CONCORDIA VOLUNTARY UNIVERSITY REVIEW APPENDICES

January 2025

APPENDIX 1 | SDG STEERING COMMITTEE MEMBERS

William Cheaib (Chair)
Chief of Staff, Office of the President and Vice-Chancellor, and Associate Vice-President, International

Monica Mulrennan
Associate Vice-President, Research Development and Outreach, Office of the Vice-President, Research and Graduate Studies

Jason Ens
Executive Director, Strategic Initiatives, Office of the Provost and Vice-President, Academic

Sabrina Lavoie
Executive Director, Budget Planning and Business Development, Office of the Vice-President, Services and Sustainability

Sandra Gabriele
Vice-Provost, Innovation in Teaching and Learning

Nadia Bhuiyan
Vice-Provost, Partnerships and Experiential Learning

Susan Edey
Senior Director, Community Engagement and Social Impact

Patrick Leroux
Associate Dean of Research, Faculty of Arts and Science

Rachel Berger
Associate Dean of Academic Programs and Development, School of Graduate Studies

Damon Matthews
Professor, Concordia University Research Chair, and Scientific Co-Director, Sustainability in the Digital Age

Carmela Cucuzzella
Associate Professor, Concordia University Research Chair, and Co-Director of Next-Generation Cities Institute

Vivek Venkatesh
Associate Professor, UNESCO Chair, and Director of Centre for the Study of Learning and Performance

James Grant
Professor, Principal of Loyola College for Diversity and Sustainability, and Co-Director of Loyola Sustainability Research Centre

Amr Addas
Adjunct Professor, Finance and Academic Director, Sustainability Ecosystem in the John Molson Executive Centre

Donny Seto
Lecturer, Geography, Planning, and Environment (Part-time faculty representative)

Barbara Henchey
Director, Office of the Dean, John Molson School of Business

Charmian Harvey
Executive Director, University Communications Services

Manon Tremblay
Senior Director, Indigenous Directions

Cassandra Lamontagne
Sustainability Coordinator, Office of Sustainability

Duraichelvan Raju
Graduate School Association representative

Sean Levis
Sustainability Coordinator, Concordia Student Union

MEMBERS FOR 2021/22 ACADEMIC YEAR
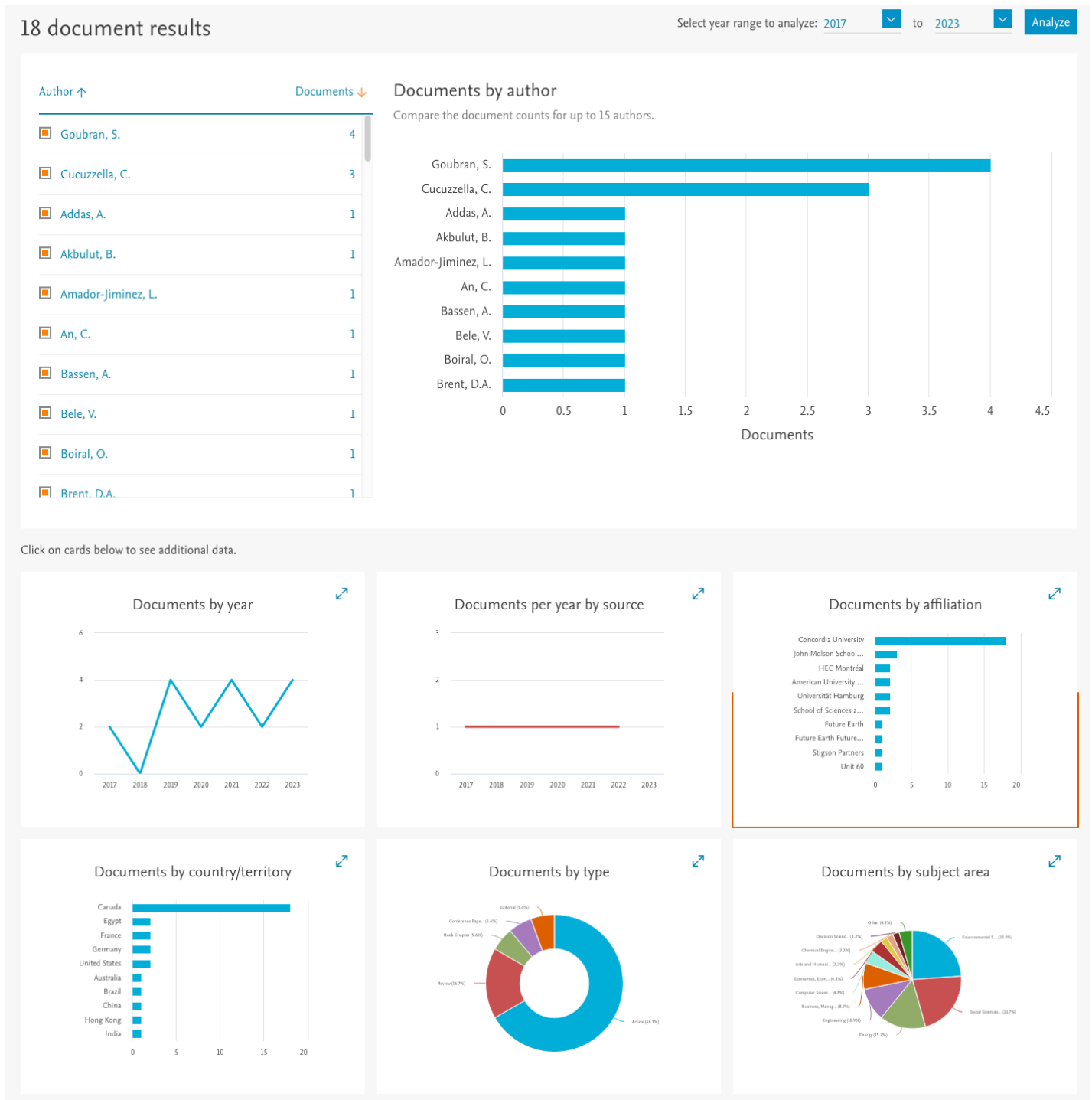
Faye Sun
Sustainability Coordinator, Concordia Student Union

Amy Nguyen
Program Coordinator, JMEC Sustainability Ecosystem and Concordia SDG Coordinator, SDSN Canada
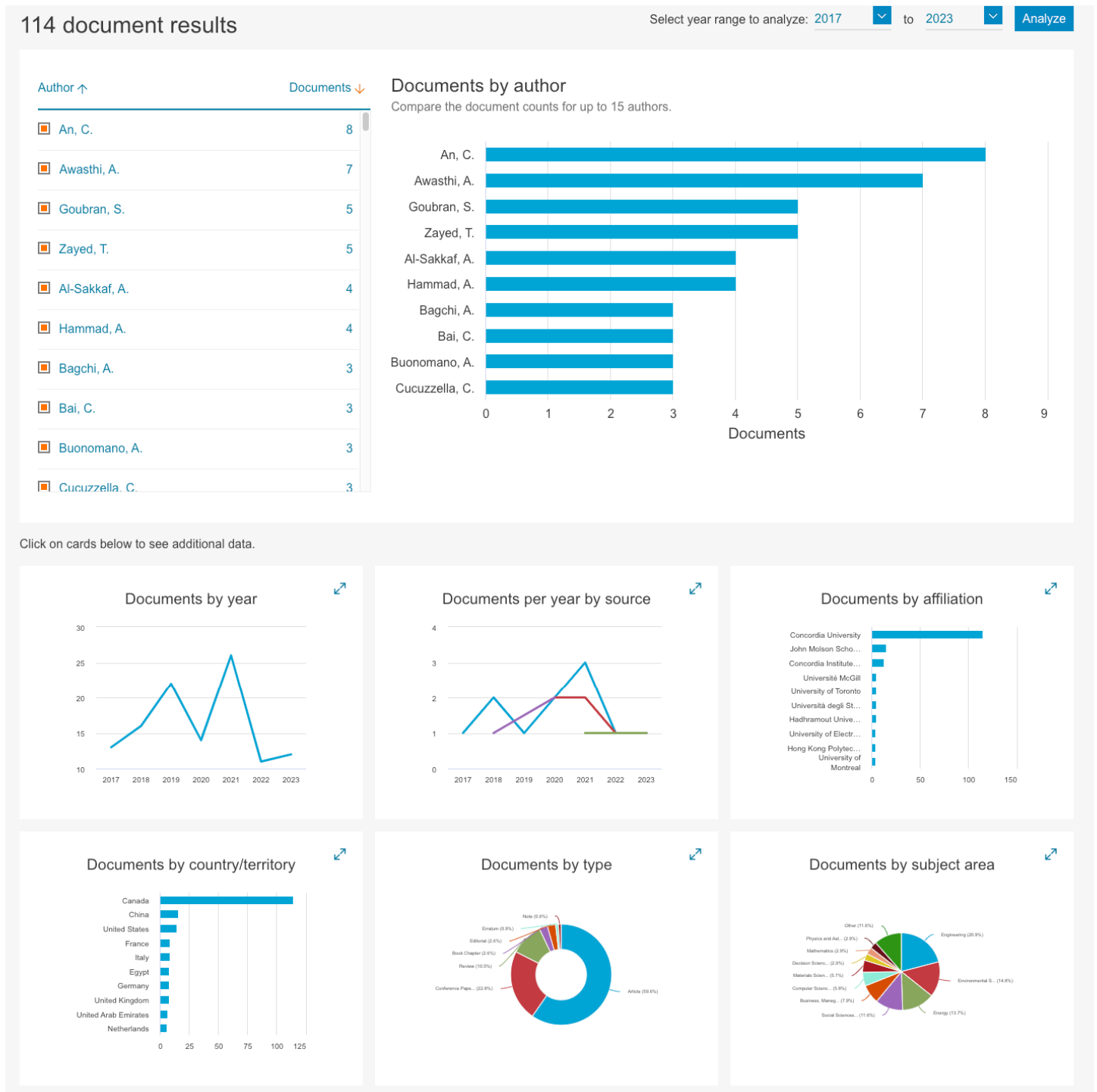
APPENDIX 2 | CONCORDIA PUBLICATIONS REFERENCING THE SDGS

FIGURE 2.1 | RESULTS FROM SCOPUS QUERY "SUSTAINABLE DEVELOPMENT GOAL*" FROM 2017 TO 2023

(TITLE-ABS-KEY ("sustainable development goal*") AND AFFILORG ("concordia university") AND AFFILCITY (montreal)) AND PUBYEAR > 2016. Run on April 8, 2023.

FIGURE 2.2 | RESULTS FROM SCOPUS QUERY "SUSTAINABLE DEVELOPMENT" FROM 2017 TO 2023

(TITLE-ABS-KEY ("sustainable development") AND AFFILORG ("concordia university") AND AFFILCITY (montreal)) AND PUBYEAR > 2016. Run on April 8, 2023.

APPENDIX 3 | HEAT MAP METHODS

Below is information about the source of information used in the various heat map categories, as well as the method used to determine which of the 17 SDGs were highlighted in each of the categories.

|	
RANK	Based on results of the Times Higher Education Impact Ranking. See Appendix 4 below.
FACULTY STRENGTHS	Based on survey responses from Faculty dean's offices. See Appendix 6 below.
CROSS-FACULTY POTENTIAL	Based on survey responses from Faculty dean's offices. See Appendix 5 below.
TEACHING	Based on various keyword analyses of course and program descriptions. See Appendix 7 below.
RESEARCH	Based on various keyword analyses of course and program descriptions. See Appendix 8 below.
THINK TANKS	Based on input from these entities, along with desk research on the focus of their work.
ENGAGEMENT	Based on input from these offices and teams, along with desk research on the focus of the work (i.e. for Centraide)
STUDENTS	Based on the focus of projects supported through the Sustainability Action Fund, along with input from the Office of Sustainability and from student group leaders.
UNIVERSITY ACTON PLANS	Based on desk research on the focus of these action plans.
ADMINISTRATION	Based on input from members of these offices, along with desk research about the office portfolios, projects, and initiatives.

APPENDIX 4 | TIMES HIGHER EDUCATION IMPACT RANKING RESULTS

FIGURE 4.1 | TIMES HIGHER EDUCATION IMPACT RANKING OUTCOMES FROM THE PAST THREE YEARS
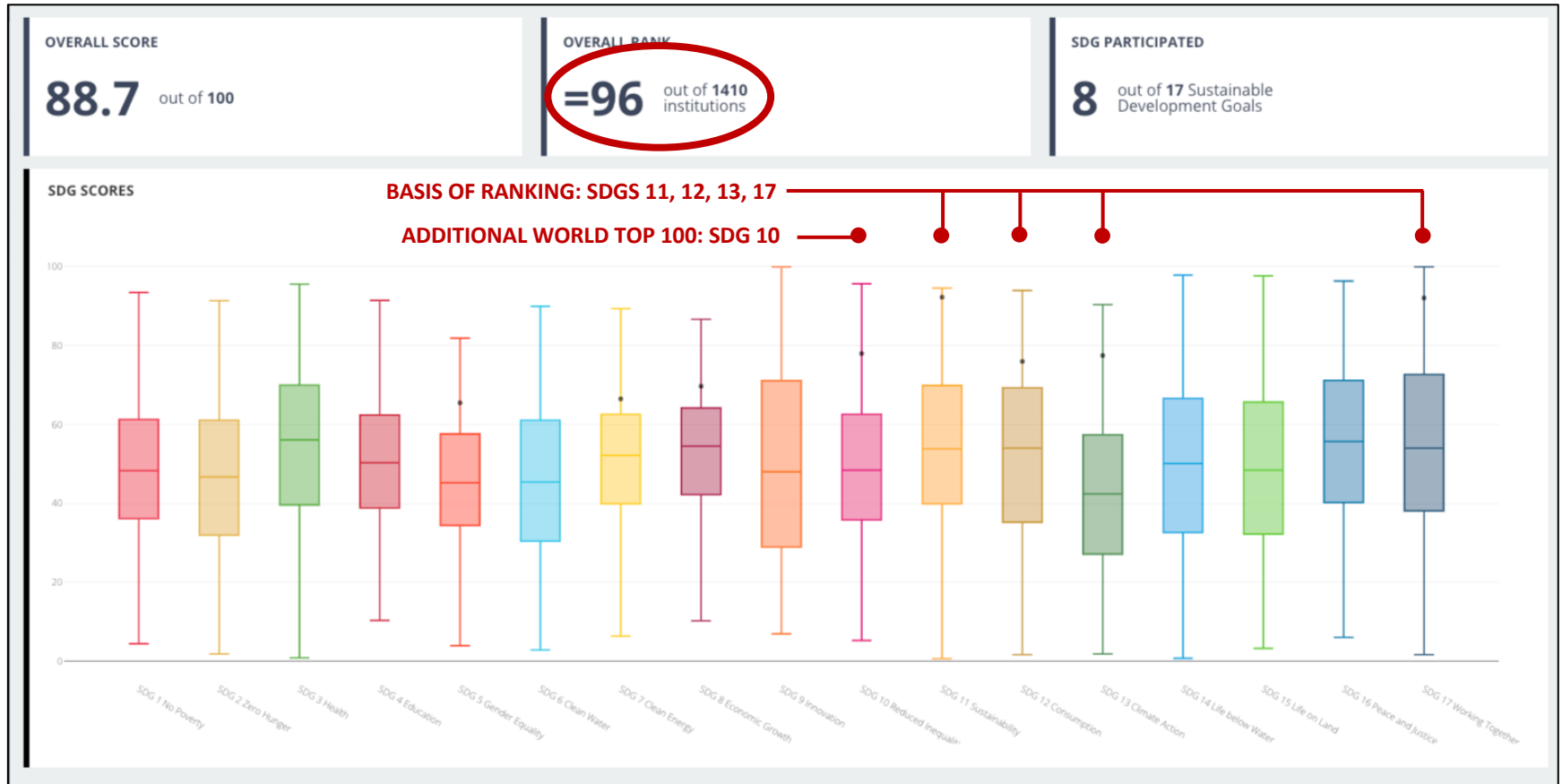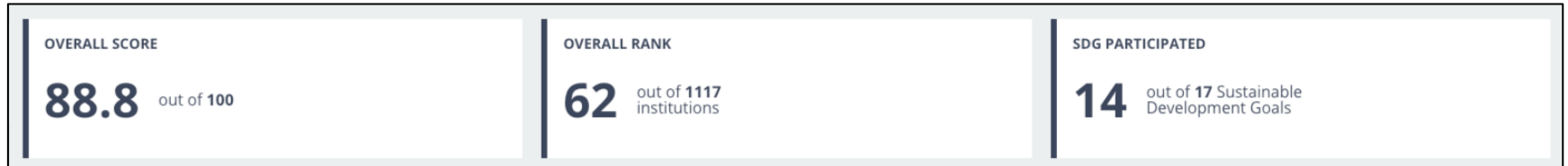
FIGURE 4.2 | TIMES HIGHER EDUCATION IMPACT RANKING BREAKDOWNS FOR SDG 10 (2022 RANKING)

FIGURE 4.3 | TIMES HIGHER EDUCATION IMPACT RANKING BREAKDOWNS FOR SDG 11 (2022 RANKING)
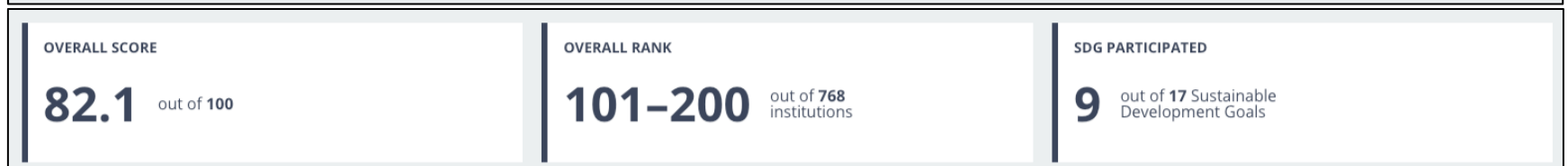
FIGURE 4.4 | TIMES HIGHER EDUCATION IMPACT RANKING BREAKDOWNS FOR SDG 12 (2022 RANKING)
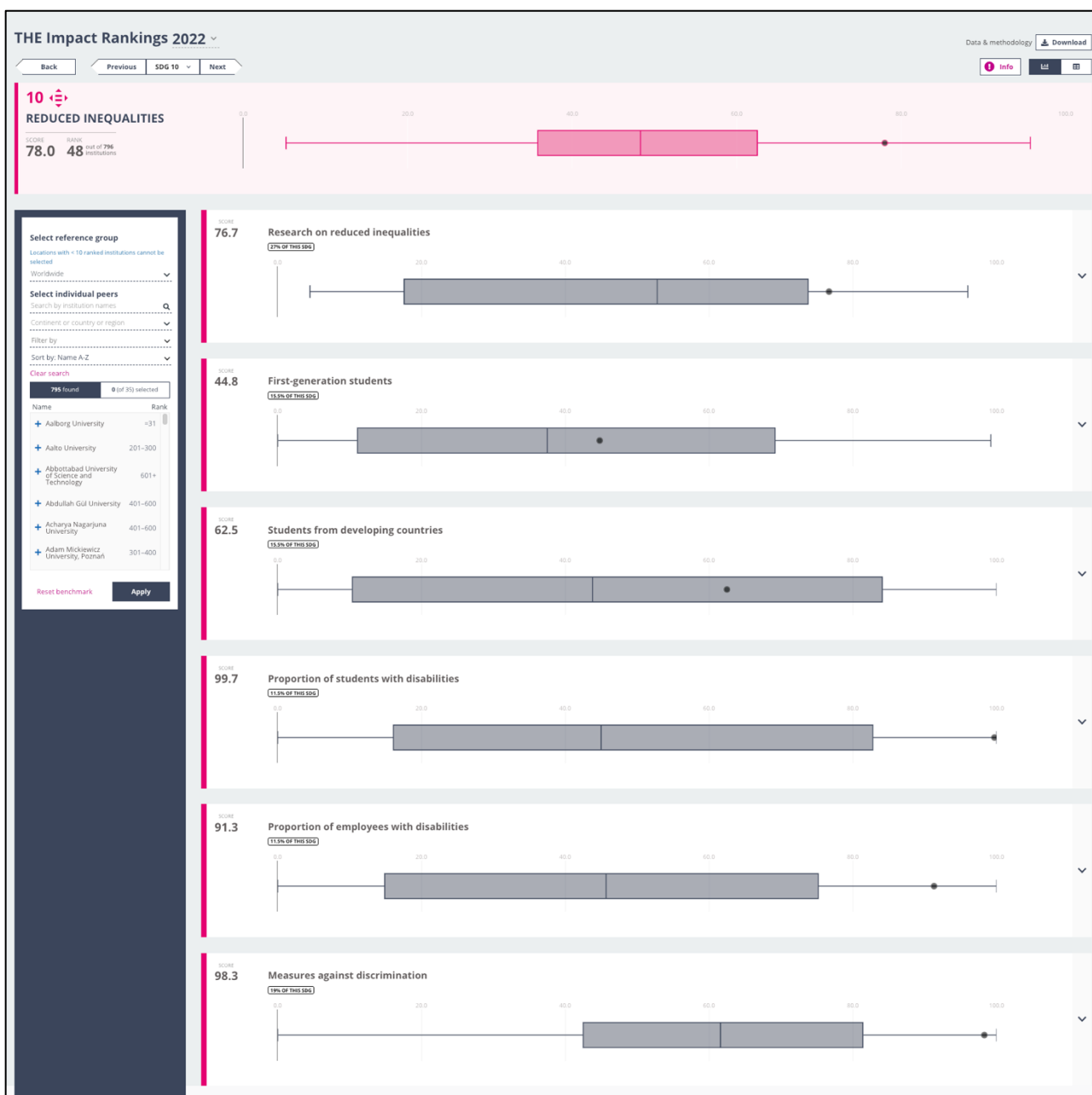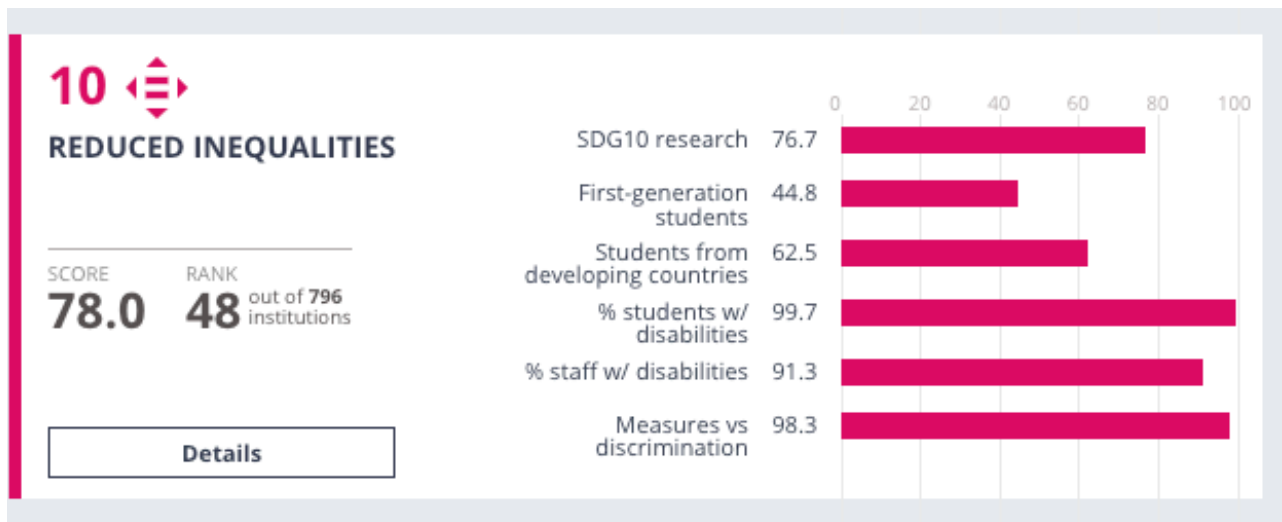
FIGURE 4.5 | TIMES HIGHER EDUCATION IMPACT RANKING BREAKDOWNS FOR SDG 13 (2022 RANKING)
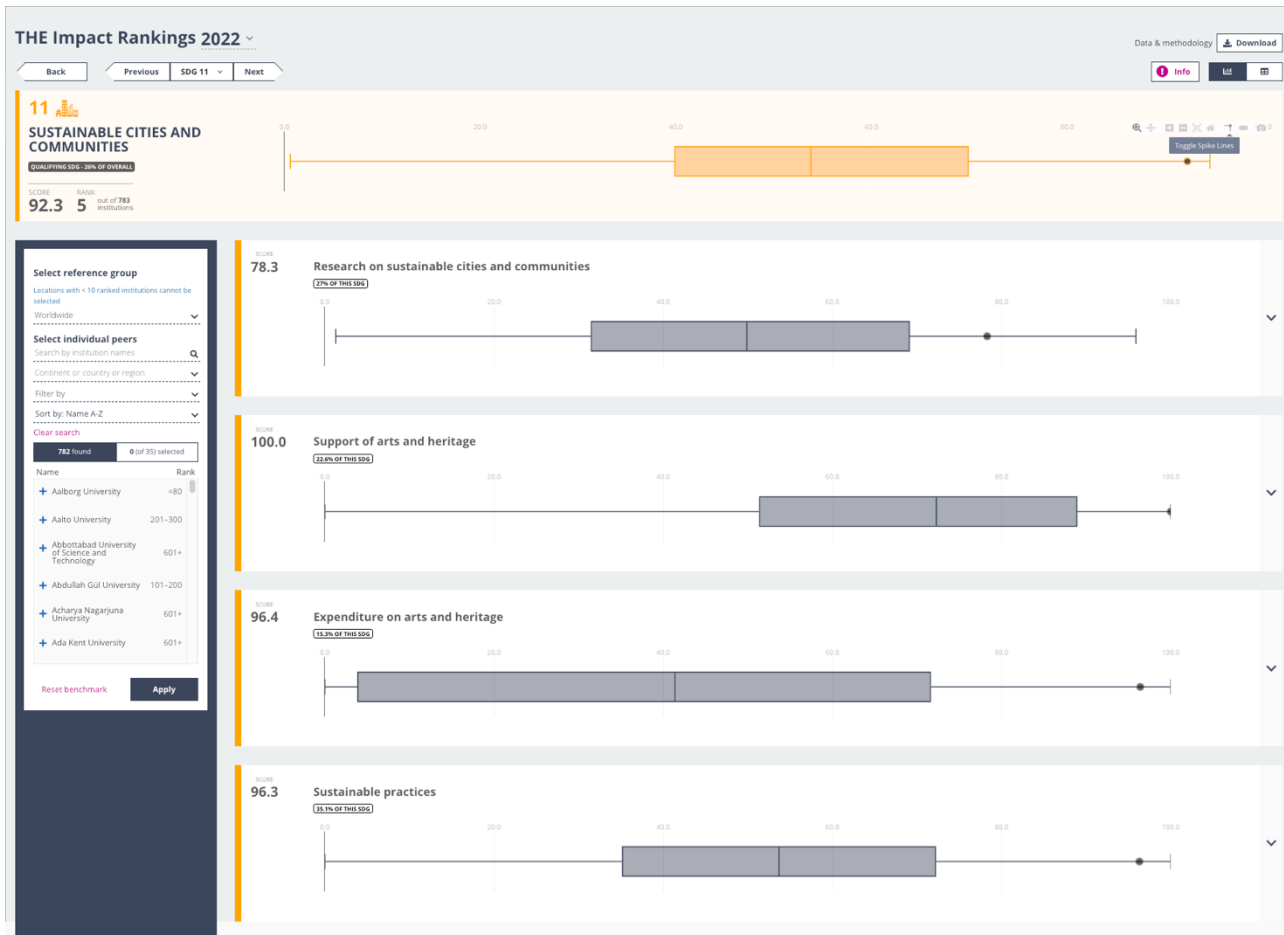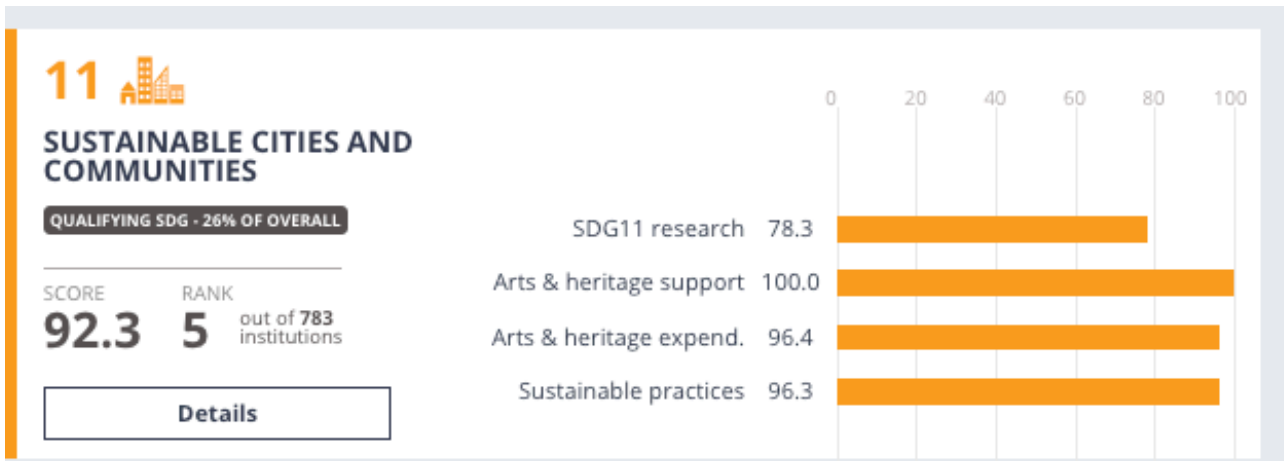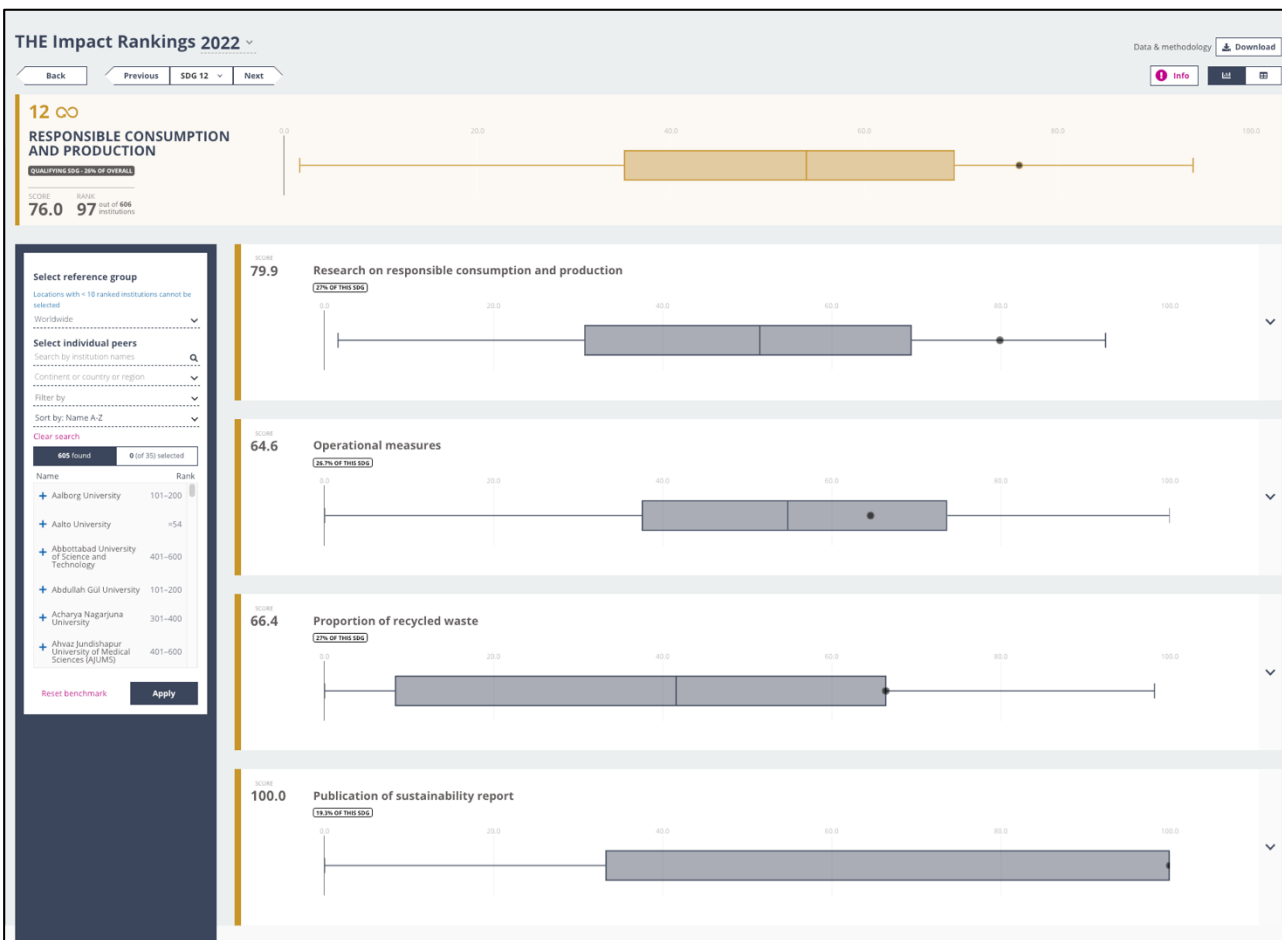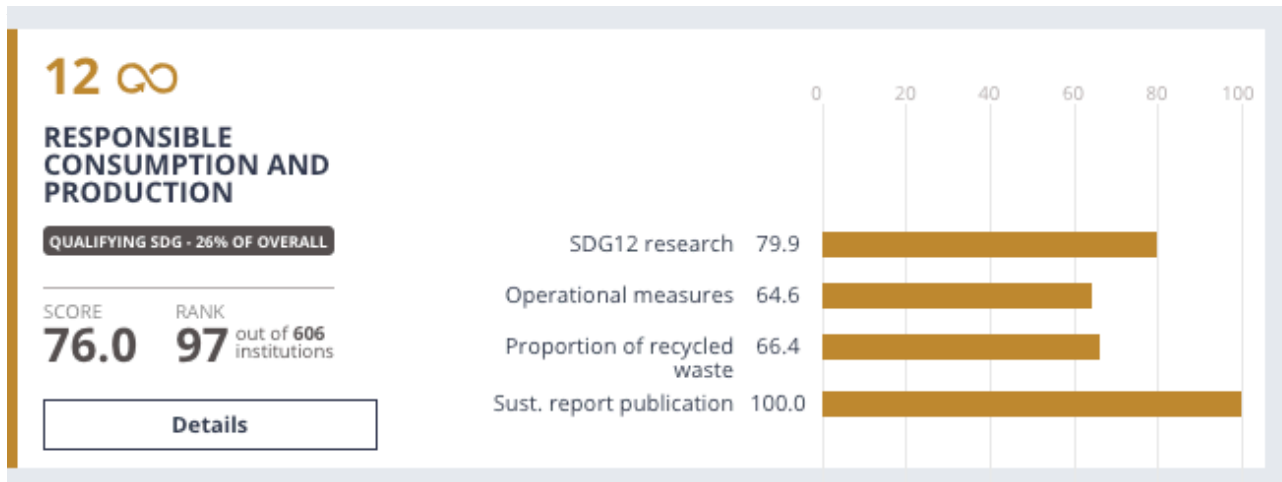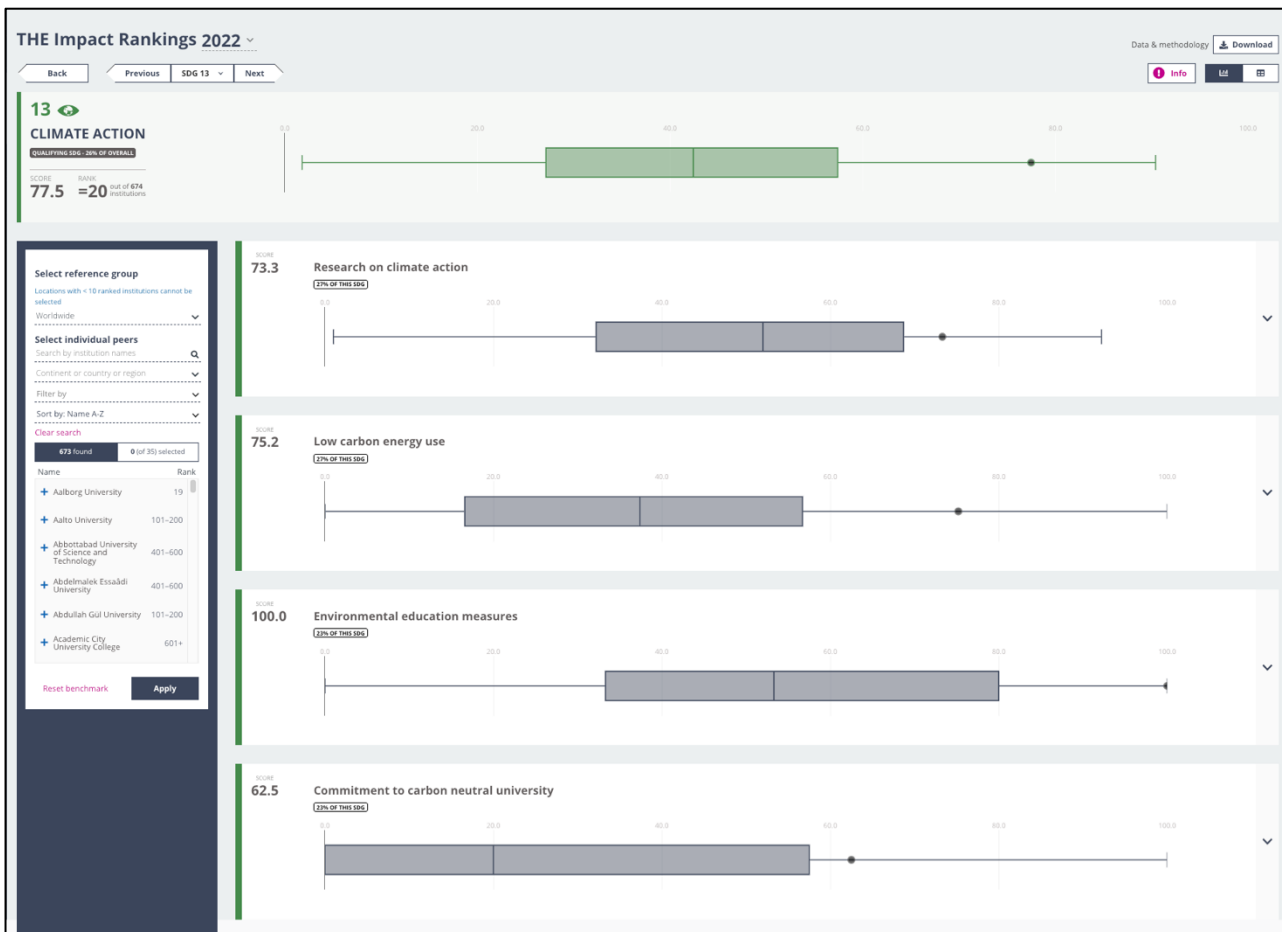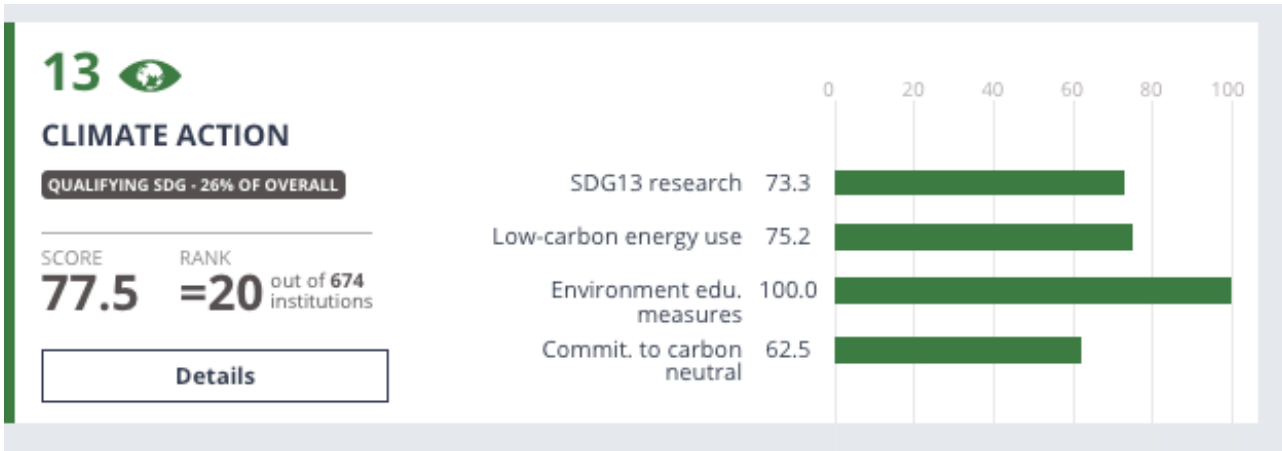
FIGURE 4.6 | TIMES HIGHER EDUCATION IMPACT RANKING BREAKDOWNS FOR SDG 17 (2022 RANKING)
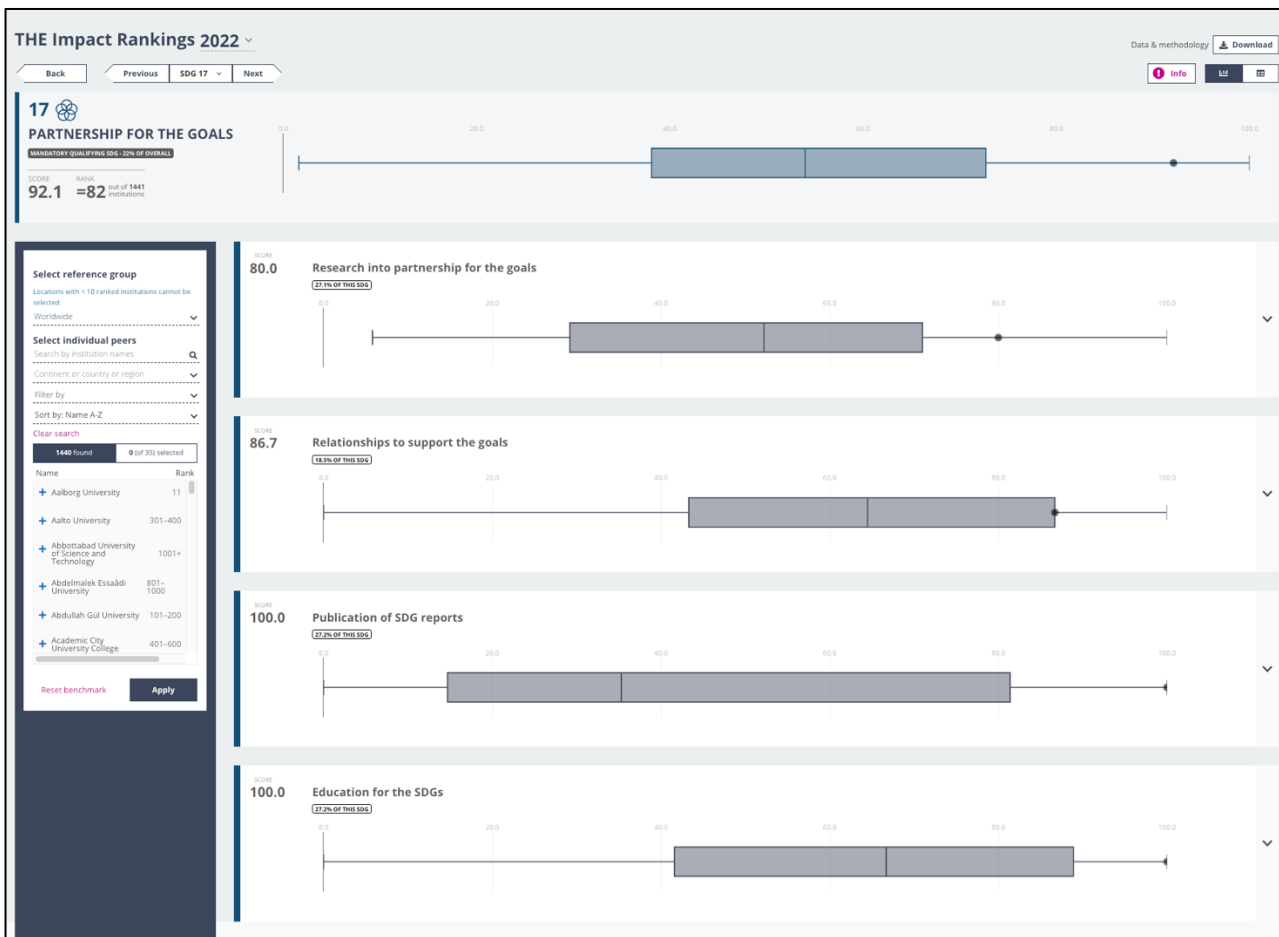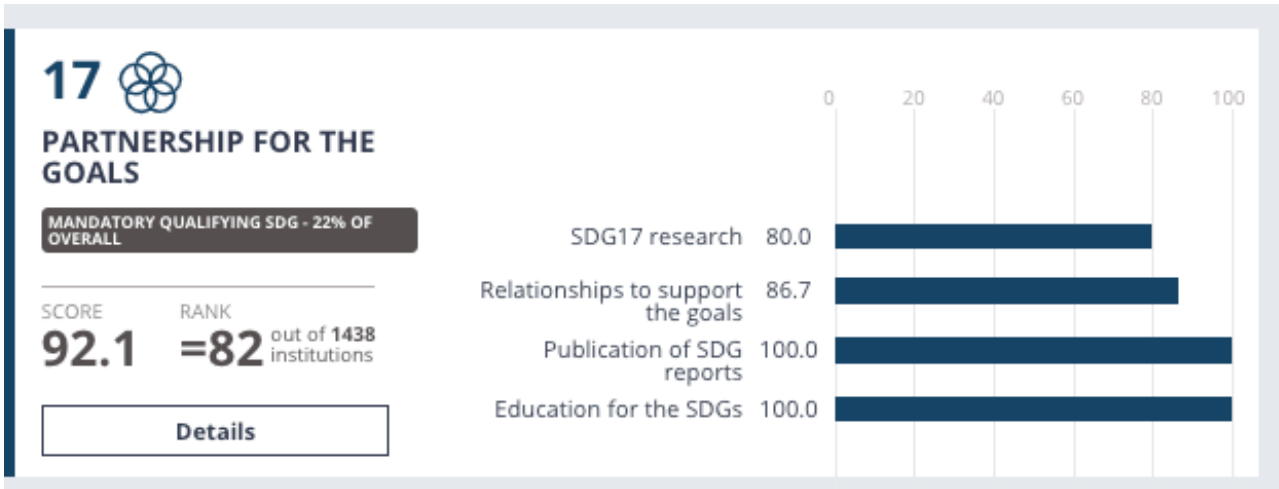
In terms of potential areas for improvement for Concordia, THE Impact Ranking results highlight several:

- **Some aspects of international collaboration**

  Concordia is in the 33rd percentile with respect to international data-gathering efforts and about the 66th percentile for co-authorship with researchers from low- and middle-income countries.

  SCORE
  33.3 International collaboration data gathering for SDG
  3.7% OF THIS SDG

  SCORE
  66.3 Proportion of output co-authored with low or lower-middle income countries
  13.55% OF THIS SDG
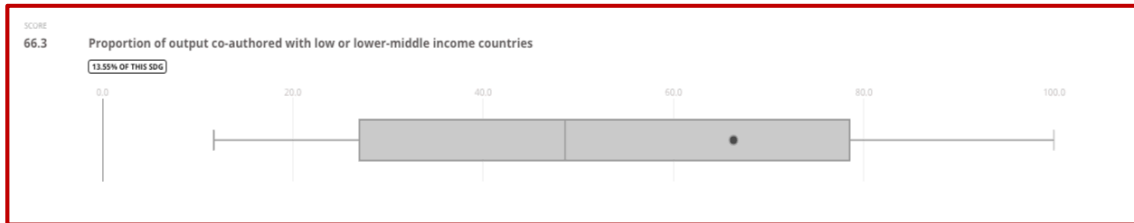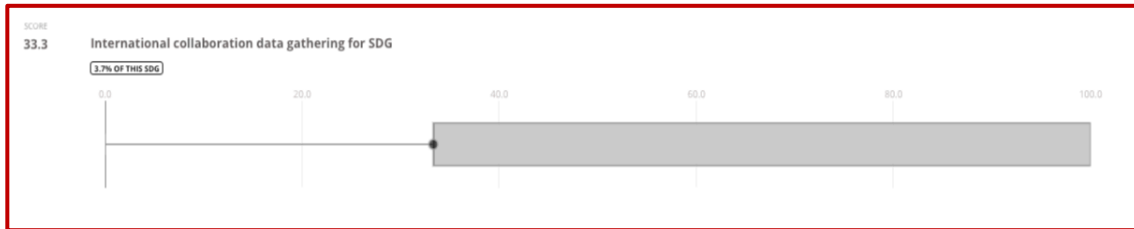
- **Targeted supports low-income and first-generation students**

  Concordia is in the 33rd percentile for programs that support low-income students, and the 45th percentile with respect to our proportion of first-generation students. Regarding the former, part of the issue may be how the financial aid systems works in Québec, with students applying directly to the government instead of applying and being funded through Concordia. Nonetheless, we do not have strong evidence to provide THE that we take proactive measures to support low-income students.

  SCORE
  33.3 Low-income student support
  4.6% OF THIS SDG

  SCORE
  44.8 Proportion of first generation students
  15.5% OF THIS SDG
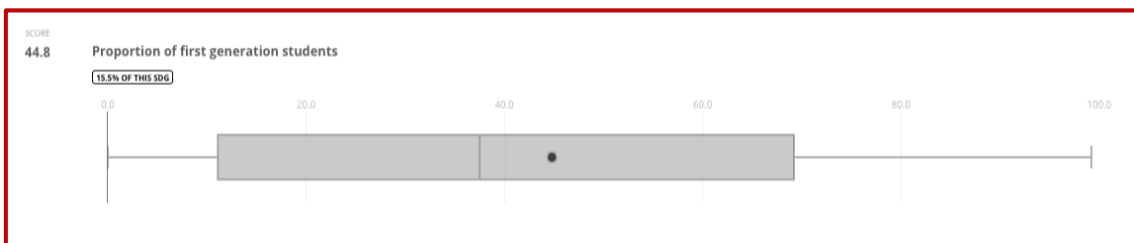
- **Providing students with work placements**

  Concordia is in the 38th percentile for this metric. Taking the outcome here at face value, we seem to provide students with significantly fewer opportunities to gain work experience as part of their academic programs, and thus to do less than others to support students' economic mobility.

  SCORE
  38.1 Proportion of students with placements
  19% OF THIS SDG
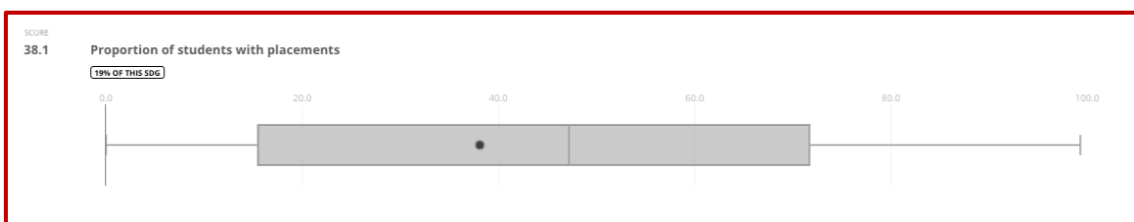
In addition, the THE ranking reminds us that—

- **We do not have a deep pool of evidence with respect to researchers working with governments of all levels on policy matters.**

  The relative scarcity of examples of policy work with governments may be mostly attributable to language issues related to Concordia being an anglophone university in Québec, but the absence of efficient tracking mechanisms for such work may also contribute.

- **We have some policy gaps and out-of-date policies on important issues relating to the SDGs.**

  For example, Concordia does not have a policy-level commitment to guide our efforts related to university accessibility and participation, that is, our efforts to recruit and support underrepresented student groups. Neither do we have policy-level guidance for our efforts to support lifelong learners. With respect to policy datedness, Concordia's Employment Equity Policy, for example, was last updated in 2002.

- **We do not have a commitment to pervasive sustainability-related education for all students.**

  THE asked about the presence of such a commitment for the first time in the 2022 ranking. The amount of sustainability-related education is also asked about in the Sustainability Tracking Assessment & Rating System (STARS), in which Concordia participates.

- **We do not have structured methods and practices for constructively engaging, at an institutional level, with key local stakeholders around important issues in our city and province.**

- **We have not been highly intentional about supporting entrepreneurial activity focused on what THE calls "low-carbon innovation."**

APPENDIX 5 | SUMMARY INPUT FROM FACULTIES ON SDG ALIGNMENTS

The heat mapping of Faculty strengths and cross-Faculty alignments summarizes input from deans' offices about various aspects of Concordia's engagement with the SDGs. Note that the leadership team at the School of Health undertook a preliminary identification of its SDG-aligned activities in May 2024, but the input is not included here as the team indicated that an accurate representation would "require more maturity from the SOH in terms of its vision, mission and membership."

The following prompts were provided to elicit Faculty input, and responses to these questions formed the basis of the heat map:

1. **Which of the 17 SDGs most resonate for you in terms of your Faculty's strengths, orientations, and aspirations?**

2. **If Concordia were to prioritize efforts around, say, 3-4 SDGs, which do you think have the most potential for cross-institutional contributions and public impact?**

Deans' offices were also asked to identify which SDG(s) provide the university with important leverage.

3. **If the SDGs could be a lever to help us change just one key thing about how we do things at Concordia, or what we prioritize, or what we pay attention to, what would it be?**

   - FAS: We really need to value our green spaces and biodiversity while we have it, for the good of all now and into the future. This addresses many of the SDGs.

   - FA: Our study-work environment should be infused with the innovation that comes out of our research in the SDGs. We need to walk the walk.

   - JMSB: Continuing to focus on quality education that helps students develop long-life learning skills, gain hands-on experiences, and engage with community and world issues plays a key role in achieving SDGs.

   - GCS: Prioritize the accessibility and quality of education.

Last, deans' offices were also invited to identify priorities among the eight transversal 17 Rooms takeaways:

4. **Which of the 8 common ideas across rooms do you think are most important and/or promise to have the most impact, at Concordia and in our communities?**

	FAS	FA	GCS	JMSB
1 Build an institutional "impact agenda"		■	■	
2 Assess and track progress on SDGs				■
3 Foster inter-disciplinary research to enhance impact	■			■
4 Create co-teaching opportunities and cross-disc. courses				■
5 Extend use of the 'campus as a living lab' model		■		
6 Provide training, support, recognition for social impact work	□	■		■
7 Extend efforts providing leadership and guidance				■
8 Cultivate and expand multi-stakeholder partnerships	□	■		■

APPENDIX 6 | DETAILED INPUT FROM FACULTIES ON SDG ALIGNMENTS

As noted in Appendix 4 above, the leadership team at the School of Health undertook a preliminary identification of its SDG-aligned activities in May 2024, but the input is not included here as the team indicated that an accurate representation would "require more maturity from the SOH in terms of its vision, mission and membership."

FACULTY OF ARTS AND SCIENCE

1. Which of the 17 SDGs most resonate for you in terms of your Faculty's strengths, orientations, and aspirations?

2. Are there SDGs that you don't feel like you contribute to or prioritize as a Faculty, but that you would like to, or ought to, or can see the potential to?

3. If Concordia were to prioritize efforts around, say, 3-4 SDGs, which do you think have the most potential for cross-institutional contributions and public impact?

SDG 4: In terms of public impact locally and, to some extent, globally, it might be strange to not choose SDG 4. It is at the core of who we are, as an institution.

SDG 11: Sustainable Cities and Communities is also a no-brainer for Concordia. [In FAS, there are, of course, many researchers in Geography, Planning and Environment but also some in Political Science, Biology, and Communication Studies.]

SDG 13: In terms of cross-institutional contributions and public impact globally, it might be SDG 13. The Cities work is relevant here, as is LEADS and the work of CZEBS. [There is also expertise in Political Science, Applied Human Sciences, and Journalism.]

SDG 14: Concordia has strongly committed to fisheries not only in terms of hiring but also with the Fisheries facility in the Science Hub.

SDG 15: In terms of public impact locally, 15 is strong because of the green space at Loyola in particular.

4. If the SDGs could be a lever to help us change just one key thing about how we do things at Concordia, or what we prioritize, or what we pay attention to, what would it be?

We really need to value our green spaces and biodiversity while we have it, for the good of all now and into the future. This addresses many of the SDGs (15, of course, but also 13, 11, 4, 3, and, arguably, even 17 since these are community spaces).

5. Which of the Big 8 common ideas across rooms do you think are most important and/or promise to have the most impact, at Concordia and in our communities?

[Per Rebecca Tittler] Use the SDGs as a mechanism to foster multi-disciplinary research collaborations with a focus on enhanced social impact, finding effective ways to engage and align various researchers and research units around a common set of challenges and objectives. This one came out as important in the largest number of conversations (a total of 8 SDGs). All the others are also important but 6 and 8 stick out

6. Is there anything missing from the Big 8 in terms of key supports and infrastructure around impact- and engagement-focused work at the university?

[Per Rebecca Tittler] Some confusion about the exclusive focus on the SDGs. The big three crucial frameworks also include the Paris Agreement and the Convention on Biological Diversity. It would be great to see Concordia focus on projects, strategies, etc., that explicitly address all three. Climate and biodiversity are included under the SDGs but this makes them seem less important.

7. (Optional) Are there actions/ideas from individual rooms that you find compelling and would like to see us pursue?

[Per Rebecca Tittler] There are a great many good suggestions in here…but addressing as many of the SDGs locally seems appropriate. This involves conserving our green space, as noted above, but also addressing issues of poverty, hunger, overconsumption, health and wellbeing, etc., internally.

General feedback on the SDG process at Concordia:

We would like the process to be centralized as we don't have the expertise or personnel to collect the data beyond the anecdotal. Perhaps an aggregation at the source could be a way forward?

Some suggestions related to research: when submitting grants via ConRAD or for internal competitions, researchers should be prompted to say which, if any, of the identified SDGs their project relates to, Research Advisors in the OOR could discuss the SDGs with researchers when working on grant applications.

All news stories from UCS should ask about SDGs as part of the process and there could be a centralized place for them to input this throughout the year. If this is truly a university initiative, it should be embedded in every process…

Perhaps encourage researchers to put a tag on their presentation slides…they put the Concordia logo; they could also put the SDG# that their research relates to. It could get colleagues thinking about this more actively and not only in an a posteriori reporting mode.

Some suggestions related to teaching: when new courses are proposed, they could be prompted to describe which of the 17 SDGs the course relates to. Departments can report back on this on a yearly/biannual basis and provide examples from their curriculum. One idea could be to have a competition related to teaching - which course at Concordia was most creative as related to the SDGs (maybe have different categories - action, theory, in the community).

We could produce more suggestions, but the main point is that we need to find systematic ways in which we can promote and report SDGs. Information should be collected continuously (not once per year), the push should be embedded throughout lots and lots of different processes. The data should be easily aggregated from the different sources (teaching, research, students, etc.). Everyone should know that this is important to Concordia, not only because we rank highly, but especially because we care about it, talk about it, regularly do the work.

Given the accumulated data in the Provost's Office over the years, perhaps we could have access to the previous data, or even a list of faculty members in our Faculty who have done related work in the past/participated in the 17 rooms project? We are keen to work on this reporting and promotion of SDGs in a sustainable manner and not feel like we are starting from scratch every year.

FACULTY OF FINE ARTS

1. Which of the 17 SDGs most resonate for you in terms of your Faculty's strengths, orientations, and aspirations?

2. Are there SDGs that you don't feel like you contribute to or prioritize as a Faculty, but that you would like to, or ought to, or can see the potential to?

   Nothing to add.

3. If Concordia were to prioritize efforts around, say, 3-4 SDGs, which do you think have the most potential for cross-institutional contributions and public impact?

   The SDGs that seem to have the most potential for cross-institutional contributions and public impact:

   Of course, quality education and partnerships are priorities, but that goes without saying.

4. If the SDGs could be a lever to help us change just one key thing about how we do things at Concordia, or what we prioritize, or what we pay attention to, what would it be?

   Our study-work environment should be infused with the innovation that comes out of our research in the SDGs. We need to walk the walk.

   At this point, it is difficult to know what different units are doing and there is little collaboration. Better promoting across units and administrative levels how our research and administrative work is currently aligning to the SDG goals can be inspiration for other units.

5. Which of the Big 8 common ideas across rooms do you think are most important and/or promise to have the most impact, at Concordia and in our communities?

   Build an institutional "impact agenda" that articulates clear goals, targets, and roadmaps to help define where and how we should focus our SDG-related efforts on our own campuses and communities.

   Expand use of the 'campus as a living lab' model to facilitate SDG-inspired initiatives that integrate research, teaching, operations, services, and community engagement, testing and modeling new practices on our own campuses.

   Provide training and support for faculty (and students and staff!) who want to influence public policy, do advocacy work, and pursue other forms of social impact, updating performance evaluation criteria to recognize and appropriately value this work.

   Find additional ways to build and contribute to multi-stakeholder partnerships at all levels (local, national, global) to maximize Concordia's reach and impact in relation to the SDGs, and provide a range of learning opportunities and supports related to developing and managing partnerships.

6. Is there anything missing from the Big 8 in terms of key supports and infrastructure around impact- and engagement-focused work at the university?

   Linked to the "impact agenda" idea: we need a better communication strategy so others can see the work happening in other units, to encourage knowledge transfer and interdisciplinary exchange.

7. (Optional) Are there actions/ideas from individual rooms that you find compelling and would like to see us pursue?

   [None indicated]

GINA CODY SCHOOL OF ENGINEERING AND COMPUTER SCIENCE

1. Which of the 17 SDGs most resonate for you in terms of your Faculty's strengths, orientations, and aspirations?

2. Are there SDGs that you don't feel like you contribute to or prioritize as a Faculty, but that you would like to, or ought to, or can see the potential to?

3. If Concordia were to prioritize efforts around, say, 3-4 SDGs, which do you think have the most potential for cross-institutional contributions and public impact?

4. If the SDGs could be a lever to help us change just one key thing about how we do things at Concordia, or what we prioritize, or what we pay attention to, what would it be?

   Prioritize the accessibility and quality of education.

5. Which of the Big 8 common ideas across rooms do you think are most important and/or promise to have the most impact, at Concordia and in our communities?

   Having an institutional impact agenda.

6. Is there anything missing from the Big 8 in terms of key supports and infrastructure around impact- and engagement-focused work at the university?
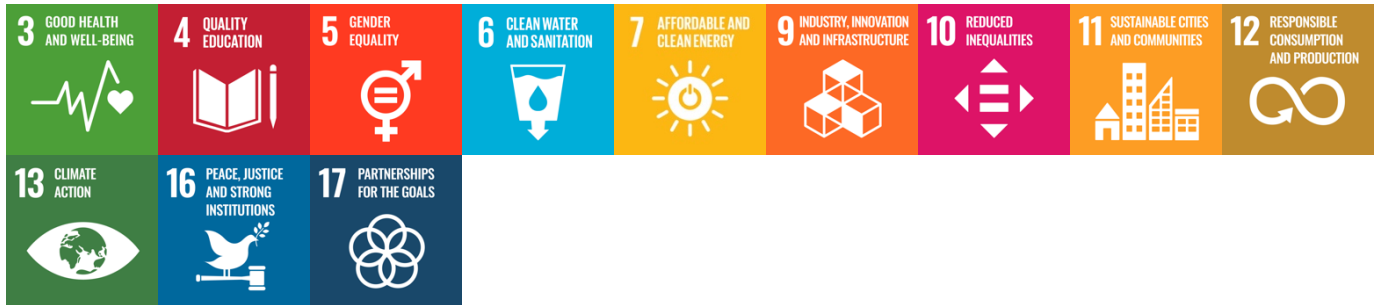
   - Including the SDGs in curriculum.
   - Personnel (staff), funding, space would need to be hired or allocated to support many of the initiatives listed.

7. (Optional) Are there actions/ideas from individual rooms that you find compelling and would like to see us pursue?

   - Provide small grants to support SDG activities
   - Create mechanisms to better connect and align offices and teams
   - Strengthen needs-based [financial aid] for low-income students
   - Review and revise practices for assessing the value of service contributions
   - Invest in support for sustainable innovation around energy
   - Establish goals/objectives regarding decent work for graduates and support for career development
   - Develop bridging programs to increase access for students
   - Develop collaborations with other institutions, such as education resources, joint research projects, etc.
   - Build better tools to allow for partnership development
   - Increase levels of staff support and targeted funding

JOHN MOLSON SCHOOL OF BUSINESS

1. Which of the 17 SDGs most resonate for you in terms of your Faculty's strengths, orientations, and aspirations?

2. Are there SDGs that you don't feel like you contribute to or prioritize as a Faculty, but that you would like to, or ought to, or can see the potential to?

3. If Concordia were to prioritize efforts around, say, 3-4 SDGs, which do you think have the most potential for cross-institutional contributions and public impact?

4. If the SDGs could be a lever to help us change just one key thing about how we do things at Concordia, or what we prioritize, or what we pay attention to, what would it be?

    Continuing to focus on quality education that helps students develop long-life learning skills, gain hands-on experiences, and engage with community and world issues plays a key role in achieving SDGs.

5. Which of the Big 8 common ideas across rooms do you think are most important and/or promise to have the most impact, at Concordia and in our communities?

    -   Rigorously assess and track progress on institutional commitments to SDG-aligned efforts.
    -   Use the SDGs as a mechanism to foster multi-disciplinary research collaborations.
    -   Use the SDGs as a basis for creating co-teaching opportunities and cross-disciplinary course offerings.
    -   Provide training and support for faculty who want to influence public policy, do advocacy work, and pursue other forms of social impact
    -   Develop and expand efforts providing leadership and guidance to business government and the communities.
    -   Find additional ways to build and contribute to multi-stakeholder partnerships.

6. Is there anything missing from the Big 8 in terms of key supports and infrastructure around impact- and engagement-focused work at the university?

    [None indicated]

7. (Optional) Are there actions/ideas from individual rooms that you find compelling and would like to see us pursue?

    [Wide-ranging input that is difficult to summarize concisely]

APPENDIX 7 | SDG-RELATED TEACHING

Most of the available evidence on teaching comes from keyword-based analyses of course descriptions conducted by the Office of Sustainability for the Sustainability Tracking, Assessment and Rating System (STARS) evaluation in 2021.

The STARS analysis utilizes a set of SDG keywords developed by STARS (which is different from the keywords used in publication analyses) to find matches in undergraduate and graduate course calendars. See a list of keywords in Figure 7.1 below, and consult the Methodology section of the Sustainable Curriculum Report for more information about the analysis.

The results of this analysis appear in the figures below, with breakdowns by SDG, Faculty, department and program, and number of graduates.

As with keyword-based analyses of research publications, there are limitations to what we can and should conclude about SDG-related teaching from similar analyses of course descriptions:

- There is no standardized keywording protocol for course descriptions, so both false positives and exclusions are possible based on how course descriptions were written.
- There is not always a direct correlation between published course descriptions and actual course content and/or learning outcomes.
- Keyword analyses can have important blind spots, e.g. by focusing on solar and wind but not battery technology as contributing to the objectives related to SDG 7 Affordable and Clean Energy.
- As with research, keyword analyses are unable to capture important and impactful dimensions of teaching activity beyond what's included in course descriptions, e.g. recruitment and support for underrepresented students, course-integrated community engagement, etc.

With respect to characterization of programs (i.e. in the "Prog" column in the heat map), these conclusions were drawn from a search of undergraduate and graduate program listings on Concordia's web site. As with the keyword-based course analysis, the results are only indicative, in this case of the discoverability of Concordia programs when program listings are searched with basic SDG-oriented keywords. Note that results for "sustainability" and "sustainable development" have been included in SDG 17, which acts here as a kind of catchall SDG.

FIGURE 7.1 | KEYWORDS USED FOR SUSTAINABILTY CURRICULUM ANALYSIS FOR THE STARS ASSESSMENT

Below are the keywords used to identify Concordia's SDG-related courses, as noted in Appendix A of the Sustainable Curriculum Report.

1 NO POVERTY	Basic needs, basic rights, cooperation, developing countries, distribution of wealth, enabling technology, environment*, equal access, equal, equalit*, equit*, extreme event*, extreme weather, land consumption, least developed countries, micro-enterprise, microfinance, natural, resources, poverty, protect*, resilienc*, resource*, socio-economic, social, *sustainab*, tenure rights, the poor, undernourishment, vulnerable
2 ZERO HUNGER	Cooperation, cruelty to animals, developing, countries, earth, ecolog*, ecosystem*, enabling technology, equal access, equal, equalit*, equit*, extreme event*, extreme weather, family planning, first nations, first peoples, flood*, food insecurity, food, genetic, hunger, indigenous peoples, land consumption, least developed countries, malnutrition, resource*, rural infrastructure, safe*, small-scale*, soil, strengthen families, sufficient food, *sustainab*, tenure rights, the poor, traditional knowledge, undernourishment, vulnerable, wisdom
3 GOOD HEALTH AND WELL-BEING	Affordab*, AIDS, bodily health, communicable diseases, *contaminat*, developing countries, dignity, disability*, family planning, hazardous chemicals, hazardous substances, hazardous waste, health worker, hepatitis B, HIV, human health, least developed countries, malaria, maternal mortality, mortality rate, occupational injur*, pollution, potable, protect*, public , quality of life, reproductive,, reverence for life, rising sea level*, road traffic, safe*, small island developing state, SIDS, soil, strengthen, families, substance abuse, suicide, *sustainab*, tobacco use, tropical disease, tuberculosis, undernourishment, universal access, universal health coverage, water*, well-being
4 QUALITY EDUCATION	Affordab*, basic rights, cooperation, cultural diversity, developing countries, disparit*, diversity, enabling technology, equal access, equal, equalit*, equit*, first nations, first peoples, human rights, indigenous peoples, least developed countries, literacy, peace*, quality of life, safe*, small island developing state, SIDS, *sustainab*, unemployment, *violen*, vulnerable, wisdom, youth employment
5 GENDER EQUALITY	*Discriminat*, empower*, enabling technology, equal, equalit*, equit*, family planning, forced marriage, gender, genital mutilation, maternal mortality, natural resources, protect*, public , reproductive, resource*, responsib*, shared responsibility, socio, economic, social, strengthen families, *sustainab*, tenure rights, trafficking, universal access, unpaid work, *violen*, voting rights
6 CLEAN WATER AND SANITATION	Access to water, cooperation, drinking water, earth, ecolog*, ecosystem*, equit*, freshwater, hazardous chemicals, hazardous substances, hazardous waste, local*, participatory, pollution, potable, protect*, recycl*, resource*, reuse, safe*, strengthen, local communities, suffering, *sustainab*, universal access, untreated wastewater, vulnerable, water*
7 AFFORDABLE AND CLEAN ENERGY	Clean energy, clean fuels, cooperation, developing countries, enabling, technology, fossil fuel, least developed countries, radioactive, *renewable*, small island developing state, SIDS, solar, *sustainab*, universal access, wind
8 DECENT WORK AND ECONOMIC GROWTH	Child labour, decent work, developing countries, effective institutions, equal, equalit*, equit*, forced labour, labour, least developed countries, livelihood, local*, occupational injur*, protect*, safe*, slavery, small and medium sized enterprises, SME, socio-economic, *sustainab*, trafficking, unemployment, unpaid work, youth employment

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE	Affordab*, developing countries, enabling technology, environment*, equit*, least developed countries, public, small island developing state, SIDS, small-scale*, socio-economic, *sustainab*, universal access
10 REDUCED INEQUALITIES	Accountable institutions, culture of tolerance, democra*, developing countries, *discriminat*, effective institutions, empower*, inequality*, least developed countries, legitimate institution, migrant*, migrat*, minorit*, population growth, protect*, quality of life, representat*, responsib*, safe*, small island developing state, SIDS, socio-economic, social, *sustainab*, voting rights
11 SUSTAINABLE CITIES AND COMMUNITIES	Adequate housing, affordab* , air quality, basic needs, clean air, collaborative, common good, cultural heritage, cultural, significance, developing countries, direct participation, disaster, emergency, environment*, equal, equalit*, finite world, future, generations, green, harassment, human communities, humane, inclusive, informal settlements, least developed countries, material sufficiency, meaningful participation, natural heritage, participatory, particulate matter, protect*, public , residual waste, resilienc*, road traffic, safe*, slum, socio-economic, social, solid waste, *sustainab*, the poor, toxic, transparen*, transport, universal access, urban sprawl, urbanization, vulnerable, waste
12 RESPONSIBLE CONSUMPTION AND PRODUCTION	Environment*, equit*, finite world, fossil fuel, harmony with nature, local*, material consumption, natural resources, protect*, public, residual waste, resource*, respect for nature, reuse, soil, solid waste, *sustainab*, the poor, toxic waste
13 CLIMATE ACTION	Climate adaptation, climate change, climate-related, emission*, footprint, green, greenhouse gas*, GHG, local*, resilienc*, small island developing state, SIDS, *sustainab*
14 LIFE BELOW WATER	Coastal eutrophication, conserv*, cooperation, depletion of resources, desalination, developing countries, earth, ecolog*, ecosystem*, enabling technology, fish , fisheries, illegal fishing, least developed countries, loss of species, marine, native species, ocean acidification, overfishing, pollution, precautionary approach, preservation, protect*, regenerat*, resilienc*, resource*, reverence for life, small island developing state, SIDS, small-scale*, *sustainab*, unregulated fishing, water*
15 LIFE ON LAND	Afforestation, alien species, biodiversity, biosphere, conserv*, deforestation, degradation, depletion of resources, desertification, earth, ecolog*, ecosystem*, endangered, species, equit*, extinction, flood*, forest, freshwater, genetic , invasive species, livelihood, living being*, local*, loss of species, native species, poach*, poverty, precautionary approach, preservation, priority species, protect*, reforest*, regenerat*, resource*, reverence for life, soil, *sustainab*, threatened species, trafficking, water*, wildlife
16 PEACE, JUSTICE AND STRONG INSTITUTIONS	Active participation, bribery, corruption, demilitarize, *discriminat*, economic justice, effective, governance, effective institutions, equal access, ethical, freedom, fundamental freedoms, illicit arms, illicit financial, injustice, intentional, homicide, justice for all, meaningful, participation, minorit*, organized crime, peace*, protect*, public, representat*, rule of law, solidarity, struggle, *sustainab*, torture, trafficking, sentenced detainee, *violen*, weapons of mass destruction

17 PARTNERSHIPS FOR THE GOALS

Affordab*, capacity-building, civil society, cooperation, debt relief, debt restructuring, developing countries, distribution of wealth, enabling technology, environment*, equit*, exploitation, globalization, least developed countries, migrant*, migrat*, minorit*, multi-stakeholder, mutual understanding, open exchange, poverty, public, small island developing state, SIDS, *sustainab*, the poor, wisdom, zero-tariff

FIGURE 7.2 | NUMBER OF COURSES WITH SDG-RELATED CONTENT 2018/19 to 2020/21

SDG	Number of Courses
17 PARTNERSHIPS FOR THE GOALS	95
16 PEACE, JUSTICE AND STRONG INSTITUTIONS	55
15 LIFE ON LAND	82
14 LIFE BELOW WATER	78
13 CLIMATE ACTION	52
12 RESPONSIBLE CONSUMPTION AND PRODUCTION	95
11 SUSTAINABLE CITIES AND COMMUNITIES	110
10 REDUCED INEQUALITIES	67
9 INDUSTRY, INNOVATION AND INFRASTRUCTURE	84
8 DECENT WORK AND ECONOMIC GROWTH	51
7 AFFORDABLE AND CLEAN ENERGY	53
6 CLEAN WATER AND SANITATION	78
5 GENDER EQUALITY	76
4 QUALITY EDUCATION	62
3 GOOD HEALTH AND WELL-BEING	68
2 ZERO HUNGER	83
1 NO POVERTY	99

525
TOTAL COURSES

Number of courses out of 4,840 that were offered at least once between 2018-2021 and that were assessed to be SDG-focused or SDG-inclusive. Courses with multiple offerings or sections were counted as one course. Multiple SDGs may be attributed to a single course, so the total number of courses is less than the sum of all courses that are identified as having SDG-related content.

FIGURE 7.3 | RANKED ORDER OF COURSES WITH SDG-RELATED CONTENT 2018/19 to 2020/21
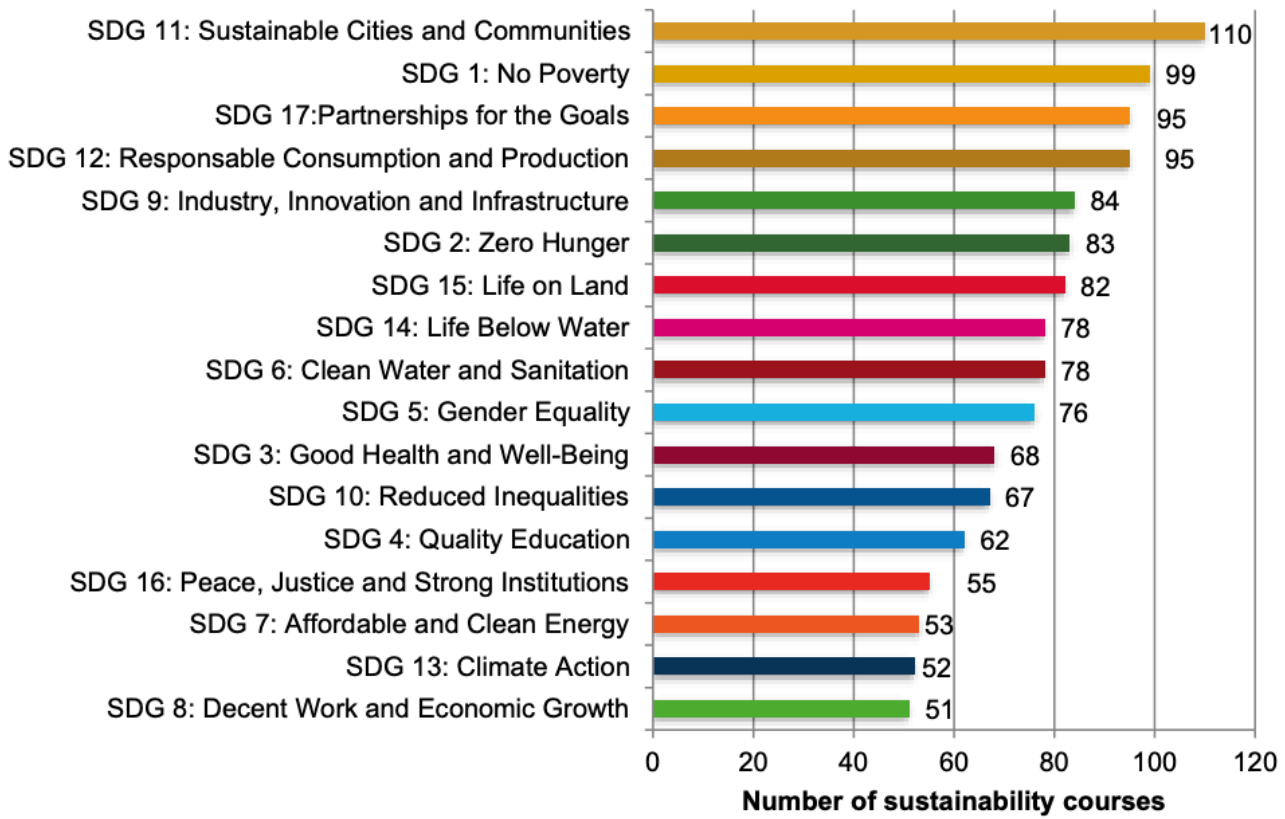
FIGURE 7.4 | NUMBER OF SUSTAINABILITY-RELATED COURSES BY DEPARTMENT 2018/19 to 2020/21
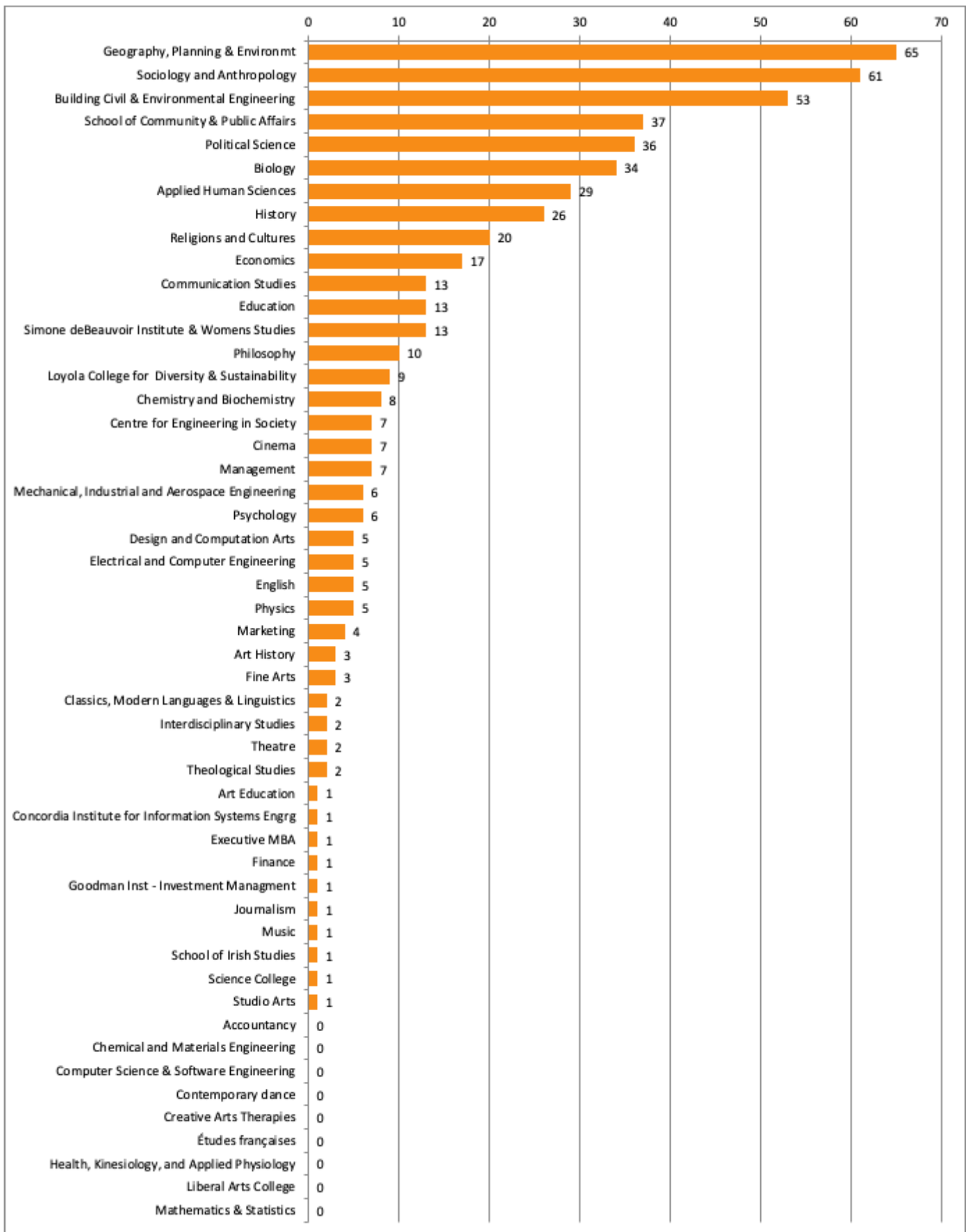
Department	Number
Geography, Planning & Environmt	65
Sociology and Anthropology	61
Building Civil & Environmental Engineering	53
School of Community & Public Affairs	37
Political Science	36
Biology	34
Applied Human Sciences	29
History	26
Religions and Cultures	20
Economics	17
Communication Studies	13
Education	13
Simone deBeauvoir Institute & Womens Studies	13
Philosophy	10
Loyola College for Diversity & Sustainability	9
Chemistry and Biochemistry	8
Centre for Engineering in Society	7
Cinema	7
Management	7
Mechanical, Industrial and Aerospace Engineering	6
Psychology	6
Design and Computation Arts	5
Electrical and Computer Engineering	5
English	5
Physics	5
Marketing	4
Art History	3
Fine Arts	3
Classics, Modern Languages & Linguistics	2
Interdisciplinary Studies	2
Theatre	2
Theological Studies	2
Art Education	1
Concordia Institute for Information Systems Engrg	1
Executive MBA	1
Finance	1
Goodman Inst - Investment Managment	1
Journalism	1
Music	1
School of Irish Studies	1
Science College	1
Studio Arts	1
Accountancy	0
Chemical and Materials Engineering	0
Computer Science & Software Engineering	0
Contemporary dance	0
Creative Arts Therapies	0
Études françaises	0
Health, Kinesiology, and Applied Physiology	0
Liberal Arts College	0
Mathematics & Statistics	0

FIGURE 7.5 | PERCENTAGE OF TOTAL PROGRAM COURSES, BY DEPARTMENT, 2018/19 to 2020/21

	Courses with sustainability content	Total number of courses	% with sustainability content
Loyola College for Diversity & Sustainability	9	10	90%
School of Community & Public Affairs	37	47	79%
Geography, Planning & Environmt	65	111	59%
Biology	34	83	41%
Sociology and Anthropology	61	148	41%
Building, Civil, and Environmental Engineering	53	136	39%
Simone deBeauvoir Institute & Womens Studies	13	36	36%
Fine Arts	3	9	33%
Applied Human Sciences	29	91	32%
Interdisciplinary Studies	2	7	29%
Political Science	36	151	24%
History	26	116	22%
Management	7	34	21%
Religions and Cultures	20	117	17%
Economics	17	106	16%
Chemistry and Biochemistry	8	60	13%
Science College	1	8	13%
Philosophy	10	81	12%
Education	13	118	11%
Communication Studies	13	134	10%
Centre for Engineering in Society	7	88	8%
Physics	5	61	8%
Cinema	7	94	7%
Marketing	4	60	7%
Design and Computation Arts	5	79	6%
Executive MBA	1	18	6%
Mechanical, Industrial and Aerospace Engineering	6	114	5%
Psychology	6	125	5%
Electrical and Computer Engineering	5	138	4%
Goodman Inst - Investment Managment	1	27	4%
School of Irish Studies	1	27	4%
Art History	3	87	3%
Concordia Institute for Information Systems Eng	1	35	3%
English	5	169	3%
Finance	1	33	3%
Theatre	2	63	3%
Theological Studies	2	62	3%
Art Education	1	44	2%
Journalism	1	59	2%
Classics, Mod Lang&Linguistics	2	184	1%
Music	1	148	1%
Studio Arts	1	183	1%
Accountancy	0	32	0%
Business Administration	0	18	0%
Business Administration	0	31	0%
Chemical and materials engineering	0	14	0%
CISSC (HUMA, SKIL)	0	62	0%
Computer Science and Software Engineering	0	138	0%
Creative Art Therapies (CATS, ATRP, DTHY, MTHY, PLTH)	0	66	0%
Dance	0	17	0%
Etudes Francaises	0	230	0%
Health, Kinesiology and applied Physiology	0	73	0%
International Business	0	6	0%
Liberal Arts College	0	14	0%
Mathematics and Statistics	0	126	0%
MBA, MBA (CFA)	0	50	0%
Performing Arts	0	33	0%
Supply Chain and Business Technology Management	0	38	0%
Grand Total	**525**	**4542**	

FIGURE 7.6 | SEARCH RESULTS OF ONLINE PROGRAM LISTING USING BASIC SDG KEYWORDS

SDG	Keyword	UG degrees	Exclusions/adjustments	Grad degrees	Exclusions/adjustments	Keyword sum	Totals
1 Poverty	Poverty	1		0		1	1
2 Food/hunger	Food	0		1		1	
	Hunger	0		0		0	1
3 Health	Health	5	"financial health" and multidisciplinary studies	4		9	
	Wellness			0		0	
	Well-being			0		0	9
4 Education	Education	8	game design, science journalism, liberal arts	14	MBA	22	22
5 Gender	Gender	5	counting anthropology and anthropology/sociology as one	4		9	
	Sex	1		1		2	11
6 Water/sanitation	Water	2		1		3	
	Sanitation	0		0		0	3
7 Energy	Energy	3	math, finance, statistics	5		8	8
8 Work	Economics	4		4		8	8
9 Industry/innovation	Industry	0		5	political science and psychology	5	
	Innovation	2		1		3	
	Infrastructure	1		4		5	13
10 Inequality	Inequality	0		1		1	1
11 Cities/communities	City/cities	0	dance	2		2	
	Community	13		4	counting English and French versions of CED as one	17	19
12 Consump/production	Consumption	2		0		2	
	Production	0	arts and communications production	0	applied linguistics	0	2
13 Climate	Climate	3		0		3	3
14 Life (water)	Ocean	3	mathemetics	0		3	
	Water	1		0	environmental engineering	1	4
15 Life (land)	Land	3	Irish studies	0	journalism and economics	3	
	Environment	17	international business and writing	17	studio arts, religion, teaching	34	37
16 Peace/institutions	Peace	0		0		0	
	Justice	3		1		4	
	institutions	0	data science	0	art history	0	4
17 Partnerships	Partnership	0		0		0	
	Sustainability	9		11		20	
	Sustainable development	1		2		3	23

APPENDIX 8 | SDG-RELATED RESEARCH

With respect to research that connects in some way to SDG thematics, the most readily accessible data comes from keyword-based queries of research publication databases. Elsevier has produced and refined such queries since 2019, and it provides the analyses used by Times Higher Education for the research component of its Impact Ranking. More information about Elsevier's queries is available here.

The results of an all-SDG query of Concordia publications are shown in Figure 8.1 below.

Additional information is provided in the subsequent figures below about the amounts of international co-authorship, including with researchers from low- and middle-income countries, something that is given significant weighting for some SDGs in THE's ranking; and funding associated with SDG-related research at Concordia.

In addition to keyword-based query results, the heat map also conveys information about research citations in policy documents, based on information collected by Overton.

Together, these indices provide a rough picture of the SDG-related research landscape at Concordia.

More refined analyses of Concordia's research landscape are possible, of course, by directly engaging with researchers and research units, as well as undertaking more intensive forms of impact assessment. These methods would help to address the weaknesses of keyword-based publication queries, namely—

- Their proneness to delivering false or weak positives as well as important exclusions, either because of deficient keyword lists or because publications and other products of research and research-creation are not compiled in the queried databases; and
- Their inability to capture important and meaningful dimensions of research activity beyond publication, including community engagement, student training and capacity-building, and various forms of influence.

FIGURE 8.1 | CONCORDIA'S SDG-RELATED PUBLICATION COUNTS (2017 TO 2021)

SDG	Count
7 AFFORDABLE AND CLEAN ENERGY	735
3 GOOD HEALTH AND WELL-BEING	611
9 INDUSTRY, INNOVATION AND INFRASTRUCTURE	415
11 SUSTAINABLE CITIES AND COMMUNITIES	353
13 CLIMATE ACTION	230
12 RESPONSIBLE CONSUMPTION AND PRODUCTION	205
6 CLEAN WATER AND SANITATION	195
16 PEACE, JUSTICE AND STRONG INSTITUTIONS	180
10 REDUCED INEQUALITIES	157
4 QUALITY EDUCATION	149
15 LIFE ON LAND	143
8 DECENT WORK AND ECONOMIC GROWTH	123
5 GENDER EQUALITY	108
14 LIFE BELOW WATER	75
2 ZERO HUNGER	59
1 NO POVERTY	32

2,915
TOTAL PUBLICATIONS

Publication counts are derived from SciVal keyword-based queries of the Scopus data set, augmented by machine learning searches to improve the completeness of query results. Publications are from 2017-2021. Each publication may be associated with more than one SDG, so the sum of the publication totals for each individual SDG is more than the overall publication total. Note that SDG 17 is purposefully excluded in this analysis as Elsevier did not develop a SciVal query for it.

FIGURE 8.2 | INTERNATIONAL CO-AUTHORSHIP 2017 TO 2021

	Total	Internationally co-authored	Co-authored with low/lower-middle income countries	Low/lower-middle income countries representing the most frequent co-authorship
All SDGs	2915	1403	272	Iran, India, Egypt
16 PEACE, JUSTICE AND STRONG INSTITUTIONS	180	38	0	NA
15 LIFE ON LAND	143	51	13	Egypt, India
14 LIFE BELOW WATER	75	27	2	Iran, **Madagascar**
13 CLIMATE ACTION	230	52	9	India
12 RESPONSIBLE CONSUMPTION AND PRODUCTION	205	25	7	Egypt, India
11 SUSTAINABLE CITIES AND COMMUNITIES	353	98	27	Egypt, Iran, Lebanon
10 REDUCED INEQUALITIES	157	37	2	Ghana, India, **Uganda**
9 INDUSTRY, INNOVATION AND INFRASTRUCTURE	415	127	21	Iran, India, Egypt, Lebanon
8 DECENT WORK AND ECONOMIC GROWTH	123	54	3	Iran
7 AFFORDABLE AND CLEAN ENERGY	735	362	98	India, Iran
6 CLEAN WATER AND SANITATION	195	88	13	Iran
5 GENDER EQUALITY	108	32	1	Iran
4 QUALITY EDUCATION	149	67	7	**Yemen**, Egypt
3 GOOD HEALTH AND WELL-BEING	611	280	56	India, Iran, Bangladesh
2 ZERO HUNGER	59	32	11	India, Iran
1 NO POVERTY	32	13	2	Angola, India

Countries listed in **bold** are low-income economies, others are lower-middle income economies.

32

FIGURE 8.3 | ESTIMATED FUNDING TOTALS BY SDG FOR PARTNERSHIP-ORIENTED RESEARCH (2016 TO AUGUST 2023)

This representation of research funding totals is derived by using the Elsevier keyword-based queries described in Figure 8.1 above to identify Concordia faculty who are publishing SDG-aligned research, then using ConRAD data on funding sources and granting program types to identify research funding that involves partnership-oriented activities. Given the many assumptions and generalizations behind this chart, it should be understood as being generally indicative of proportions of funding being obtained for SDG-related research rather than as a conclusive.
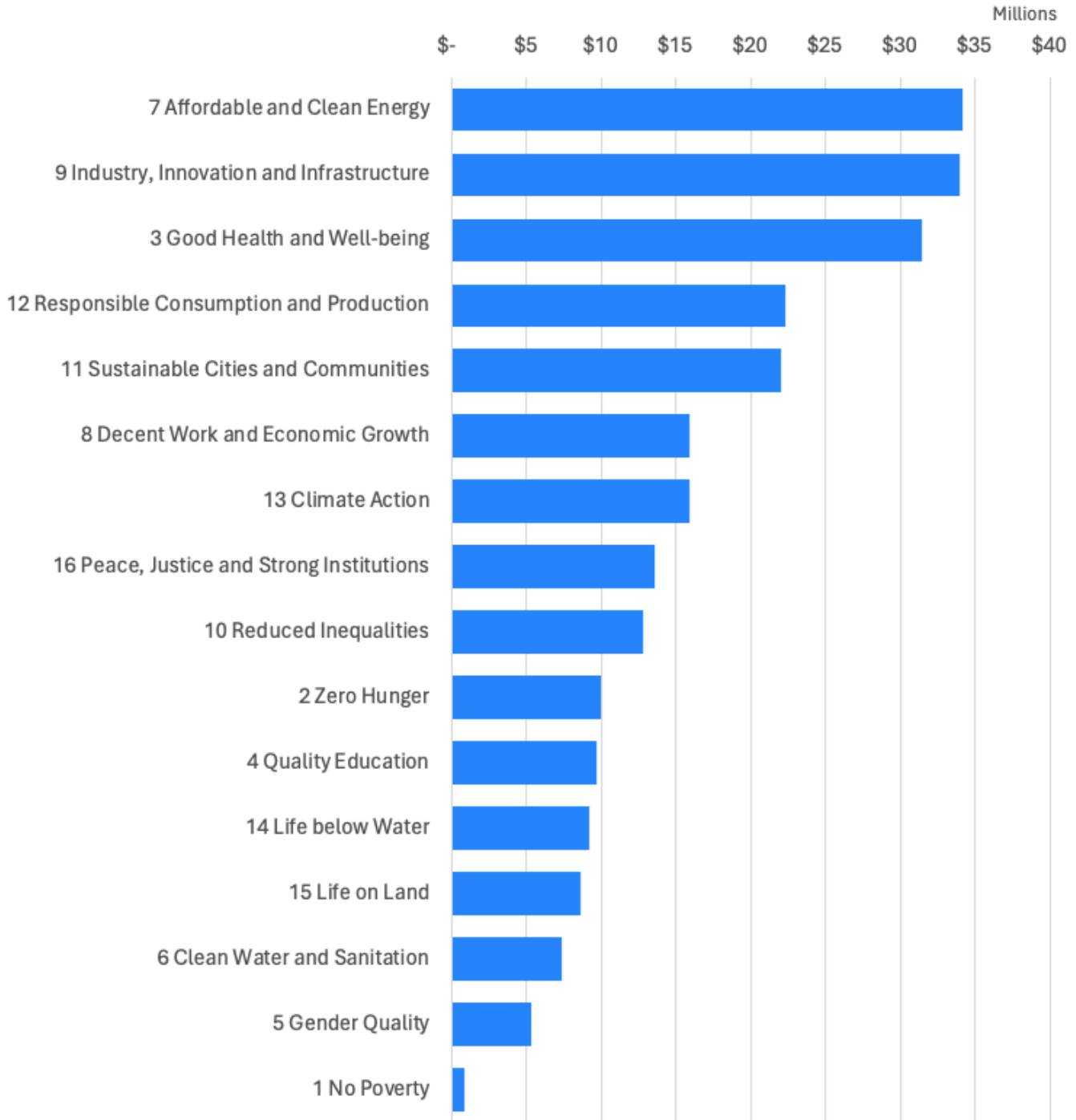
FIGURE 8.4 | ESTIMATED FUNDING TOTALS BY DEPARTMENT OF PI FOR PARTNERSHIP-ORIENTED RESEARCH (2016 TO AUGUST 2023)

As noted in Figure 8.3 above, this chart should be understood as being generally indicative of proportions of funding being obtained for SDG-related research rather than as a conclusive.
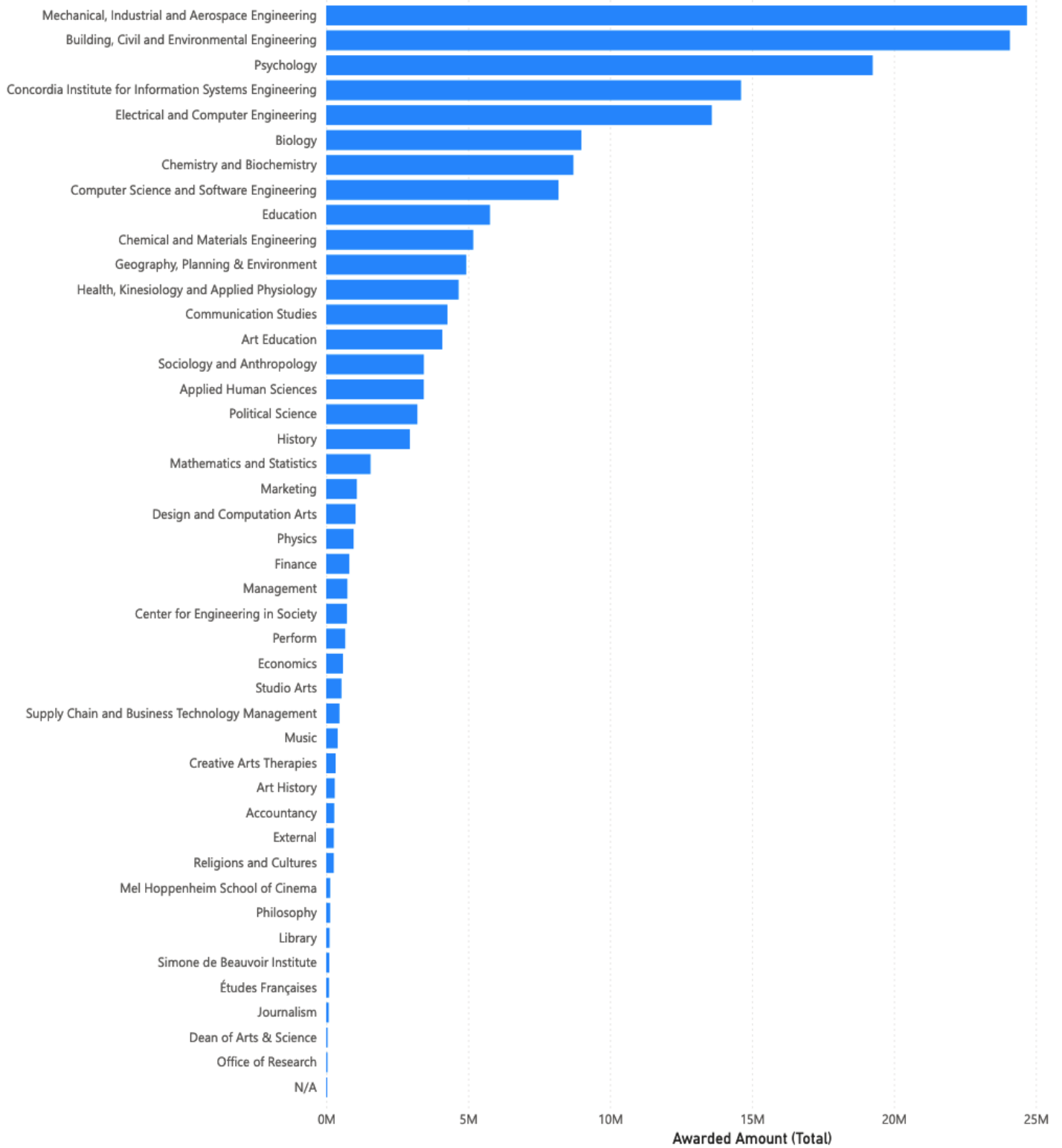
Below are charts that show where Concordia's STARS results stack up against comparator institutions.

FIGURE 9.1 | COMPARATIVE SCORES IN THE STARS ACADEMIC CATEGORY (RESEARCH + CURRICULUM)
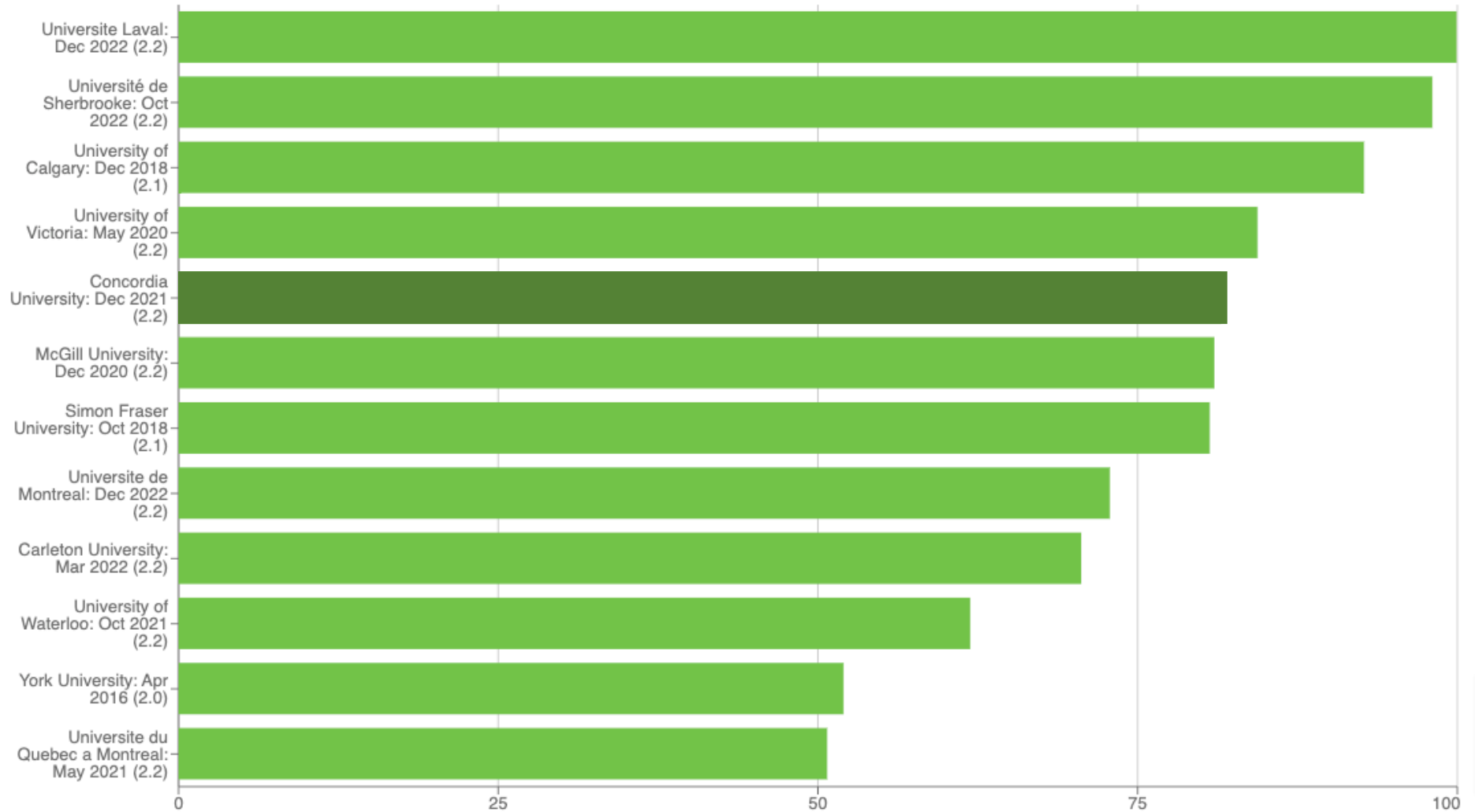
FIGURE 9.2 | COMPARATIVE SCORES IN THE STARS ACADEMIC CATEGORY (CURRICULUM ONLY)
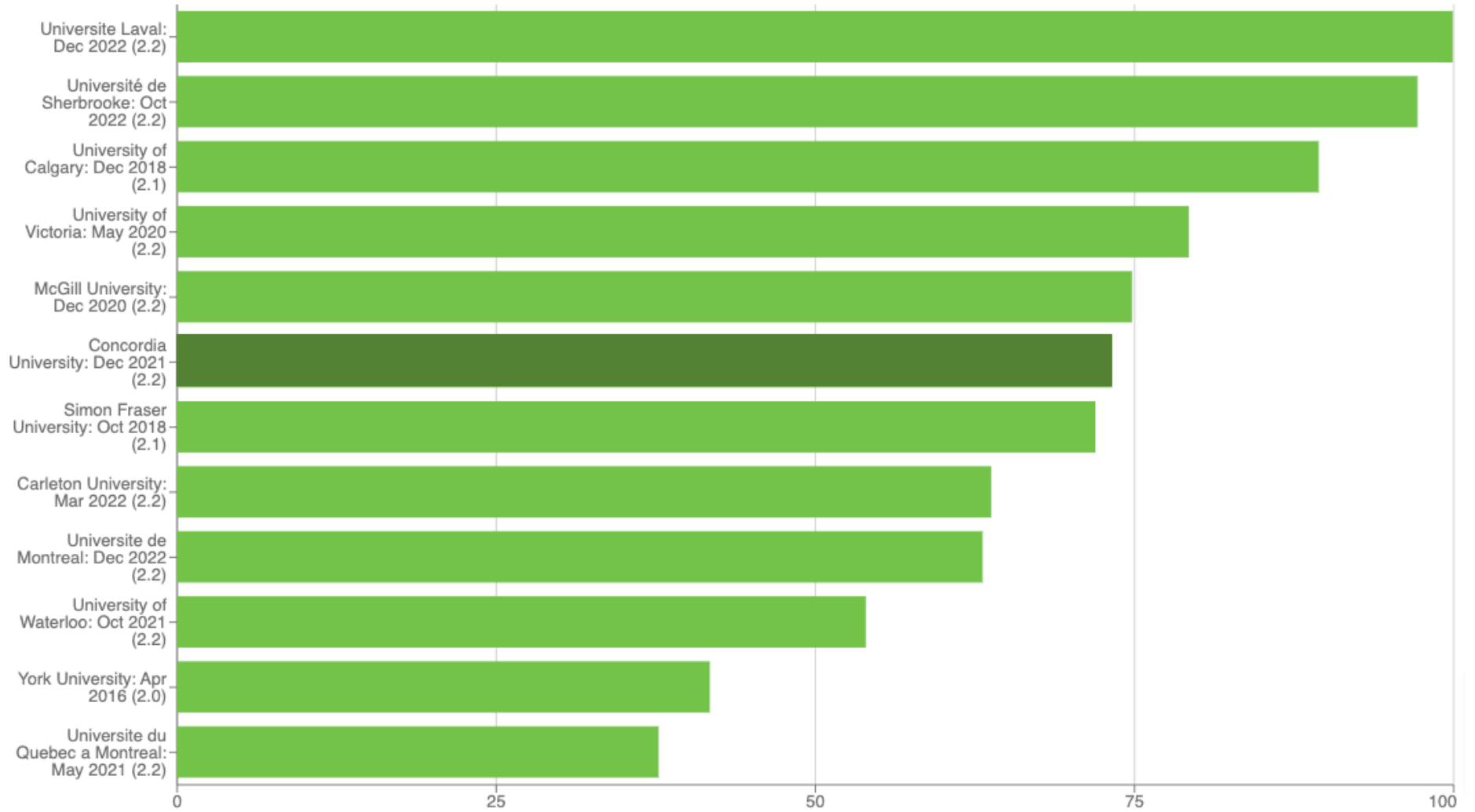
FIGURE 9.3 | COMPARATIVE SCORES IN THE STARS ENGAGEMENT CATEGORY
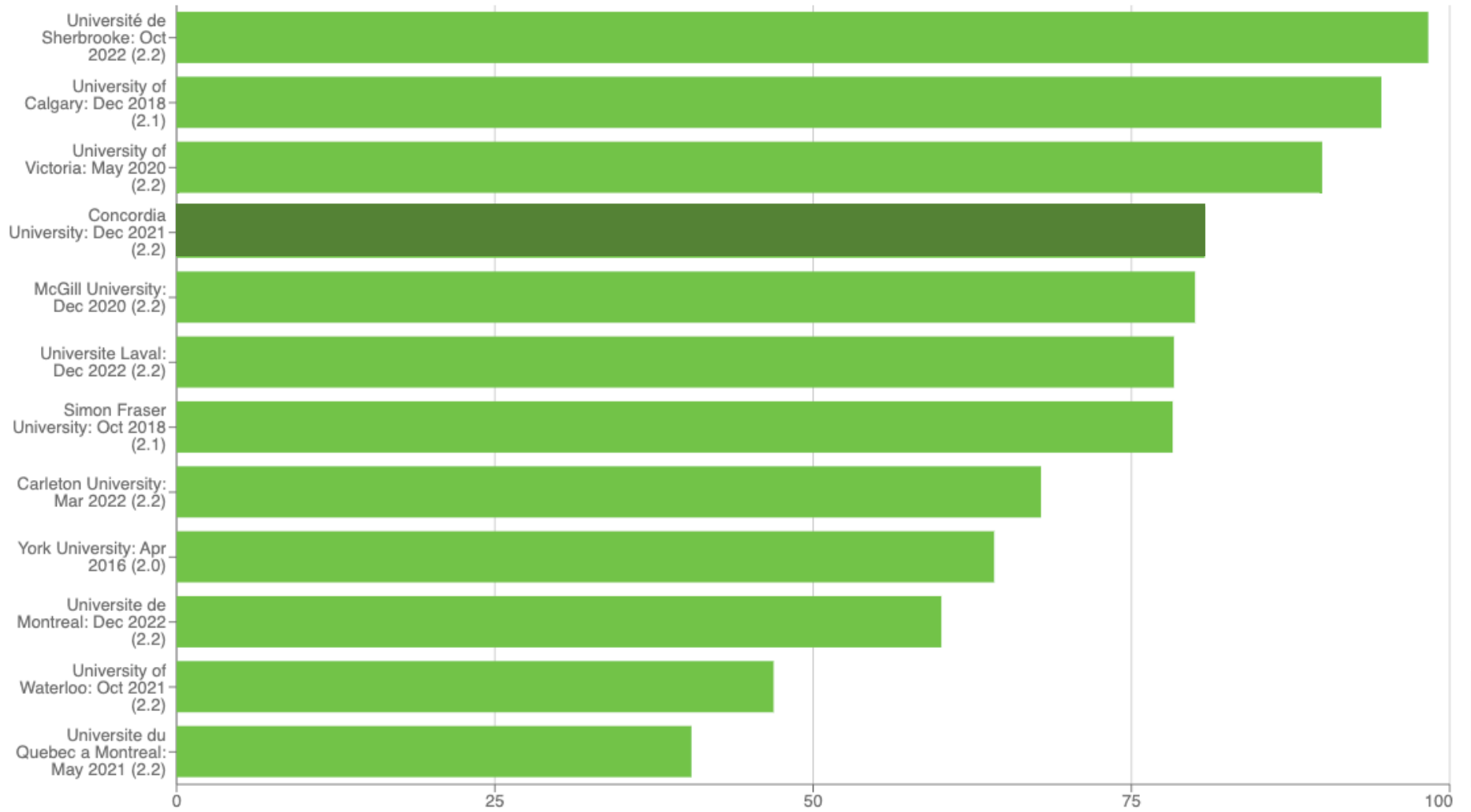
FIGURE 9.4 | COMPARATIVE SCORES IN THE STARS OPERATIONS CATEGORY
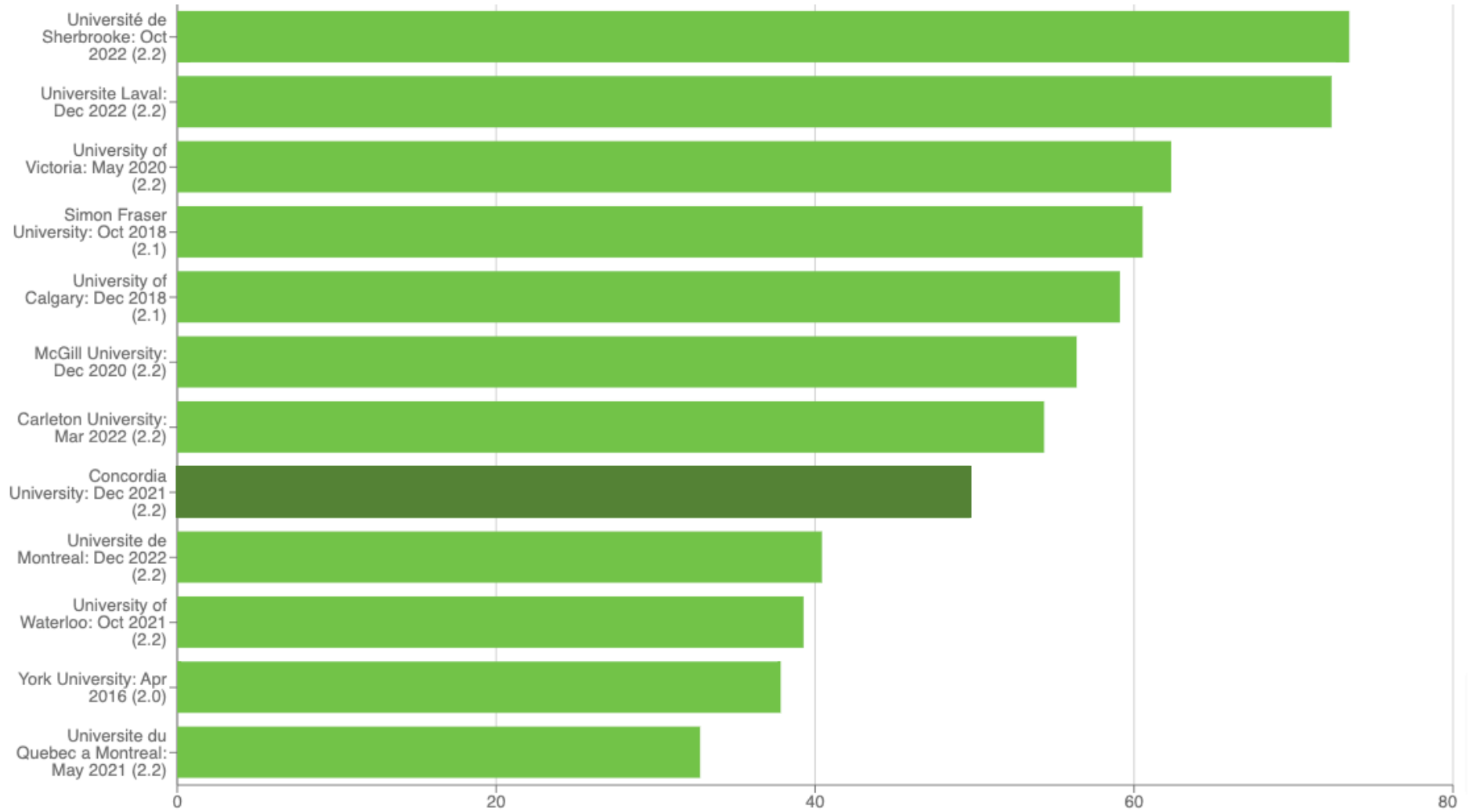
FIGURE 9.5 | COMPARATIVE SCORES IN THE STARS PLANNING AND ADMINISTRATION CATEGORY
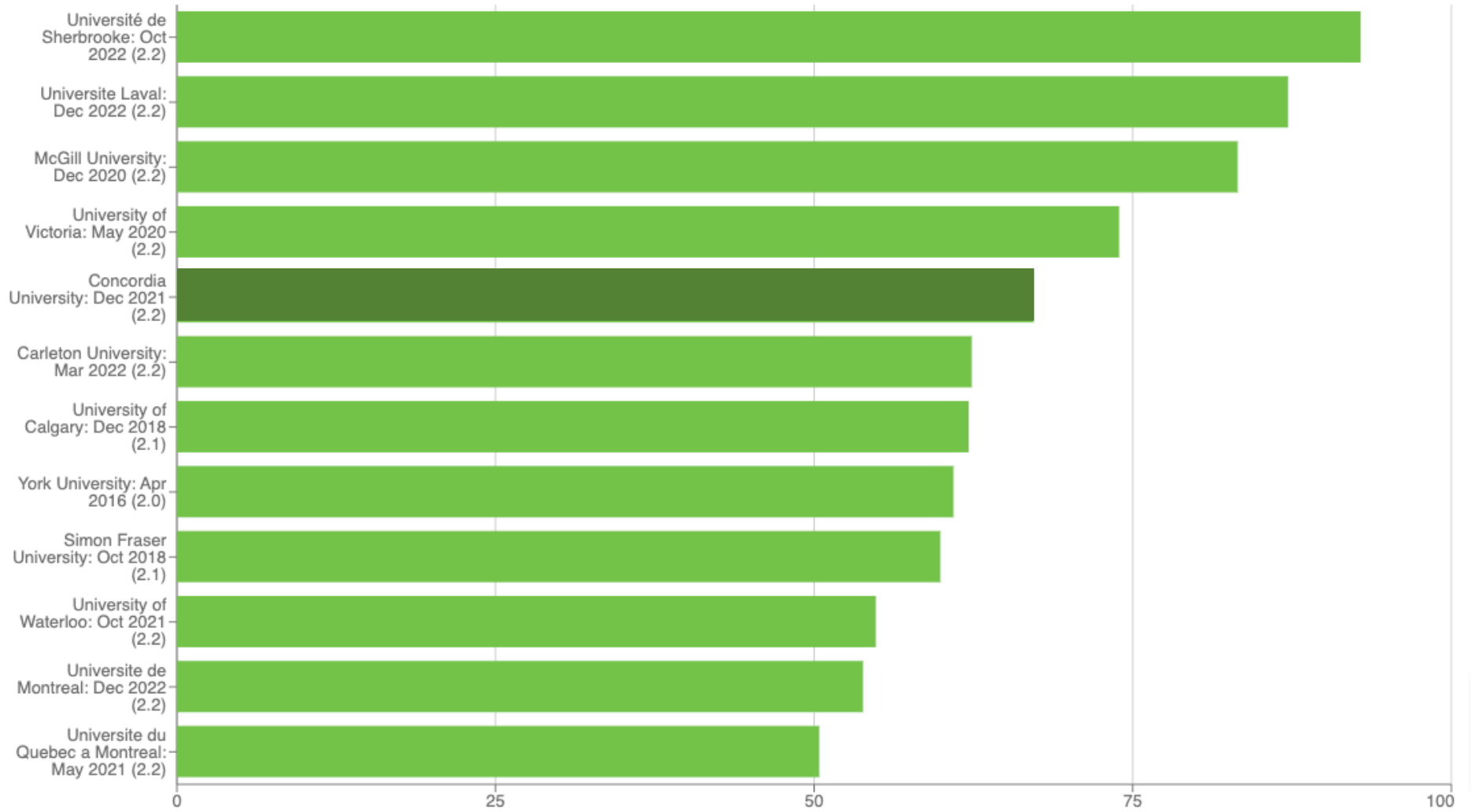
FIGURE 9.6 | COMPARATIVE SCORES IN THE STARS INNOVATION CATEGORY
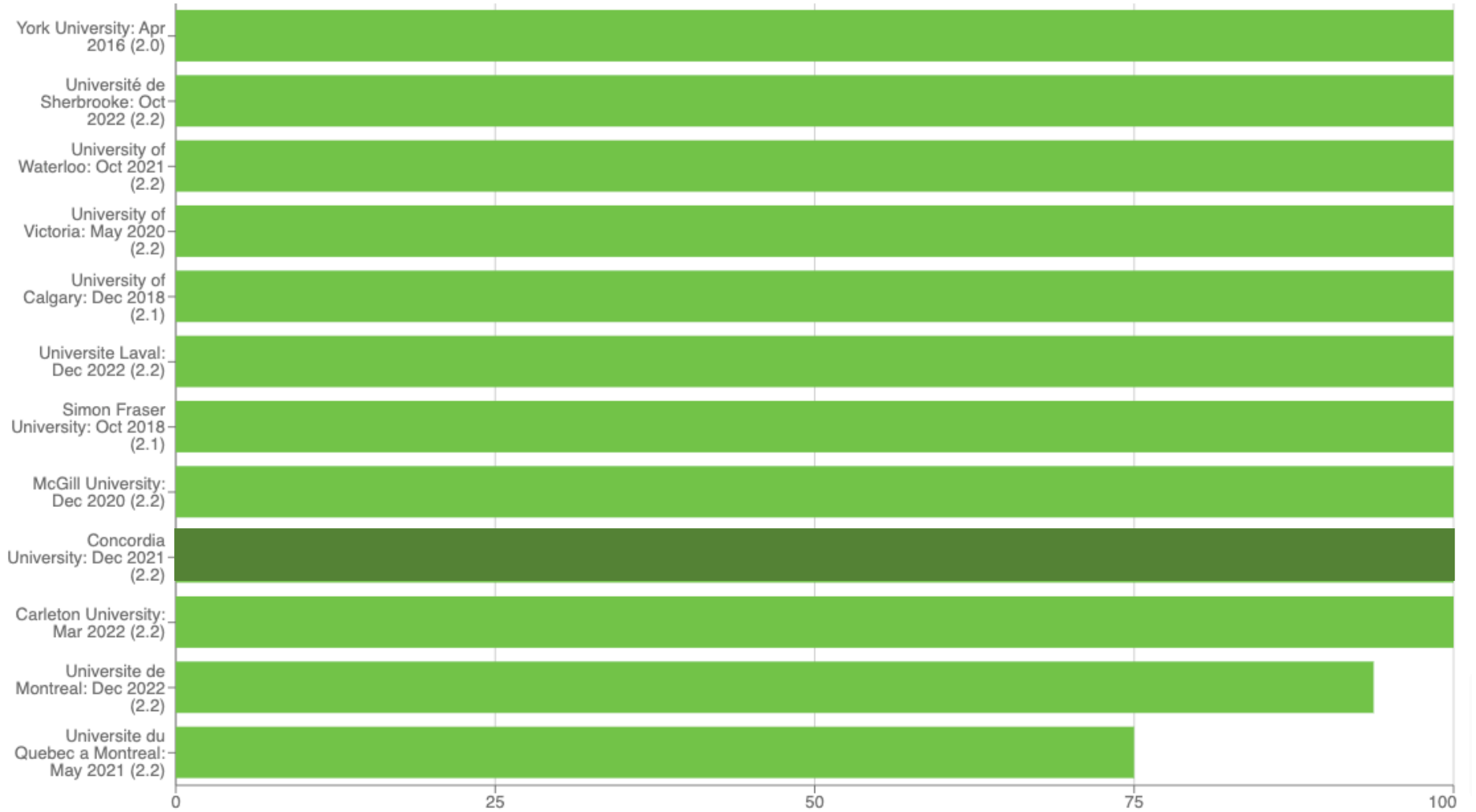
Which single SDG best aligns with your work and interests?

SDG	Count
SDG 1 No Poverty	3
SDG 2 Zero Hunger	6
SDG 3 Good Health and Well-...	3
SDG 4 Quality Education	6
SDG 5 Gender Equality	4
SDG 6 Clean Water and Sanit...	3
SDG 7 Affordable and Clean E...	1
SDG 8 Decent Work and Econ...	3
SDG 9 Industry, Innovation a...	7
SDG 10 Reduced Inequalities	3
SDG 11 Sustainable Cities and...	18
SDG 12 Responsible Consump...	9
SDG 13 Climate Action	15
SDG 14 Life Below Water	1
SDG 15 Life on Land	6
SDG 16 Peace, Justice and Str...	6
SDG 17 Partnerships for the G...	9
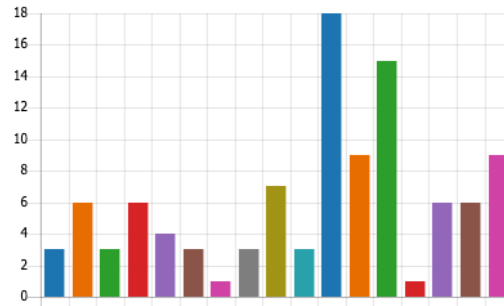
Which other SDGs also align with your work and interests?

SDG	Count
SDG 1 No Poverty	9
SDG 2 Zero Hunger	8
SDG 3 Good Health and Well-...	17
SDG 4 Quality Education	21
SDG 5 Gender Equality	17
SDG 6 Clean Water and Sanit...	3
SDG 7 Affordable and Clean E...	6
SDG 8 Decent Work and Econ...	10
SDG 9 Industry, Innovation a...	12
SDG 10 Reduced Inequalities	21
SDG 11 Sustainable Cities and...	25
SDG 12 Responsible Consump...	15
SDG 13 Climate Action	26
SDG 14 Life Below Water	6
SDG 15 Life on Land	10
SDG 16 Peace, Justice and Str...	18
SDG 17 Partnerships for the G...	20
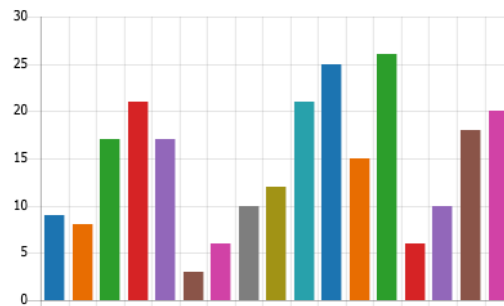
APPENDIX 11 | SDG-SPECIFIC IDEAS EMERGING FROM THE 17 ROOMS EXERCISE

SDG 1 NO POVERTY

Issues and observations

- In relation to students: Because we do not (and in fact cannot due to provincial regulations) require students to provide us with socioeconomic information, and because the Government of Quebec administers the student financial aid program, we actually have very little data related to the poverty-related challenges our students face, beyond some limited survey data that the Concordia Student Union collected in 2019.
- In relation to the broader community: the question is what Concordia has the obligation, capacity, expertise, and resources to do, and what shape an institutional initiative focused on poverty might take.

Potential actions and ideas

1.1 As a first step, assess the situation in our own community (campus community, plus maybe the area around our campuses).
1.2 Review the current distribution of available scholarship and award money based on need vs merit, and consider strengthening needs-based support involving holistic packages for low-income students (e.g. bundling financial aid, assistance with finding housing and childcare, etc.)
1.3 Identify specific neighborhoods or populations with whom we can co-develop initiatives related to understanding and addressing poverty-related challenges.
    - E.g. join or initiate neighborhood Collective Impact-type projects, with long-term institutional commitments.
    - E.g. undertake to support children of low-income students.
1.4 As a way to take greater responsibility for the financial well-being of graduates, consider offering something similar to the Nipissing University Promise Program, in which students who do not find career-related employment within 6 months of graduating can return tuition-free for another year of study.
1.5 Find a way to support a commitment to no member of our community living in poverty, teaming with government and community organizations to pursue this aspiration.
1.6 Relatedly, consider doing targeted fundraising in order to offer a student support guarantee—e.g., if enrolled, students won't need to work more than X hours to support their studies.
1.7 Develop and support a poverty-related cross-disciplinary research initiative that aims to, say, double the number of poverty-related publications that we currently produce, and alongside the research initiative, develop an associated policy advocacy initiative.

Potential models

- McMaster Community Poverty Initiative
- Michigan Poverty Solutions Initiative
- Villanova Initiative on Poverty and Inequality
- Nipissing University Promise Program

SDG 2 ZERO HUNGER

Issues and observations

- Concordia has a long track record and many existing strengths and networks related to food.
- Food is one area of focus of the Sustainability Action Plan.
- Hospitality Concordia is currently developing a food security assessment and plan.
- One key issue is how to support and sustain the array of student-led food-related initiatives once students graduate.

Potential actions and ideas

2.1 Once Hospitality Concordia's food security assessment is complete, develop goals, objectives, and targets related to addressing student hunger.

2.2 To overcome hurdles related to rigorous procurement rules, create a program to help small-scale vendors prepare to supply Concordia.

2.3 Set a target for X% of Concordia's food needs supplied by local/sustainable suppliers.
   – Use food procurement process to spur progress on this.
   – Aim to enlist Indigenous suppliers.

2.4 Build a food studies research hub, perhaps pursuing a research chair to lead this effort.

2.5 Create a slate of experiential learning opportunities around food studies, cultivating industry and community partnerships.

2.6 Create more opportunities for co-teaching on food and hunger-related issues.
   – E.g. in a food-related (food production?) summer school.

2.7 Consider opportunities to develop a food production program, with a long-term goal of securing land that enables students to grow food.

SDG 3 GOOD HEALTH AND WELL-BEING

Issues and observations

- The launch of the School of Health presents exciting opportunities related to this SDG.
- Student mental health is an increasingly important issue post-pandemic, and it cannot be overlooked when considering the health and well-being of our campus community.
- We also need to recognize and find ways to support efforts to address the health impacts of colonialism for Indigenous communities.

Potential actions and ideas

3.1 Gather more info/data on health/wellness of campus community, and use the data/info to set targets.

3.2 Deliver on what we've already committed to in Strategic Directions, Health and Well-being review recommendations, EDI report, Anti-Black Racism Task Force recommendations, and the Okanagan Charter.

3.3 Develop campus-based action research projects, integrate research, education, and services (e.g. using a living lab model).
  – Use partnerships to increase sophistication of and scale campus-based initiatives related to health and well-being.
  – Integrate health and well-being of campus community into curriculum (e.g. course content related to mindfulness, resilience) in close collaboration with campus services.

3.4 Deepen and broaden Concordia's implementation of Universal Design for Learning.

3.5 Cultivate and strengthen connections between Concordia's work on cities (e.g. the Next-Gen Cities Institute) and health (e.g. the new School of Health).

3.6 Improve informal recreational facilities and programming to give students and university community increased access to physical activities.

SDG 4 QUALITY EDUCATION

Issues and observations

- An increasingly important aspect of "quality education" for postsecondary students is their education related to sustainability.
- We need to ensure that we don't overlook structural and governance-related considerations related to providing quality education, e.g. conditions of employment, governance arrangements, equity issues, recognition and awards, etc.
- Similarly, acute issues like student housing are an important part of the picture in terms of enabling conditions for students accessing postsecondary education in Montreal.

Potential actions and ideas

4.1 Undertake to widely implement Universal Design for Learning across Concordia programs.

4.2 Sustain and/or ramp up efforts related to integrating sustainability, decolonization, and Black perspectives in curriculum.

4.3 Build on work at Continuing Education to provide more ways to recognize students' prior learning and to make programs more accessible
   – E.g. through the development of modularized and micro-programs, and through creating multiple ways to access programs.

4.4 Ramp up use of students as partner model, involving students in program development, assessment, and improvement.

4.5 Aspire to the ideal of being a "relationship-rich university" by being very intentional in how we support mentorship and collaborative learning.

4.6 More deeply and thoroughly integrate lifelong learning opportunities into our program offerings, creating new pathways that connect across the credit/non-credit divide.

4.7 Create opportunities for staff to make learning and development plans to facilitate ongoing professional growth, moving us forward as a "learning organization."

4.8 Assess alternative ways for students to finance their education, learning from experiments with things like income-sharing agreements.

Potential models

- York University's broad range of access and bridging programs.
- The Manchester Access Program, which is a skills-based program to help prepare local finaly-year high school students for university.

SDG 5 GENDER EQUALITY

Issues and observations

- As widely noted, COVID has had a disparate impact by gender.
- While recognizing the need to pay attention to gender discrepancies, we also need to think outside of gender binary when addressing inequalities, moving instead to an intersectional view.

Potential actions and ideas

5.1 Conduct an institutional equity audit, paying particular attention to equity in terms of faculty service, supervision and care work.
 – Consider ways to make such an audit 'playful'—serious and rigorous yet engaging and participatory.
5.2 Based on the audit and linking to other EDI-related work at the university, develop proactive rather than reactive initiatives that aim to spur progress on equity issues.
 – E.g. set gender parity goals for innovation and entrepreneurship activities supported by Concordia, or go big on programs like GirlSET.
5.3 Review and revise recognition practices for faculty in ways that appropriately value service contributions and align with the San Francisco Declaration on Research Assessment (DORA).
5.4 Relatedly, support faculty development in areas related to community and public impact.
 – E.g. create a Public Scholars program for faculty like the one available to graduate students.
5.5 Create more opportunities for co-teaching on equity-related issues.
 – E.g. in an inter-Faculty one-credit course focused on sustainability.
5.6 Consider the possibility of hiring faculty into cross-Faculty units like Loyola College.
5.7 Develop more transparent decision-making frameworks at leadership and governance levels, integrating into those frameworks institutional goals around equity, sustainability, and decolonization.
 – E.g. these framework could mirror those created by organizations like the City of Montreal, which promised in 2020 to "revise its governance rules to systematically take into account the climate and environmental impact of all its decisions, be they tax- or budget-related, administrative or regulatory."
5.8 Develop new practices around communicating core institutional values to members of the community, including students, during orientation and on-boarding.

SDG 6 CLEAN WATER AND SANITATION

NOTE: Because of the close thematic linkage between SDG 6 and SDG 14, the conversations were merged, and thus the potential actions and ideas below are repeated in the SDG 14 summary.

Issues and observations

- Montréal's location on a major river has made the city less attuned to efficient uses of water than other cities.
- Access to water promises to grow significantly as a major geo-political issue.

Potential actions and ideas

6.1 Treat the Concordia campuses as living labs in relation to water use, involving students in assessing how efficient we are being with our water use, the water quality of drinking fountains, etc.

6.2 Organize cross-disciplinary / cross-Faculty course offerings around the theme of water, e.g. focused on the St. Lawrence River, creating place-based learning opportunities for students.

6.3 Consider creating degrees in areas where there is growth in professional opportunities for students with sustainability-related expertise, for example, a master's degree in sustainable engineering, with options for various applications in industries like mining, construction., etc.

6.4 In research, facilitate and foster researcher collaboration using funding opportunities like the Sustainable Transitions Team Research Initiative, building toward the kind of innovation ecosystem that McGill has built under the MSSI.

6.5 Build on research strengths to extend and deepen collaborations with local communities around water-related issues, including assisting with efforts to reduce water waste and protecting and restoring ecosystems.
    – Build on current work with Indigenous communities, e.g. the FISHES initiative.

6.6 Encourage and support faculty who have opportunities to participate in and steer policy work related to sustainability.

SDG 7 RENEWABLE ENERGY

Issues and observations

- Being an urban institution with expertise related to energy systems may enable Concordia to play a leading role in energy transitions in our own city.
- We have a great deal of distributed capacity at Concordia related to energy, but we haven't yet created the right opportunities or conditions to really leverage this capacity.

Potential actions and ideas

7.1 Create a platform or cluster that taps capacities of different research centres and groups that work together toward a common set of objectives.

7.2 Invest in support for "sustainable innovation" around energy, improving support for lab-to-market and lab-to-society.
    a. Find ways to put research labs, startups and startup support teams in close physical proximity to each other to facilitate informal exchanges and foster new connections.
    b. Define a goal for supporting X number of energy startups working to commercialize solutions to renewal energy and carbon reduction.
    c. Broaden training opportunities, building on the Quebec Scientific Entrepreneurship (QcSE) program.
    d. Build additional supports for working with industry and taking research products to market, beyond what's currently available from District 3. (See the example from University College London below.)
    e. Strengthen connections between engineering and business school to facilitate pairing of students on entrepreneurial projects.
    f. Create new program streams, recruitment materials, and support structures for entrepreneurially-minded graduate students who do not enter programs aiming to publish and become faculty members. E.g. create a specific type of professional engineering master's degree with coursework that builds business development skills and/or be better prepared for industry jobs (akin to current aerospace MEng, with some amendments).

7.3 Explore the possibility of a district-level energy initiative focused on decarbonizing the energy supply of Concordia campuses and surrounding neighborhoods.

Potential models

- University College London's—
    - [Innovation and Enterprise Office](#)
    - "[Grand Challenges](#)" program, which includes small grants for working with community to develop a collaboration.

SDG 8 DECENT WORK

Issues and observations

- There is a whole range of interesting and important questions to ask about what kinds of work we are preparing students for, and how we can help students find ways to contribute to more sustainable futures through their work.

Potential actions and ideas

8.1 Establish institutional goals/objectives around decent work for graduates, and create an internal community of practice around student employment.
8.2 Provide more opportunities for students to translate theories and ideas into practice, and create mechanisms to expose students to a wide variety of employment opportunities. E.g.—
    – Expand opportunities for students to work on SHIFT projects, participate in the Community Service Initiative, etc.
    – Actively solicit and develop opportunities for students to work (e.g. intern) in firms committed to sustainable business practices.
    – Support and expand possibilities for students to work on campus-based and/or student-led initiatives.
8.3 Develop more holistic ways to measure and assess student success after graduation.
    – Track the type and quality of employment students secure.
    – Assess how well students from different economic and ethnic backgrounds do.
8.4 Explore and test job-sharing arrangements among Concordia faculty and staff.
8.5 Create a program that proactively engages with and assists employers on the subject of EDI/equity in hiring, based on practices developed and used at Concordia.
8.6 Create an observatory of economic growth that analyzes the equity and sustainability impact of economic growth and explores ways to mobilize degrowth strategies.

Possible models

- Re working with employers on EDI/equity in hiring, see
    – The work of the Diversity Institute at the Toronto Metropolitan University.
    – This program run by the City of Montreal focused on integration of immigrants in workplaces.

SDG 9 INDUSTRY INNOVATION

Issues and observations

- Universities are economies in themselves. We have an opportunity to model SDG-oriented thinking and transformation on our own campus.
- Industrialized countries like Canada should be thinking beyond "industrialization," consider the possibility of shifting to degrowth models.

Potential actions and ideas

9.1 Develop an internal innovation ecosystem that connects various initiatives, teams, and offices, and that facilitates researcher involvement.

9.2 Support faculty development in areas related to community and public impact and innovation.
   – E.g. create a Public Scholars program for faculty like the one available to graduate students. Offer expanded media training; have professional writers to help package communications products; etc.

9.3 Develop or draw on external expertise related to impact assessment in order to better account for long-term impacts of research and institutional initiatives.
   – As part of this, employ systems like Academe that help us track faculty time devoted to service commitments.

9.4 Review the Sustainability Action Plan to ensure we are ambitious pursuing sustainability goals with respect to our use of campus infrastructure, in particular with respect to space usage.

9.5 Create a sustainable business and industry transformation cluster, positioning ourselves as a trusted yet critical partner in this work.
   – Provide expertise and training and ideas for transformation, e.g. related to decarbonizing business operations, pursuing EDI, engaging with community, etc.
   – Identify flagship projects that really exemplify Concordia values.

9.6 Develop a kind of situational analysis in order to understand the structural and systemic situation in which we are aiming to make strategic interventions as researchers and institutionally.

SDG 10 REDUCED INEQUALITIES

Issues and observations

- Universities are relatively large systems in themselves where equity work can be pursued.

Potential actions and ideas

10.1 Organize discussions of equity in every academic department in order to help make reducing inequality everyone's business.
10.2 Develop better ways to recognize faculty service work, and assess precarity and inequality with respect to work of FT and PT faculty.
10.3 Cultivate a distinct set of international research collaborations and partnerships around the SDGs.
10.4 Explore the idea of a research cluster, academic program, and maybe eventually a school focused on equity studies.
    – Consider possible fit with the Social Justice Centre and/or the School of Health.
10.5 Explore the idea of creating an EDI Lab [a form of living lab] as a place for projects, experiments, and prototype interventions on campus related to achieving Concordia's equity-related goals.
    – Could create meaningful experiential learning opportunities for students.
10.6 Develop proactive access or bridging programs to counteract student income inequalities in order to better open up access to opportunities, both for domestic and international students.
10.7 Develop mechanisms to develop reciprocity with home communities of international students and faculty, perhaps linked to the SDG framework.
    – Set targets for students enrolling from least developed countries.
    – Create experiential learning opportunities in home countries of international students.
    – Develop networks that provide students with direct online educational exchanges with students in other countries.
    – Develop a strategy for sharing open educational resources with universities in lower- and middle-income countries.
10.8 Consider making Concordia merchandise fair trade, like we've done with some food products.
10.9 Consider potential linkages between Inclusive Journalism Project and the SDGs.
10.10 Create a mechanism for researcher-led advocacy and policy development around equity issues.

Potential models

- Re student recruitment, the University of Manchester runs two programs:
    – The Equity and Merit Scholarships program, which supports students from the Global South who have the potential to make significant contributions to sustainable development in their home countries.
    – The Manchester Access Program, which is a skills-based programme to help prepare local Year 12 students for university.

SDG 11 SUSTAINABLE CITIES AND COMMUNITIES

Issues and observations

- This is obviously an area where Concordia has a great deal of expertise and capacity [something that's underscored by a very high standing in the THE Impact Ranking].
- The key question is whether and how the SDGs challenge us.

Potential actions and ideas

11.1 Create a 2030 Roadmap to guide SDG-related actions on campus, building on Sustainability Action Plan and other initiatives that connect with SDGs.
  – Create dashboard to show progress on key indicators.
  – Use inclusive methods for establishing goals and tracking progress, involving faculty, staff, students, and community.
  – Use simulation platform to visualize progress.
11.2 Deepen and extend the 'campus living lab' model.
  – Create test beds and pilot projects focused on meeting energy and GHG targets, doing localized sustainable food production, meeting equity goals, etc.
  – Create experiential learning opportunities around these projects
  – Carve out time for staff to get involved in living lab projects as part of their workloads.
  – Use public/open spaces on campus for community work around sustainable transitions.
11.3 Create/run more wicked problem-type courses that provide students with immersive forms of experiential learning.
11.4 Explore the development of new research clusters and/or curriculum offerings.
  – E.g. an environmental humanities research hub and/or academic program.
  – Offerings that help students build sustainability/SDG skills that are relevant to workplaces, whatever the discipline.
11.5 Organize engagement with government, companies, and organizations around concept of "inclusive urbanization."
  – Create Sustainable Impact Teams that work with specific stakeholder groups on sustainable transitions.
  – Relatedly, create an initiative focused on city development in low- and middle-income countries (LMICs).

SDG 12 RESPONSIBLE CONSUMPTION AND PRODUCTION

Issues and observations

- Procurement processes provide the university with an important opportunity to advance sustainable consumption and production.
- The SDGs do not reference important concepts and practices related to sustainable consumption and production, such as circular economy practices, co-ops, and non-standard types of work arrangements that shift employer/employee relationships.

Potential actions and ideas

12.1 Set focused institutional goals/targets (building on Sustainability Action Plan)
  – E.g. 90% waste reduction by 2030.
12.2 Consider issuing an annual Buy Nothing challenge at Concordia.
12.3 Consider instituting a policy to dramatically reduce professional travel by faculty.
  – Would need to be done equitably to account for things like needs of junior faculty to develop their professional profiles.
12.4 Better leverage procurement practices to make campus operations more sustainable and to support the growth of sustainable enterprises.
12.5 Create a program and support structures that help faculty and students make effective policy interventions related to sustainable consumption and production.
12.6 Develop a broad range of educational and outreach programs focused on youth as part of creating a generational shift in consumption habits.
12.7 Create mechanisms that allow students to organize around cross-cutting research questions
  – E.g. using the living lab framework.
  – Example research questions: 'attaining prosperity without growth' or 'rethinking the recycling system.'
  – Could be linked to institutional goals and plans (as is currently the case in the link between the Sustainability Living Lab and the Sustainability Action Plan).
12.8 Create mechanism for faculty to co-teach around these kinds of cross-cutting issues
  – Use SDGs to solve blockages to cross-Faculty courses/programs
  – Need programs/structures with staff and funding in order to avoid wasting valuable faculty time around one-off course offerings.
  – Consider internal secondments for faculty to do intensive development and teaching in this kind of program.

SDG 13 CLIMATE ACTION

Issues and observations

- Clearly, climate change is of dire importance.
- Concordia's Sustainability Action Plan is our current roadmap for climate action.

Potential actions and ideas

13.1 Develop a set of institutional goals and KPIs connected to the SDGs.
– Could include a space usage goal.
13.2 Create a mechanism—e.g. the living lab framework—that allow various members of the community to contribute in various ways, depending on their roles, to climate action.
13.3 Review and revise recognition practices for faculty in ways that appropriately value transdisciplinary work and engagement work other than publications.
13.4 Create for a—possibly using the SDG framework—that foster linkages between, e.g., natural and social sciences and foster transdisciplinary work.
13.5 Develop training programs, both for faculty and graduate students, focused on building skills and competencies related to implementation of climate solutions.
– Longer-term, consider spearheading the development of an equivalent in Québec to the [Pacific Institute for Climate Solutions](#).
13.6 Develop a mandatory sustainability/climate education course
– Co-taught by faculty from different disciplines, like course taught at UBC.
– Consider the model used for sexual violence training, but more extensive, and with an available option for students to get academic credit.
13.7 Develop an institutional advocacy and public education program around climate action.
– Create a variety of learning opportunities available to the public.
– Organize a range of community engagement activities.
– Commit institutional resources (e.g. space) to climate action work in the community.
13.8 Forge strategic and institutional partnerships and collaborations to advance climate action.
– E.g. with the City of Montreal (already being pursued under the Montreal Climate Partnership) or organizations like [Regeneration Canada](#) or the [International Sustainability Standards Board](#).
– Support the work of and/or partner with Indigenous Climate Action.
– Create a Coalition for Digital Innovation in Sustainability (under the leadership of Sustainability in the Digital Age).
13.9 Create guides for reducing carbon footprints of research and academic activities
– Institute equitable fly less policy for faculty, taking into account differential travel needs.
– Create department- and unit-level tools to assess carbon footprint.
13.10 Introduce programs and supports for students around climate anxiety.

Potential models

- [MIT Climate Action Plan](#)

SDG 14 LIFE BELOW WATER

NOTE: Because of the close thematic linkage between SDG 6 and SDG 14, the conversations were merged, and thus the potential actions and ideas below are repeated in the SDG 6 summary.

Issues and observations

- Montréal's location on a major river has made the city less attuned to efficient uses of water than other cities.
- Access to water promises to grow significantly as a major geo-political issue.

Potential actions and ideas

14.1 Treat the Concordia campuses as living labs in relation to water use, involving students in assessing how efficient we are being with our water use, the water quality of drinking fountains, etc.

14.2 Organize cross-disciplinary / cross-Faculty course offerings around the theme of water, e.g. focused on the St. Lawrence River, creating place-based learning opportunities for students.

14.3 Consider creating degrees in areas where there is growth in professional opportunities for students with sustainability-related expertise, for example, a master's degree in sustainable engineering, with options for various applications in industries like mining, construction., etc.

14.4 In research, facilitate and foster researcher collaboration using funding opportunities like the Sustainable Transitions Team Research Initiative, building toward the kind of innovation ecosystem that McGill has built under the MSSI.

14.5 Build on research strengths to extend and deepen collaborations with local communities around water-related issues, including assisting with efforts to reduce water waste and protecting and restoring ecosystems.
   – Build on current work with Indigenous communities, e.g. the FISHES initiative.

14.6 Encourage and support faculty who have opportunities to participate in and steer policy work related to sustainability.

SDG 15 LIFE ON LAND

Issues and observations

- This SDG is very topical given work being done on the Campus Master Plan.

Potential actions and ideas

15.1 Use Concordia campuses as biodiversity/green space living labs, and build educational offerings around this work.
   – E.g. create certifications around green space management, like there are for building and energy management.
   – E.g. create a broad range of experiential learning opportunities for students.
15.2 Create fora that help to facilitate the building of teams of researchers with complementary expertise who can work together on SDG issues.
15.3 Develop supports for more impactful policy work.
   – E.g. agricultural practices policy
   – Provide faculty and graduate students with training.
   – Recognize the value of policy work in to tenure and promotion and internal award programs.
   – Develop strategic communications that position faculty for involvement in policy development processes.
   – Do strategic hiring of high-profile faculty who can lead public policy work.
   – Invest in research associates and/or postdocs who can lead policy work.
15.4 Pursue various curriculum-related initiatives:
   – Conduct program-level reviews of curriculum to identify ways to integrate SDGs.
   – Integrate policy training and education into curriculum.
   – Create sustainability-related learning opportunities for non-ecologists, ideally integrating multiple disciplinary perspectives.
   – Create a repository of shareable educational resources related to SDGs and sustainability that faculty can integrate into their courses.
15.5 Organize public events around biodiversity for the community.
15.6 Explore the idea of a school focused on sustainability studies.

Potential partners

- Urban Nature

SDG 16 PEACE, JUSTICE AND STRONG INSTITUTIONS

Issues and observations

- The SDGs challenge us to demonstrate our own commitments to equity and good governance.

Potential actions and ideas

16.1 Consider performing an institutional assessment (akin to an equity audit) that assesses levels and modes of participation in internal governance.

16.2 As much as possible, document practices and expectations related to high-stakes decision-making processes, making informal understandings explicit—e.g. around faculty tenure and promotion.

16.3 Use the SDGs as a prompt to articulate a local, national, and international "impact agenda" for Concordia.
   – E.g. efforts focused on how to localize the SDGs in our city.
   – E.g. international field schools focused on SDG issues.
   – E.g. identify areas where Concordia can help other organizations achieve SDG-related goals (peace, justice, EDI, sustainability) and build tailored educational offerings.

16.4 Develop public education offerings related to these agendas.

16.5 Create an advisory group that develops principles around institutional advocacy and position-taking, thinking of this kind of advocacy as a form of knowledge mobilization.
   – Could be a standing group (a 'tactical team') with varied expertise that can advise university on topical statements and actions.
   – Develop a set of principles to guide institutional responses to topical issues.

16.6 Develop mechanisms and/or programs in which we contribute to EDI, sustainability, justice-related efforts in other organizations by sharing learnings from our own successful practices and efforts.
   – The goal is to position Concordia as a leader in helping organizations do transformative work, helping to foster 'organizational accountability.'

SDG 17 PARTNERSHIPS FOR THE GOALS

Issues and observations

- While partnerships can be powerful and drive impact, research shows that, more often than not, partnerships don't fulfill their potential.
- Partnership-related work happens in a very dispersed way at Concordia.

Potential actions and ideas

17.1 Build better tools and IT system to allow us to be more strategic and organized in our partnership development work across different units on campus.

17.2 Encourage and facilitate participation and partnership in data-gathering related to the SDGs.

17.3 Offer courses or informal/non-credit learning opportunities related to developing and managing partnerships.
   - For faculty, staff, and students.

17.4 Increase levels of staff support and targeted funding for partnership development and administration, in particular for early career researchers.

17.5 Consider creating SDG-oriented clusters that bring together faculty and students from multiple disciplines.

17.6 Leverage power of procurement by doing local purchasing initiatives, partnering with small organizations to help them build capacity to supply Concordia.

Potential models

- Reach Alliance at the University of Toronto
- Global Challenges Academy at Newcastle University
- Innovation & Technology Development Centre at the Polytechnic University of Madrid
- Impact Engines and Accelerators at Northeastern University
- Impact Labs at Stanford University

Below are summaries of various informal conversations with a handful of Concordia faculty members about the SDG initiative. These individuals were selected on the basis of their situation at interesting intersections within the institution, as well as their critical engagement with the SDG self-assessment exercise.

BART SIMON (DIRECTOR OF MILIEUX INSTITUTE FOR ARTS, CULTURE AND TECHNOLOGY)

Re the practical value of the SDGs in terms of forging shared orientations and priorities:

During COVID times, we definitely saw a rise in interest around various aspects of sustainability, maker culture, circular economy. The SDGs seems relevant as a way to direct those energies. They can help us to find common objectives to organize around. But they aren't fixed goal posts that we have to take at face value. Critique is also good and useful.

Re Milieux's relationship to the SDGs: the institute can serve all SDGs through its use of research creation methods, but it's not really helpful to just say 'we can do everything.' The Speculative Life cluster is probably SDG ground zero in Milieux given its focus on ecology and environment, but there are other areas as well: gaming, which is a way of mediating major concerns; textiles and materiality, which includes work related to material re-use and waste; the MaSH Lab, which is focused making and experimenting with matter through all kinds of sustainable processes; etc.

The SDGs can help make this work visible, but one issue is that the SDGs are solutionist in orientation. Artistic investigation is not really in bounds. Arts-oriented approaches help to define problems better. The onus, though, is on artists, humanists, etc. to identify how they can "help." Funding mostly goes toward solutionist work, not critical/interpretist work. The latter is our strength. SSHRC disciplines, arts, interdisciplinarity. We need to find unique zones where we can stand out and make a difference. The SDGs can be a good basis for interdisciplinary collaboration, but again, options are limited if the work has a strict solutionist orientation.

The Solar media group is one attempt to create this kind of unique zone. The focus in on alternative forms of energy generation and use in everyday life, combined with thinking about the larger context around energy futures. The formula is this: Take a topic, make it interdisciplinary, and make it compelling for students to engage.

Whatever we do under the SDG banner should link to student interests and to other institutional priorities and strategies.

This report on the role of culture in climate resilient development really articulates a compelling position along the lines of what I've described here.

Re the limitations of the SDG framework, and how it *shouldn't* be used:

The danger is that it becomes a necessary framework. We need the spirit not the letter of the SDGs. The SDGs don't cover everything that matters. In the name of creating a united front, it can erase other important issues.

For SDGs, communications should be central. There needs to be clear messaging about what SDG work looks like, how it leads us to work together in unique interdisciplinary ways.

In my view, individual researchers shouldn't just be able to claim the mantle of the SDGs. Researchers can organize themselves around useful clusters according to what their interests are and where money is. E.g. Concordia could do seed granting around particular SDGs. This has the potential to shift researchers interests and identities. Asking individual researchers to label themselves with SDGs assumes they already have an identity around an SDG.

Re general or longstanding issues that the SDG initiative can help us address:

The SDGs provide a unique opportunity to move forward on impact assessment, and on approaches to interdisciplinarity in problem development and problem solving.

Re impact: our understanding of impact needs to recognize the contributions of problem articulators as much as solutionists. The central question regarding impact should be, does the work generate engagement, and is it generative in some way? E.g. does it result in partnerships, collaborations, participation in shared activities. This orientation around generating engagement is central to research-creation work, so the SDGs don't give us anything some of us don't already have, but it can be used to broaden understanding of impact defined in this way.

GOVIND GOPAKUMAR (CHAIR, CENTRE FOR ENGINEERING IN SOCIETY)

Re the practical value of the SDGs in terms of forging shared orientations and priorities:

The Centre for Engineering in Society (CES) sees SDGs as a great opportunity, in multiple ways: for fostering collaborations among researchers, cultivating partnerships, building networks, providing an 'impact framework,' and, perhaps especially, linking to international agendas.

The SDGs require us to pay attention to context and community, and—perhaps especially important for engineers and computer scientists—to reach beyond industrial partnerships and collaborations, and to frame our research in terms of its social implications. This is important because it's easy for researchers to see their work as isolated from larger societal issues, and engineering students often miss the social context and social impact in their projects. The SDGs help us to avoid 'tech fix' approaches.

I do think it's important to consider how SDGs matter to units and to academic programs. Opportunities for students to participate in stand-alone problem-oriented courses or competitions like World's Challenge Challenge are OK, but it would be much better if SDG-related work was integrated into programs and took students beyond disciplinary problem structures. Can we think about programs that are structured around real-world problems?

Re the value of the SDGs in terms of forging interdisciplinary collaboration:

The SDGs can help us focus on supporting ambitious and radical, rather than superficial or proximate, interdisciplinary work. There need to be institutional incentives to help move this work forward.

Things like the Sustainable Transitions Team Research Initiative (STTRI) are great, but we can and should try to do earlier/deeper interdisciplinary integrations in our major institutional research initiatives, using the SDGs to help frame research questions. The CES and other similar units can help to ensure proposals address important systemic issues in the research programs. STTRI projects may have more limited impact than the

The wicked problems teaching opportunity from a few years ago was actually a good model. It can help to prevent simple tech solutions to complex problems. Could there be a research equivalent to this? If so, it would need an institutional mandate and appropriate levels of support, and it would need to be ambitious with respect to trying to address systemic issues.

Regarding cluster hiring, we can do more to ensure that clusters work as such. Focusing the cluster on a relatively specific wicked problem is one possibility. Based on where we're at now, we might consider things like mash-ups or ignite sessions, which have been used at various time at Concordia, but more focused on what people would like to do, or would consider doing, rather than what people already do. This gets people together to define problem areas, explore potential approaches.

The SDGs can provide the thematic infrastructure for this kind of interdisciplinarity, but they shouldn't be used to prescribe directions or over-define issues.

The School of Health points us in this direction, though it remains to be seen if we're going to be able to avoid silos there.

Re the limitations of the SDG framework, and how it *shouldn't* be used:

We have to avoid SDGs simply becoming check boxes. The SDGs can lend themselves to being *pro forma* approaches rather than being transformative.

Re general or longstanding issues that the SDG initiative can help us address:

Facilitating radical interdisciplinarity.

RACHEL BERGER (ASSOCIATE DEAN, ACADEMIC PROGRAMS & DEVELOPMENT)

Re the practical value of the SDGs for graduate programs:

There are several axes where the SDGs are helpful. The first is that the SDGs are useful to help us break out of department-based silos with respect to curriculum. There's a lot of overlapping interests and expertise at Concordia, but in terms of curriculum development, pathways for collaboration across units aren't currently available. The SDGs can help us think collaboratively across the university about our programs. The SDGs can put more oomph in the push to find new pathways for interdisciplinarity.

The SDGs also underscore and further encourage the integration of community partners in every aspect of curriculum and programs. The SDGs can be a useful basis for anchoring and deepening partnerships and connections with community—through experiential learning, student placements, classroom visits by community members, etc. A lot already happens organically at the individual level, but the SDGs help advance the agenda for this work to be prioritized at the curriculum and program levels.

The SDGs can also be a helpful tool for curriculum planning. One trend in graduate programming is developing smaller programs, very targeted, sometimes with a focus on social impact. The SDGs can be a tool for identifying opportunities for things like microcredentials or "taster" programs, using the broad thematics of the goals. Some sustainability-related ideas are already being considered for this, but the focus is mostly environmental. Thinking about other SDG areas could be useful. The SDGs can also be a spur for developing a range of different kinds of mixed and hybrid learning offerings, e.g. working with remote partners.

The SDGs also provide a useful way for us to understand and communicate the depth of work that's already happening at the university related to various aspects of sustainability, and to figure out how to build on that work as we work on curriculum.

In short, the SDGs are a framework that spells out the social good, a framework for thinking about our engagement, and it can be used in lots of ways to figure out how to be more thoughtful and considerate about our academic programming. The SDGs can help back things the School of Graduate Studies wants to advance—some bold claims about the future we envision for grad studies, where it is relevant and meaningful and grounded in an ethical approach to what a university should be in the 21st century.

Re the value of the SDGs in terms of forging interdisciplinary collaboration:

The 17 Rooms process really illustrated Concordia's capacities in so many domains, but outside the department framework. Seeing how scholars gather around SDG thematics helps us think about ways to make new connections and think collaboratively. It can break down existing territorialities.

What's frustrating is to see the ideas that the SDG inspire, but then have roadblocks prevent them from being able to enact these ideas—say, for teaching around an SDG subject. Teaching across departments and Faculties is stymied by unions, budget structures, etc. The impulse the SDGs tap into is toward collaboration and interdisciplinarity, but the university's structures don't support this.

Re the limitations of the SDG framework, and how it *shouldn't* be used:

The SDGs are so broad, so one worry is that they can become meaningless buzzwords. We always need to be thinking about the specifics of what an SDG means for us.

Re general or longstanding issues that the SDG initiative can help us address:

Climate education. And radically changing university structures to foster interdisciplinarity.

MARK SUSSMAN (DIRECTOR, CENTRE FOR INTERDISCIPLINARY STUDIES IN SOCIETY & CULTURE)

Re the practical value of the SDGs:

The SDGs can further spur the kinds of cross-disciplinary work in the humanities that CISSC is set up to support. Its working groups can certainly be a support mechanism for SDG-related work. One area in particular that seems like a good opportunity is Indigenous perspective on 'sustainability.' There are other possibilities at the intersection of sustainability and the humanities, as we see in work in the arts, and theatre in particular, around creating new sustainable economies of art production.

The SDGs can provide a rubric that brings new attention to, or provides a fresh rationale for, initiatives that might otherwise fall under the radar or not gain traction.

And the SDGs can spur us to pay more attention to a range of issues that literally come to our doorstep on the downtown campus, e.g. people who are unhoused or struggling with mental health issues. This could be an issue taken up in the context of the community health cluster in the new School of Health, for example.

Re the limitations of the SDG framework, and how it *shouldn't* be used:

The SDGs shouldn't remain a vague abstraction. People need to see what difference they make on the ground.

ANONYMOUS JMSB RESPONDENT

Re the SDGs as a basis for creating co-teaching opportunities and cross-disciplinary course offerings

This is a weakness we face. For example: the proposed real estate major would be a perfect place for the SDGs to be incorporated.

We build buildings, we spend most of our lives in buildings (live, work, play etc.), we commute to buildings etc. Real estate is a huge consumer of energy etc.

To really develop a real estate major that truly reflects the multidisciplinary nature of the field, we need to have true cross disciplinary majors—i.e. a major that requires courses from multiple departments and multiple faculties: geography for urban development; engineering for best practices building construction; FoFA for design for healthy living and working; JMSB for the business side of things.

But…there's no governance mechanism for this. We end up with a frankenmajor – like neuroscience, two separate degrees that just happen to share a few courses.

Cross-disciplinary seems to be used to indicate courses that may be of interest to students in more than one department, not really courses/programs that truly combine different disciplines to create a "new" discipline.

APPENDIX 13 | AREAS OF FOCUS FOR THE SUSTAINABLE IMPACT AGENDA

As noted in the report, the public engagement goal statements of the Sustainable Impact Agenda are aligned with THE Impact Ranking results as well as input from Faculties. The operational goals statements aggregate priorities from various university action plans and commitments.

Below are comments and observations about how the SDGs are reflected in the proposed focus areas of the Sustainable Impact Agenda.

SDG 3 is a clearly a focal SDG for Concordia as the School of Health comes online and its research, teaching, and engagement priorities get established, though notably, it was not universally identified as having the high potential for cross-Faculty collaboration.

SDG 4 is a default focal SDG for a university, but the challenge is to understand this SDG as a call to go beyond business as usual, which is Concordia's case could involve becoming more intentional about supporting low-income and first-generation students and/or making climate and sustainability education more widespread.

SDG 5 is identified as a common strength across Faculties and is a focal concern in the EDI Action Plan, though it is not a consensus area for cross-Faculty collaboration, and it not one of Concordia's more prevalent areas of research and teaching activity.

SDG 7 is central to Concordia's Volt-Age initiative, and it is the area where we score highest on SDG-based bibliometrics, but it is not identified as having high potential for cross-Faculty collaboration, particularly in comparison to, say, the related SDG 13 Climate Action.

SDG 8 is not actually identified as an area of shared emphasis the heat map, but efforts in this domain are crucial to the challenge of educating and training the professionals needed for the monumental task of decarbonizing and transforming the economy. Identifying this as a focal SDG also crucial role of universities in developing new paradigms for ecologically-restorative economics.

SDG 10 is identified by most Faculties as areas of strength, and it is a widely shared focus in a range of university activities, though it is notably absent from areas identified as having high potential for cross-Faculty collaboration.

SDG 11 is identified as a shared area of strength and as having high potential for cross-Faculty collaboration, and it is a widely shared focus in a broad range of university activities, but might be treated as the unmentioned domain in which other SDGs (taking climate action, addressing inequalities, etc.) are pursued rather than a distinct category of action.

SDG 12 is central to the Sustainability Action Plan, though it is only identified by the Gina Cody School as a potential area of cross-Faculty collaboration, and it is not one of the most prevalent areas of research strength.

SDG 13 is identified as a Faculty strength and has support as an area for cross-Faculty collaboration, but it does not have a high prevalence in course offerings, nor is it highly visible to students who search our program offerings, as seen in Figures 7.2 and 7.3 above.

SDG 16 is also identified as a common strength across Faculties and has some support as an area for cross-Faculty collaboration, but it does not appear among leading areas of concentrated activity with respect to teaching and research impact.

All told, the SDG alignments in the Sustainable Impact Agenda foreground Concordia's documented strengths and its most potent forms of sustainable impact. As a high-level articulation of priorities, it is obviously not comprehensive and definitive, but it does provide a usefully compact and readily communicable expression of the university's major areas of focus and attention.

APPENDIX 14 | PROGRESS INDICATORS

Below is an example of a key performance indicator dashboard for social responsibility and sustainability issues from the University of Edinburgh.

The University of Manchester's [2021-25 strategic plan](#) (p.15) contains this graphic that indicates the types of indicators it plans to use to for its Board reporting.

Key measures of success

Board scorecard metrics

Equality, diversity, inclusion

Year-on-year increases in the diversity of our staff, so that we better represent our local and regional profile, with a particular focus on ethnicity, gender and disability.

Wellbeing

Improvement in surveyed colleague perceptions of health, wellbeing and workload.

Colleague satisfaction

85% of our people will say the University is a good place to work.

Managing strategic change

To deliver the agreed financial benefits of the strategic change portfolio, including an additional £20 million contribution from Professional Services by 2025/26 to enable investment in our core activities.

Decarbonising

Reduce direct carbon emissions from owned or controlled sources (scope one) and indirect emissions from the generation of purchased energy (scope two) at a long-term average of 13% per annum.

Space utilisation

Improving the utilisation of space across the University's estate.

International student diversity

Enhancing the diversity of our international student community.

Financial sustainability

We will generate an operating cash surplus of 10% of revenue before strategic expenditure.