

Sustainable Development Goals Mapping Project

*Interim Report for Kwantlen
Polytechnic University*



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Introduction

Sustainable development is the pathway to the future we want for all. It offers a framework to generate economic growth, achieve social justice, exercise environmental stewardship and strengthen governance.

– Ban Ki-moon, former Secretary-General of the United Nations

The [2030 Agenda for Sustainable Development](#) was adopted by the United Nations in 2015 to provide a shared vision for global partnership by all countries to promote peace and prosperity for people and the planet Earth, now and into the future. The document serves as the initial report that brought forth the creation of the [United Nations Sustainable Development Goals \(SDGs\)](#); 193 countries identified 17 of the world's most pressing issues that our global community must address together to ensure the health and sustainability of our world, ranging from eradicating poverty and hunger, to addressing climate change and building inclusive societies by 2030. The SDGs are grouped into five core areas of focus to help serve as an action plan for a holistic approach to sustainability: people, planet, prosperity, peace, and partnerships.

Higher education institutions have a critical role in helping society achieve the SDGs through leadership, research, teaching and learning, and campus operations. In 2020, Universities Canada initiated [a pan-Canadian project focused on increasing awareness of SDG projects on Canadian campuses](#). [The initiative focused on identifying efforts](#) that connects stakeholders through cross-university and university-community partnerships that embrace the 2030 Agenda for Sustainable Development.

SUSTAINABLE DEVELOPMENT GOALS



Source: United Nations

The tertiary education and scientific research sectors are explicitly recognised in a number of the SDGs; however, university contribution is needed much more broadly to achieve all of the SDGs.

The SDG agenda covers a wide range of interconnected social, economic, and environmental challenges and the unique functions and expertise of universities are critical for overcoming all of these. Arguably the SDGs will not be achieved without this sector.



Sustainability at KPU: *Setting the Context*

The ideals of sustainability are embedded in various KPU seminal documents. In KPU's Vision 2023, it is identified as a core component:

“Vision: In 2023, KPU is a learning ecosystem rooted in a culture of sustainability, creativity and quality that inspires our people and our communities.”

— KPU VISION, 2023, 2018, p. 1

More specifically, Goal B denotes that “cultural, social, environmental and institutional sustainability are [to be] advanced.” (KPU VISION 2023, 2018, p. 4). Furthermore, in Summer 2022, KPU, under the leadership of President Dr. Alan Davis, became a signatory to the [SDG Accord](#), demonstrating KPU's commitment at an international level to advance the SDGs and to report annually on institutional progress.

The significant and unique value of the SDG Accord and framework is its wholistic nature. It allows institutions to commit to not only climate action but reconciliation, economic and social justice and leaving no one behind.

— Judi Varga-Toth, Manager, ImpAct Partnership Services, Government Relations and Canadian Partnerships, Colleges and Institutes Canada

In the project final report, further connections between sustainability and other KPU initiatives including but not limited to:

Academic Plan 2023

KPU's Official Campus Plan: KPU2050

KPU2050's Sustainability Framework

Environmental Sustainability Committee

President's Diversity and Equity Committee

Sustainability at KPU: Setting the Context

SDG Integration Process

As a first step towards ensuring KPU can effectively report annually on its impact towards the SDGs, an exploratory research project was undertaken to identify how the institution's existing academic and administrative ecosystems align with and/or are directly advancing progress towards achieving the SDGs, as well as highlighting areas of strength that might be offered as best practice examples for other post-secondary institutions.

This interim report, produced by the SDG Mapping Project Team (SMPT), documents the efforts conducted during Fall 2022 in identifying connections between the SDGs and KPU's initiatives ranging from courses, programs, services, to research, policies, and operations - considered as Step 1 of the SDG integration process (see Figure 1). The 5-step process was created by a consortium of higher education



Figure 1. Overview of the SDG integration process.

Source: Sustainable Development Solutions Network - Australia/Pacific. (2017). Getting started with the SDGs in universities: A guide for universities, higher education institutions, and the academic sector. Retrieved from <https://resources.unsdsn.org/getting-started-with-the-sdgs-in-universities>

institutions belonging to the Sustainable Development Solutions Network – Australia/Pacific. Participating institutions were aiming to identify and amplify their efforts towards achieving more sustainable outcomes and shared this general framework that they developed as a best practice for other institutions to employ.

At this point, KPU is committed to completing Step 1 of the SDG integration process. The results of which will ideally inform the plans and intentions to progress into the additional steps in the integration process.

Step 1 is anticipated to conclude at the end of Spring 2023; a final report will be produced to more comprehensively capture an overview of how the SDGs are being incorporated and addressed across KPU. In parallel, an environmental scan identifying notable practices outside of KPU - nationally and internationally - will be conducted in Spring 2023 to inform preliminary recommendations for how KPU can build capacity and take further ownership of the SDGs (Step 2 of the SDG integration process). The remaining Steps 3 to 5 will then proceed following the implementation of this initial report's recommendations.



Fall 2022 Mapping and Key Activities

The work of the SMPT to fulfill Step 1 of the SDG Integration Process began in early September, and has produced two key deliverables:

An inventory of current SDGs-related initiatives and practices at KPU, including academic, administrative, and operational practices, and

Conversations about the SDGs and their importance to the KPU community through an institution-wide SDG engagement process.

A ‘whole community’ approach was conceptualized and employed which included the following activities in Fall 2022:

- 01** Participation in key meetings (i.e., Faculty Councils and class visits) to solicit perspectives and ideas.
- 02** Ongoing conversations with key KPU community members working in the areas of learning and teaching, research, operations and governance, and external leadership such as Colleges and Institutes Canada.
- 03** Impromptu opportunities for KPU community members to engage with the SMPT through events, both hosted and attended by team members.

Whenever appropriate, the SMPT leveraged these interactions as opportunities to both collect existing perspectives/perceptions/ideas, and to enhance awareness and literacy of the SDGs by sharing insights and resources with participants.

These activities informed the draft of a comprehensive mapping of current KPU programs, services, and initiatives that already contribute to the SDGs. An overview of the mapping process, along with the draft mapping, are next discussed, followed by an overview of how the SMPT engaged in the three key activities listed above to inform and validate the mapping.

Fall 2022 Mapping and Key Activities

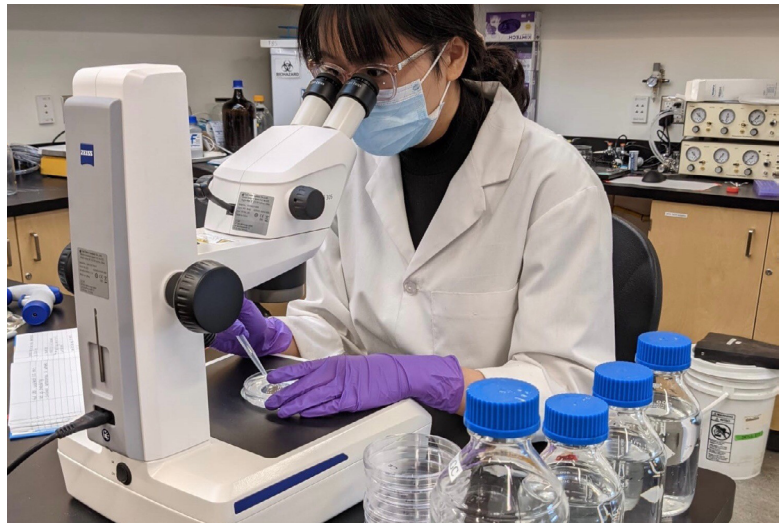
Mapping of Current KPU Programs and Initiatives

A major part of this research project was linking (or mapping) how KPU courses and programs may already align with the 17 SDGs, as well as highlighting areas of strength that might be offered as best practice examples both with other units within the institution. Through this process, all of KPU's courses and academic programs offered by the seven faculties were mapped. This process was aided by reviewing program and course descriptions on the [KPU University Calendar](#) and cross referencing with each SDG's targets and indicators. The appendix section of this report features drafts of all of SMPT's mapping of KPU initiatives to date.

For instance, in reviewing course descriptions, a notable stand out was [DESN 2500 - Design Thinking: Food System Connectivity in Design, Business, and Agriculture by the Wilson School of Design](#), which has been identified to support at least eight of the 17 SDGs: SDG 2 Zero Hunger, SDG 4 Quality Education, SDG 8 Decent Work and Economic Growth, SDG 11 Sustainable Cities and Communities, SDG 12 Responsible Consumption and Production, SDG 13 Climate Action, SDG 15 Life on

Land, and SDG 17 Partnerships for the Goals. At the program level, the newly revised [Bachelor of Business Administration in Entrepreneurial Leadership](#) in the Melville School of Business is a prime example of how the SDGs can be integrated in academic programs through its emphasis on experiential learning and leveraging real-world issues as case studies.

Additionally, the mapping project included activities in areas such as student services and supports, policies, teaching and learning, research initiatives and the environmental sustainability office. Initially, this segment of the project was based on the most recent information available on the respective department's websites and a few public reports; however, that approach prevented the research team from gathering information about day-to-day operations and outcomes. Therefore, meetings occurred with staff members from each area to validate the information and provide further clarification for the mapping of services that they offer. A pertinent example, for instance, was offered by [Assessment and Testing Services \(ATS\)](#). It was brought to SMPT's attention that the department is moving all exams from a paper printed exam format to online, including all backup materials and instructions and thereby minimizing wastage of paper; this action therefore supports SDG 12 (Responsible Consumption and Production).



Source: KPU Media

The mapping of KPU services and initiatives was a highly informative process as it acquainted the research team about some of the interesting projects that KPU is a part of. In 2019, KPU signed the [Global Universities and Colleges Climate Letter](#) as a commitment to achieve carbon neutrality by no later than 2050. Each signatory is responsible for establishing criteria to achieve net-zero GHG emissions. The Office of Research and Scholarship offers the [Student Research Innovation Grant \(SRIG\)](#) to students but one requirement for students' projects to qualify for the grant is applications must be connected to at least one United Nations Sustainable Development Goal. In one such project, [KPU researchers look at growing berries sustainably year round in Canada](#) to help Canadian producers grow berries sustainably and competitively out of season. For this project, KPU has partnered with Université Laval to develop tools and technologies to help secure food production in Canada through the Weston Family Foundation's \$33-million Homegrown Innovation Challenge.

While sustainability is mostly associated with the environmental aspect, it is also equally important for institutions to strive for social sustainability by reducing inequalities and creating an inclusive environment for students. KPU has a number of initiatives under



Source: KPU Media

departments such as [KPU Pride](#), [Indigenous Services for Students](#), [Office of Students' Rights and Responsibilities](#), [Multi-Faith Center](#) which help in promoting social sustainability. The [Office of the Registrar](#) updated their application process for prospective students to indicate their preferred name(s) after hearing feedback from students and the Pride Advocacy Group and the [President's Diversity and Equity Committee \(PDEC\)](#) who have been advocating for this change for years. This change was especially important for trans and non-binary individuals whose well-being can be negatively impacted when their preferred name is not used. As such, individuals should indicate a preferred name if they want students, staff or faculty to refer to them by a name that is different from their legal name. Also, KPU has [Gender Inclusive and Accessible Washrooms](#) available on all five campuses. The [Elder in Residence program](#) supports and encourages Indigenous students on their educational journey. In his role, Elder Lekeyten shares knowledge, traditions and teachings with individual students and groups and works with the University to encourage and promote understanding and respect for Indigenous perspectives, culture and values.



Source: KPU Media

*Fall 2022 Mapping and Key Activities***Participation at Key Meetings**

| | |
|-----------|---|
| September | Melville School of Business Chairs Meeting |
| October | Faculty of Arts Academic Priorities and Planning Committee |
| | Faculty of Trades and Technology Chairs Meeting |
| November | Faculty of Academic and Career Preparation Faculty Council |
| | Wilson School of Design Faculty Council |
| | Student Affairs Management Team |
| | Faculty of Science and Horticulture Faculty Council |
| | Environmental Sustainability Committee |

The SMPT were welcomed by leaders and administrators at Faculty-specific meetings to present and share information about the project. These sessions included the SMPT introducing the 17 SDGs and discussing KPU's current efforts and commitment to the SDGs. Information tailored to each Faculty was shared, including how specific programs and courses were identified, based on their descriptions, to align (map) with the SDGs. Each conversation concluded with an invitation for each group to review a draft mapping of their programs and courses to validate and comment, with further opportunities to connect with the SMPT for clarification.



Common questions and comments that surfaced during these meetings include:

The importance of capturing both the WHAT and the HOW

Mapping the SDGs with the course and program descriptions should be seen as a start, with next steps being uncovering how faculty members through their pedagogical approaches are advancing the SDGs (e.g., practicing universal design for learning [UDL] to advance SDG 10, Reduced Inequalities).

Curiosity with what other Faculties are doing in their courses and pedagogy to support the SDGs

Many were curious to know if there might be opportunities to exchange ideas and collaborate. On more than one occasion, the ideas of a SDG repository was identify as a starting point.

Professional development opportunities

Both in-house at KPU or external conferences and workshops - that might help individual faculty members enhance their understanding and knowledge of the SDGs, so that they can better incorporate them in their teaching.



Source: KPU Media

The SMPT experienced the same level of enthusiasm when meeting with the Student Affairs Management Team. A draft mapping of student services and programs were distributed in advance, and comments and questions were solicited at the meeting. A key insight generated was that the results from the SDG mapping project might be leveraged as a framework for future strategic planning. To this end, the mapping can be used as a tool to identify goals and actions: In what ways are services and programs currently contributing to specific SDGs, and what further opportunities lie ahead?

...more universities need to take on the SDGs as a key part of their deliverables, and student affairs and services is ideally placed – within and beyond higher education institutions – to facilitate the development of students as agents for change so that the SDGs can be realised as outlined by Agenda 2030.

– Birgit Schreiber, Lisa Bardill Moscaritolo, Mirela Mazalu and David Newman (globally recognized leaders in Higher Education Student Affairs), 2021 <https://www.universityworldnews.com/post.php?story=20210823112646752>

Finally, the SMPT was invited to present to the [Environmental Sustainability Committee](#) whose mandate is to “facilitate, advise, advocate and enable the implementation of integrated environmental sustainability activities at KPU”. Co-chaired by the President and the Executive Director, Facilities Services, committee membership includes faculty members and administrators representing Ancillary Services, Procurement, External Affairs, Campus & Community Planning, Library, and Kwantlen Student Association. Employing [an appreciative inquiry approach](#), committee members from their respective roles and vantage points, discussed key priorities, ideal outcomes, and current trends related to sustainability.

Key insights from the meeting included:

Exploring further opportunities to ‘report out’ and share progress with the broader KPU community, and in turn, inviting community members to connect and share their perspectives

Identifying what information other groups and committees are disseminating through reports related to sustainability to identify both overlaps and gaps

Recognizing that resources are required to support and advance the SDGs and to demonstrate genuine ongoing commitment

Acknowledging that KPU needs to be mindful and inclusive of the social, cultural, and environmental aspects of sustainability



Source: KPU Media

Fall 2022 Mapping and Key Activities

Conversations with Key Informants

In addition to the key meetings, the SMPT connected with colleagues representing a wide breadth of KPU departments and units. These include:

Campus and Community Planning

Climate+ Challenge

Entrepreneurial Leadership

Facilities

Future Students Office

Graphic Design for Marketing

Indigenous Leadership, Innovation and Partnerships

Journalism

Kwantlen First Nation

Media and Communications

Office of Research and Scholarship

Policy Studies

Public Relations

Student Affairs

Teaching and Learning Commons

Each participant brought forward a unique perspective and illustrated how KPU's commitment to sustainability doesn't just live in a document; it thrives in practice. In this interim report, the SMPT features several notable examples that were raised:



Source: Wikimedia Commons

Iain Hunter

Director, Maintenance and Operations,
Facilities Services Department

- 10 Reduced Inequalities
- 11 Sustainable Cities and Communities
- 12 Responsible Consumption and Production
- 13 Climate Action
- 15 Life on Land
- 17 Partnerships for the Goals

Iain Hunter, Director, Maintenance and Operations, Facilities Services Department, highlighted KPU's Forest Management Project, which examined each tree on the Surrey campus, determining its species, health, and possible risks to the community. The project identified several trees at the end of their life; while some are intended to be left to decompose naturally, 168 trees are scheduled to be removed, with some to be given back to the Kwantlen First Nation. As KPU considers replanting, the project team emphasized the need for decolonization to be a forward-thinking practice, taking direction from the community on the decisions concerning their land. Hunter credits Facilities Services' commitment to sustainability and decolonization through a core guiding principle of being in service to the KPU community.



Source: Fiona Whittington-Walsh

Dr. Jennifer Hardwick

Policy Studies instructor and Chair of Arts Priorities and Planning Committee

- 1 No Poverty
- 4 Quality Education
- 10 Reduced Inequalities
- 17 Partnerships for the Goals

Dr. Fiona Whittington-Walsh

Sociology instructor and lead of the IACP

- 1 No Poverty
- 4 Quality Education
- 10 Reduced Inequalities
- 17 Partnerships for the Goals

Policy Studies instructor and chair of Arts Priorities and Planning Committee, Dr. Jennifer Hardwick, highlighted KPUs [Including All Citizens Pathway \(IACP\) Program](#). The program offers full inclusion of students with intellectual disabilities into Faculty of Arts courses, putting students on a meaningful pathway to an undergraduate degree. Sociology instructor and lead of the IACP, Dr. Fiona Whittington-Walsh, provided real-life context for how the program is reducing inequality by creating equity in education. She highlighted the importance of recognizing the educational trauma many students carry due to a lack of universally designed education systems and pathways. Whittington-Walsh noted that secondary schools don't design a pathway for graduating with a Dogwood Diploma for students with intellectual disabilities and stressed the importance of offering meaningful credentials. As a member of KPU's [Disability Inclusion Group \(DIG\)](#), she has also been part of creating resources to equip the KPU community to better serve all its students. These resources include [a checklist for planning accessible events on campus](#) and guidelines on teaching with the principles of Universal Design for Learning.



Source: KPU Media

Gayle Bedard

KPU's Associate Vice President,
Indigenous Leadership, Innovation &
Partnerships

- 8 Decent Work and Economic Growth
- 9 Industry, Innovation, and Infrastructure
- 16 Peace, Justice, And Strong Institutions
- 17 Partnerships for the Goals

Gayle Bedard, KPU's new Associate Vice President, Indigenous Leadership, Innovation & Partnerships, shared KPU's current efforts to increase Indigenous student enrolment and to respond to the [Truth and Reconciliation Commission's \(TRC\) calls to action](#). On October 31st, 2022, in partnership with the Aboriginal community Career Employment Service Society (ACCESS), KPU hosted [the Indigenous Trade Sampler](#). The event introduced Indigenous high school students to an array of KPU Faculty of Trades and Technology programs such as automotive, millwright, and plumbing. Gayle's portfolio is also currently undergoing an equity scan to uncover new goals, objectives, and partners towards achieving further TRC calls to action.

*Special Spotlight***Campus and Community Planning**

The role of planners is to manage growth and change, considering both present and future generations, as we deal with risk and uncertainty about the future (e.g., climate change). Planners protect the public interest, advocating for public health and safety with a special concern for the long-term consequences of our present actions. To accomplish this, KPU's Campus and Community Planning team leads and supports the implementation of a variety of projects with strategic linkages to the implementation of a range of SDGs across our campuses. Below is an overview of representative projects that highlight KPU's commitment to sustainable development.

xé?elt

- 10 Reduced Inequalities
- 16 Peace, Justice, And Strong Institutions
- 17 Partnerships for the Goals

Campus and Community Planning supports KPU's journey to reconciliation and the advancement of decolonization across the institution. As part of this process, staff worked in collaboration with Student Services and Indigenous Leadership, Innovation, and Partnerships teams to create *xé?elt*, KPU's Pathway to Systemic Transformation. *xé?elt* is about shifting the culture at KPU to one where the responsibility of systemic transformation is shared amongst the entire KPU community to recognize and advance the rights of Indigenous Peoples. This document outlines an ongoing process that involves continual dialogue, deep reflection, and relationship building that moves beyond the surface and delves into the deep rooted systems, beliefs, and culture of an organization.

TDM Strategy

| | |
|----|------------------------------------|
| 3 | Good Health and Well-Being |
| 11 | Sustainable Cities and Communities |
| 13 | Climate Action |

Transportation Demand Management (TDM) implements strategies to reduce travel demand, or encourage a redistribution of this demand from single-occupancy vehicles to alternative modes of transportation. KPU is undertaking a TDM strategy to help reduce emissions associated with travelling to and between campuses, improve accessibility for all members of the KPU community, and support the institution's broader sustainability and well-being goals.

Open Space Master Plan

| | |
|----|----------------------------|
| 3 | Good Health and Well-Being |
| 4 | Quality Education |
| 15 | Life on Land |

As an extension of KPU2050, Campus and Community Planning will be developing a more detailed Open Space Master Plan that guides the design, planning, and construction of open spaces on KPU's campuses. As a first step, design is underway for a network of learning gardens at KPU's Surrey Newton campus, to provide opportunities for celebration, learning, reflection, and greater connection to the land.

Special Spotlight

Facilities Services

Facilities Services is responsible for the planning, design, and renovation of buildings, maintenance, construction, landscaping, key control, janitorial services and the daily operation of KPU's campuses. With a commitment to continuously maintain and improve KPU's built environment, Facilities Services fosters a positive relationship between KPU's physical spaces and the institution's strategic directions, including supporting a range of SDGs.

- 7 Affordable and Clean Energy
- 9 Industry, Innovation, and Infrastructure
- 11 Sustainable Cities and Communities
- 13 Climate Action

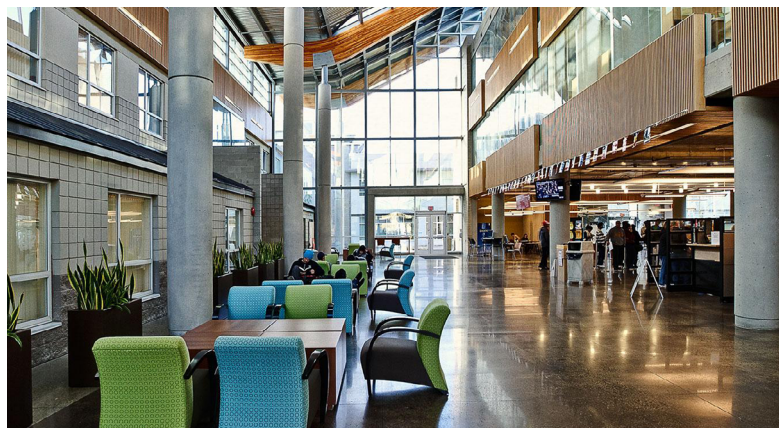
Green Building – Renewals and Operations

KPU is committed to being a leader in environmental sustainability in all aspects of its operations. To support this commitment, KPU participates in BC Hydro’s Commercial Energy Manager Program, employing a continuous improvement model to reduce energy use and GHG emissions associated with campus operations. Example projects include: optimizing the Building Management Systems on the Surrey Campus, replacing older lighting fixtures with higher efficiency LED options, converting the Cedar building’s heating system on the Surrey campus from natural gas to electric, and upgrading the main transformer on the Surrey campus to support fuel switching and expansion of electric vehicle charging stations.

- 10 Reduced Inequalities

Accessibility Project

KPU’s commitment to forward thinking is one of the key drivers for successful accessibility projects. After receiving word that a prospective student required [a change table for adults](#), Facilities Services designed and installed one in time for the start of the student’s program. Today, only three adult change tables are accessible in public spaces across Canada.



Source: KPU Media

*Fall 2022 Mapping and Key Activities***Campus and Virtual Consultations**

One of the primary goals for this research project was to promote SDG literacy among the KPU community (students, faculty, staff, admin, and visitors). To achieve this goal, the SMPT held ten in-person consultations on all five campuses between October and November 2022. These sessions provided an opportunity to engage students as active facilitators of the consultations, and thus, in the spirit of SDG 8, Decent Work and Economic Growth, one student was hired to coordinate the consultations, another designed the consultation materials, and five student ambassadors facilitated these sessions. Each consultation session consisted of three different stations.

*Number of individuals who entered their names into a prize draw for having contributed responses to the three key questions described later in this section.

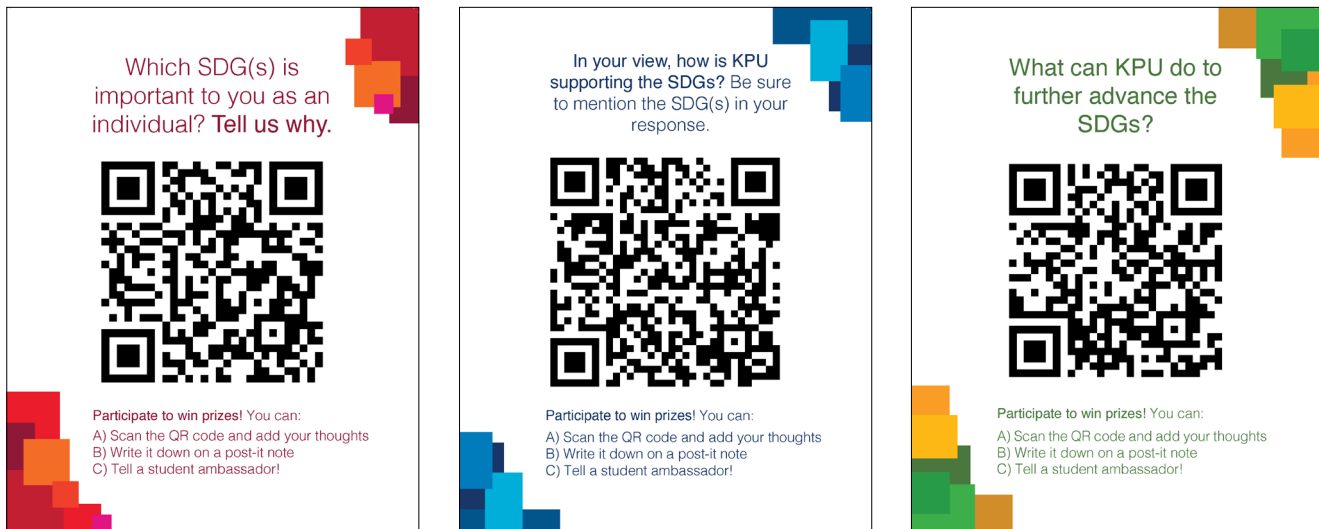
| Date | Campus | Building Room | No. of Participants* |
|------------|----------|---|----------------------|
| Tue Oct 11 | Surrey | Fir Lobby 1000 | 35 |
| Thu Oct 13 | Langley | West Building Corridor 1000 | 31 |
| Mon Oct 17 | Surrey | Cedar Lobby 1000 | 61 |
| Tue Oct 18 | Richmond | Main Building Student Common Space 1000 | 44 |
| Thu Oct 20 | Tech | Main Building Student Lounge 1202 | 23 |
| Tue Oct 25 | Civic | 6th Floor Welcome Area 601 | 9 |
| Thu Oct 27 | Surrey | Arbutus Lobby 1000 | 51 |
| Tue Nov 1 | Tech | Main Building Student Lounge 1202 | 9 |
| Tue Nov 8 | Langley | West Corridor 1000 | 31 |
| Thu Nov 10 | Richmond | School of Design Social Lobby 0930 | 29 |

| PEOPLE | PLANET | PROSPERITY | PEACE | PARTNERSHIPS | GENERAL UN |
|--------|--------|------------|-------|--------------|------------|
| 200 | 200 | 200 | 200 | 200 | 200 |
| 400 | 400 | 400 | 400 | 400 | 400 |
| 600 | 600 | 600 | 600 | 600 | 600 |
| 800 | 800 | 800 | 800 | 800 | 800 |

Design: Christina Tran

The first station, SDG Jeopardy, invited participants to answer trivia questions related to the SDGs from six categories of People, Planet, Prosperity, Peace, Partnerships and General UN Facts. This station was designed to generate awareness of the SDGs, and prizes were awarded to participants.

The second station provided participants with polaroid frames they could hold and take pictures with their own devices, and should they choose, share on social media channels.



Design: Christina Tran

The final and the busiest station was where the SMPT gathered community members' perspectives on the SDGs and how they see KPU playing a role in contributing to the SDGs. Three questions were posted on virtual [Padlet](#), a digital collaborative bulletin board where participants could anonymously post a response for others to view:

- [Which SDG\(s\) is important to you as an individual? Tell us why.](#)
- [In your view, how is KPU supporting the SDGs? Be sure to mention the SDG\(s\) in your response.](#)
- [What can KPU do to further advance the SDGs?](#)

Participants could scan a QR code and anonymously contribute their thoughts to the Padlets. Alternatively, they could write their responses on a post-it and submit it to an ambassador, who entered it into the Padlet for them.



Design: Christina Tran

KPU SDG Mapping Project

What are the SDGs?

The 2030 Agenda for Sustainable Development, adopted by all United Nations Member States in 2015, provides a shared blueprint for peace and prosperity for people and the planet, now and into the future.

At its heart are the 17 Sustainable Development Goals (SDGs), which are an urgent call for action by all countries - developed and developing - in a global partnership.

Project Summary

Higher education institutions have a critical role in helping society achieve the SDGs through leadership, research, teaching and learning, campus operations.

As part of its commitment to sustainability, in KPU's Strategic Plan, Vision 2023, and beginning Fall 2022, KPU is mapping its academic and administrative ecosystems towards illustrating how it supports the SDGs, as well as highlighting areas of strength that might be offered as best practice examples for other post-secondary institutions.

Project Values

- Collaboration
- Creativity
- Connections

In our journey to identify and map SDG-related practices at KPU, we employ a whole community approach. This includes ongoing consultations, reviewing current KPU programs, services, and initiatives, participation in meetings (i.e., Faculty Councils and class visits) to solicit perspectives, and impromptu opportunities for KPU community members (students, staff, faculty, administrators, external partners) to engage with our team through events, both hosted and attended by us.

Whenever appropriate, we also leverage our interactions as opportunities to enhance SDG literacy in our community by sharing that we are learning along the way and referring resources and connections.

In addition to facilitating consultation sessions on campuses, the SMPT were also keen to capture ideas from online learners by partnering with instructors teaching online courses to promote the three questions. 263 instructors were identified to be teaching at least one fully online course in Fall 2022 and were emailed a special invitation to have their online classes contribute their ideas to the Padlets. At instructors' requests, the project lead, Dr. Candy Ho, also made herself available to conduct class visits to provide more information on the project and solicited questions and ideas.

Over 1000 Padlet responses were collected from early October to late November. The responses are currently being analyzed for key ideas and emerging themes.



[Which SDG\(s\) is important to you as an individual? Tell us why.](#) (451 responses)

Participants identified SDG 3 Good Health and Well-being (74 responses, 16.4%), SDG 4 Quality Education (62 responses, 13.7%), SDG 6 Clean Water and Sanitation (51 responses, 11.3%), and SDG 2 Zero Hunger (35 responses, 7.8%) as most important to them as individuals.

[In your view, how is KPU supporting the SDGs? Be sure to mention the SDG\(s\) in your response.](#) (393 responses)

Participants generally see KPU supporting the SDGs through a variety of initiatives, from academic courses and co-curricular activities, student support services (e.g., food bank, counselling services), to environmental sustainability initiatives (e.g., water stations, waste management).



[What can KPU do to further advance the SDGs?](#) (502 responses)

Participants provided ideas pertaining to facilities and infrastructure (e.g., lobbying for better transit to KPU campuses), student experience (e.g., more student clubs and campus events), and campus culture (e.g., use of inclusive language to recognize equity-seeking groups).

Interesting conversations took place at these consultation sessions and class visits, with many participants being introduced to the concept of the SDGs for the first time. Overall, these sessions proved to be an effective measure in generating SDG awareness by soliciting perspectives, ideas, and recommendations from the KPU community.

Fall 2022 Mapping and Key Activities

Presence at Events

To gain a deeper understanding of how KPU is already implicitly promoting the SDGs within the community, the SMPT attended an array of events hosted by the university. While none of the events explicitly mentioned the SDGs, it was evident to the SMPT that KPU is already making significant efforts to address the SDGs:

| | |
|----|--|
| 4 | Quality Education |
| 6 | Clean Water and Sanitation |
| 12 | Responsible Consumption and Production |
| 13 | Climate Action |
| 14 | Life Below Water |

On September 29, KPU celebrated a collaborative research-creation project, '[Upstream/Downriver Walking the Stó:lō Watershed](#)' which addressed the impacts of climate change on the lower Fraser River watershed. Fine Arts, Philosophy, Biology, and Geography faculty members joined the Xwchíyò:m Nation walking the Fraser River, recordings of these walks provided a soundscape, complementing the work of local artists Erica Grimm, Joshua Hale, Alysha Creighton. A creative installation by Fine Arts students depicted Stó:lō (Fraser) River on the floor of the gallery with tree branches intertwined with garbage, and a stark reminder of the human impact on the environment.

| | |
|----|---|
| 4 | Quality Education |
| 10 | Reduced Inequalities |
| 16 | Peace, Justice, And Strong Institutions |

On October 7, [KPU's Task Force on Anti-Racism \(TFA\)](#) presented [64 recommendations](#) to address systemic racism. Of the 64, six recommendations were proposed for immediate action: create an implementation committee, launch an office of Anti-Racism, appoint a Vice President dedicated to anti-racism, create an anti-racism policy statement, develop an Indigenous anti-racism action plan, and initiate a mentorship program dedicated to black students and faculty. Dr. Alan Davis responded to the report stating, "this is a bold report which inspires an equally bold response," to which he committed KPU to immediately undertake the recommendations.

4 Quality Education
 9 Industry, Innovation And Infrastructure
 17 Partnerships for the Goals

The [Teaching and Learning Partner Spotlight Days](#) on October 13 and 14 highlighted ways KPU supports the SDGs through teaching and learning innovations, particularly with respect to SDG 4 (Quality Education) and 17 (Partnerships for the Goals). Eight initiatives were featured from IT Services and Educational Media working together to install classroom video capture equipment in a technology-enhanced classroom, faculty members and KPU International offering Collaborative Online International Learning (COIL) opportunities, to a team of students, faculty members, and administrators in the Faculty of Arts convening a research network. These examples illustrate how cross-department collaborations (or, as the Teaching and Learning Commons would say, “paddling together”) can achieve greater student, faculty, and institutional success.

4 Quality Education
 13 Climate Action
 16 Peace, Justice, And Strong Institutions
 17 Partnerships for the Goals

On November 18th, the [KPU Climate+ Challenge](#) hosted a faculty ‘Climate and Coffee Talk’. During introductions, Christina Shorthouse, ACPR faculty and coordinator of Climate+, highlighted that the group’s mission expands beyond environmental issues and that the ‘+’ in their name represents the group’s commitment to equity. The conversations on COP27 and Indigenization underscored this commitment, with a request for speaking spaces for the Wet’suwet’en land defenders. The group recognizes their role as faculty members as being an ‘influence on those who will be leading the change’ and members agreed that bringing climate influencers who have a strong social media presence into the conversation can enhance student engagement.

4 Quality Education
 8 Decent Work and Economic Growth
 17 Partnerships for the Goals

Members of the SMPT have also been active at monthly national conversations on the SDGs in post-secondary institutions and contributed to two forums: Teaching the SDGs Communities of Practice hosted by the [Sustainable Development Solutions Network Canada](#), and SDG Accord Community of Practice [hosted by Colleges and Institutes Canada \(CICan\)](#). Furthermore, by CICan’s invitation, Dr. Candy Ho served as an expert panelist at the [International Symposium 2030 SDG Agenda: Technical and Vocational Education and Training and Its Contribution to Sustainable Development](#).

Preliminary Recommendations

From conducting a draft mapping, presenting at key meetings, conversing with key informants, to hosting consultations and attending events, it was evident that KPU is embarking on an ambitious but worthwhile journey to advance the SDGs. Having said this, it is important to reiterate that this is only the beginning; KPU is currently in Step 1 of the five-step SDG integration process, which is to map our current activities that are supporting the SDGs (Sustainable Development Solutions Network - Australia/Pacific, 2017).

The following are preliminary recommendations generated from our interactions with the KPU community in Fall 2022. As well, it is anticipated that the environmental scan being conducted in Spring 2023 will further enhance this section by highlighting notable international and national SDG practices in post-secondary education. The recommendations are grouped into three different themes, as follows:

Theme 1: Enhance Cross-Functional Collaboration and Reporting of the SDGs

Ultimately, the activities conducted in Fall 2022 should be seen as a starting point in identifying current SDG-related initiatives and practices at KPU. In fact, as mentioned in a meeting SMPT participated in, the mapping document should be used as a strategic planning tool that can help a department or unit identify their current contribution to the SDGs, and where further opportunities might lie to strengthen those contributions and/or address service gaps.

There also needs to be support to continue the momentum generated from this first step. Currently, SDG reporting in post-secondary institutions typically falls within the purview of departments of sustainability, which KPU

is in the process of establishing within KPU's Campus Community and Planning Division by hiring a Manager of Sustainability and a Sustainability Specialist in late 2022.

KPU needs to ponder future-focused questions: Upon completing the mapping and identification process, who stewards and monitors KPU's progress toward the SDGs? In building capacity and ownership of the SDGs, what is KPU prepared to do to resource and invest in this? Addressing these questions will enable KPU to proceed to Step 2 of the SDG integration process to build capacity and ownership of the SDGs. In order to do so effectively, the following recommendations are presented:

Establish a Cross-Functional Team focused on the Sustainable Development Goals (CFT-SDG).

1. Create the CFT-SDG to consist of representatives from Academic Affairs (with one representative per Faculty), Student Services, Facilities Services, Campus Community and Planning, Kwantlen First Nation, Kwantlen Student Association, to help advance the SDG integration process by undertaking shared responsibilities including the following recommendations within this theme.

Develop a common definition of sustainability at KPU

2. Expand the definition of sustainability to go beyond the traditional notion of environmental sustainability by encompassing social and cultural aspects of sustainable development, such as those articulated in the [KPU Sustainability Framework](#) (see SF.1.4.).
3. Ensure the expanded definition is widely adopted across KPU in seminal documents (e.g., Institutional vision and academic plan), processes and practices (e.g., academic program planning).

Leverage the SDG mapping documents to inform priorities and planning

4. Review and maintain the SDG mapping documents; identify areas of strengths KPU should amplify, along with gaps and opportunities KPU should address.

5. Conduct a priority setting exercise and articulate a timeline to fulfill each priority (e.g., deliverables to be completed by the end of each academic year) based on the strengths, gaps, and opportunities identified.
6. Review the priority list on a bi-annual basis, time test it against emerging societal and institutional trends, and revise accordingly.

Report on SDG initiatives at KPU

7. Steward the SDG Accord annual reporting process, which includes capturing and reporting on SDG-related activities.
8. Assess the feasibility of KPU's initial and ongoing participation in the [Sustainability Tracking, Assessment & Rating System \(STARS\) review process](#) this year.



Source: KPU Media



Source: KPU Media

Theme 2: Promote and Support Teaching with the SDGs

The SDG mapping of academic programs and courses conducted in Fall 2022, though extensive and unprecedented, should only be seen as a snapshot of a single point in time. It does not account for programs and courses under revision, or those being developed. Therefore, to continue to identify and monitor programs and courses that support the SDGs, there needs to be a systematic approach or reporting mechanism to sustain the mapping process.

In SMPT's engagement with Faculties and faculty members, it became increasingly evident that faculty members' pedagogical approaches and how they leverage the SDGs in their teaching is not always captured in course descriptions and outlines. Thus there needs to be a way for these SDG teaching practices to be centrally captured and accessible as a resource to faculty members, the CFT-SDG, and the Office of Sustainability. This, furthermore,

can reinforce for students and faculty alike that KPU wholeheartedly supports the advancement towards achieving the SDGs. Additionally, there is also a strong desire from faculty to engage in ongoing professional development on how best to incorporate the SDGs into their teaching practice.

Recommendations for course and program revision and development:

9. Propose to the Senate Standing Committee on Academic Planning and Priorities to revise the [Assessing Academic Priorities at KPU framework](#) by expanding the “Place-Based/Sustainability” priority to reflect the agreed upon expanded definition of sustainability (see Recommendation #2).
10. Offer and present information and training on the SDGs within Faculty Curriculum Committees and the Senate Standing Committee on Curriculum.
11. Explore the feasibility of creating competency-based microcredentials and/or digital badges on the SDGs.



Source: globalgoals.org

Recommendations for integrating the SDGs into teaching and pedagogy:

12. Provide time release opportunities to incentivize faculty participation in the Teaching and Learning Commons' [United Nations Sustainable Development Goals Open Pedagogy Fellowship Program](#).
13. Provide project-based time release opportunities to support the creation of SDG teaching resources for faculty members, such as developing a repository of current SDG teaching practices and resources at KPU, and notable practices on designing curricula and teaching with the SDGs as a framework.
14. Provide project-based time release opportunities to support the [Climate+ Challenge](#) in furthering its [community of practice](#) (in conjunction with the Teaching and Learning Commons) for faculty members to convene and discuss pedagogical practices related to the SDGs.

Theme 3: Educate the KPU Community on the SDGs at Every Opportunity

Finally, the mapping project illustrates that advancing the SDGs is not only good for our planet, but doing so also instills a sense of pride for the KPU community. Thus, it is crucial to raise awareness of KPU initiatives and their contributions to the SDGs, and whenever possible, embed learning and involvement opportunities in the process.

Recommendations to promote awareness of the SDGs:

15. Display information on how KPU is supporting the SDGs prominently in all campuses with tips on how to further the SDGs, for instance SDG 12 (Responsible Consumption and Production) above recycling and compost bins, SDG 3 (Good Health and Wellbeing) in cafeterias promoting healthy food selection choices, SDG 13 (Climate Action) and 14 (Life on Land) with Forest Management Project,

and SDG 4 (Quality Education) and 8 (Decent Work and Economic Growth) for work-integrated learning program literature promoting opportunities such as apprenticeships, internships, and co-operative education.

16. Create a webpage featuring news stories and people profiles on SDGs at KPU, [similar to SFU and BCIT](#).
17. Provide seed funding, similar to [Teaching and Learning Commons' Teaching and Learning Innovation Fund](#) or the COVID-19 Strategic Initiative Fund, to actualize innovative ideas from the KPU community, The CFT-SDG can play a role in identifying specific SDGs based on their bi-annual priority review (see Recommendation #5) and invite community members to pitch ideas to advance those SDGs
18. Integrate SDG elements into internal funding application processes such as the Faculty Educational Leave and 0.6% Professional Development Fund (similar to the [Student Research and Innovation Grant](#) requiring applicants to connect their proposed research project to at least one SDG)
19. Host an annual SDG Day / Week to both raise awareness of and recognize KPU's commitment towards advancing the SDGs

To effectively act on these recommendations, it is imperative that students be involved in supporting / delivering the recommendations listed in this section, from designing and / or providing input on the information signage, to pitching funding ideas and serving on the funding selection committees.

One Final Story

In December 2022, the SMPT were visited by KPU's Elder in Residence, Lekeyten, of the Kwantlen First Nation, who imparted and drew connections between Indigenous knowledge and sustainable development. Elder Lekeyten shared wisdom and guidance, advising the team to "keep doing this important work for the university. We need to remember those who came before us who have taken care of us, provided for us. This work doesn't stop and we need to keep moving." He also emphasized the importance of breaking down silos through sharing the history of his Nation during salmon fishing season. He explained how every part of the salmon has a purpose that could only be realized through the diversity of skills his Nation's members specialized in.

Elder Lekeyten's advice reminds us that KPU's commitment to the SDGs is an ongoing responsibility, requiring insight from students, faculty, staff, alumni, and the community. Just as each of the 17 SDGs are independently crucial to achieving sustainability, they work more effectively when recognized as interconnected. Although each student, staff and faculty member hold an independent responsibility, Elder Lekeyten's advice emphasizes the gift of a community of diverse talents working towards a shared goal.



Source: KPU Media

Next Steps

The SMPT expresses its appreciation to the various KPU community members who provided their valuable perspectives to inform the content of this report.

In Spring 2023, the SMPT is keen to continue gathering feedback from the community on this report with a series of roundtables in late January. The team will continue its efforts in identifying notable national and global higher education practices on the SDGs. As well, the team will represent KPU by organizing activities to enhance SDG literacy during [SDG Week Canada](#) from March 6-10, 2023. These initiatives will be incorporated into our final report, available in late Spring/early Summer 2023.

Thank you for your interest and support. We look forward to connecting with you.

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Appendices

Academic Courses and Programs

- A. Academic and Career Preparation Courses and Programs
- B. Arts Courses and Programs
- C. Health Courses and Programs
- D. Melville School of Business Courses and Programs
- E. Science and Horticulture Courses and Programs
- F. Trades and Technology Courses and Programs
- G. Wilson School of Design Courses and Programs

Institutional Policies and Initiatives

- H. Environmental Sustainability Initiatives
- I. Equity, Diversity, and Inclusion Initiatives
- J. Kwantlen Student Association Initiatives
- K. Policies
- L. Student Services Initiatives

For more background on the Sustainable Development Goal(s) (SDGs), please visit the [United Nations Sustainable Development Goals website](#).

Appendix A1. SDG Mapping: Faculty of Academic and Career Preparation Programs - DRAFT

| Program Name | 1. No poverty | 2. Zero Hunger | 3. Good Health and Well-being | 4. Quality Education | 5. Gender Equality | 6. Clean Water and Sanitation | 7. Affordable and Clean Energy | 8. Decent Work and Economic Growth | 9. Industry, Innovation and Infrastructure | 10. Reduced Inequalities | 11. Sustainable Cities and Communities | 12. Responsible Consumption and Production | 13. Climate Action | 14. Life Below Water | 15. Life on Land | 16. Peace, Justice and Strong Institutions | 17. Partnerships for the Goals |
|--|---------------|----------------|-------------------------------|----------------------|--------------------|-------------------------------|--------------------------------|------------------------------------|--|--------------------------|--|--|--------------------|----------------------|------------------|--|--------------------------------|
| BC Adult Graduation Diploma (Adult Dogwood) | | | | X | | | | | | X | | | | | | | |
| Citation in Employment and Community Studies | X | X | X | X | X | | | X | X | X | X | X | | | | X | X |
| Diploma in English Language Proficiency | | | | X | | | | X | | X | | | | | | | |
| Phoenix Kwantlen Learning Centre | | | | X | | | | X | | X | | | | | | | X |

Appendix A2. SDG Mapping: Faculty of Academic and Career Preparation Courses - DRAFT

| Course Code | Course Name | 1. No poverty | 2. Zero Hunger | 3. Good Health and Well-being | 4. Quality Education | 5. Gender Equality | 6. Clean Water and Sanitation | 7. Affordable and Clean Energy | 8. Decent Work and Economic Growth | 9. Industry, Innovation and Infrastructure | 10. Reduced Inequalities | 11. Sustainable Cities and Communities | 12. Responsible Consumption and Production | 13. Climate Action | 14. Life Below Water | 15. Life on Land | 16. Peace, Justice and Strong Institutions | 17. Partnerships for the Goals |
|-------------|--|---------------|----------------|-------------------------------|----------------------|--------------------|-------------------------------|--------------------------------|------------------------------------|--|--------------------------|--|--|--------------------|----------------------|------------------|--|--------------------------------|
| EACS0010 | Employability Skills | X | | X | X | | | | X | | X | | | | | | | |
| EACS0020 | Career Exploration | | | | X | | | | X | | X | | | | | | | |
| EACS0021 | Work Experience | | | | X | | | | X | | X | | | | | | | X |
| EACS0022 | Introduction to Disability Rights | | | X | X | | | | | | X | | | | | | X | |
| EACS0023 | Social Justice in Action | | | X | X | | | | | | X | | | | | | X | X |
| ELST0041 | English for Academic Purposes - Foundations Level | | | | X | | | | X | | | | | | | | | |
| ELST0043 | Foundation Level - Listening and Speaking | | | | X | | | | X | | | | | | | | | |
| ELST0061 | Intermediate Pronunciation | | | | X | | | | X | | | | | | | | | |
| ELST0162 | Grammar 1 | | | | X | | | | X | | | | | | | | | |
| ELST0181 | English for Academic Purposes - Level 1 | | | | X | | | | X | | | | | | | | | |
| ELST0183 | Academic Listening and Speaking Skills - Level 1 | | | | X | | | | X | | | | | | | | | |
| ELST0261 | Advanced Pronunciation | | | | X | | | | X | | | | | | | | | |
| ELST0262 | Grammar II | | | | X | | | | X | | | | | | | | | |
| ELST0281 | English for Academic Purposes - Level 2 | | | | X | | | | X | | | | | | | | | |
| ELST0283 | Academic Listening and Speaking Skills - Level 2 | | | | X | | | | X | | | | | | | | | |
| ELST0381 | English for Academic Purposes - Level 3 | | | | X | | | | X | | | | | | | | | |
| ELST0383 | Academic Listening and Speaking Skills - Level 3 | | | | X | | | | X | | | | | | | | | |
| ENGQ0024 | Detailed English Assessment | | | | X | | | | | | X | | | | | | | |
| ENGQ0044 | Basic Writing Skills 1A | | | | X | | | | X | | X | | | | | | | |
| ENGQ0045 | Basic Reading Skills 1A | | | | X | | | | X | | X | | | | | | | |
| ENGQ0054 | Basic Writing Skills 1B | | | | X | | | | X | | X | | | | | | | |
| ENGQ0055 | Basic Reading Skills 1B | | | | X | | | | X | | X | | | | | | | |
| ENGQ0056 | Phonetic Reading and Spelling Skills 1 | | | | X | | | | X | | X | | | | | | | |
| ENGQ0064 | Basic Writing Skills 2 | | | | X | | | | X | | X | | | | | | | |
| ENGQ0065 | Basic Reading Skills 2 | | | | X | | | | X | | X | | | | | | | |
| ENGQ0066 | Phonetic Reading and Spelling Skills 2 | | | | X | | | | X | | X | | | | | | | |
| ENGQ0074 | Directed Studies: Intermediate Writing and Communication | | | | X | | | | X | | X | | | | | | | |
| ENGQ0075 | Directed Study: Intermediate Reading | | | | X | | | | X | | X | | | | | | | |
| ENGQ0084 | Directed Studies: Advanced Writing and Communications | | | | X | | | | X | | X | | | | | | | |
| ENGQ0085 | Directed Study: Advanced Reading | | | | X | | | | X | | X | | | | | | | |
| ENGQ1079 | Writing Skills - Focus On Sentences | | | | X | | | | X | | X | | | | | | | |
| ENGQ1089 | Writing Skills - Focus on Paragraphs | | | | X | | | | X | | X | | | | | | | |
| ENGQ1091 | Provincial Level English Literature (English 12) | | | | X | | | | X | | X | | | | | | | |
| ENGQ1092 | Professional and Technical English 12 | | | | X | | | | X | | X | | | | | | | |

Appendix A2. SDG Mapping: Faculty of Academic and Career Preparation Courses - DRAFT

| Course Code | Course Name | 1. No poverty | 2. Zero Hunger | 3. Good Health and Well-being | 4. Quality Education | 5. Gender Equality | 6. Clean Water and Sanitation | 7. Affordable and Clean Energy | 8. Decent Work and Economic Growth | 9. Industry, Innovation and Infrastructure | 10. Reduced Inequalities | 11. Sustainable Cities and Communities | 12. Responsible Consumption and Production | 13. Climate Action | 14. Life Below Water | 15. Life on Land | 16. Peace, Justice and Strong Institutions | 17. Partnerships for the Goals |
|-------------|--|---------------|----------------|-------------------------------|----------------------|--------------------|-------------------------------|--------------------------------|------------------------------------|--|--------------------------|--|--|--------------------|----------------------|------------------|--|--------------------------------|
| ENGQ 1096 | University Writing Workshop | | | | X | | | | X | | X | | | | | | | |
| ENGQ 1099 | Writing Skills with Readings | | | | X | | | | X | | X | | | | | | | |
| LCOM 0101 | Literacy for Students with Intellectual Disabilities | | | | X | | | | | | X | | | | | | | |
| MATQ 1089 | Intermediate Algebraic Math | | | | X | | | | X | | X | | | | | | | |
| MATQ 1094 | Foundations of Mathematics | | | | X | | | | X | | X | | | | | | | |
| MATQ 1099 | Qualifying Studies Math | | | | X | | | | X | | X | | | | | | | |

| Program Name | 1. No poverty | 2. Zero Hunger | 3. Good Health and Well-being | 4. Quality Education | 5. Gender Equality | 6. Clean Water and Sanitation | 7. Affordable and Clean Energy | 8. Decent Work and Economic Growth | 9. Industry, Innovation and Infrastructure | 10. Reduced Inequalities | 11. Sustainable Cities and Communities | 12. Responsible Consumption and Production | 13. Climate Action | 14. Life Below Water | 15. Life on Land | 16. Peace, Justice and Strong Institutions | 17. Partnerships for the Goals |
|---|---------------|----------------|-------------------------------|----------------------|--------------------|-------------------------------|--------------------------------|------------------------------------|--|--------------------------|--|--|--------------------|----------------------|------------------|--|--------------------------------|
| Diploma in Advanced VFX (Virtual Production) | | | | X | | | | X | | | | | | | | | |
| Diploma in Arts | | | | X | | | | X | | | X | | | | | | |
| Diploma in Criminology | | | | X | | | | | | | | | | | | X | |
| Diploma in Fine Arts | | | | X | | | | X | | | | | | | | | |
| Diploma in General Studies | | | | X | | | | | | | | | | | | | |
| Diploma in Music | | | | X | | | | | | | | | | | | | |
| Graduate Certificate in Sustainable Food Systems and Security | | Z | Z | X | | | | X | | | X | X | X | | X | | |
| Minor in Anthropology | | | | X | X | | | X | | X | X | | | | | | |
| Minor in Asian Studies | | | | X | | | | X | | X | | | | | | | |
| Minor in Counselling | | | X | X | | | | X | | X | | | | | | | |
| Minor in Creative Writing | | | | X | | | | X | | | | | | | | | X |
| Minor in Criminology | | | | X | | | | X | | | | | | | | X | |
| Minor in English | | | | X | | | | X | | | X | | | | | | |
| Minor in Geography | | | | X | | | | X | | | X | | | | | | |
| Minor in History | | | | X | | | | X | | X | X | | | | | | |
| Minor in Indigenous Community Justice | | | | X | | | | X | | X | X | | | | | X | X |
| Minor in Journalism | | | | X | | | | X | | | | | | | | | |
| Minor in Language and Culture | | | | X | X | | | X | | X | | | X | | | X | X |
| Minor in Music | | | | X | | | | X | | X | | | | | | | |
| Minor in Philosophy | | | | X | | | | X | | | | | | | | | |
| Minor in Policy Studies | | | | X | | | | X | | | X | | | | | X | |
| Minor in Political Science | | | | X | | | | X | | | X | | | | | X | |
| Minor in Psychology | | | X | X | | | | X | | | | | | | | | |
| Minor in Sociology | | | | X | X | | | X | | X | X | | | | | | X |

| Course Code | Course Name | 1. No poverty | 2. Zero Hunger | 3. Good Health and Well-being | 4. Quality Education | 5. Gender Equality | 6. Clean Water and Sanitation | 7. Affordable and Clean Energy | 8. Decent Work and Economic Growth | 9. Industry, Innovation and Infrastructure | 10. Reduced Inequalities | 11. Sustainable Cities and Communities | 12. Responsible Consumption and Production | 13. Climate Action | 14. Life Below Water | 15. Life on Land | 16. Peace, Justice and Strong Institutions | 17. Partnerships for the Goals |
|-------------|---|---------------|----------------|-------------------------------|----------------------|--------------------|-------------------------------|--------------------------------|------------------------------------|--|--------------------------|--|--|--------------------|----------------------|------------------|--|--------------------------------|
| CRIM 3000 | Justice/Injustice | | | | X | | | | | | | | | | | | X | |
| CRIM 3100 | Advanced Theories of Crime and Community | | | | X | | | | | | | X | | | | | | |
| CRIM 3104 | Qualitative Research Methods | | | | X | | | | | X | | | | | | | | |
| CRIM 3113 | Critical Criminology | | | | X | | | | | | X | | | | | | | |
| CRIM 3115 | Crime Mapping | | | | X | | | | | | | X | | | | | X | |
| CRIM 3118 | White-Collar & Corporate Crime | | | | X | | | | | | | | | | | | X | |
| CRIM 3120 | Organized Crime | | | | X | | | | | | | X | | | | | X | |
| CRIM 3211 | Policing and Community | | | | X | | | | | | | X | | | | | | |
| CRIM 3213 | Community Corrections | | | | X | | | | | | | | | | | | X | |
| CRIM 3249 | Issues in Youth Justice | | | | X | | | | | | X | | | | | | X | |
| CRIM 3270 | Substance Use and Harm Reduction | | | | X | | | | | | X | | | | | | X | |
| CRIM 3800 | Service Learning in Criminology and Justice | | | | X | | | | X | | | | | | | | X | X |
| CRIM 4201 | Community Safety and Crime Prevention | | | | X | | | | | | | X | | | | | X | |
| CRIM 4205 | Surveillance, Privacy, and Control | | | | X | | | | | | | X | | | | | X | |
| CRIM 4235 | Minorities and the Criminal Justice System | | | | X | X | | | | | X | X | | | | | X | |
| CRIM 4240 | Indigenous Peoples and Justice | | | | X | | | | | | X | X | | | | | X | |
| CRIM 4245 | Indigenous Activism | | | | X | | | | | | X | | | | | | | |
| CRIM 4301 | Community Advocacy and Human Rights | | | | X | | | | | | X | | | | | | X | |
| CRIM 4800 | Practicum in Criminology and Justice | | | | X | | | | X | | | | | | | | X | X |
| CRIM 4900 | Special Topics | | | | X | | | | | X | | | | | | | | |
| CRIM 5000 | Honours Thesis I | | | | X | | | | | X | | | | | | | | |
| CRIM 5020 | Honours Thesis II | | | | X | | | | | X | | | | | | | | |
| CRWR 3303 | The Business of Writing | | | | X | | | | X | | | | | | | | | |
| CRWR 4150 | Writers' Studio | | | | X | | | | | X | | | | | | | | |
| CRWR 4250 | Writers' Studio II | | | | X | | | | | X | | | | | | | | |
| EDAS 1101 | Including Diverse Learners in Schools | | | | X | | | | X | | | | | | | | | |
| EDAS 1105 | Supporting Learning in Schools | | | | X | | | | X | | X | | | | | | | |
| EDAS 1120 | Introduction to Practice and Positive Behaviour Support | | | | X | | | | | | X | | | | | | | |
| EDAS 1130 | Interpersonal Communications 1 | | | | X | | | | X | | | | | | | | | |
| EDAS 1131 | Interpersonal Communications | | | | X | | | | X | | | | | | | | | |
| EDAS 1163 | Themes in Child and Adolescent Development | | | | X | | | | X | | | | | | | | | |
| EDAS 1225 | Alternative and Augmentative Communication | | | | X | | | | | | X | | | | | | | |
| EDAS 1230 | Interpersonal Communications 2 | | | | X | | | | X | | | | | | | | | |
| EDAS 1271 | Practicum One | | | | X | | | | | | X | | | | | | | X |

Appendix B2. SDG Mapping: Faculty of Arts Courses - DRAFT

| Course Code | Course Name | 1. No poverty | 2. Zero Hunger | 3. Good Health and Well-being | 4. Quality Education | 5. Gender Equality | 6. Clean Water and Sanitation | 7. Affordable and Clean Energy | 8. Decent Work and Economic Growth | 9. Industry, Innovation and Infrastructure | 10. Reduced Inequalities | 11. Sustainable Cities and Communities | 12. Responsible Consumption and Production | 13. Climate Action | 14. Life Below Water | 15. Life on Land | 16. Peace, Justice and Strong Institutions | 17. Partnerships for the Goals |
|-------------|---|---------------|----------------|-------------------------------|----------------------|--------------------|-------------------------------|--------------------------------|------------------------------------|--|--------------------------|--|--|--------------------|----------------------|------------------|--|--------------------------------|
| EDAS 1281 | Health and Personal Care | | | X | X | | | | | | X | | | | | | | |
| EDAS 1282 | Health and Personal Care | | | X | X | | | | | | X | | | | | | | |
| EDAS 1305 | Overview of Curriculum for Inclusive Schools | | | | X | | | | X | | X | | | | | | X | |
| EDAS 1371 | Practicum Two | | | | X | | | | X | | | | | | | | | X |
| EDAS 2120 | Supporting Students with Autism Spectrum Disorders | | | | X | | | | X | | X | | | | | | | |
| EDAS 2121 | Supporting Students with Autism Spectrum Disorders | | | | X | | | | X | | X | | | | | | | |
| EDUC 1102 | Introduction to Higher Education for Indigenous Students | | | | X | | | | | | X | | | | | | | |
| EDUC 1150 | Introduction to Higher Education for International Students | | | | X | | | | | | X | | | | | | | |
| EDUC 3210 | Supportive Relations in Educational Settings | | | | X | | | | X | | | | | | | | | X |
| EDUC 3220 | Children's Social and Emotional Development in Educational Settings | | | X | X | | | | | | | | | | | | | |
| EDUC 3230 | Curriculum Theory and Design | | | | X | X | | | | | X | | | | | | X | |
| EDUC 3240 | Social Justice and Diversity in Education | | | | X | X | | | | | X | | | | | | X | |
| EDUC 3320 | Career Counselling and Career Education | | | | X | | | | X | | | | | | | | | |
| EDUC 4100 | Post University Transition | | | | X | | | | X | | | | | | | | | X |
| EDUC 4210 | Best Practices in Educational Settings | | | | X | | | | X | | | | | | | | | |
| EDUC 4210 | Best Practices in Educational Settings | | | | X | | | | X | | | | | | | | | |
| EDUC 4210 | Best Practices in Educational Settings | | | | X | | | | X | | | | | | | | | |
| ENGL 1100 | Introduction to University Writing | | | | X | | | | | X | X | | | | | | | |
| ENGL 1104 | Reading and Writing Skills for Educational Assistants | | | | X | | | | X | X | | | | | | | | |
| ENGL 1300 | Writing and Research in the Social Sciences and the Humanities | | | | X | | | | | X | | | | | | | | |
| ENGL 2300 | Writing in the Digital Age | | | | X | | | | | X | | | | | | | | X |
| ENGL 2320 | Studies in Poetry | | | | X | | | | | | X | | | | | | | |
| ENGL 2330 | Studies in Drama | | | | X | | | | | | X | X | | | | | | |
| ENGL 2340 | Studies in Fiction | | | | X | | | | | | X | X | | | | | | |
| ENGL 2432 | Fairy Tales and Folklore Across Cultures | | | | X | | | | | | X | X | | | | | | |
| ENGL 3304 | Canadian Drama in English | | | | X | | | | | | X | X | | | | | | |
| ENGL 3305 | Film Theory | | | | X | X | | | | | X | X | | | | | | |
| ENGL 3305 | Film Theory | | | | X | X | | | | | X | X | | | | | | |
| ENGL 3307 | Literature of the United States: 1865 to 1910 | | | | X | | | | | | X | X | | | | | | |

Appendix B2. SDG Mapping: Faculty of Arts Courses - DRAFT

| Course Code | Course Name | 1. No poverty | 2. Zero Hunger | 3. Good Health and Well-being | 4. Quality Education | 5. Gender Equality | 6. Clean Water and Sanitation | 7. Affordable and Clean Energy | 8. Decent Work and Economic Growth | 9. Industry, Innovation and Infrastructure | 10. Reduced Inequalities | 11. Sustainable Cities and Communities | 12. Responsible Consumption and Production | 13. Climate Action | 14. Life Below Water | 15. Life on Land | 16. Peace, Justice and Strong Institutions | 17. Partnerships for the Goals |
|-------------|---|---------------|----------------|-------------------------------|----------------------|--------------------|-------------------------------|--------------------------------|------------------------------------|--|--------------------------|--|--|--------------------|----------------------|------------------|--|--------------------------------|
| GEOG 4320 | Advanced Studies in Geomorphology | | | | X | | | | | X | | | | | | X | | |
| GEOG 4350 | Climate Change | | | | X | | | | | | | | | X | | | | |
| GEOG 4380 | Applications in GIS | | | | X | | | | | X | | | | | | | | |
| GEOG 4501 | Current Geographic Issues | | | | X | | | | | X | | | | | | | | |
| GLBL 2000 | Intercultural Engagement in Practice | | | | X | | | | | | X | | | | | | | |
| HIST 1105 | Changemakers: 12 Little-known Individuals Who Changed the World | | | | X | | | | | | | | | | | | X | |
| HIST 1110 | Kanata: Indigenous Histories in Canada | | | | X | | | | | | X | | | | | | X | |
| HIST 1113 | Cultures in Collision: Canada to 1867 | | | | X | | | | | | X | | | | | | X | |
| HIST 1114 | Forged in Fire: Canada since 1867 | | | | X | X | | | X | | X | | | | | | X | |
| HIST 1120 | The Age of Barbarism: Europe 1900 to 1939 | | | | X | | | | X | | X | | | | | | X | |
| HIST 1121 | From Total War & Genocide to Coexistence: Europe since 1939 | | | | X | | | | X | | X | | | | | | X | |
| HIST 1125 | Origins of the Modern West: The Great Transformations | | | | X | | | | | | X | | | | | | | |
| HIST 1130 | Empires in Arms: Twentieth Century World 1900-1945 | | | | X | | | | X | | X | | | | | | X | |
| HIST 1131 | Atom Bombs to the Internet: Twentieth Century World 1945-2000 | | | | X | | | X | | | X | | X | X | | | X | |
| HIST 1145 | Expansion, Revolution, & Civil War: American History 1607-1865 | X | | | X | | | | X | | X | | | | | | X | |
| HIST 1160 | A Passage to South Asia: Introduction to South Asian History | | | | X | | | | | | | | | | | | X | |
| HIST 1190 | Explorations in History | | | | X | | | | X | | | | | | | | | |
| HIST 2156 | Martial Arts of China and Japan | | | X | X | | | | | | | | | | | | | |
| HIST 2200 | Making History | | | | X | | | | X | X | | | | | | | | |
| HIST 2302 | Consuming Passions: A Global History of Food | | | | X | | | | | | | | X | | | | | |
| HIST 2303 | Bleat, Bark, Buzz: Animals in Global History | | | | X | | | | | | | | | | | X | | |
| HIST 2304 | Canadian-American Relations | | | | X | | | | X | | | | X | | | | X | |
| HIST 2306 | Pandemics & Disease in History: Soul Loss, Miasma, and Wayward Qi | | | X | X | | | | | | | X | | | | | | |
| HIST 2307 | Twentieth Century Britain | | | | X | | | | X | | | | | | | | X | |
| HIST 2314 | Gender and Sexuality in Canada | | | | X | X | | | | | X | | | | | | | |
| HIST 2315 | Canadian Crime in Historical Perspective | | | | X | X | | | | | X | | | | | | X | |

| Course Code | Course Name | 1. No poverty | 2. Zero Hunger | 3. Good Health and Well-being | 4. Quality Education | 5. Gender Equality | 6. Clean Water and Sanitation | 7. Affordable and Clean Energy | 8. Decent Work and Economic Growth | 9. Industry, Innovation and Infrastructure | 10. Reduced Inequalities | 11. Sustainable Cities and Communities | 12. Responsible Consumption and Production | 13. Climate Action | 14. Life Below Water | 15. Life on Land | 16. Peace, Justice and Strong Institutions | 17. Partnerships for the Goals |
|-------------|---|---------------|----------------|-------------------------------|----------------------|--------------------|-------------------------------|--------------------------------|------------------------------------|--|--------------------------|--|--|--------------------|----------------------|------------------|--|--------------------------------|
| HIST 3385 | From the Stone Age to the Drone Age: A Global History of Technology & War | | | | X | | | | | X | | | | | | | X | |
| HIST 3394 | The Two World Wars | | | | X | | | | X | | | | | | | | X | |
| HIST 3397 | Guerillas in the Mist: Terrorism in the Modern World | | | | X | | | | | | | | | | | | X | |
| HIST 4405 | Doing Digital History: Apps, Video Games, and the Future of the Past | | | | X | | | | | X | | | | | | | | |
| HIST 4407 | British Society and Culture, 1900-2000 | | | | X | | | | | | X | | | | | | | |
| HIST 4414 | Race and Ethnicity in Canadian History | | | | X | X | | | | | X | | | | | | | |
| HIST 4420 | Europe in the "Age of the Dictators" | | | | X | | | | X | | X | | | | | | X | |
| HIST 4430 | The Holocaust in History | | | | X | | | | | | X | | | | | | X | |
| HIST 4450 | China and the West | | | | X | | | | | | | | | | | | X | |
| HIST 4460 | Gandhi in History | | | | X | | | | | | | | | | | | X | |
| HIST 4480 | The Vietnam War in Historical Perspective | | | | X | | | | | | X | | | | | | X | |
| HIST 4485 | The Great Strategists | | | | X | | | | | | | | | | | | X | |
| HIST 4486 | World War II in the Pacific | | | | X | | | | | | X | | | | | | X | |
| HIST 4490 | History of British Columbia | | | | X | X | | | X | | X | | | | | | X | |
| HIST 4492 | Canadian Social History: Order & Disorder | | | | X | X | | | | | | | | X | | | X | |
| HIST 4496 | Canada and World War I | | | | X | | | | X | X | X | | | | | | X | |
| HIST 4497 | Canada and World War II | | | | X | | | | X | | X | | | | | | X | |
| HIST 4499 | Selected Topics in History | | | | X | | | | | X | | | | | | | | |
| IDEA 1100 | Exploring Self and World: Transcultural, Creative and Interdisciplinary Inquiry | | | | X | | | | X | | | | | | | | | |
| IDEA 1240 | New Forms and Media: Networked Narratives | | | | X | | | | X | | | | | | | | | |
| IDEA 2100 | Rewilding Our Hearts and Actions: Ecology, Sustainability & Creativity | | | | X | | | | | | | | | X | | | | |
| IDEA 2900 | Special Topics in Interdisciplinary Expressive Arts | | | X | X | | | | | | | | | X | | | | |
| IDEA 3100 | Creativity, Imagination and Innovation | | | | X | | | | X | | | | | | | | | |
| IDEA 3200 | Theatre for Social Change | | | | X | | | | | | | | | | | | X | |
| IDEA 3302 | Creativity and Leadership in Groups | | | | X | | | | X | | | | | | | | | |
| IDEA 4100 | Interdisciplinary Expressive Arts 2 | | | | X | | | | X | | | | | | | | | |
| INDG 1100 | Introduction to Indigenous Studies | | | | X | | | | | | X | | | | | | | |

Appendix B2. SDG Mapping: Faculty of Arts Courses - DRAFT

| Course Code | Course Name | 1. No poverty | 2. Zero Hunger | 3. Good Health and Well-being | 4. Quality Education | 5. Gender Equality | 6. Clean Water and Sanitation | 7. Affordable and Clean Energy | 8. Decent Work and Economic Growth | 9. Industry, Innovation and Infrastructure | 10. Reduced Inequalities | 11. Sustainable Cities and Communities | 12. Responsible Consumption and Production | 13. Climate Action | 14. Life Below Water | 15. Life on Land | 16. Peace, Justice and Strong Institutions | 17. Partnerships for the Goals |
|-------------|---|---------------|----------------|-------------------------------|----------------------|--------------------|-------------------------------|--------------------------------|------------------------------------|--|--------------------------|--|--|--------------------|----------------------|------------------|--|--------------------------------|
| INDG 2100 | Indigenous Sexuality & Gender | | | | X | X | | | | | X | | | | | | X | |
| INDG 2150 | Indigenous Families & Healing | | | | X | X | | | | | X | | | | | | X | |
| INDG 3155 | Indigenous Perspectives on Settler Colonial Societies | | | | X | | | | | | X | X | | | | | X | |
| INDG 4245 | Indigenous Activism | | | | X | | | | | | X | X | | | | | X | |
| JAPN 1100 | Basic Japanese I | | | | X | | | | X | | | | | | | | | |
| JAPN 1101 | Basic Japanese II | | | | X | | | | X | | | | | | | | | |
| JAPN 2200 | Intermediate Japanese I | | | | X | | | | X | | | | | | | | | |
| JAPN 2201 | Intermediate Japanese II | | | | X | | | | X | | | | | | | | | |
| JAPN 3300 | Upper Intermediate Japanese I | | | | X | | | | X | | | | | | | | | |
| JAPN 3301 | Upper Intermediate Japanese II | | | | X | | | | X | | | | | | | | | |
| JAPN 4400 | Advanced Japanese I: Conversation | | | | X | | | | X | | | | | | | | | |
| JAPN 4410 | Advanced Japanese for Business | | | | X | | | | X | | | | | | | | | |
| JRNL 1160 | Introduction to Journalism | | | | X | | | | X | | X | | | | | | X | |
| JRNL 1220 | Citizen Journalism | | | | X | | | | | X | | | | | | | X | |
| JRNL 2120 | Storytelling: Writing for Journalism | | | | X | | | | X | | | | | | | | | |
| JRNL 2230 | Multimedia Storytelling | | | | X | | | | X | | | | | | | | | |
| JRNL 2240 | Beyond the News: Feature Writing | | | | X | | | | X | | | | | | | | | |
| JRNL 2360 | Photojournalism | | | | X | | | | X | | | | | | | | | |
| JRNL 2370 | Podcasting and Audio Storytelling | | | | X | | | | X | | | | | | | | | |
| JRNL 3165 | Data Visualization | | | | X | | | | X | | | | | | | | | |
| JRNL 3175 | News Reporting | | | | X | | | | X | | | | | | | | X | |
| JRNL 3180 | Sports Journalism | | | | X | | | | X | | | | | | | | | |
| JRNL 3260 | The Future of News | | | | X | | | | X | | | | | | | | | |
| JRNL 3270 | Video Journalism | | | | X | | | | X | | | | | | | | | |
| JRNL 3370 | Audio Documentary | | | | X | | | | X | | | | | | | | X | |
| JRNL 4141 | Work Experience | | | | X | | | | X | | | | | | | | | X |
| JRNL 4180 | Advanced Sports Journalism | | | | X | X | | | | | X | | | | | | | |
| JRNL 4190 | Directed Study Honours I - Research | | | | X | | | | | X | | | | | | | | |
| JRNL 4240 | Social Issues Journalism | | | | X | | | | X | | | | | | | | | |
| JRNL 4250 | Politics and Journalism | | | | X | | | | | | | | | | | | X | X |
| JRNL 4260 | Computer Coding for Journalists | | | | X | | | | X | | | | | | | | | |
| JRNL 4270 | Advanced Storytelling | | | | X | | | | X | | | | | | | | | |
| JRNL 4290 | Honours Thesis | | | | X | | | | X | | | | | | | | | |
| JRNL 4900 | Special Topics | | | | X | | | | X | | | | | | | | | |
| LANC 1150 | Introduction to Intercultural Competencies: Thinking, Speaking, Acting Globally | | | | X | | X | | | | X | | | | | | | |

Appendix B2. SDG Mapping: Faculty of Arts Courses - DRAFT

| Course Code | Course Name | 1. No poverty | 2. Zero Hunger | 3. Good Health and Well-being | 4. Quality Education | 5. Gender Equality | 6. Clean Water and Sanitation | 7. Affordable and Clean Energy | 8. Decent Work and Economic Growth | 9. Industry, Innovation and Infrastructure | 10. Reduced Inequalities | 11. Sustainable Cities and Communities | 12. Responsible Consumption and Production | 13. Climate Action | 14. Life Below Water | 15. Life on Land | 16. Peace, Justice and Strong Institutions | 17. Partnerships for the Goals |
|-------------|---|---------------|----------------|-------------------------------|----------------------|--------------------|-------------------------------|--------------------------------|------------------------------------|--|--------------------------|--|--|--------------------|----------------------|------------------|--|--------------------------------|
| POLI 2155 | War, Crime, and Violence: Contemporary Political Conflict | X | | | X | | | | | | X | | | | | | X | |
| POLI 2235 | British Columbia Government and Politics | | | | X | | | | X | X | X | X | X | X | | | X | |
| POLI 3100 | American Government and Politics | | | | X | | | | | | | | | | | | X | |
| POLI 3122 | Introduction to Canadian Foreign Policy | | | | X | | | | | | | | | | | | X | X |
| POLI 3125 | Visions of Nationhood: Canada, Quebec, and First Nations | | | | X | | | | | | X | | | | | | | X |
| POLI 3131 | The Politics of Continental Integration | | | | X | | | | | | | | | | | | X | X |
| POLI 3146 | Government and Politics of India | | | | X | | | | | | X | | | | | | | X |
| POLI 3147 | Foreign Policies of the Major Powers | | | | X | | | | | | | | | | | | X | X |
| POLI 3150 | American Foreign Policy | | | | X | | | | | | | | | | | | X | X |
| POLI 3160 | International Organization | | | | X | | | | | | | | | | | | X | X |
| POLI 3170 | International Peacekeeping | | | | X | | | | | | X | | | | | | X | X |
| POLI 3500 | Public Debates in Politics | | | | X | | | | X | | | | | | | | | |
| POLI 4110 | Applied Public Policy Seminar | | | | X | | | | | | X | X | | X | | | X | X |
| POLI 4120 | Indigenous Peoples in Canada: Politics and Policy | | | X | X | | X | | | | X | X | | X | | | X | |
| POLI 4125 | The Politics of Multiculturalism in Canada | | | | X | | | | | | X | | | | | | X | X |
| POLI 4145 | Cross-Border Politics | | | | X | | | | | | X | | | X | | | X | X |
| POLI 4210 | Democracy: Classic and Contemporary Debates | | | | X | | | | | | | | | | | | X | |
| POLI 4330 | International Human Rights | | | X | X | X | | | | | X | | | | | | X | |
| POLI 4335 | The Politics of Radical Islamism | | | | X | | | | | | | | | | | | X | |
| POLI 4340 | Public International Law | | | | X | | | | | | X | | | | | | X | X |
| POLI 4420 | Issues in Public Policy and Administration | | | | X | | | | | | | | | | | | X | |
| POLI 4500 | Model United Nations | | | | X | | | | X | | | | | | | | X | X |
| POST 1100 | Sustainability and Ethics | | | | X | | | | | | X | | | X | | | X | |
| POST 1200 | Inclusive Communities, Sustainable Futures | | | | X | | | | X | | X | X | X | X | | | X | |
| POST 2140 | CityLab3 - Rethinking Community | | | | X | | | | | | | X | | | | | | X |
| POST 2150 | CityLab6 Cultivating Community | | | | X | | | | | | | X | | | | | X | X |
| POST 2200 | Collective Power: Taking Action on Public Issues | | | | X | | | | | | X | X | | | | | X | X |

Appendix B2. SDG Mapping: Faculty of Arts Courses - DRAFT

| Course Code | Course Name | 1. No poverty | 2. Zero Hunger | 3. Good Health and Well-being | 4. Quality Education | 5. Gender Equality | 6. Clean Water and Sanitation | 7. Affordable and Clean Energy | 8. Decent Work and Economic Growth | 9. Industry, Innovation and Infrastructure | 10. Reduced Inequalities | 11. Sustainable Cities and Communities | 12. Responsible Consumption and Production | 13. Climate Action | 14. Life Below Water | 15. Life on Land | 16. Peace, Justice and Strong Institutions | 17. Partnerships for the Goals |
|-------------|---|---------------|----------------|-------------------------------|----------------------|--------------------|-------------------------------|--------------------------------|------------------------------------|--|--------------------------|--|--|--------------------|----------------------|------------------|--|--------------------------------|
| SOCI 2270 | Sociology of Education: A Critical Perspective | | | | X | X | | | | | X | | | | | | X | |
| SOCI 2280 | Sociology of Health, Disability, and Society | | | X | X | | | | | | X | | | | | | X | |
| SOCI 2285 | Gods in the Global Village: A Sociological Perspective of World Religions | | | | X | | | | | | | X | | | | | | |
| SOCI 2290 | South Asians around the Globe | | | | X | | | | | | X | X | | | | | | |
| SOCI 2311 | Social Justice in the Global and Local Contexts | | | | X | | | | X | | X | | | | | | X | X |
| SOCI 2365 | Introduction to Social Research Statistics | | | | X | | | | | X | | | | | | | | |
| SOCI 3155 | Indigenous Perspectives on Settler Colonial Societies | | | | X | | | | | | X | X | | | | | X | |
| SOCI 3210 | Technology and Society | | | | X | | | | | X | X | | X | | | | | |
| SOCI 3230 | International Migration | | | X | X | X | | | X | | X | X | | X | | | X | |
| SOCI 3235 | Classic Sociological Theories | | | | X | X | | | | | | | | | | | | |
| SOCI 3240 | Gender in Global Context | | | | X | X | | | X | X | X | X | | | | | X | |
| SOCI 3245 | Gender, Bodies, and Sexualities | | | | X | X | | | | | X | | | | | | | |
| SOCI 3260 | Qualitative Methods in Sociology | | | | X | | | | | X | | | | | | | | |
| SOCI 3270 | Education, Nation-Building and Globalization | | | | X | | | | | | | X | | | | | X | |
| SOCI 3275 | Sociology of Popular Culture | | | | X | X | | | | | X | | | | | | | |
| SOCI 3300 | Sociology of Work and Occupations | X | | | X | | | | X | X | X | | X | | | | X | |
| SOCI 3310 | Conflict Analysis and Resolution | | | | X | | | | X | | | | | | | | | |
| SOCI 3320 | Sociology of Global Inequalities | X | | | X | | | | X | X | X | X | | | | | X | X |
| SOCI 3345 | Social Policy in Context | X | | | X | | | | X | | X | | | | | | X | |
| SOCI 3365 | Quantitative Research Methods | | | | X | | | | | X | | | | | | | | |
| SOCI 3385 | Social Demography | | | X | X | X | | | X | | | X | X | X | | | X | |
| SOCI 4225 | Advanced Topics in Canadian Issues | | | | X | | | | | X | | | | | | | | |
| SOCI 4230 | Advanced Topics in Race/Ethnicity: A Global Perspective | | | | X | | | | | X | X | | | | | | | |
| SOCI 4310 | Terrorism, Globalization, and Social Justice | | | | X | | | | X | | X | | | | | | X | X |
| SOCI 4320 | Advanced Topics in Global Studies | | | | X | | | | | X | | | | | | | | |
| SOCI 4325 | Sociological Aspects of Community Service | | | | X | | | | | | | | | | | | | X |
| SOCI 4330 | Global Community Service | | | | X | | | | | | X | | | | | | | X |
| SPAN 1100 | Basic Spanish I | | | | X | X | | | X | | X | | | | | | | |
| SPAN 1101 | Basic Spanish II | | | | X | X | | | X | | X | | | | | | | |
| SPAN 2200 | Intermediate Spanish I | | | | X | X | | | X | | X | | | | | | | |

| Course Code | Course Name | 1. No poverty | 2. Zero Hunger | 3. Good Health and Well-being | 4. Quality Education | 5. Gender Equality | 6. Clean Water and Sanitation | 7. Affordable and Clean Energy | 8. Decent Work and Economic Growth | 9. Industry, Innovation and Infrastructure | 10. Reduced Inequalities | 11. Sustainable Cities and Communities | 12. Responsible Consumption and Production | 13. Climate Action | 14. Life Below Water | 15. Life on Land | 16. Peace, Justice and Strong Institutions | 17. Partnerships for the Goals |
|-------------|---|---------------|----------------|-------------------------------|----------------------|--------------------|-------------------------------|--------------------------------|------------------------------------|--|--------------------------|--|--|--------------------|----------------------|------------------|--|--------------------------------|
| NRSG4520 | Relational Engagement: Family Context | | | X | X | | | | X | | | | | | | | | |
| NRSG4530 | Health Promotion 3: Community Context | | | X | X | | | | X | | | X | | | | | | |
| NRSG4535 | Fundamentals of Pediatric Nursing | | | X | X | | | | X | | | | | | | | | |
| NRSG4540 | Critical Inquiry 4: Nursing Theories | | | X | X | | | | X | | X | | | | | | | |
| NRSG4550 | Professional Role 2: Teaching and Learning | | | X | X | | | | X | | | | | | | | | |
| NRSG4610 | Practice and Praxis 5: Community Context | | | X | X | | | | X | | X | X | | | | | | |
| NRSG4620 | Relational Engagement: Community Context | | | X | X | | | | X | | X | X | | | | | | |
| NRSG4640 | Critical Inquiry 5: Health Care and Bioethics | | | X | X | | | | X | | | | | | | | X | |
| NRSG4650 | Professional Role 3: Health Care Leadership | | | X | X | | | | | | X | X | | | | | | |
| NRSG4710 | Practice and Praxis 6: Global Context | | | X | X | | | | | | X | X | | | | | | |
| NRSG4720 | Relational Engagement: Global Context | | | X | X | | | | | | X | X | | | | | X | |
| NRSG4810 | Practice and Praxis 7: Practice Consolidation: Capstone 2 | | | X | X | | | | X | | | | | | | | | X |
| PSYN 2110 | Essentials of Psychiatric/Mental Health Nursing | | | X | X | | | | | | | | | | | | | |
| PSYN 2125 | Psychiatric/Mental Health Nursing: Pharmacology and Other Therapeutics | | | X | X | | | | X | | | | | | | | | |
| PSYN 2130 | Psychiatric/Mental Health Nursing: Communication | | | X | X | | | | X | | X | X | | | | | X | |
| PSYN 2145 | Psychiatric/Mental Health Nursing: Practice I | | | X | X | | | | X | | | | | | | | | X |
| PSYN 2160 | Psychiatric/Mental Health Nursing: Psychosocial Rehabilitation | | | X | X | | | | X | | | | | | | | | |
| PSYN 2201 | Psychiatric/Mental Health Nursing: Acute Care as Community | | | X | X | | | | X | | | X | | | | | | X |
| PSYN 2230 | Psychiatric/Mental Health Nursing: Health and Healing I | | | X | X | | | | X | | X | X | | | | | | |
| PSYN 2245 | Psychiatric/Mental Health Nursing: Practice II | | | X | X | | | | X | | | | | | | | | X |
| PSYN 3100 | Community Health: Psychiatric Mental Health Nursing | | | X | X | | | | X | | | X | | | | | | X |
| PSYN 3120 | Psychiatric/Mental Health Nursing: Health Care Economics, Leadership and Management | | | X | X | | | | X | | | | | | | | | |
| PSYN 3130 | Psychiatric/Mental Health Nursing: Health and Healing II | | | X | X | | | | X | | | X | | | | | | |
| PSYN 3145 | Psychiatric/Mental Health Nursing: Practice III | | | X | X | | | | X | | | | | | | | | X |
| PSYN 3146 | Consolidated Practice: Medical/Surgical Nursing | | | X | X | | | | X | | | | | | | | | X |
| PSYN 3200 | Global Problems and Health | | | X | X | | | | X | | | X | | | | X | | X |
| PSYN 3210 | Psychiatric/Mental Health Nursing: Global Health | | | | X | | | | X | | | | | | | X | | |
| PSYN 3211 | Issues and Trends in Psychiatric/Mental Health Nursing | | | X | X | | | | X | | | | | | | | | |
| PSYN 3220 | Issues in Mental Health Nursing | | | X | X | | | | X | | X | | | | | | | |

Appendix E1. SDG Mapping: Faculty of Science and Horticulture Programs - DRAFT

| Program Name | 1. No poverty | 2. Zero Hunger | 3. Good Health and Well-being | 4. Quality Education | 5. Gender Equality | 6. Clean Water and Sanitation | 7. Affordable and Clean Energy | 8. Decent Work and Economic Growth | 9. Industry, Innovation and Infrastructure | 10. Reduced Inequalities | 11. Sustainable Cities and Communities | 12. Responsible Consumption and Production | 13. Climate Action | 14. Life Below Water | 15. Life on Land | 16. Peace, Justice and Strong Institutions | 17. Partnerships for the Goals |
|--|---------------|----------------|-------------------------------|----------------------|--------------------|-------------------------------|--------------------------------|------------------------------------|--|--------------------------|--|--|--------------------|----------------------|------------------|--|--------------------------------|
| Apprenticeship in Arborist Technician | | | | X | X | | | X | | | | | X | | X | | X |
| Apprenticeship in Climbing Arborist | | | | X | X | | | X | | | | | X | | X | | X |
| Apprenticeship in Landscape Horticulturist | | | | X | X | | | X | | | | | X | | X | | X |
| Associate of Science Degree in General Science | | | | X | | | | X | | | | | | | | | |
| Associate of Science Degree in Mathematics | | | | X | | | | X | | | | | | | | | |
| Bachelor of Applied Science in Sustainable Agriculture | | X | X | X | | | | X | | | X | X | X | | X | | |
| Bachelor of Horticulture Science, Major in Plant Health | | | | X | | | | X | | | X | | X | | X | X | |
| Bachelor of Horticulture Science, Major in Urban Ecosystems | | X | | X | | | | X | | | X | | X | | X | | X |
| Bachelor of Science (Honours), Major in Applications of Mathematics | | | X | X | | X | X | X | X | | X | X | X | X | X | | |
| Bachelor of Science (Honours), Major in Biology | | X | X | X | | X | | X | | | X | X | X | X | X | | |
| Bachelor of Science (Honours), Major in Health Science | | | X | X | | | | X | | | | | | | X | X | |
| Bachelor of Science, Major in Applications of Mathematics | | | | X | | | | X | X | | | | | | | | |
| Bachelor of Science, Major in Biology | | X | X | X | | X | | X | | | X | X | X | X | X | | |
| Bachelor of Science, Major in Health Science | | | X | X | | | | X | | | | | | | X | X | |
| Bachelor of Science, Major in Physics for Modern Technology | | | | X | | | | X | X | | | | | | | | X |
| Certificate in Computer Aided Design and Drafting | | | | X | | | | X | | | | | | | | | |
| Certificate in Engineering | | | | X | | | | X | | | | | | | | | |
| Citation in Computer Aided Design and Drafting | | | | X | | | | X | | | | | | | | | |
| Citation in Horticulture Technology | | | | X | X | | | X | | | X | | X | | X | | |
| Diploma in Brewing and Brewery Operations | | | | X | | | | X | | | | | | | | | X |
| Diploma in Computer Aided Design and Drafting | | | | X | | | | X | | | | | | | | | |
| Diploma in Horticulture Technology | | | | X | X | | | X | | | | | X | | X | | X |
| Diploma in Horticulture Technology, Landscape Horticulture Systems Specialization | | | | X | X | | | X | | | | | X | | X | | X |
| Diploma in Horticulture Technology, Sustainable Production Horticulture Specialization | | X | | X | X | | | X | | | | | X | | X | | X |
| Diploma in Horticulture Technology, Turf Management Specialization | | | | X | | | | X | | | | | | | X | | X |
| Diploma in Science | | | | X | | | | | | | | | | | | | |
| Diploma of Technology in Environmental Protection | | | | X | | X | | X | | | | X | X | | X | | X |
| Minor in Biology | | | | X | | | | | | | | | | | | | |
| Minor in Health Science | | | X | X | | | | | | | | | | | | | |
| Minor in Mathematics | | | | X | | | | X | | | | | | | | | |
| Minor in Plant Health | | | | X | X | | | X | | | X | | X | | X | | X |

Appendix E2. SDG Mapping: Faculty of Science and Horticulture Courses - DRAFT

| Course Code | Course Name | 1. No poverty | 2. Zero Hunger | 3. Good Health and Well-being | 4. Quality Education | 5. Gender Equality | 6. Clean Water and Sanitation | 7. Affordable and Clean Energy | 8. Decent Work and Economic Growth | 9. Industry, Innovation and Infrastructure | 10. Reduced Inequalities | 11. Sustainable Cities and Communities | 12. Responsible Consumption and Production | 13. Climate Action | 14. Life Below Water | 15. Life on Land | 16. Peace, Justice and Strong Institutions | 17. Partnerships for the Goals |
|-------------|---|---------------|----------------|-------------------------------|----------------------|--------------------|-------------------------------|--------------------------------|------------------------------------|--|--------------------------|--|--|--------------------|----------------------|------------------|--|--------------------------------|
| BIOL 3215 | Zoology | | | | X | | | | X | | | | | | | X | | |
| BIOL 3225 | Biology of Plants: An Ecological and Evolutionary Perspective | | | | X | | | | X | | | | X | X | | X | | |
| BIOL 3320 | Molecular Genetics | | X | X | X | | | | X | | | | X | | | X | | |
| BIOL 3321 | Advanced Cell and Molecular Biology | | | X | X | | | | X | | | | | | | X | | |
| BIOL 3330 | Microbiology II | | X | X | X | | | | X | | | | | | | | | |
| BIOL 3421 | Molecular Biochemistry | | | X | X | | | | X | | | | | | | X | | |
| BIOL 4130 | The Human Cardiovascular, Respiratory and Nervous Systems | | | X | X | | | | X | | | | | | | | | |
| BIOL 4140 | Animal Physiology | | | X | X | | | | X | | | | | | | X | | |
| BIOL 4150 | Evolutionary Biology | | | X | X | | | | | | | | X | X | | X | | |
| BIOL 4199 | Research Project 1 | | | | X | | | | X | | | | | | | | | |
| BIOL 4230 | Human Gastrointestinal, Excretory, and Reproductive Systems | | | X | X | | | | X | | | | | | | | | |
| BIOL 4235 | Marine Biology | | | | X | | X | | | | | | | X | X | | | |
| BIOL 4245 | Developmental Biology | | | X | X | | | | X | | | | | | | X | | |
| BIOL 4255 | Bioinformatics | | | X | X | | | | X | | | | | | | X | | |
| BIOL 4299 | Research Project 2 | | | | X | | | | X | | | | | | | | | |
| BIOL 4320 | Human Genetics | | | X | X | | | | X | X | | | | | | | X | |
| BIOL 4900 | Special Topics | | | | X | | | | | X | | | | | | | | |
| BIOL 4990 | Honours Thesis Project 1 | | | | X | | | | X | | | | | | | | | |
| BIOL 4995 | Honours Thesis Project 2 | | | | X | | | | X | | | | | | | | | |
| BIOQ 1099 | Foundations of Human Biology | | X | X | X | | | | | | | | | | | | | |
| CADA 1201 | Architectural Fundamentals | | | | X | | | X | X | X | | X | | | | | | |
| CADA 2210 | Commercial Building | | | | X | | | X | X | X | | X | X | | | | | |
| CADD 2220 | Sustainable Design | | | | X | | | X | X | X | | X | X | | | | | |
| CHEM 1101 | CSI: Chemical Sciences Investigation | | | | X | | | | X | | | | | | | | | |
| CHEM 1105 | Introductory Chemistry | | | | X | | | | X | | | | | | | | | |
| CHEM 1110 | The Structure of Matter | | | | X | | | | X | | | | | | | | | |
| CHEM 1154 | Chemistry for Engineering | | | | X | | | | X | | | | | | | | | |
| CHEM 1210 | Chemical Energetics and Dynamics | | | | X | | | | X | | | | | | | | | |
| CHEM 2315 | Analytical Chemistry | | | | X | | | | X | | | | | | | | | |
| CHEM 2320 | Organic Chemistry I | | | | X | | | | X | | | | | | | | | |
| CHEM 2420 | Organic Chemistry II | | | | X | | | | X | | | | | | | | | |
| CHEM 3310 | Physical Chemistry | | | | X | | | | X | | | | | | | | | |
| CHEM 3320 | Natural Products Chemistry | | | | X | | | | X | | | | | | | | | |
| CHEM 4320 | Drug Discovery, Design & Development | | | X | X | | | | X | | | | | | | | | |
| CHEM 4399 | Current Topics in Medicinal Chemistry | | | X | X | | | | X | | | | | | | | | |
| CHEM 4610 | Instrumental Analysis | | | | X | | | | X | | | | | | | | | |
| CHEQ 1094 | Preparation for General Chemistry | | | | X | | | | X | | | | | | | | | |
| ENVI 1106 | Environmental Chemistry I | | | | X | | | | X | | | | | X | | | | |
| ENVI 1121 | Environmental Issues | X | | | X | | | | X | | | | X | X | | | | |
| ENVI 1121 | Environmental Issues | | X | | X | | X | X | X | | | X | X | X | | X | | |
| ENVI 1206 | Environmental Chemistry II | | | | X | | | | X | | | | | X | | | | |
| ENVI 1216 | Introduction to Earth Sciences | | | | X | | | | | | | | | X | | X | | |
| ENVI 1216 | Introduction to Earth Sciences | | | | X | | | | | | | | | X | | X | | |
| ENVI 1226 | Health & Safety | | | X | X | | | | X | | | | | | | | | |
| ENVI 1226 | Health & Safety | | | X | X | | | | X | | | | | | | | | |
| ENVI 2305 | Environmental Toxicology | | | | X | | | | | | | | | X | | | | |
| ENVI 2307 | Environmental Physics | | | | X | | | | | | | | | X | | | | |
| ENVI 2310 | Solid Waste Management | | | | X | | | | X | | | X | X | X | | | | |

Appendix E2. SDG Mapping: Faculty of Science and Horticulture Courses - DRAFT

| Course Code | Course Name | 1. No poverty | 2. Zero Hunger | 3. Good Health and Well-being | 4. Quality Education | 5. Gender Equality | 6. Clean Water and Sanitation | 7. Affordable and Clean Energy | 8. Decent Work and Economic Growth | 9. Industry, Innovation and Infrastructure | 10. Reduced Inequalities | 11. Sustainable Cities and Communities | 12. Responsible Consumption and Production | 13. Climate Action | 14. Life Below Water | 15. Life on Land | 16. Peace, Justice and Strong Institutions | 17. Partnerships for the Goals |
|-------------|--|---------------|----------------|-------------------------------|----------------------|--------------------|-------------------------------|--------------------------------|------------------------------------|--|--------------------------|--|--|--------------------|----------------------|------------------|--|--------------------------------|
| HORT 2308 | Landscape Pest Management | | | | X | | | | X | | | | | | | X | | |
| HORT 2327 | Sustainable Landscape Design I | | | | X | X | | | X | | | X | | | | X | | |
| HORT 2330 | Turfgrass and Environmental Stress | | | | X | | | | X | | | | | | | X | | |
| HORT 2332 | Environmental Turf Management | | | | X | | | | X | | | | | | | X | | |
| HORT 2333 | Turfgrass Pest Management | | | | X | | | | X | | | | | | | X | | |
| HORT 2334 | Irrigation, Drainage and Lighting | | | | X | | X | | X | | | | | | | X | | |
| HORT 2335 | Sports Turf Management Practices | | | | X | | | | X | | | | | | | X | | |
| HORT 2355 | Plant Materials II | | | | X | X | | | X | | | X | | X | | X | | |
| HORT 2375 | Production Facilities and Systems | | | | X | | X | | X | | | X | | | | X | | X |
| HORT 2378 | Production Horticulture Pests | | | | X | | | | X | | | | | | | X | | |
| HORT 2393 | Crop Production Performance | | | | X | X | | | X | | | | | | | X | | X |
| HORT 2412 | Landscape Estimating and Contract Administration | | | | X | X | | | X | | | | | | | | | |
| HORT 2426 | Landscape Construction | | | | X | | | | X | | | X | | | | | | |
| HORT 2427 | Sustainable Landscape Design II | | | | X | X | | | X | | | X | | | | X | | |
| HORT 2432 | Grounds Machinery Maintenance | | | | X | | | | X | | | | | | | X | | |
| HORT 2436 | Golf Course Management | | | | X | | | | X | | | X | | | | X | | |
| HORT 2437 | Golf Course Irrigation Systems, Designs, And Operations | | | | X | | X | | X | | | | | | | | | |
| HORT 2442 | Arboriculture II | | | | X | | | | X | | | X | | X | | X | | |
| HORT 2463 | Woody Plant Production and Development | | | | X | | X | | X | | | | | X | | X | | |
| HORT 2473 | Greenhouse Climate Control | | | | X | | | X | X | | | | | X | | X | | |
| HORT 2477 | Production Management | | | | X | | | | X | | | | | | | X | | |
| HORT 2490 | Organic Crop Production | | X | X | X | | | | X | | | | X | | | | | |
| HORT 2493 | Crop Production Development | | X | X | X | | | | X | X | | X | | | | X | | X |
| HORT 2599 | Special Topics in Horticulture | | | | X | | | | X | X | | | | | | X | | |
| HORT 3210 | Applied Urban Ecosystems | | | | X | | | | X | | | X | | | | X | | |
| HORT 3230 | Urban Watershed Planning | | | | X | | X | | X | | | X | | X | | | | |
| HORT 3250 | Monitoring, Inventory, and Assessment of Plant Communities | | | | X | | | | X | | | | | | | X | | |
| HORT 3251 | Landscape and Environment 1 | | | | X | | | | X | | | X | | | | X | | |
| HORT 3270 | Urban Agriculture | | | | X | | | | X | | | X | X | X | | X | | |
| HORT 3310 | Entomology | | | | X | | | | X | | | | | | X | X | | |
| HORT 3320 | Plant Pathology | | | | X | | | | X | | | | | | | X | | |
| HORT 3330 | Biological Control in Pest Management | | | | X | | | | X | | | | | | | X | | X |
| HORT 3360 | Scouting, Monitoring, and Assessment of Pests | | | | X | | | | X | | | | | | | X | | |
| HORT 4231 | Riparian Management | | | | X | | X | | X | | | X | | | X | | | |
| HORT 4252 | Landscape and the Environment: Applications | | | | X | | | X | | | | X | | X | | X | | |
| HORT 4253 | Urban Ecology | | | | X | | | | X | | | X | | | | X | | |
| HORT 4340 | Pest Management | | | | X | | | | X | | | X | | | | X | | |
| HORT 4350 | Environmental Effects of Plant Health Management | | | | X | | | | X | | | | | X | | X | | |
| HORT 4370 | National and Global Regulatory Issues | | | | X | | | | X | | | | | | | X | X | |
| HORT 4440 | Vegetation Management | | | | X | | | | X | | | X | | X | | X | | |

| Program Name | 1. No poverty | 2. Zero Hunger | 3. Good Health and Well-being | 4. Quality Education | 5. Gender Equality | 6. Clean Water and Sanitation | 7. Affordable and Clean Energy | 8. Decent Work and Economic Growth | 9. Industry, Innovation and Infrastructure | 10. Reduced Inequalities | 11. Sustainable Cities and Communities | 12. Responsible Consumption and Production | 13. Climate Action | 14. Life Below Water | 15. Life on Land | 16. Peace, Justice and Strong Institutions | 17. Partnerships for the Goals |
|---|---------------|----------------|-------------------------------|----------------------|--------------------|-------------------------------|--------------------------------|------------------------------------|--|--------------------------|--|--|--------------------|----------------------|------------------|--|--------------------------------|
| Apprenticeship in Automotive Service Technician | | | | X | | | | X | | | | | | | | | X |
| Apprenticeship in Building Envelope Technician | | | | X | | | | X | | | X | | | | | | X |
| Apprenticeship in Carpentry/Building Construction | | | | X | | | | X | | | | | | | | | X |
| Apprenticeship in Construction Electrician | | | | X | | | | X | | | | | | | | | X |
| Apprenticeship in Industrial Mechanic/Millwright | | | | X | | | | X | | | | | | | | | X |
| Apprenticeship in Metal Fabrication | | | | X | | | | X | | | | | | | | | X |
| Apprenticeship in Parts & Warehousing | | | | X | | | | X | | | | | | | | | X |
| Apprenticeship in Plumbing | | | | X | | | | X | | | | | | | | | X |
| Apprenticeship in Welding | | | | X | | | | X | | | | | | | | | X |
| Certificate in Appliance Service Technician | | | | X | | | | X | | | | | | | | | |
| Certificate in Automotive Service Technician | | | | X | | | | X | | | | | | | | | |
| Certificate in Farrier Science | | | | X | | | | X | | | | | | | | | X |
| Certificate in Welding Foundation | | | | X | | | | X | | | | | | | | | X |
| Citation in Carpentry/Building Construction | | | | X | | | | X | | | X | | | | | | X |
| Citation in Construction Electrician | | | | X | | | | X | | | X | | | | | | |
| Citation in Masonry | | | | X | | | | X | | | X | | | | | | |
| Citation in Metal Fabrication/Fitter | | | | X | | | | X | | | | | | | | | X |
| Citation in Millwright/Industrial Mechanic | | | | X | | | | X | | | | | | | | | X |
| Citation in Parts, Warehousing, Logistics and Distribution | | | | X | | | | X | | | | | | | | | |
| Citation in Plumbing | | | | X | | X | | X | | | X | | | | | | X |
| Citation in Plumbing and Piping | | | | X | | X | | X | | | X | | | | | | X |
| Citation in Welding Level A | | | | X | | | | X | | | | | | | | | |
| Citation in Welding Level B | | | | X | | | | X | | | | | | | | | |
| Diploma in Mechatronics and Advanced Manufacturing Technology | | | | X | | | X | X | X | | X | | | | | | X |

Appendix F2. SDG Mapping: Faculty of Trades and Technology Courses - DRAFT

| Course Code | Course Name | 1. No poverty | 2. Zero Hunger | 3. Good Health and Well-being | 4. Quality Education | 5. Gender Equality | 6. Clean Water and Sanitation | 7. Affordable and Clean Energy | 8. Decent Work and Economic Growth | 9. Industry, Innovation and Infrastructure | 10. Reduced Inequalities | 11. Sustainable Cities and Communities | 12. Responsible Consumption and Production | 13. Climate Action | 14. Life Below Water | 15. Life on Land | 16. Peace, Justice and Strong Institutions | 17. Partnerships for the Goals |
|-------------|---|---------------|----------------|-------------------------------|----------------------|--------------------|-------------------------------|--------------------------------|------------------------------------|--|--------------------------|--|--|--------------------|----------------------|------------------|--|--------------------------------|
| ELEC 1140 | Wiring Devices, Lighting and Controls | | | | X | | | | X | | | | | | | | | |
| ELEC 1150 | Installation of Low-Voltage Distribution Systems | | | | X | | | | X | | | | | | | | | |
| ELEC 1300 | Elec Design & Renewable Energy | | | | X | | | X | X | | | X | | | | | | |
| ENGT 1015 | Communication Skills for Trades I | | | | X | | | | X | | | | | | | | | |
| FARR 1131 | Fundamentals of Farrier Science | | | X | X | | | | X | | | | | | | | | |
| FARR 1132 | Equine Anatomy and Physiology | | | | X | | | | X | | | | | | | | | |
| FARR 1133 | Equine Conformation and Trimming | | | | X | | | | X | | | | | | | | | |
| FARR 1134 | Horseshoe Forging | | | | X | | | | X | | | | | | | | | |
| FARR 1135 | Equine Management for Farriers | | | | X | | | | X | | | | | | | | | |
| FARR 1136 | Horseshoeing | | | | X | | | | X | | | | | | | | | |
| FARR 1140 | Farrier Practicum | | | | X | | | | X | | | | | | | | | X |
| FARR 1150 | Farrier Portfolio and Practice | | | | X | | | | X | | | | | | | | | |
| MAMT 1100 | Electrical Components | | | | X | | | | X | | | | | | | | | |
| MAMT 1110 | Mechanical Components and Electrical Drives | | | | X | | | | X | | | | | | | | | |
| MAMT 1120 | Electro-pneumatic and Hydraulic Control Circuits | | | | X | | | | X | | | | | | | | | |
| MAMT 1212 | Automation Systems | | | | X | | | | X | | | | | | | | | |
| MAMT 1230 | Manufacturing Processes | | | | X | | | | X | | | | | | | | | |
| MAMT 1300 | Manufacturing Trends and Technology | | | | X | | | | X | X | | X | | | | | | |
| MAMT 1400 | Professional Skills and Work Practicum | | | X | X | | | | X | | | | | | | | | X |
| MFAB 1100 | Safe Working Procedures | | | | X | | | | X | | | | | | | | | |
| MFAB 1110 | Trade-Specific Tools | | | | X | | | | X | | | | | | | | | |
| MFAB 1125 | Welding for Metal Fabrication | | | | X | | | | X | | | | | | | | | |
| MFAB 1141 | Basic Metal Fabrication | | | | X | | | | X | | | | | | | | | |
| MFAB 1150 | Metallurgy Theory | | | | X | | | | X | | | | | | | | | |
| MSRY 1001 | Masonry History and Communication | | | | X | | | | X | | | | | | | | | |
| MSRY 1005 | First Aid and Safety in the Masonry Trade | | | | X | | | | X | | | | | | | | | |
| MSRY 1010 | Materials in the Masonry Trade | | | | X | | | | X | | | | | | | | | |
| MSRY 1015 | Mortar, Grout, Layout and Construction in Brick Masonry | | | | X | | | | X | | | | | | | | | |
| MSRY 1020 | Hand Tools, Ladders, Scaffolds and Elevated Platforms | | | | X | | | | X | | | | | | | | | |
| MSRY 1025 | Power Tools and Related Equipment | | | | X | | | | X | | | | | | | | | |
| MSRY 1030 | Blueprint Reading, Estimating, Layout and Restoration | | | | X | | | | X | | | X | | | | | | |

| Program Name | 1. No poverty | 2. Zero Hunger | 3. Good Health and Well-being | 4. Quality Education | 5. Gender Equality | 6. Clean Water and Sanitation | 7. Affordable and Clean Energy | 8. Decent Work and Economic Growth | 9. Industry, Innovation and Infrastructure | 10. Reduced Inequalities | 11. Sustainable Cities and Communities | 12. Responsible Consumption and Production | 13. Climate Action | 14. Life Below Water | 15. Life on Land | 16. Peace, Justice and Strong Institutions | 17. Partnerships for the Goals |
|--|---------------|----------------|-------------------------------|----------------------|--------------------|-------------------------------|--------------------------------|------------------------------------|--|--------------------------|--|--|--------------------|----------------------|------------------|--|--------------------------------|
| Bachelor of Design in Fashion and Technology | | | | X | | | | X | X | | | | | | | | X |
| Bachelor of Design in Graphic Design for Marketing | | | | X | | | | X | | | | | | | | | |
| Bachelor of Design, Product Design | | | | X | | | | X | X | X | | | | | | | X |
| Bachelor of Interior Design | | | | X | | | | X | X | | X | | X | | | | |
| Bachelor of Interior Design (Honours) | | | | X | | | | X | | | | | | | | | |
| Certificate in Foundations in Design | | | | X | | | | X | | | | | | | | | |
| Diploma in Fashion Marketing | | | | X | | | | X | | | | | | | | | |
| Post-Baccalaureate Diploma in Technical Apparel Design | | | X | X | X | X | | X | X | X | X | X | X | | | X | X |

Appendix G2. SDG Mapping: Wilson School of Design Courses - DRAFT

| Course Code | Course Name | 1. No poverty | 2. Zero Hunger | 3. Good Health and Well-being | 4. Quality Education | 5. Gender Equality | 6. Clean Water and Sanitation | 7. Affordable and Clean Energy | 8. Decent Work and Economic Growth | 9. Industry, Innovation and Infrastructure | 10. Reduced Inequalities | 11. Sustainable Cities and Communities | 12. Responsible Consumption and Production | 13. Climate Action | 14. Life Below Water | 15. Life on Land | 16. Peace, Justice and Strong Institutions | 17. Partnerships for the Goals |
|-------------|---|---------------|----------------|-------------------------------|----------------------|--------------------|-------------------------------|--------------------------------|------------------------------------|--|--------------------------|--|--|--------------------|----------------------|------------------|--|--------------------------------|
| DEPD 1110 | Visualization for Product Design | | | | X | | | | X | | | | | | | | | |
| DEPD 1130 | Design Thinking | | | | X | | | | X | | | | | | | | | |
| DEPD 1140 | Model Making | | | | X | | | | X | | | | | | | | | |
| DEPD 1210 | Three-Dimensional Design: Product Design | | | | X | | | | X | | | | | | | | | |
| DEPD 1220 | Digital Technologies for Product Design | | | | X | | | | X | | | | | | | | | |
| DEPD 1240 | Computer Fundamentals | | | | X | | | | X | | | | | | | | | |
| DEPD 2320 | Material Technology | | | | X | | | | X | | | | X | | | | | |
| DEPD 2330 | Transformative Thinking for Product Design | | | | X | | | | X | | | | X | | | | | |
| DEPD 2331 | Human Factors for Product Design | | | X | X | | | | X | | | | | | | | | |
| DEPD 2410 | Studio 3: Design Context | | | | X | | | | X | | | | | | | | | |
| DEPD 2420 | Production Technology | | | | X | | | | X | | | | X | | | | | |
| DEPD 2430 | Socio-Cultural Issues in Design | | | | X | X | | | X | | X | | | X | | | | |
| DEPD 3510 | Studio 4: Design Engagement | | | | X | | | | X | | X | | | | | | | |
| DEPD 3530 | Semiotics for Product Design | | | | X | | | | X | | | | | | | | | |
| DEPD 3610 | Studio 5 Design Implementation | | | | X | | | | X | X | | | | | | | X | |
| DEPD 3620 | Product Development for Manufacturing | | | | X | | | | X | | | | | | | | | |
| DEPD 3630 | Industry Experience | | | | X | | | | X | | | | | | | | | X |
| DEPD 4710 | Studio 6: Design Evaluation | | | | X | | | | X | | | | X | X | | | | |
| DEPD 4720 | Products & Business Scenarios | | | | X | | | | X | | | | X | | | | | |
| DEPD 4810 | Studio 7: Design Projections | | | | X | | | | X | | | | X | | | | | |
| DEPD 4831 | The Business of Product Design | | | | X | | | | X | | | | | | | | X | |
| DESN 2000 | Academic Research and Writing for Design | | | | X | | | | X | | | | | | | | | |
| DESN 2001 | Design Thinking and Methodology | | | | X | | | | X | | | | | | | | | |
| DESN 2002 | Design Concept and Process Studio | | | | X | | | | X | | | | | | | | | |
| DESN 2003 | East Meets West – Vancouver Field School | | | | X | | | | X | | | X | | | | | | |
| DESN 2004 | Design Thinking & Innovation | | | | X | | | | X | | | | | | | | | |
| DESN 2100 | The Vancouver Design Experience | | | | X | | | | X | | | X | | | | | | |
| DESN 2500 | Design Thinking: Food System Connectivity in Design, Business and Agriculture | | X | | X | | | | X | | | X | X | X | | X | | X |
| DESN 3000 | Interdisciplinary Amazon Field School | | | | X | | | | X | | | X | | X | | X | | X |
| DESN 3100 | Design Field School | | | | X | | | | X | | | | | | | | | X |
| DESN 4100 | Innovation Project | | | | X | | | | X | X | | | | | | | | |
| DETA 5110 | Technical Apparel in Context | | | X | X | X | | | X | X | X | | | | | | | |

Appendix G2. SDG Mapping: Wilson School of Design Courses - DRAFT

| Course Code | Course Name | 1. No poverty | 2. Zero Hunger | 3. Good Health and Well-being | 4. Quality Education | 5. Gender Equality | 6. Clean Water and Sanitation | 7. Affordable and Clean Energy | 8. Decent Work and Economic Growth | 9. Industry, Innovation and Infrastructure | 10. Reduced Inequalities | 11. Sustainable Cities and Communities | 12. Responsible Consumption and Production | 13. Climate Action | 14. Life Below Water | 15. Life on Land | 16. Peace, Justice and Strong Institutions | 17. Partnerships for the Goals |
|-------------|---|---------------|----------------|-------------------------------|----------------------|--------------------|-------------------------------|--------------------------------|------------------------------------|--|--------------------------|--|--|--------------------|----------------------|------------------|--|--------------------------------|
| FASN 4151 | Apparel in the Global Economy | | | | X | | | | X | X | | | X | | | | | |
| FASN 4211 | Professional Promotion | | | | X | | | | X | | | | | | | | | |
| FASN 4221 | Collection: Production | | | | X | | | | X | | | | | | | | | |
| FASN 4250 | Self-Directed Study | | | | X | | | | X | | | | | | | | | |
| FIND 1100 | Design Processes, Methods and Materials | | | | X | | | | X | | | | | | | | | |
| FIND 1110 | Drawing for Design | | | | X | | | | X | | | | | | | | | |
| FIND 1121 | Design Connections: Then and Now | | | | X | | | | | | | | | | | | X | |
| FIND 1130 | Design Explorations | | | | X | | | | X | | | | | | | | | |
| FIND 1140 | Colour Theories | | | | X | | | | X | | | | | | | | | |
| FIND 1150 | Designing for Humanity | | | | X | | | | | | | X | X | X | | | | |
| FIND 1160 | Communication through Visual Language | | | | X | | | | X | | | | | | | | | |
| FIND 1200 | Two-Dimensional Design | | | | X | | | | X | | | | | | | | | |
| FIND 1210 | Three-Dimensional Design | | | | X | | | | X | | | | | | | | | |
| FIND 1230 | Drafting For Design | | | | X | | | | X | | | | | | | | | |
| FIND 1240 | Introduction to Digital Studio | | | | X | | | | X | | | | | | | | | |
| FMRK 1105 | Digital Software for Fashion Marketing | | | | X | | | | X | | | | | | | | | |
| FMRK 1116 | Apparel Industry | | | | X | | | | X | | | | | | | | | X |
| FMRK 1151 | Fashion Retail Work Experience | X | | | X | | | | X | | | | | | | | | X |
| FMRK 1205 | Visual Communication for Fashion Marketing | | | | X | | | | X | | | | | | | | | |
| FMRK 1215 | Textile Science | | | | X | | | | X | | | | X | | | | | |
| FMRK 1250 | Fashion and Consumers | | | | X | | | | X | | | | | | | | | |
| FMRK 2105 | Visual Fashion Merchandising & Promotion | | | | X | | | | X | | | | | | | | | |
| FMRK 2115 | Fashion Forecasting | | | | X | | | | X | | | | | | | | | |
| FMRK 2120 | Fashion Writing | | | | X | | | | X | | | | | | | | | |
| FMRK 2205 | Fashion Buying | | | | X | | | | X | | | | | | | | | |
| FMRK 2215 | Fashion Events and Promotions | | | | X | | | | X | | | | | | | | | |
| FMRK 2240 | Fashion Marketing Work Experience | | | | X | | | | X | | | | | | | | | X |
| FMRK 2260 | Entrepreneurial eCommerce for Fashion Marketing | | | | X | | | | X | | | | | | | | X | |
| GDMA 1100 | Typographic Design I | | | | X | | | | X | | | | | | | | | |
| GDMA 1110 | Image Development | | | | X | | | | X | | | | | | | | | |
| GDMA 1121 | Graphic Design Software Applications 1 | | | | X | | | | X | | | | | | | | | |
| GDMA 1200 | Typographic Design 2 | | | | X | | | | X | | | | | | | | | |
| GDMA 1215 | Concept Development | | | | X | | | | X | | | | | X | | | | |
| GDMA 1220 | Graphic Design Software Applications 2 | | | | X | | | | X | | | | | | | | | |
| GDMA 1240 | Graphic Design and Society 2 | | | | X | X | | | X | | X | | X | | | | X | |
| GDMA 2100 | Editorial Design 1 | | | | X | | | | X | | X | | | X | | | | |
| GDMA 2110 | Introduction to Advertising Design | | | | X | | | | X | | | | | | | | | |
| GDMA 2120 | Print Technologies | | | | X | | | | X | X | | | X | | | X | | |

Appendix G2. SDG Mapping: Wilson School of Design Courses - DRAFT

| Course Code | Course Name | 1. No poverty | 2. Zero Hunger | 3. Good Health and Well-being | 4. Quality Education | 5. Gender Equality | 6. Clean Water and Sanitation | 7. Affordable and Clean Energy | 8. Decent Work and Economic Growth | 9. Industry, Innovation and Infrastructure | 10. Reduced Inequalities | 11. Sustainable Cities and Communities | 12. Responsible Consumption and Production | 13. Climate Action | 14. Life Below Water | 15. Life on Land | 16. Peace, Justice and Strong Institutions | 17. Partnerships for the Goals |
|-------------|--|---------------|----------------|-------------------------------|----------------------|--------------------|-------------------------------|--------------------------------|------------------------------------|--|--------------------------|--|--|--------------------|----------------------|------------------|--|--------------------------------|
| GDMA 2140 | Communication Design and Popular Culture | | | | X | X | | | X | | | | | | | | | |
| GDMA 2200 | Editorial Design 2 | | | | X | X | | | X | | X | X | | X | | | | |
| GDMA 2210 | Web Design | | | | X | | | | X | | | | | | | | | |
| GDMA 2222 | Video and Animation | | | | X | | | | X | | | | | | | | | |
| GDMA 2230 | Introduction to Marketing Communications | | | | X | | | | X | | | | X | | | | | |
| GDMA 3100 | Information Design | | | | X | | | | X | | X | X | | X | | | X | |
| GDMA 3110 | UI/UX Design 1 | | | | X | X | | | X | | | | X | | | | | |
| GDMA 3122 | Interactive Technologies: Design and Development | | | | X | | | | X | | | | | | | | | |
| GDMA 3130 | Marketing Communications Design 1 | | | X | X | | | | X | | X | | | | | | | |
| GDMA 3140 | Interactive Technologies and Society | | | | X | X | | X | X | | X | X | X | | | | X | |
| GDMA 3200 | Branding 1 | | | | X | X | | | X | X | | | X | | | | | |
| GDMA 3210 | Packaging Design | | | | X | | | | X | | | | X | | | | | |
| GDMA 3220 | UI/UX Design 2 | | | | X | | | | X | X | X | | | | | | | |
| GDMA 3225 | Typographic Design 3 | | | | X | | | | X | | | | | | | | | |
| GDMA 3230 | Marketing Communications Design 2 | | | | X | | | | X | | | | | | | | | |
| GDMA 4100 | Branding 2 | | | | X | | | | X | | | X | X | | | | | |
| GDMA 4120 | Capstone Project | | | | X | X | | | X | | X | X | X | X | | X | X | X |
| GDMA 4130 | Small Business Essentials | | | | X | X | | | X | | | | X | | | | | |
| GDMA 4200 | Advertising Design | | | | X | | | | X | | | | | | | | | |
| GDMA 4221 | Strategic Portfolio Development | | | | X | | | | X | | | | X | | | | | |
| GDMA 4222 | Special Topics in Interactive Technologies | | | | X | | | | X | X | X | X | | | | | | |
| GDMA 4230 | Mentorship for Professional Practice | | | | X | | | | X | | | | | | | | | |
| GDMA 4240 | Contemporary Issues in Graphic Design | | | | X | X | | | X | | X | X | X | X | | | X | |
| IDSN 1121 | Building Technologies 1 | | | | X | | | | X | X | | X | X | X | | | | |
| IDSN 1135 | Design Awareness 1 | | | | X | | | | X | X | | X | X | | | | | |
| IDSN 1212 | Studio 2 | | | | X | | X | | X | X | | X | X | X | | | | |
| IDSN 1221 | Building Technologies 2 | | | | X | | | | X | X | | X | X | X | | | | |
| IDSN 1235 | Design Awareness 2 | | | | X | | | | X | X | | X | X | X | | | | |
| IDSN 1241 | Construction Documentation 2 | | | | X | | | | X | X | X | X | X | X | | | | |
| IDSN 2303 | Studio 3 | | | | X | | | X | X | X | X | X | X | X | | | | |
| IDSN 2325 | Building Technologies 3 | | | | X | | X | X | X | X | | X | X | X | | | | |
| IDSN 2375 | Environmental Human Factors | | | | X | | | | X | X | X | X | X | X | | | | |
| IDSN 2425 | Building Technologies 4 | | | | X | | X | X | X | X | X | X | X | X | | | | |
| IDSN 3505 | Studio 5 | | | | X | | X | X | X | X | X | X | X | X | | | | |
| IDSN 3525 | Building Technologies 5 | | | | X | | X | X | X | X | X | X | X | X | | | | |
| IDSN 3546 | Design Communication 4 | | | | X | | | | X | | | | | | | | | |
| IDSN 3606 | Studio 6 | | | | X | | X | X | X | X | X | X | X | X | | | | |
| IDSN 4001 | Senior Studio 1 | | | | X | | X | X | X | X | X | X | X | X | | | | |
| IDSN 4002 | Senior Studio 2 | | | | X | | X | X | X | X | X | X | X | X | | | | |
| IDSN 4701 | Studio 7 | | | | X | | X | X | X | X | X | X | X | X | | | | |

Appendix G2. SDG Mapping: Wilson School of Design Courses - DRAFT

| Course Code | Course Name | 1. No poverty | 2. Zero Hunger | 3. Good Health and Well-being | 4. Quality Education | 5. Gender Equality | 6. Clean Water and Sanitation | 7. Affordable and Clean Energy | 8. Decent Work and Economic Growth | 9. Industry, Innovation and Infrastructure | 10. Reduced Inequalities | 11. Sustainable Cities and Communities | 12. Responsible Consumption and Production | 13. Climate Action | 14. Life Below Water | 15. Life on Land | 16. Peace, Justice and Strong Institutions | 17. Partnerships for the Goals |
|-------------|--------------------------------------|---------------|----------------|-------------------------------|----------------------|--------------------|-------------------------------|--------------------------------|------------------------------------|--|--------------------------|--|--|--------------------|----------------------|------------------|--|--------------------------------|
| IDSN 4785 | Business and Professional Practice 1 | | | | X | | | | X | | | X | | | | | | |
| IDSN 4820 | Advanced Design Studies 2 | | | | X | | | | X | | | | | | | | | |
| IDSN 4880 | Business and Professional Practice 2 | | | | X | | | | X | X | X | X | X | X | | | | |
| IDSN 4900 | Self-Directed Study | | | | X | | | | X | | | | | | | | | |
| IDSN 4990 | Honours Project | | | | X | | X | X | X | X | X | X | X | X | | | | |

| Service, Program, or Initiative | 1. No poverty | 2. Zero Hunger | 3. Good Health and Well-being | 4. Quality Education | 5. Gender Equality | 6. Clean Water and Sanitation | 7. Affordable and Clean Energy | 8. Decent Work and Economic Growth | 9. Industry, Innovation and Infrastructure | 10. Reduced Inequalities | 11. Sustainable Cities and Communities | 12. Responsible Consumption and Production | 13. Climate Action | 14. Life Below Water | 15. Life on Land | 16. Peace, Justice and Strong Institutions | 17. Partnerships for the Goals |
|---|---------------|----------------|-------------------------------|----------------------|--------------------|-------------------------------|--------------------------------|------------------------------------|--|--------------------------|--|--|--------------------|----------------------|------------------|--|--------------------------------|
| Carbon Neutral Action Report (CNAR) | | | | X | | X | X | X | X | | X | X | X | | X | X | X |
| Climate Change Accountability Act (KPU as signatory) | | | | X | | X | X | X | X | | X | X | X | | X | X | X |
| Energy Consumption Dashboards | | | | | | | | | | | | | | | | | |
| Global Universities and Colleges Climate Letter (KPU as signatory) | | | | | | | X | | X | | X | X | X | | | X | X |
| KPU Environmental Sustainability Committee | | | X | X | | | | | X | | X | X | X | | X | X | X |
| KPU2050 Campus Plan | | | X | X | | X | X | X | X | X | X | X | X | X | X | X | X |
| Leadership in Energy and Environmental Design (LEED) | | | | X | | X | X | | X | | X | X | X | | | X | X |
| Public Sector Energy Conservation Agreement (PSECA) and 2020 Energy Consumption Records | | | | | | | X | | X | | X | X | X | | | X | X |
| Recycling & Composting | | | | X | | | | | X | | X | X | X | | | | X |
| Strategic Energy Management Plan (SEMP) 2020-2022 | | | X | X | | X | X | | X | | X | X | X | | X | X | X |

| Service, Program, or Initiative | 1. No poverty | 2. Zero Hunger | 3. Good Health and Well-being | 4. Quality Education | 5. Gender Equality | 6. Clean Water and Sanitation | 7. Affordable and Clean Energy | 8. Decent Work and Economic Growth | 9. Industry, Innovation and Infrastructure | 10. Reduced Inequalities | 11. Sustainable Cities and Communities | 12. Responsible Consumption and Production | 13. Climate Action | 14. Life Below Water | 15. Life on Land | 16. Peace, Justice and Strong Institutions | 17. Partnerships for the Goals |
|--|---------------|----------------|-------------------------------|----------------------|--------------------|-------------------------------|--------------------------------|------------------------------------|--|--------------------------|--|--|--------------------|----------------------|------------------|--|--------------------------------|
| Accessibility Committee | | | | X | | | | X | | X | X | | | | | X | X |
| Canada Research Chairs Program (CRCP) | | | | X | X | | | X | X | X | X | | | | | X | X |
| Declaration on Research Assessments (DORA) | | | | X | | | | X | X | X | X | | | | | X | X |
| Disability Inclusion Group (DIG) | | | | X | | | | X | | X | X | | | | | X | X |
| Equity, Diversity, and Inclusion in Research and Scholarship | | | | X | X | | | X | X | X | X | | | | | X | X |
| Indigenous Advisory Committee | | | | X | | | | X | | X | X | | | | | X | X |
| Indigenous Student Services | X | | X | X | | | | X | | X | X | | | | | X | X |
| President's Diversity and Equity Committee | | | | X | X | | | X | | X | X | | | | | X | X |
| Pride Advocacy Group | | | | X | X | | | X | | X | | | | | | X | X |
| Task Force on Anti Racism | | | | X | | | | X | | X | X | | | | | X | X |
| The Carnegie Foundation for the Advancement of Teaching | | | | X | | | | X | X | X | X | | | | | X | X |
| The Dimensions Charter | | | | X | X | | | X | X | X | X | | | | | X | X |

Appendix L. SDG Mapping: Student Services - DRAFT

| Service, Program, or Initiative | Department | 1. No poverty | 2. Zero Hunger | 3. Good Health and Well-being | 4. Quality Education | 5. Gender Equality | 6. Clean Water and Sanitation | 7. Affordable and Clean Energy | 8. Decent Work and Economic Growth | 9. Industry, Innovation and Infrastructure | 10. Reduced Inequalities | 11. Sustainable Cities and Communities | 12. Responsible Consumption and Production | 13. Climate Action | 14. Life Below Water | 15. Life on Land | 16. Peace, Justice and Strong Institutions | 17. Partnerships for the Goals |
|---|---|---------------|----------------|-------------------------------|----------------------|--------------------|-------------------------------|--------------------------------|------------------------------------|--|--------------------------|--|--|--------------------|----------------------|------------------|--|--------------------------------|
| Accessible Clinic Education (ACE) | Accessibility Services | | | | X | | | | | | X | | | | | | | |
| Accommodations in a remote learning environment | Accessibility Services | | | | X | | | | | | X | | | | | | | |
| Adult Upgrading Funding | Student Awards and Financial Assistance | X | | | | | | | | | X | | | | | | | |
| Advising services | Central Academic Advising | | | | X | | | | | | X | | | | | | | |
| Assessment & Testing Services | Assessment & Testing Services | | | | X | | | | X | | X | | X | | | | | X |
| Assessment & Testing Services | Admissions Testing | | | | X | | | | X | | X | | X | | | | | |
| Assessment & Testing Services | Access and Make Up Exams | | | | X | | | | X | | X | | X | | | | | |
| Assessment & Testing Services | Corporate Distance Education and External Exams | | | | X | | | | X | | X | | X | | | | | X |
| Awards & Scholarships | Student Awards and Financial Assistance | X | | | | | | | | | X | | | | | | | X |
| Behaviour Intervention Team | Student Rights & Responsibilities Office | | | X | X | | | | | | | | | | | | | |
| Bursary Program | Student Awards and Financial Assistance | X | | | | | | | | | X | | | | | | | |
| CampusWell | Student Health Promotion | | | X | X | | | | | | | | | | | | | |
| Cannabis on Campus webpage | Student Health Promotion | | | x | | | | | | | | | | | | | | |
| Career Development Services | Career Development Centre | X | | | | | | | X | | | | | | | | | |
| Career/Job/Volunteer Fairs | Career Development Centre | X | | | | | | | X | | | | | | | | | X |
| Chaplains | Multi-Faith Centre | | | X | | | | | | | X | | | | | | | |
| Co-operative Education | Career Development Centre | X | | | X | | | | X | | | | | | | | | X |
| Collaborative Online International Learning Course (COIL) | KPU International | | | | X | | | | | X | | | | | | | | X |
| Community Engagement | Indigenous Services for students | | | | | | | | | | X | | | | | | | X |
| Counselling | Counselling Services | | | X | X | | | | | | X | | | | | | | |
| Disability related funding | Accessibility Services | | | | X | | | | | | X | | | | | | | |
| Elders Program | Indigenous Services for students | | | | X | | | | | | X | | | | | | X | X |
| Emergency Financial Assistance | Student Awards and Financial Assistance | X | | | | | | | | | X | | | | | | | |

| Service, Program, or Initiative | Department | 1. No poverty | 2. Zero Hunger | 3. Good Health and Well-being | 4. Quality Education | 5. Gender Equality | 6. Clean Water and Sanitation | 7. Affordable and Clean Energy | 8. Decent Work and Economic Growth | 9. Industry, Innovation and Infrastructure | 10. Reduced Inequalities | 11. Sustainable Cities and Communities | 12. Responsible Consumption and Production | 13. Climate Action | 14. Life Below Water | 15. Life on Land | 16. Peace, Justice and Strong Institutions | 17. Partnerships for the Goals |
|---|---|---------------|----------------|-------------------------------|----------------------|--------------------|-------------------------------|--------------------------------|------------------------------------|--|--------------------------|--|--|--------------------|----------------------|------------------|--|--------------------------------|
| Employer Relations | Career Development Centre | x | | | | | | | X | | | | | | | | | X |
| Field Schools | KPU International | | | | X | | | | X | | | | | | | | | X |
| Funding for Students with Permanent Disabilities | Student Awards and Financial Assistance | X | | | | | | | | | X | | | | | | | |
| Gender Inclusive and Accessible Washrooms | KPU Pride | | | | | X | | | | | X | | | | | | | |
| Government Loans and Grants | Student Awards and Financial Assistance | X | | | | | | | | | X | | | | | | | X |
| Headstart | Central Academic Advising | | | | X | | | | | | X | | | | | | | |
| Indigenous Dialogue Series | Indigenous Services for students | | | | X | | | | | | | | | | | | X | X |
| Indigenous Online Orientation | Indigenous Services for students | | | | X | | | | | | X | | | | | | | |
| Inter-campus shuttle | KPU, KSA, Private Contractor | X | | | | | | | | | | X | X | | | | | X |
| International Advising | KPU International | | | | X | | | | X | | X | | | | | | | |
| International Peer Mentorship | KPU International | | | | X | | | | | | X | | | | | | | |
| KPU 100 Introduction to University | Learning Centre | | | | X | | | | | | X | | | | | | | |
| KPU Collective | Orientation and Transition | | | | X | | | | | | X | | | | | | | |
| KPU Safe App | Campus Security | | | | | | | | | X | | X | | | | | | |
| KPU Safe App | Security | | | X | | | | | | | | X | | | | | | |
| Learning Strategist | KPU Learning Centre | | | | X | | | | X | | | | | | | | | |
| My SSP | Counselling Services | | | X | | | | | | | X | | | | | | | X |
| Network to Eliminate Violence in Relationships (NEVR) | NEVR (Balbir Gurm) | | | X | | X | | | | | X | | | | | | X | X |
| New Student Orientation | Orientation and Transition | | | | X | | | | | | X | | | | | | | |
| Orientation Volunteer Opportunities | Orientation and Transition | | | | X | | | | X | | | | | | | | | |
| Out in Schools Workshops | Student Health Promotion | | | | X | X | | | | | X | | | | | | | X |
| Part-Time Studies Funding | Student Awards and Financial Assistance | X | | | | | | | | | X | | | | | | | |
| Peer Mentorship | Indigenous Services for students | | | | X | | | | X | | X | | | | | | | |
| Peer Tutoring | KPU Learning Centre | | | | X | | | | | | | | | | | | | |
| Peer Wellness Program | Student Health Promotion | | | X | X | | | | | | X | | | | | | | |
| Preferred name | KPU Pride | | | | | X | | | | | X | | | | | | | |

Appendix L. SDG Mapping: Student Services - DRAFT

| Service, Program, or Initiative | Department | 1. No poverty | 2. Zero Hunger | 3. Good Health and Well-being | 4. Quality Education | 5. Gender Equality | 6. Clean Water and Sanitation | 7. Affordable and Clean Energy | 8. Decent Work and Economic Growth | 9. Industry, Innovation and Infrastructure | 10. Reduced Inequalities | 11. Sustainable Cities and Communities | 12. Responsible Consumption and Production | 13. Climate Action | 14. Life Below Water | 15. Life on Land | 16. Peace, Justice and Strong Institutions | 17. Partnerships for the Goals |
|--|--|---------------|----------------|-------------------------------|----------------------|--------------------|-------------------------------|--------------------------------|------------------------------------|--|--------------------------|--|--|--------------------|----------------------|------------------|--|--------------------------------|
| Pride Advocacy Group (PAG) | KPU Pride | | | | | X | | | | | X | | | | | | X | |
| Pride Advocacy Initiatives | KPU Pride | | | | | X | | | | | X | X | | | | | | |
| Sexual Health webpage | Student Health Promotion | | | x | | | | | | | | | | | | | | |
| Sexual Violence and Misconduct Support | Student Rights & Responsibilities Office | | | X | | | | | | | X | | | | | | X | |
| Sport and fitness programs | Sport and Recreation | | | X | | | | | | | | | | | | | | |
| Study Abroad Program | KPU International | | | | X | | | | X | | | | | | | | | X |
| The Gathering Place | Indigenous Services for students | | | | | | | | | | X | | | | | | X | |
| Thrive Month | Student Health Promotion | | | X | | | | | | | | | | | | | | |
| U-Pass & Multipass | KPU, KSA, Translink | X | | | | | | | | | | X | X | | | | | X |
| UN World Interfaith Harmony Week | Multi-Faith Centre | | | X | X | | | | | | X | | | | | | X | X |
| Virtual Indigenous Book Club | Indigenous Services for students | | | | X | | | | | | | | | | | | | X |
| Work-Study | Student Awards and Financial Assistance (SAFA) | X | | | | | | | X | | X | | | | | | | |
| Workshops | KPU Learning Centre | | | | X | | | | X | | | | | | | | | |
| Youth Futures Education Fund Bursary | Student Awards and Financial Assistance | X | | | | | | | | | X | | | | | | | |