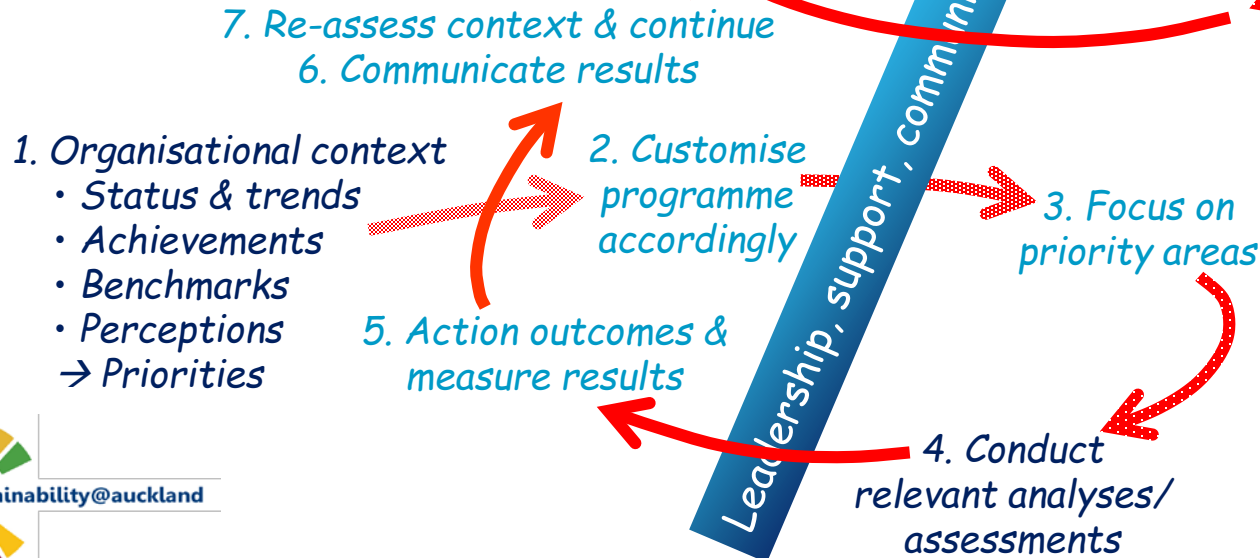
Goals improve organisational effectiveness ✓

AND

Change organisational culture ✓

Enhance reflection & self-examination ✓

Framework for change



Overview

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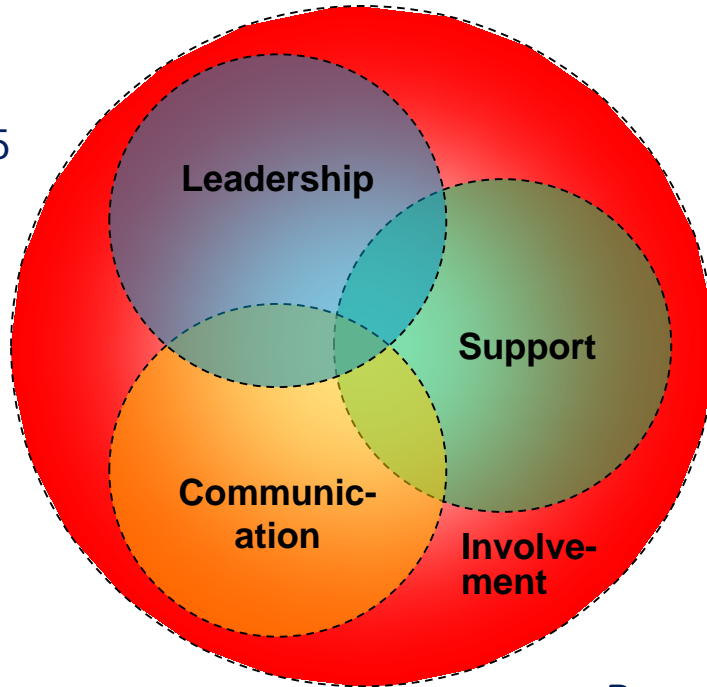
- Our basic approach to organisational change & learning
- ➔ **Key initiatives and how they use the SDGs framework?**
Or... getting started and keeping going
- Governance and structure
- Roles and responsibilities
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Priorities identified when we started (14 years ago)

Overall goal: Implement our Environmental Policy (1998-2013) with an initial focus on reducing resource use, wastes and emissions

Programme elements:

Identified by 85 senior leaders, staff and student reps



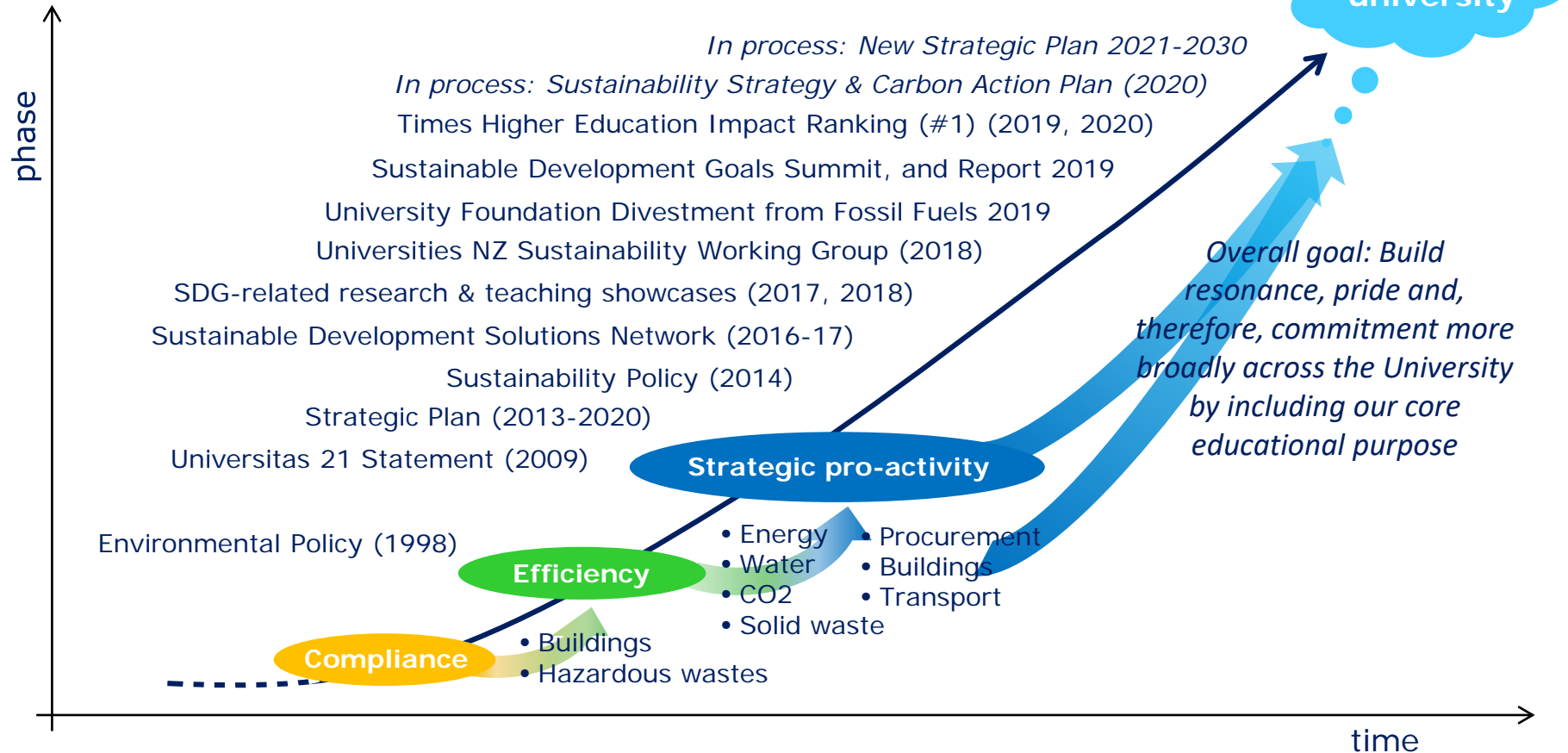
Key issues:

- Rubbish
- Transport
- Buildings
- Equipment
- Energy
- CO₂ emissions
- Paper
- Water

decreasing priority
(staff & student leaders)

Research and teaching were missing...

The University of Auckland's journey



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Or... getting started and keeping going

➔ **Governance, structure, roles and responsibilities?**

Rather... maturity and the role of values-based change management

- Benefits and impacts
- Internal/external factors
- Sustainability reporting



Common measures of maturity of sustainability programmes in tertiary education (and sources of challenges)



Categories:

- Leadership and governance
- Engagement and partnerships
- Research and commercialisation
- Teaching and learning
- Operations and service provision
- On-going improvement



For more on the use of these types of indicators in Australia, New Zealand, the UK, and North America, see [Learning in Future Environments](#) (Australasian Campuses Towards Sustainability, and the UK Alliance for Sustainability Leadership in Education) and the [Sustainability Tracking, Assessment & Rating System](#) (Association for the Advancement of Sustainability in Higher Education)



Values-based change management



(After Whiteley,
1995, 2007)

The matrix (of mechanisms for change)...

Measures of organisational maturity for sustainability

Elements of values-based change

	Leadership & governance	Engagement & partnerships	Research & commercialisation	Teaching & learning	Operations & service provision	On-going improvement
Vision						
Mission						
Strategy Structure Systems						
Policies						
Management style						
Academic practice Service provision Operating practice						

Populate with context-specific institutional mechanisms for change

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Or... maturity and the role of values-based change management

➔ **Benefits and impacts? OK, then**

- Internal/external factors
- Sustainability reporting



Why the SDGs as catalysts for change?

- ✓ Maximises potential for *resonance* across the institution
- ✓ Resonance *builds culture* - shared stories, common ground, *pride*
- ✓ International framework for *showcasing* our work
- ✓ Membership of the Sustainable Development Solutions Network (SDSN) provides opportunities for *international partnerships*
- ✓ Builds *awareness, profile, community* and *contributions*
- ✓ *Relevance* at institutional, local, regional and international levels
- ✓ Includes operations and services, and *increases potential for success*



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Or... maturity and the role of values-based change management
- Benefits and impacts? OK, then
- ➔ **Internal/external factors? Yes! And then there's culture!**
- Sustainability reporting



Culture is everything



Overview

How and why we're engaging with the SDGs framework:

- Our basic approach to organisational change & learning
- Key initiatives and how they use the SDGs framework?
Or... getting started and keeping going
- Governance, structure, roles and responsibilities?
Or... maturity and the role of values-based change management
- Benefits and impacts? Ah... SDGs as catalysts for change
- Internal/external factors? Yes! And then there's culture!

 Sustainability reporting? ... OMG, why!?



Research inventory
(2016-7)



Research active staff
(n=1,363)

www.auckland.ac.nz/sustainability

Teaching inventory
(2017)

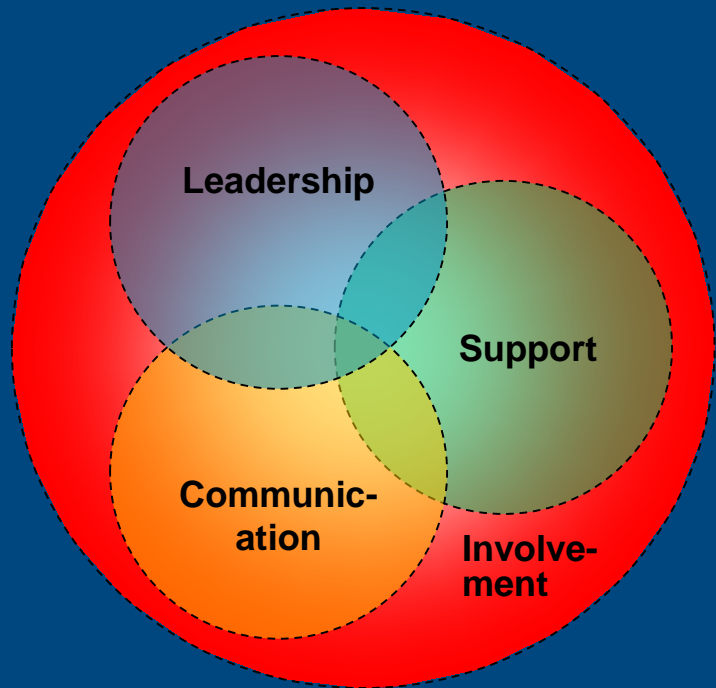


Courses
(n=968)

Sustainability as a journey...

Or, there's just no way getting around it!

- To keep going requires *on-going improvement*
- On-going improvement requires *commitment*
- To be committed, we have to *internalise the values* inherent in sustainability
- To internalise those values, we need an *iterative journey of learning* that involves:
 - *Recognising* that there is a problem
 - *Accepting responsibility* for addressing it
 - *Taking action* to do so



Thank you

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