UTAS Sustainable Transport Strategy
Defining and Scoping Workshop Report

Prepared for
THE UNIVERSITY OF TASMANIA
ASSET MANAGEMENT SERVICES

November 2010

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# Contents

## Executive summary

1. Background  
2. Workshop structure
   - 2.1 Introduction
   - 2.2 Participant activities and outputs
3. Summary of findings
   - 3.1 Good will and a positive ‘climate’ for action
   - 3.2 Many opportunities
   - 3.3 Community-wide responsibility and collaborative approaches
   - 3.4 Participation of the University community
   - 3.5 Cross-institution integration of sustainability principles
   - 3.6 Commitment of resources
4. Recommendations for continuing the journey
   - 4.1 Participation
   - 4.2 Collaboration
   - 4.3 Integration and leadership
   - 4.4 Information and communication
   - 4.5 Resources

## Appendix A

Workshop attendees

## List of tables

1. Individual visioning exercise – ‘What would staff like to see UTAS address in the next 3–5 years?’
2. Group discussion – ‘Identify the strengths of the University, and barriers and opportunities for working towards each theme’
1 Background

On 14 October 2010, Rare Consulting facilitated a workshop for internal University of Tasmania (UTAS) stakeholders as the beginning of a journey towards the development of a sustainable transport strategy for the University. The objectives of the workshop were twofold:

1. To identify the broad vision for sustainable transport for UTAS
2. To scope the framework and bounds of a sustainable transport strategy for UTAS.

The workshop was well attended and involved twenty-nine participants from most sectors of the University. There was a good mix of staff from senior administration and facilities management, the university executive, academics representing faculties and schools, as well as student union representatives, interested students and other associated staff. The workshop was also well represented by staff from the Launceston and Cradle Coast campuses, which helped to raise the profile of transport and travel issues outside Hobart. A list of participants is provided in Appendix A.

Prior to the workshop, a draft discussion paper *Towards a UTAS Sustainable Transport Strategy*, (prepared by Rare Consulting) was circulated to participants. The discussion paper provided a foundation for understanding what was meant by ‘sustainable transport’ and sustainable transport planning for universities, and also what other universities have been doing as a useful starting point for thinking about what approach UTAS might take.
2 Workshop structure

2.1 Introduction

To facilitate a foundation and a common starting point for discussion, a presentation based on the draft discussion paper Towards a UTAS Sustainable Transport Strategy was provided which outlined:

- the objectives of the workshop
- common definitions of sustainable transport and the imperatives for sustainable transport
- interrelated strategies needed to deliver sustainable transport outcomes
- sustainable transport challenges for UTAS
- a summary of examples of approaches adopted by other universities.

As an introduction, Matt Smith, Director Asset Management Services, provided a brief outline of transport challenges for, and progress made towards, more sustainable transport outcomes for the University. In summary, some of the transport challenges facing UTAS include:

- the multi-campus nature of the institution
- the limited public transport services, particularly servicing the northern campuses
- the challenges associated with campuses located in residential areas
- that the task of behaviour change can be confronting and challenging for such institutions
- the potentially high financial costs of unsustainable transport practices to the individual and the institution
- the need for long-term approaches
- the requirement to change the fleet mix
- that UTAS will be required to report under the NGER\(^1\)’s framework for the 2010–11 reporting year
- that an impending carbon price will impact on UTAS operations (due to its fuel and energy use)
- that there are many uncertainties regarding the future costs of transport in terms of a carbon price and higher or sustained higher oil prices.

Recent improvements to transport and initiatives towards more sustainable outcomes and practices for UTAS were summarised, primarily that:

- bike racks have been installed

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\(^1\) National Greenhouse Emissions Reporting scheme (NGERs)
- inter-campus bus services have been provided (i.e. Redline Hobart–Launceston service)
- improvements to bus services between the Hobart CBD and Sandy Bay campus have been negotiated (Metro Tas 888 loop service)
- a TravelSmart program via an Australian Government grant was undertaken in 2007 which pointed to the issues associated with inter-campus travel demand and advocated for the establishment of a carpool scheme
- an inter-campus car pool scheme has been established
- there has been financial commitment to a dedicated UTAS sustainability unit and personnel appointed
- the UTAS Environment Management Committee which oversees the implementation of the UTAS Environmental Management Plan 2009-2011 has been established.

2.2 Participant activities and outputs

Following these introductions and scene setting the remainder of the workshop revolved around the two key tasks. The first of these (to identify the broad vision for sustainable transport for UTAS) involved a visioning exercise whereby each participant identified up to three things to do with sustainable transport that they would like to see the University address within a five-year period. These were written on post-it notes and grouped into common vision themes on the wall.

Each individual contribution is outlined in Table 1 under the eight common themes, specifically:

1. **INFRASTRUCTURE** – e.g. addressing parking costs and opportunities, and cycling infrastructure.
2. **INTEGRATION** – e.g. adopting an holistic approach to sustainability across the institution, sustainability accountability and commitment of resources.
3. **PUBLIC TRANSPORT** – e.g. student fares, inter-campus shuttles.
4. **PROMOTION OF CYCLING** – e.g. safe cycle-ways and storage, bicycle education.
5. **EFFICIENT CARS & EFFICIENT CAR USE** – e.g. need to target single occupant car use, improve the efficiency of the vehicle fleet, encourage sustainable transport practices for field trips.
6. **TECHNOLOGY** – e.g. the use of information and communication technology to reduce travel.
7. **CULTURE & LEADERSHIP** – e.g. promote culture change through behaviour change programs and rewards.
8. **COMMUNICATION & INFORMATION** – e.g. provide quality information about alternative transport options, provide information for improved decision-making.

Participants then joined smaller groups to investigate the strengths of the University, key barriers or risks facing the University, and the opportunities for the University to address the theme areas. This task was intended to facilitate the identification of the possible scope and bounds of a sustainable transport strategy. Table 2 summarises the output of the group discussions according to their allocated theme topics.
**Table 1**  Individual visioning exercise –
‘What would staff like to see UTAS address in the next 3–5 years?’

*Note: each cell contains the exact words of each individual comment*

### INFRASTRUCTURE

<table>
<thead>
<tr>
<th><strong>Parking costs (costs to the institution)</strong></th>
<th><strong>Improved use of technology and infrastructure to minimise inter-city travel</strong></th>
<th><strong>Biking routes, cycle paths around campuses (bike racks and bike hire)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Parking costs too low</strong></td>
<td><strong>Lean thinking in University management</strong></td>
<td><strong>Improved bike racks</strong></td>
</tr>
<tr>
<td><strong>More on-campus accommodation for students/staff</strong></td>
<td><strong>Bikeways</strong></td>
<td><strong>Reduce parking congestion on campus</strong></td>
</tr>
<tr>
<td><strong>Future developments – consider under building parking (reduce asphalt)</strong></td>
<td><strong>Amenity/facilities</strong></td>
<td><strong>Equitable approach to parking access and fees for students and staff – engage unions</strong></td>
</tr>
<tr>
<td><strong>Vehicle free campus (parking issue)</strong></td>
<td><strong>Locked bike shelters</strong></td>
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<tr>
<td><strong>Equitable cost recovery of parking costs all campuses</strong></td>
<td><strong>Cycling accessibility (access, racks, showers, shelter)</strong></td>
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<tr>
<td><strong>More areas for bikes/mo-ped parking</strong></td>
<td><strong>Bike racks that work for contemporary locking systems (not front wheels)</strong></td>
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</tbody>
</table>

### INTEGRATION

<table>
<thead>
<tr>
<th><strong>Adopt an holistic approach by internalising externality costs (parking, bus services, legal risks of car-pooling)</strong></th>
<th><strong>Have sustainability (including transport) in all Department Heads accountability – becomes an issue for everyone</strong></th>
<th><strong>Consider unique Tasmanian requirements</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Health and wellbeing counterpart to each full time uni staff contract</strong></td>
<td><strong>Support and resources for engagement and establishment of integrated infrastructure modes</strong></td>
<td><strong>Social/urban integration – be a part of the urban fabric</strong></td>
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<td><strong>Dedicated funding</strong></td>
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### PUBLIC TRANSPORT (BUS)

<table>
<thead>
<tr>
<th><strong>Introduction of student discount for bus travel for uni students (currently only TAFE/College students)</strong></th>
<th><strong>Increase/improve use to and from campus on Cradle Coast (bus service very poor)</strong></th>
<th><strong>UTAS inter-campus buses (not Redline)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Free public transport for travel to and from campus</strong></td>
<td><strong>Better inter-campus transport – bus shuttle services (use small buses)</strong></td>
<td><strong>University staff only commuting shuttle buses (between Hobart and Launceston)</strong></td>
</tr>
<tr>
<td><strong>P R O M O T I O N  O F  C Y C L I N G</strong></td>
<td><strong>EFFICIENT CARS AND CAR USE</strong></td>
<td><strong>T E C H N O L O G Y</strong></td>
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<tr>
<td>Bike safety, bike lanes along Sandy Bay Rd, Regent St etc.</td>
<td>Safer/easier cycle systems/technology</td>
<td>Free bike repair shop – adjacent to better and enhanced bike racks. Undercover and storage for bikes</td>
</tr>
<tr>
<td>Bike rental/pooling</td>
<td>Bike package</td>
<td>Support for cyclists</td>
</tr>
<tr>
<td><strong>EFFICIENT CARS AND CAR USE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Single vehicle occupancy (target)</td>
<td>Excellent and well promoted car pool system for staff students travelling to uni (helps build community too)</td>
<td>Less cars used for field trips!</td>
</tr>
<tr>
<td>Lack of alternative to cars, walking, expensive bus</td>
<td>Old vehicle policy (procurement criteria) that needs updating</td>
<td>Fleet (address executive car size culture, turnover, use of vehicles, efficiency)</td>
</tr>
<tr>
<td><strong>T E C H N O L O G Y</strong></td>
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<tr>
<td>IT meeting solutions (video conferencing – easy access in offices)</td>
<td>Better ICT (reliable, accessible)</td>
<td>Biofuels – explore technical innovations, investment with other stakeholders in infrastructure, develop new alternatives, use in public transit</td>
</tr>
<tr>
<td><strong>C U L T U R E  A N D  L E A D E R S H I P</strong></td>
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<tr>
<td>Sustainable transport culture change program to change behaviour</td>
<td>Personal and institutional cost/benefit – reward or penalty to both individual and school</td>
<td>Need to foster a University wide ‘Green’ culture (e.g. lights, transport, plastics, education)</td>
</tr>
<tr>
<td>Focus on demand needs rather than supply opportunities</td>
<td>Recognise that different transport modes serve different markets – they are generally not substitutes for each other and should not be treated as such</td>
<td>Travel time culture – appearance, exercise, time – be more holistic</td>
</tr>
<tr>
<td><strong>C O M M U N I C A T I O N  A N D  I N F O R M A T I O N</strong></td>
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</tr>
<tr>
<td>Have appropriate shared information available and option to model to inform and monitor decisions</td>
<td>Transport promoted as part of university wide sustainability campaign including events, competitions, etc.</td>
<td>Less cars – examine the true costs – who pays? Remote hidden subsidies, charge full real fees for congestion, promote other behaviours</td>
</tr>
<tr>
<td>Australian Maritime College (AMC) to actively monitor and link staff travelling between campuses</td>
<td>Implement effective co-ordination of inter-campus travel</td>
<td>Establish information – decision making loop</td>
</tr>
</tbody>
</table>

Make sustainable choices easier to choose – hybrid cars available, supportive Vice Chancellor, secure bike sheds (Launceston), clear cycle ways, walking group database etc.
### Table 2  
**Group discussion – ‘Identify the strengths of the University, and barriers and opportunities for working towards each theme’**

<table>
<thead>
<tr>
<th>Themes</th>
<th>Strengths of UTAS</th>
<th>Barriers or risks</th>
<th>Opportunities for UTAS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 INFRASTRUCTURE</strong></td>
<td>▪ Wide variety of expertise in the institution to harness</td>
<td>▪ Limited availability of staff and resources (time and finances)</td>
<td>▪ Asset Management Services working with Schools to identify joint project or collaboration opportunities</td>
</tr>
<tr>
<td></td>
<td>▪ Very diverse skill sets and interests held by staff (both academic and general) and students</td>
<td>▪ Limited flexibility of schools and access to technology</td>
<td>▪ Build sustainability into the curriculum including internships for students</td>
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<td></td>
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<td>▪ Policy and funding constraints</td>
<td>▪ Use sustainability as opportunities for learning and demonstrating leadership, integration and working together</td>
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<td></td>
<td></td>
<td>▪ Tendency for people to get stuck in ‘silos’ and not communicate and link with other areas that have relevant skills and expertise to contribute</td>
<td>▪ Improved management of skills and resources</td>
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<td></td>
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<td></td>
<td>▪ Exemplar sustainability projects</td>
</tr>
<tr>
<td><strong>2 INTEGRATION</strong></td>
<td>▪ Asset Management Services working with Schools to identify joint project or collaboration opportunities</td>
<td>▪ Improved management of skills and resources</td>
<td>▪ Demonstrating sustainability through infrastructure, design, resource management and planning</td>
</tr>
<tr>
<td></td>
<td>▪ Build sustainability into the curriculum including internships for students</td>
<td>▪ Use sustainability as opportunities for learning and demonstrating leadership, integration and working together</td>
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</tr>
<tr>
<td><strong>PUBLIC TRANSPORT (PT)</strong></td>
<td>▪ Respond to the diversity in PT demand (e.g. matching services to need)</td>
<td>▪ Improved management of skills and resources</td>
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<tr>
<td></td>
<td>▪ Fare structures could be reconfigured to make PT more attractive</td>
<td>▪ Exemplar sustainability projects</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Provide ‘park and ride’ infrastructure</td>
<td>▪ Demonstrating sustainability through infrastructure, design, resource management and planning</td>
<td></td>
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<td></td>
<td>▪ Use cost recovery from energy efficiency savings and put it back into technological sustainability solutions</td>
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<tr>
<td></td>
<td>▪ Low emission vehicle and fuel technology demonstration project opportunities</td>
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</tr>
<tr>
<td>Themes</td>
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</table>
| **PROMOTING CYCLING** | • Growth in cycling  
• Emerging bike culture  
• Increase in bike and cycling service outlets | • Risk averse culture  
• Lack of cycling infrastructure  
• Transport network design and management needs to endeavour to minimise risks to the cyclists  
• Hilly terrain  
• Hobart-centrism of infrastructure provision  
• Small population meaning infrastructure likely to be perceived as high cost in proportion to use  
• Multi-campus university with differing cycling needs/demand | • Collaboration with community cycling groups  
• Bike hire program  
• Bike ‘kitchen’ servicing programs  
• Bike hire and use of electric bikes on campus to overcome terrain challenges  
• Improved end-of-trip facilities (e.g. lockers, showers, secure storage)  
• Opportunities for design competitions to design ‘sustainable’ end-of-trip facilities  
• End-of-trip facility information  
• Safe cycling courses (defensive cycling training)  
• Share knowledge about cycling with the community and demonstrate leadership  
• Investigate other regional university / centre cycling strategies  
• Optimise strength of student ideas, enthusiasm, interest, and ability to try new things |
| **EFFICIENT CARS AND CAR USE** | • UTAS already is moving towards more fuel efficient vehicles (diesels, 4-cylinders) with comparable safety ratings  
• Community attitude change which is more accepting of smaller and more fuel efficient vehicles | • Understanding the fuel type (e.g. not to put ULP in a diesel car)  
• Occupational Health and Safety policies that have safety and weight requirements  
• Need for driver education  
• Limited access to alternative vehicle types and fuels including diesel | • Integrate fuel-efficient cars and new vehicle and fuel technologies (e.g. electric vehicles, micro-cars, diesels)  
• Low-emission fleet management policy which could include:  
  - targets for emission reductions  
  - offsetting program  
  - car-pooling matching service for business travel, longer trips and between campuses  
  - matching the car to the trip purpose, car pooling for longer trips and between campuses  
• Budget centre education on vehicle options  
• Use any savings to invest in other sustainable transport projects or initiatives |
<table>
<thead>
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</tr>
</thead>
</table>
| TECHNOLOGY | • UTAS is already implementing IT solutions which support greater sustainability outcomes by reducing the need to travel (e.g. tele-working, tele-conferencing and video conferencing)  
• IT solutions are cost-effective given the small size of the campuses, Tasmanian distances to be covered and population base | • Hobart-centrism  
• Small population  
• Multi-campus institution with differing IT needs  
• Location specific IT facilities rather than investing in IT solutions across the board  
• Limited funding available for improvements  
• Loss of personal interaction if rely too heavily on IT solutions | • Cost recovery from energy efficiency savings and put it back into technological sustainability solutions  
• Greater creativity in funds allocation  
• Optimise current strengths in research  
• Optimise strength of student ideas, enthusiasm, interest, and ability to try new things |
| 1 CULTURE | | | |
| 2 COMMUNICATION AND INFORMATION | • Interlinked with the community and across campuses  
• Some goods systems and examples in progress  
• Relatively small number of people  
• Some good links with transport providers and councils  
• Some information and sustainability plans out there and some very committed staff and students | • Old fashioned car culture  
• Individual convenience seen as priority  
• Some people are located in small/remote/regional areas  
• Less incentive than in some big cities therefore need stronger work on cultural and behavioural change  
• No mechanism for integrating sustainable travel behaviour into a holistic decision making process  
• Hobart-centrism | • Rethink social sustainability  
• Introduction of key information sources and data collection or ‘tools’ (e.g. educating people or useful databases for action)  
• Social interaction through car-pooling is a positive  
• Involving lots of people to solve problems and create change facilitates change  
• Set good examples and publish achievements  
• Engage new students who are in the process of changing behaviour and are open to change  
• Optimise current strengths in research  
• Optimise strength of student ideas, enthusiasm, interest, and ability/willingness to try new things |
<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>LEADERSHIP</td>
<td>• UTAS already has a sustainability unit</td>
<td>• Unwillingness or inability to commit more money and spend it</td>
<td>• Opportunities to develop personal decision-making leadership on a bottom-up approach, not needing to wait for top-down instruction</td>
</tr>
<tr>
<td></td>
<td>• Forward thinking leaders at all levels</td>
<td>• Unwillingness or inability to ensure adequate staffing/resourcing to the sustainability unit</td>
<td>• Use and communicate best practice examples</td>
</tr>
<tr>
<td></td>
<td>• Some funding for sustainability initiatives/work</td>
<td>• Unwillingness to embrace personal, culture, organisational change</td>
<td>• Encourage senior management team to change working conditions</td>
</tr>
<tr>
<td></td>
<td>• Has made a start towards becoming more sustainable</td>
<td></td>
<td>• Be more flexible in implementing sustainability initiatives</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Communicate sustainability as being about economic and environmental efficiency</td>
</tr>
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<td></td>
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<td></td>
<td>• Use savings made through implementing sustainability measures to support further sustainability initiatives and programs (and not return savings to consolidated revenue)</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Tap into existing expertise, skills and enthusiasm present in both the staff and student bodies</td>
</tr>
</tbody>
</table>
3 Summary of findings

While the workshop did not focus on identifying the numerous possible initiatives that the University could take to work towards delivering more sustainable outcomes, the contributions by participants of key issues and possible solutions as outlined in the previous tables provide a useful building block for focusing a sustainable transport strategy process and thinking about some of the positive initiatives the University might pursue. The key intention of the workshop was to take a step back and reflect on the approach a sustainable transport strategy should take. The following reflects on the discussions and outputs of the workshop and identifies what key elements participants recognised as important in defining the scope and approach to a sustainable transport strategy.

3.1 Good will and a positive ‘climate’ for action

It was evident from the workshop that there was a good amount of good will and enthusiasm among participants, as well as support for the development of a sustainable transport strategy, and that there had been some positive commitments from university leadership to developing a more sustainable institution. This was also demonstrated by the good attendance of personnel from across the University and the participation of a number of senior management staff and executive. There was a feeling that the time was right for the University, and individuals within it, to pursue a sustainable transport strategy and demonstrate some leadership in the area, while the political environment was also positive towards sustainability since Tasmania now has a Minister specifically responsible for sustainable transport.

3.2 Many opportunities

While participants engaged in discussion about key issues and problems associated with University transport and travel practices (Table 1 and Table 2), they were also willing to offer positive ideas for implementable sustainable initiatives and were keen to identify the many opportunities for the University to engage more with sustainability generally. This is demonstrated in Table 2, where the opportunities identified for the University tended to outweigh the barriers or risks.

Opportunities identified revolved around the University’s own activities and operating contexts but also included the external operating environment such as the political environment, the growing interest of the community at large in sustainable practices (e.g. cycling), and the benefits associated with operating in small cities where most activities were centralised and travel times were generally short relative to other larger cities.

3.3 Community-wide responsibility and collaborative approaches

There was a broad agreement that sustainable transport outcomes were ultimately the responsibility of all sectors of society from individual behaviours through to the actions of institutions (like UTAS) and the actions and initiatives of governments at all scales. There was a good appreciation, however, that individuals did require improved transport choices and information about how to implement more sustainable travel practices in order to begin to change behaviour. This included recognition of the
need for improved public transport services (including timetables, routes, shelters provided at bus stops), local government planning to enhance local amenity, connectivity and accessibility (including the ‘walkability’ and ‘cycleability’ of local areas), and the provision by the University or other agencies of safe and secure infrastructure (particularly to improve the safety and convenience of cycling).

There was also a strong appreciation of the need for collaborative approaches to delivering sustainable outcomes, whether it be UTAS working in partnership with bus service providers and government agencies or internal operational units working in collaboration with academic faculties or schools. This was seen as essential for delivering significant infrastructure and public transport service improvements and for enhancing amenity and accessibility around campuses and neighbouring areas in Burnie, Launceston and Hobart, and in the inner city areas of Hobart (also the location of some significant off-campus University activities and future development).

### 3.4 Participation of the University community

The importance of participation via engagement of students and staff in identifying, developing and delivering sustainable transport solutions was also acknowledged as an essential component. A number of participants pointed out that the University community (students and staff) themselves provided a wealth of opportunities for innovative responses to sustainable transport challenges as well as opportunities for community-wide awareness raising and behaviour change education programs. There was some support for embedding education for sustainability more widely into teaching programs and thereby adopting a more holistic approach to sustainability across the institution and beyond operations, to include core business activities in teaching and research. Collection and analysis of data, monitoring of outcomes and progress towards behaviour change, developing communication strategies, are all examples of tasks that might be undertaken (although under appropriate supervision) by student classes or project groups.

### 3.5 Cross-institution integration of sustainability principles

Discussion frequently referred to the need for the development of a sustainability culture throughout the University which included sustainable transport practices. There were points made about the need for individual units or schools to actively implement sustainable actions but that this required both more information to inform decision making, and tools and policy guidelines to encourage more thought and action towards sustainability. Examples provided included incorporating sustainable transport criteria in field trip planning (i.e. avoid encouraging students to travel individually by car where possible), considering the sustainability of staff travel between campuses, local business trips and trips further afield. It was pointed out that often administrative units needed to better understand the consequences of decisions and so also required better information and data (e.g. monitoring of the carbon footprint of a unit or school) to motivate changes in behaviour and decision making.

Approaching sustainability from this perspective consequently requires attention from administrative managers and academic staff just as much as facilities and operations managers. Mention was made of possible initiatives for encouraging the adoption of sustainability principles, including the use of rewards and recognition strategies, adoption of sustainability key performance indicators for
administrative units or unit heads, and introducing inter-unit sustainability challenges to foster competitive spirit. Ultimately recognition was made of the need to engage all sectors of the organisation at all scales, from the top down and the bottom up.

3.6 Commitment of resources

Commitment of resources (finances and personnel) is essential to the successful delivery of any program, but in a resource scarce environment the financial cost of delivering an effective program may also be a significant barrier. It was recognised that UTAS has increasing pressures on financial resources, nevertheless there were requests by a range of participants for the institution to commit ongoing resources towards sustainability programs in addition to those already committed in order to deliver effective outcomes.

The need for resources to help facilitate participatory processes, external collaboration and partnership programs, and information resources (e.g. for the establishment and maintenance of an effective web-based information hub) was recognised in addition to the funds that would be required to address transport infrastructure issues. It was pointed out that while there was a great wealth of knowledge and enthusiasm within the institution, staff (academic and general) in particular were usually time poor and committed to other core responsibilities and therefore needed additional support whether in the form of good quality information, support personnel or expert advice. Developing good quality relationships with external stakeholders, for instance, requires time and capabilities not always readily available, while the development of information tools for improved decision making may require a specific commitment of funds.
4 Recommendations for continuing the journey

The summary of findings alongside the acknowledgment of experiences of other institutions and the consultant’s knowledge of sustainability best practice within organisations and sustainable transport program design provide some useful guidance as to how a sustainable transport strategy for UTAS might be progressed.

The following are recommendations as to the key elements of an approach and framework for the development of a sustainable transport strategy for UTAS. Based on these principles, a framework for a sustainable transport development process specific to the UTAS context can be designed.

4.1 Participation

A fundamental principle of sustainable development is the involvement of society (communities or organisations) in the journey towards sustainable development. Participation facilitates education for sustainability, the identification of the most effective and achievable strategies for more sustainable practices, and acts to motivate and engage around common problems and solutions.

A university is also a primary and well respected place for education and the development and communication of innovation (including technology or better practices). It has a significant community of students and staff and therefore an even larger network of influence stretching throughout the community at large. Participation of the student and staff community through their engagement in such things as the identification of sustainable transport issues, measurement of travel behaviour impact or costs, the development of possible solutions, and the roll-out of programs is an essential component in the development of a sustainable transport strategy. Participation should be a core feature of a strategy development process and participatory approaches adopted at each step of the way.

RECOMMENDATIONS (4.1)

It is recommended that a plan for a participatory process be developed which identifies:

- key target groups (e.g. students, staff, school/unit heads, bicycle users, etc.)
- the role of targeted groups in the strategy development process
- the appropriate methods or mechanisms for engagement
- a communication plan.
4.2 Collaboration

As pointed out in the discussion paper, developing possibilities for more sustainable transport outcomes requires the involvement of a range of stakeholders who have different responsibilities for the sustainable transport puzzle. There is a strong case for UTAS to establish robust collaborative approaches to solving some transport challenges and developing innovative solutions. Working in partnership with city councils (Hobart, Launceston, Burnie), state government agencies such as the Tasmanian Department of Infrastructure, Energy and Resources (DIER), and bus service providers (e.g. Metro Tasmania or other services) is essential to forwarding key integrated transport challenges. Again it is advisable to review the capacity of the institution (specifically the time and skills of personnel) to move these sorts of initiatives forward and where necessary identify strategies to facilitate the effective adoption of this approach. A collaborative approach may also serve to reduce the cost of implementation of sustainable transport strategic actions by spreading the responsibility of delivery to the most appropriate stakeholders.

RECOMMENDATIONS (4.2)

Partner with external stakeholder to:

- identify ‘place-specific’ issues around improvement of amenity (e.g., bus stop shelters), pedestrian and cycle connectivity, accessibility;
- progress improvements in transport infrastructure;
- develop more demand-oriented public transport services, public transport fare structures that encourage public transport use, public transport promotional campaigns, or ideas for shuttle bus delivery;
- develop initiatives for the take-up of alternative sustainable fuels for bus or other fleet vehicles;
- provide on-campus facilities such as a ‘bike kitchen’ which serves to educate cyclists about bike maintenance and cycling safety and provides appropriate resources (perhaps in partnership with local bike shops).

4.3 Integration and leadership

The broad sense from the workshop was that an integrated approach to sustainability (or holistic approach) should be considered for the University. This would require the development of a higher level sustainability strategy of which a sustainable transport strategy would be part. This approach would mean attention to all areas of operation and reflection on approaches to facilitating a cultural shift towards sustainability.

A key ingredient for the effective integration of sustainability thinking and action across institutions is the role of sustainability champions across the institution at a range of scales but ultimately from an
executive level, hence leadership is important to effectively driving such organisational cultural change.

RECOMMENDATIONS (4.3)

Build an integrated and leadership approach to sustainable transport through:

- adoption or adaptation of approaches to administration, management and decision-making frameworks where these have implications for individual or unit transport or travel outcomes;

- attention to educational programs planning and lesson timetabling where this may have implications for inefficient travel;

- development of strategies for embedding education for sustainability into curricula in a range of education programs.

- identification of sustainability champions across the institution at a range of scales but particularly at the executive level.

4.4 Information and communication

In order to be able to develop relevant and realistic strategies for sustainable transport outcomes, good quality baseline information is essential and with it periodical monitoring in order to facilitate the review of programs. Baseline information on travel practices and travel choice, travel trends, carbon emissions at a range of unit scales from all relevant sectors, and campus specific or place specific transport issues and statistics (e.g. the Cradle Coast campus and Australian Maritime College transport and travel behaviour circumstances) are some broad areas where more knowledge is required. Some of this information may already be available but it is likely that it has not been collected in a strategic way and may not be appropriately resourced. Periodical monitoring in addition to that required by legislation (e.g. the National Greenhouse Emissions Reporting scheme) needs to also be considered.

It is essential that a review of existing available data, data collection programs, and the identification of data gaps be undertaken in order to develop a plan for the delivery of a strategic (specifically focused and targeted) and efficient data collection, monitoring and reporting program. It is possible that such a program could include engagement of students via supervised education projects embedded in coursework or research programs, collaborations with other external agencies (i.e. DIER or Metro Tasmania), thereby reducing the cost of contracted data collection, although it is essential that such a review is overseen and strategically managed.

Communication of some key data or periodical reporting on progress via sustainability indicators is also important to facilitate the University community’s understanding of key issues and progress. Communication of performance indicators also acts to motivate behaviour as individuals can see how
they, their unit or their organisation is making a difference. As a consequence, reporting progress is an important element of any sustainable transport strategy. Careful consideration of approaches to the delivery of this information alongside other information about sustainable transport choices and transport services and infrastructure (i.e. public bus or shuttle bus services, bus fares, ticketing, timetabling, car-pool matching facilities, cycling route information, etc.), and other sustainable transport initiatives (i.e. reward schemes, behaviour change challenges, etc.) is important. Whether it is the establishment of an accessible and useful website or other communication initiatives (e.g. physical information hubs, information stalls at major events, newsletters) it is advisable that good communication protocols be established early in a strategy development process and continued through roll-out in order to facilitate participation, and support individual and unit initiatives.

RECOMMENDATIONS (4.4)

- Develop a strategic (specifically focused and targeted) and efficient data collection, monitoring and reporting program which aims to review existing available data, data collection programs, and identify and resolve data gaps to inform strategy development and targets.
- Establish a Sustainable Transport Strategy evaluation protocol which involves periodical reporting on progress via sustainability indicators.
- Communicate through a range of platforms and mediums the benefits of sustainable transport choices, and options for sustainable transport.
- Provide opportunities for UTAS community involvement in the change process and communicate these.

4.5 Resources

As outlined earlier, commitment of adequate resources to the delivery of the above is essential for the development and delivery of an effective sustainable transport strategy. It is recognised that UTAS financial resources are limited. The University should consider the implications of the inefficient use of resources if the development of a strategy is committed to without appropriate financial and personnel support, as well as the inefficiencies and costs generated by unsustainable transport practices, increasing growth in parking demand, and public relation pressures associated with neighbouring residential communities to campuses.

There may be creative opportunities to commit to appropriate resources that might be investigated should financial resources from traditional sources be limited. There may also be opportunities to apply for government grants (federal and state) or to develop partnerships that facilitate the sharing of costs where there are common interests (such as with the collection of some data sets or development of public transport communication campaigns). Ultimately, it is vital that there is a dedicated person
given the responsibility for coordinating the development and roll-out of a strategy and that this person has access to the adequate support and resources as required.

RECOMMENDATIONS (4.5)

- Commit a dedicated staff member with appropriate resourcing to coordinate development and implementation of the sustainable transport strategy.
- Investigate external resourcing opportunities where mutual objectives around sustainable transport exist.
Appendix A

Definition and scoping workshop attendees

Facilitators: Anna Lyth & Megan Surawski, Rare Consulting

Dean Mundy               Executive Officer, Deputy Vice Chancellor (Academic) and Provost
Richard Easther          Acting Executive Director, Finance and Administration Division
Paul Barnett             Executive Director, Planning and Finance Division
Vivienne Courto          Senior Executive Officer, Pro Vice-Chancellor (Students & Education)
Matt Smith               Director, Asset Management Services
John Clements            Assistant Director, Finance Operations, Financial Services
Will Homan               Residential Officer, Accommodation Services
Clynton Jaffray          Business Manager, Cradle Coast Campus
Vivienne Drinkwater      Business Support Officer, Business Services Section Australian Maritime College
Peter Thompson           Faculty Business Manager, Dean of Faculty of Education
Rob Jones                Faculty Manager, Dean of Faculty of Health Science
Kate Brown               General Manager, Menzies Research Institute
Stewart Williams         Academic, School of Geography and Environmental Studies
Madeleine Ball           Head of School of Human Life Sciences
Geoff Clark              Lecturer, School of Architecture and Design
Millie Rooney            PHD Student, School of Geography and Environmental Studies & Environmental Management Committee
Hannah Aulby             TUU Environmental Officer
Jonathon Jones           TUU, General Manager
Bob Cotgrove             Honorary Research Associate, School of Geography and Environmental Studies
Iain Robertson           Senior Research Fellow, Human Life Sciences
Rodney Barnes            Vehicle Fleet Manager
Jim Ovens                Associate Director Major Projects Unit, Asset Management Services
Joan Rodrigues           Manager Capital Planning and Mgmt, Asset Management Services
Barry Russell            Manager Facilities Management, Asset Management Services
Eng Seow                 Manager Infrastructure Services, Asset Management Services
Angela Hayes             Active UTAS Coordinator - Sandy Bay, Sport and Recreation
Aun Jie Lim              Masters student, Geography and Environmental Studies
Kamal Singh              Sustainability Manager, Asset Management Services
Corey Peterson           Sustainability Officer, Asset Management Services