

# Sustainable Development Goals Mapping Project

*Final Report for  
Kwantlen Polytechnic University*



# Table of Contents

Introduction	4
Sustainability at KPU: Setting the Context	6
SDG Integration Process	8
Fall 2022 Mapping and Key Activities	9
Mapping of Current KPU Programs and Initiatives	10
Participation at Key Meetings	14
Conversations with Key Informants	18
Campus and Virtual Consultations	24
Presence at Events	30
Spring 2023 Environmental Scan & SDG Week Canada	32
Environmental Scan	32
SDG Week Canada @ KPU	33
Recommendations	38
One Final Story	45
Appendices	47

## *Executive Summary*

This report outlines Kwantlen Polytechnic University's (KPU) progress towards meaningfully embedding sustainability into its culture, policies, and practices. KPU's Vision 2026 commits to advancing cultural, social, environmental, and institutional sustainability. To achieve this, KPU undertook an exploratory research project to identify how the institution's academic and administrative ecosystems align with and/or directly advance progress towards achieving the United Nations Sustainable Development Goals (UNSDGs).

An SDG Mapping Project Team (SMPT) led the internal process to gather information for this report and produced two key deliverables: an inventory of current SDG-related initiatives and practices at KPU and an institution-wide SDG engagement process. The SMPT used a whole community approach, holding consultations with the KPU community and external organizations to gain their perspectives, ideas and opinions.

The SMPT also created a comprehensive mapping of current KPU courses, programs, services, research, policies, and operations that already contribute to the SDGs. During the mapping process, the SMPT reviewed program and course descriptions on the KPU University Calendar and cross-referenced them with the targets and indicators for each SDG. The development of the remaining maps followed a similar process with reviewing relevant KPU websites and resources, such as committee meeting minutes and reports.

This report details how the SMPT engaged in three key activities to inform and validate the mapping: participation in key meetings such as Faculty Councils; ongoing conversations with key KPU community members working in the areas of teaching and teaching, research, operations, and governance; and opportunities for KPU community members to engage with the SMPT through events, including the SDG Week Canada that the SMPT organized in March 2023.

Accompanying this report is an environmental scan of notable practices outside of KPU, nationally and internationally, that, together with the main report, presents recommendations for how KPU can build capacity around and take further ownership of the SDGs.

While KPU has made significant progress towards embedding sustainability in its culture and practices, this report represents a significant step towards building on this momentum towards achieving Vision 2026 and to positioning KPU as a leader in embracing and demonstrating that academic institutions can be critical partners in achieving the SDGs.

## 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 and states 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. Furthermore, each SDG is defined by targets and indicators that countries and states can use to measure their progress toward the SDGs.

Post-secondary institutions (PSIs) have a critical role in helping global 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, notably as a core component in KPU's Vision 2026:

“Vision: In 2026, KPU is a learning ecosystem rooted in a culture of sustainability, creativity and quality that inspires our people and our communities.”

— KPU VISION, 2026, 2023, p. 1

More specifically, Goal B denotes that “cultural, social, environmental and institutional sustainability are [to be] advanced.” (KPU VISION 2026, 2023, p. 5). 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



As an organizing principle, sustainability has informed the direction of various KPU initiatives, including the [KPU2050 Official Campus Plan](#), which is supported by a [Sustainability Framework](#) that is stewarded by [KPU Campus and Community Planning](#). The goal areas of KPU 2050's Sustainability Framework were developed in alignment with many of the SDGs, guiding the evolution of KPU's campuses with a holistic approach to sustainability. This framework was refined in collaboration with [KPU's Environmental Sustainability Committee](#), which provides an advisory role to the Executive, helping to facilitate, advise, advocate and enable the implementation of integrated environmental sustainability activities at KPU.

[KPU's 2023 Academic Plan](#), which guides academic development over a five-year period, includes diverse goals related to sustainable development, such as enabling student success, open education, and increasing Indigenous participation at KPU. This Plan directly supports SDGs such as SDG 4: Quality Education and SDG 8: Decent Work and Economic Growth, empowering a generation of expert and resourceful learners whose knowledge is purposeful and directed to social and economic well-being.



Given the multi-dimensional (social, environmental, and economic) nature of the SDG framework, many KPU initiatives also support a broader understanding of sustainability. For example, the [President's Diversity and Equity Committee](#) is a group dedicated to furthering the goal of diversity and equity within the KPU community. This work is supported and complemented by other groups, including but not limited to the Pride Advocacy Group, Disability Inclusion Group, Indigenous Advisory Committee, and Anti-Racism Task Force. Taken together, these initiatives contribute to a comprehensive advancement of sustainability, supporting SDGs such as SDG 5: Gender Equality, SDG 10: Reduced Inequalities, and SDG 16: Peace, Justice and Strong Institutions.

Source: KPU Media



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>

### *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 report, produced by the SMPT, documents the efforts conducted during the 2022/2023 academic year in identifying connections between the SDGs and KPU's initiatives ranging from courses, programs, and 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 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.

Step 1 concluded at the end of Spring 2023 and captured an overview of how the SDGs are being incorporated and addressed across KPU. In addition, an environmental scan was conducted to identify notable practices outside of KPU - nationally and internationally - to also 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 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 2022, and has produced two key deliverables:

- An inventory of current SDGs-related initiatives and practices at KPU, including academic, administrative, and operational practices, and
- An institutional-wide SDG engagement process that facilitated conversations about the SDGs and their importance to the KPU community

**A ‘whole community’ approach was conceptualized and employed to achieve the outcomes listed above, which included the following activities between Fall 2022 and Spring 2023:**

- 01** Participation in key meetings (i.e., Faculty Councils and class visits) to solicit perspectives and ideas.
- 02** Ongoing conversations with 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

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**

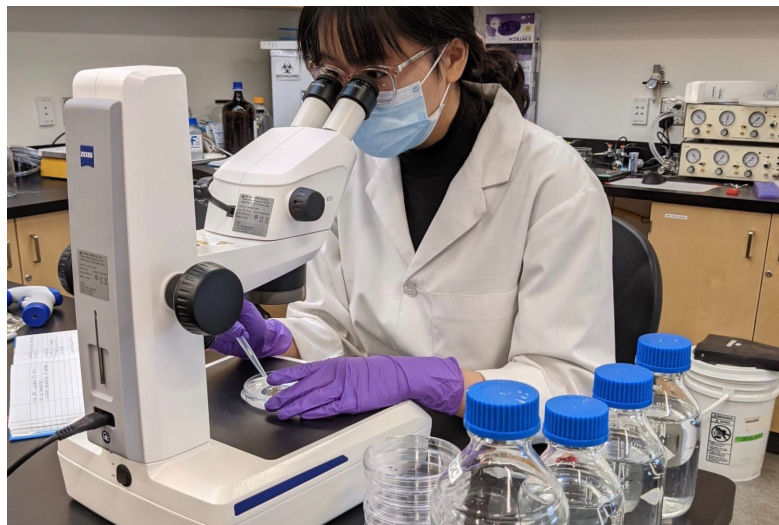
A major part of this research project was linking (or mapping) how KPU courses and programs may already align with the 17 SDGs, as well as highlighting best practice examples across the institution. Through this process, all of KPU's courses and academic programs offered by the seven faculties were mapped.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

For instance, in reviewing course descriptions, a notable example of SDG integration 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 and initiatives in environmental sustainability and equity, diversity, and inclusion. Initially, this segment of the project was based on the most recent information available on department 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 was offered by [Assessment and Testing Services \(ATS\)](#); the department is moving all exams supported by their office from a printed exam format to online, including all backup materials and instructions. This thereby minimizes wastage of paper and supports SDG 12: Responsible Consumption and Production.



Source: KPU Media

The mapping of KPU services and initiatives also highlighted existing external institutional relationships and commitments that both directly and indirectly advance the SDGs. Two highlights include:

- 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 Services offers the [Student Research Innovation Grant \(SRIG\)](#) to students. 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 most commonly associated with the environmental aspect, it is also equally important for institutions to strive for social sustainability by reducing



Source: KPU Media



inequalities and creating an inclusive environment for students. KPU has a number of initiatives under departments such as [KPU Pride](#), [Indigenous Services for Students](#), [Office of Students' Rights and Responsibilities](#), and the [Multi-Faith Center](#) which help in promoting social sustainability. Some meaningful examples include:

- 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.
- The [Office of the Registrar](#) updated their application process for prospective students to indicate their preferred name(s) as opposed to their name registered at birth. This resulted from student feedback and requests from the [Pride Advocacy Group](#) and the [President's Diversity and Equity Committee \(PDEC\)](#). 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.
- Also, KPU has [Gender Inclusive and Accessible Washrooms](#) available on all five campuses.



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 was welcomed by leaders and administrators at Faculty-specific meetings to present and share information about the project. These sessions introduced the 17 SDGs and discussed 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 included:

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).



Exploring 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.



Leveraging professional development opportunities

Meeting participants expressed interest in both in-house at KPU or external conferences and workshops that might help individual faculty members enhance their understanding, knowledge, and application of the SDGs, in order to incorporate them into their teaching.

When meeting with the Student Affairs Management Team, a draft mapping of student services and initiatives was distributed in advance by the SMPT, then comments and questions were solicited at the meeting. A key insight generated was that the results from the SDG mapping project could potentially be leveraged as a framework for future strategic planning as a tool to identify goals and actions. For instance, program administrators and service providers may ponder: 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

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 KPU’s President and the Executive Director of Facilities Services, committee membership includes faculty members and administrators representing Ancillary Services, Procurement, External Affairs, Campus & Community Planning, Library, and the 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 the need to:

Explore 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

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

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

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Acknowledge 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 conversations during existing institutional leadership meetings, the SMPT connected with colleagues representing a wide breadth of KPU departments and units. These included:

Campus and Community Planning

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Climate+ Challenge

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Entrepreneurial Leadership

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Facilities

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Future Students Office

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Graphic Design for Marketing

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Indigenous Leadership, Innovation and Partnerships

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Journalism

---

Kwantlen First Nation

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Media and Communications

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Office of Research Services

---

Policy Studies

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Public Relations

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Student Affairs

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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. Several notable examples are showcased below.



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 numerous 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

## 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.



## Gayle Bedard

Associate Vice President, Indigenous Leadership, Innovation & Partnerships

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

Gayle Bedard, KPU's 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. Bedard's portfolio is also currently undergoing an equity scan to uncover new goals, objectives, and partners towards achieving further TRC calls to action. Working closely with Indigenous Elders and community members, Campus and Community Planning, Student Services, and many other KPU community members to create *xé?ell*, KPU's Pathway to Systemic Transformation. *xé?ell* is about shifting the culture at KPU to one where the responsibility of systemic transformation is shared among 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.

## Laura McDonald

Dean, Faculty of Trades and Technology

## Dr. Joel Murray

Associate Dean, Faculty of Trades and Technology

- 1 No Poverty
- 4 Quality Education
- 8 Decent Work and Economic Growth
- 9 Industry, Innovation, and Infrastructure
- 16 Peace, Justice, And Strong Institutions
- 17 Partnerships for the Goals

Laura McDonald and Joel Murray, respectively Dean and Associate Dean, Faculty of Trades and Technology, highlighted KPU's Youth in Trades program which invites high school students to begin taking trades courses in their final year of high school. The program prepares students to be hired as an apprentice once they graduate high school and exemplifies the departments moto to 'get you job-ready and prepared for success.' This 'one year advantage' benefits both students and the local trades industry. Not only are students given an opportunity for financial stability upon graduating high school, but the growing trades sector benefits from an influx in trained professionals.

The Faculty of Trades and Technology, through a partnership with Fraser Regional Correction Center, is designing a carpentry program for those incarcerated, giving individuals an opportunity to gain in-demand skills and to leave the correction center with stable job prospects, reducing the likelihood of recidivism.

## 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.

### 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.

## Facilities Services

Facilities Services is responsible for the 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.

### Green Building – Renewals and Operations

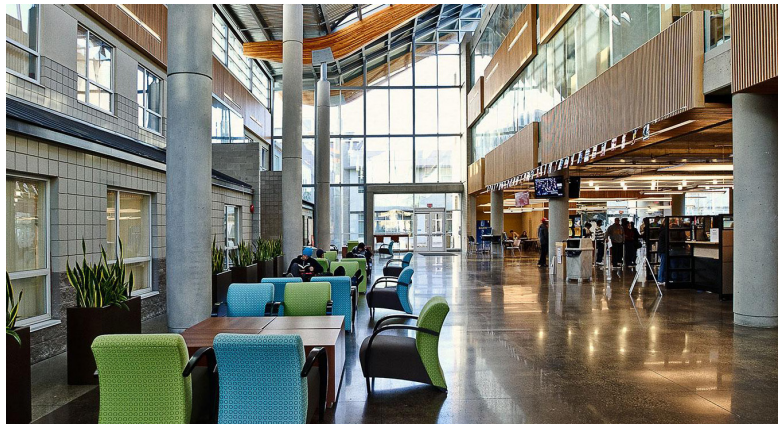
- 7 Affordable and Clean Energy
- 9 Industry, Innovation, and Infrastructure
- 11 Sustainable Cities and Communities
- 13 Climate Action

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.

### Accessibility Project

- 10 Reduced Inequalities

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. 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.

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

\*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).

## 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.

Design: Christina Tran

#GlobalGoals  
#ForPeopleForPlanet




Peace and Prosperity  
FOR THE PLANET

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.

In the third and final station, 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?](#)



Design: Christina Tran

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.

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. General themes were derived from each question, along with quotes from some of the responses.





Source: SDG Mapping Project Team

### 1. 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.

“Out of the 17, I choose number 3 which is Good health and well-being. I am a believer of health is wealth, especially nowadays. During the beginning of Covid-19, everyone was panicking and afraid for their lives. The number of people who are suffering from anxiety and depression started to increase due to covid. It not only affected the physical well being of a person, it also affected their mental health. People learned to do their own research (which sometimes lead them to wrong information or fake news), having more information and studies from a well-known companies or organization, people will be educated.”

“Most issues we face (whether they are environmental, political or social) usually find their roots in misinformation (or a lack of access to information) by providing quality education to all we can enlighten the masses reducing bigotry, and helping encourage future generations to come up with unique solutions to the problems we face.”

“The UNSDG on Zero Hunger is important to me because there is a lot of food wasted in first-world countries like Canada, the United States, the United Kingdom, etc. According to FoodPrint.org, the waste that comes from restaurants alone in the US is estimated to be 22 to 33 billion pounds of food waste each year. A lot of food is wasted, and we typically take this for granted. Many families in third-world nations are struggling to find food to feed their family, and I think that wasting billions of pounds of food is not right.”

“For me, having a gender-equal society is what we need. The gender roles, expectations and perceptions of society box every individual (regardless of sex at birth). This constrains their capacity to do and be the person they want to be and hinders them to achieve their full potential in a full and satisfying life.”

2. 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, co-curricular activities, and student support services (e.g., food bank, counselling services), to environmental sustainability initiatives (e.g., water stations, waste management). Having said that, several responses also reflect a lack of awareness of how KPU is supporting the SDGs.

“KPU encourages students to engage in open pedagogy. Pedagogy is the practice of teaching, practices that prepare students to participate in societal issues. Students are given the opportunity to create information rather than simply consume it. UN SGD is an important part of pedagogy.”

“KPU pledged to attain carbon neutrality by the year 2050 when it joined the Global Universities and Colleges Climate Letter in 2019. Establishing the standards to achieve net-zero greenhouse gas emissions is the responsibility of each signatory. Even KSA has built a system of student food banks. There are numerous sustainability workshops being held to disseminate the word. KPU Through teaching, research, community participation, non-academic services, and management strategies, higher education institutions can actively contribute to the fulfilment of the SDGs. The SDGs are globally relevant objectives that apply to everyone. Learning about these programmes enables pupils to gain understanding of global challenges.”

“The use of inclusive washrooms is brilliant.”

“I’m a first year student. I’m sure KPU has programs that support our communities but I am not really aware of them. Most students I know go to school to finish their class and leave. There isn’t much sense of belonging to this school. So students do not really go out of their way to explore programs.”

“KPU has some cool projects on the go (collaborative research, funding opportunities, etc) that makes sense in the context of the SDGs but this is the first time I’ve ever heard about KPU’s involvement with the SDG program.”



### 3. 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, campus events, and support services, as well as further integration of the SDGs in the curricula), and campus culture (e.g., use of inclusive language to recognize equity-seeking groups).

“I’d like to see KPU lobby for better transit infrastructure at all campuses. For example, the Langley campus is attended mostly by people in cars due to its location. On a smaller level, the Langley campus is lacking disposal options for organics in the cafeteria. The cafeteria also offers very few food options beyond burgers and has a high price point. KPU could be a model employer and source its cafeteria from a more sustainable broker with seasonal food options.”

“More effort put into putting more clubs together! School is so boring and quiet...”

“Although KPU does have financial support, it is not easy to acquire and there are many specific requirements/barriers in order to receive said support. If KPU is dedicated to the SDG’s, they need to walk the walk.”

“I would really like to see more courses promote the UNSDGs. I am sure that there are students who are unaware of the SDGs or ways that they can contribute towards them. I would also like to see KPU publish yearly sustainability reports or a yearly update to the sustainability section of their website. The energy and carbon emissions part of the KPU website has information from 2012-2014. Some of the other sustainability information is even older. It would be great to track KPUs progress over the years in the same way large companies or the UN do with the SDGs.”

“KPU should...address gender inequality within both the faculty and student body, as I have seen students experience discrimination based on their sex/gender. I also believe that all students should have the ability to take a class dedicated to anti-racism, anti-sexism, and an open honest discussion about climate change.”



Source: SDG Mapping Project Team

## 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 stólw 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.



Source: KPU Media

4	Quality Education	<p>The <a href="#">Teaching and Learning Partner Spotlight Days</a> 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.</p>
9	Industry, Innovation And Infrastructure	
17	Partnerships for the Goals	
4	Quality Education	<p>On November 18th, the <a href="#">KPU Climate+ Challenge</a> 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.</p>
13	Climate Action	
16	Peace, Justice, And Strong Institutions	
17	Partnerships for the Goals	
4	Quality Education	<p>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 <a href="#">Sustainable Development Solutions Network Canada</a>, and SDG Accord Community of Practice <a href="#">hosted by Colleges and Institutes Canada (CICan)</a>. Furthermore, by CICan’s invitation, Dr. Candy Ho served as an expert panelist at the <a href="#">International Symposium 2030 SDG Agenda: Technical and Vocational Education and Training and Its Contribution to Sustainable Development</a>.</p>
8	Decent Work and Economic Growth	
17	Partnerships for the Goals	

## Spring 2023 Environmental Scan & SDG Week Canada

The work conducted in Fall 2022 – mapping, key informant conversations, participation in key institutional meetings, and consultations – laid a foundation for KPU to reach Step 1 of the SDG integration process: Map what you are already doing. In Spring 2023, the SMPT turned outward to identify notable SDG practices adopted by other post-secondary institutions nationally and globally. The SMPT also organized KPU’s first SDG Week Canada in collaboration with external and internal partners such as KPU Climate+ Challenge, Kwantlen Student Association, Colleges and Institutes Canada, and Sustainable Development Solutions Network, in order to increase awareness of the SDGs at KPU.

### Environmental Scan

While internal mapping establishes an important benchmark for KPU to assess its current level of SDG engagement and impact and also to set future targets, the SMPT also conducted an external environmental scan to glean inspiration and best-practice examples of SDG integration that aligns with the four domains in KPU’s Sustainability Framework: governance, physical campus, academics, and operations (see table below).

Due to its comprehensiveness, the environmental scan is a standalone document independent from this report, and is available on the [KPU SDG Mapping Project website](#).

GOVERNANCE	PHYSICAL CAMPUS	ACADEMICS	OPERATIONS
Public commitments	Additions and improvements to the physical space	Learning programs	Materials management
Programs	Physical spaces for implementing living labs	Community services and educational opportunities	Sustainable food systems
Events	Resource efficiency measures	Professional development access for students	Sustainable procurement
Policies and procedures			



## SDG Week Canada @ KPU



Source: SDG Mapping Project Team

March 6-10, 2023 marked SDG Week Canada, a national annual event to raise awareness, share knowledge, and mobilize action on the SDGs. The initiative brings together stakeholders from various sectors, including government, civil society, academia, and the private sector, to discuss and showcase initiatives and innovative solutions towards achieving the SDGs.

The SMPT organized KPU's first SDG Week Canada participation and leveraged national collaborations and partnerships with CICan, SDSN, and UBC Sustainability. Internally, the team partnered with faculty, staff, student clubs, and the Kwantlen Student Association with the aim to co-host events and activities thus building community and inspiring change across the institution.

Consultations from the Fall informed the initial programming with an emphasis on addressing priorities shared by students regarding student health and well-being, creating community and connection, healthy and sustainable food options, and increasing sustainability awareness, accessibility and responsible production and consumption. SDG week programming aimed to address the emergent issues identified by the KPU Community

Ultimately, the goal of SDG Week at KPU was to increase awareness, foster hope, and inspire action from individuals and community to advance the SDGs at KPU. Accordingly, events celebrated the advancements towards the goals from the KPU community (students, staff, and faculty), promoted SDG Literacy through a series of interactive posters on every campus, offered events and workshops (in person and online) specific to faculty and staff, and strengthened our partnerships on campus so KPU community members can work towards meaningful and sustainable change.

Importantly, the theme of sustainability was evident in both outward programming and the design of all activities. Considerations taken to ensure SDG Week events and activities honored sustainable practices included:



Source: SDG Mapping Project Team

- **Catering** centered-upon healthy and low impact foods (vegetarian, local, in-season). Suppliers included on-campus catering options (KSA's Grassroots and Chartwells) and a local Indigenous, female owned catering company. All catering was served buffet style to reduce individual packaging and waste, and all plates and utensils were compostable.
- **Promotions** were exclusively online or digital (digital signage on TVs, emails and announcements sent digitally, website, social media).
- **Print-based materials** for events were limited and focused on multi-year usage (e.g., signage without dates, leveraging QR codes vs. handing out pamphlets).
- **Online options** for engagement were offered to reduce travel and promote access.
- **Gifts and prizes** were locally sourced/ made, eco-friendly and functional, to encourage replacement of everyday items with sustainable products. Notably, honey jars produced by the KPU beekeeping program were distributed as gifts to participants, and online gift certifications and local conference admission were offered.
- **Renewable and digital resources** were created to be leveraged beyond SDG Week, such as a video feature on the Sustainable Agriculture Program.
- **Venues** were selected based on accessibility, outdoor spaces were utilized where possible, and indoor events were hosted during daylight hours.
- **Equity, diversity, inclusion, and belonging (EDIB)** principles were infused throughout all planning and programming to ensure accessibility and inclusion of diverse stakeholders, representation of speakers, resources, and activities.

Throughout the week, more than 500 individuals participated in learning more about the SDGs. Highlights of major initiatives include:

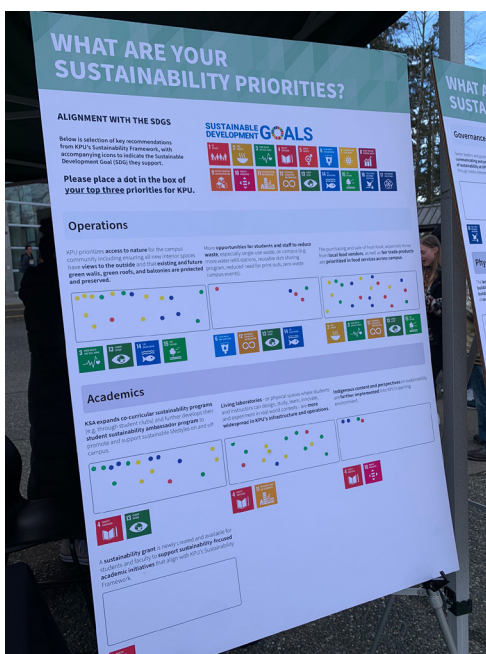
## Interactive SDGs Literacy Poster Gallery

To create awareness of the SDGs, five interactive and colourful posters were displayed on easels in high traffic areas of each campus. The posters were themed to the five pillars of The United Nations 2030 Agenda, which categorizes the 17 goals under: [Planet](#), [People](#), [Peace](#), [Prosperity](#), and [Partnership](#). The posters were designed to create familiarity with the UN SDGs through highlighting how KPU is currently engaging in sustainability. They featured highlights and quotes from faculty, staff, and students across KPU (SDG Champions), resources, events, programs, and tips on how to make sustainable changes. QR codes accompanied featured stories, creating opportunities for deeper engagement. These maps were co-created by KPU students and faculty.

## Partnership with Campus & Community Planning and KPU Sustainability Map

KPU's Campus and Community Planning (CCP) Sustainability Team engaged with the KPU community in person throughout SDG Week sharing highlights from KPU's 2050 Official Campus Plan and sought input to identify the top 3 recommendations from KPU's sustainability framework. The results of this effort culminated in a clear identification of where CCP may focus its efforts to further deliver on KPU's overall efforts to advance the SDGs while also positively impacting the KPU community.

In addition, a current KPU Graphic Design for Marketing student designed sustainability maps for Surrey, Richmond and Langley campuses, highlighting sustainable resources at KPU. The intention is these will be expanded to include all campuses and will be enhanced to serve as comprehensive guides/maps to include resources from various KPU departments such as the KSA, Facilities Services, and Office of Research Services, etc.



Source: SDG Mapping Project Team



## Indigenous Expert on the Climate Change Crisis

The Faculty of Arts and the Climate+ Challenge group hosted a hybrid event featuring a conversation with climate justice expert Shay Lynn Sampson. The speaker emphasized the importance of taking action to plan and protect the environment, respecting Indigenous sovereignty and the rights of Indigenous Peoples with respect to land stewardship, governance and working together in building communities of care.

## Green Business Management Student-lead Event

Student leaders from KPU's Green Business Management Program partnered with the SMPT to coordinate an informative and engaging afternoon. Celebrating SDG Week at Civic Plaza. There was a sustainability career panel in the morning followed by a lively SDG scavenger hunt, carbon footprint challenge activity, Sustainable Food Tasting tables, and more.



Source: SDG Mapping Project Team





Source: SDG Mapping Project Team

## SDG Champions

In partnership with KPU Marketing and Communications, the SMTP interviewed Sustainable Agriculture faculty, students and alumni who shared how the Sustainable Agriculture department is advancing the SDGs. Students shared how they see KPU promoting sustainability through their work on the farm and as a partner in the community. An [SDG Champion video](#) was created and shared across numerous platforms.

## Open Education Week Partnership

The SMPT partnered with the Teaching and Learning Commons and organizers of Open Education Week to host an online SDG Fellowship Panel focused on how to create renewable resources through the UN SDG Open Pedagogy Fellowship.

## SDG Week Canada Partnership

SDG Week Canada hosted a series of nationally-broadcast events that aimed to explore innovative ways of teaching and learning about the SDGs. One of the events, called “Teaching and Learning with the SDGs”, featured KPU’s Dr. Candy Ho and examined strategies and methods for improving learning outcomes in universities and colleges across Canada. Another event, titled “Think Local with the SDGs”, involved a panel discussion on the opportunities and challenges faced by Canadian cities in engaging with and taking action on the SDGs. The concluding keynote, “Emotions and Saving the Planet” featured author Sarah Jaquette Ray, who discussed the emotional resources necessary for climate action.

## Recommendations

From conducting a draft mapping, presenting at key meetings, conversing with key informants, to hosting consultations, conducting an environmental scan, and attending and hosting 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 recommendations generated from our interactions with the KPU community in Fall 2022 and Spring 2023, grouped into three different themes.

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

Ultimately, the activities conducted in the 2022/2023 academic year 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. KPU's recently hired Sustainability Team within Campus Community and Planning have supported this SDG Mapping Project and are logical stewards to maintain, report annually, and in general continue the momentum gathered through the SDG Mapping Project going forward.

KPU needs to ponder future-focused questions: upon completing the mapping and identification process, who supports KPU's progress toward implementing 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 each Faculty (with one representative per Faculty), Student Services, Facilities Services, Kwantlen First Nation, Kwantlen Student Association, and chaired by Campus Community and Planning's Sustainability Team, to help advance the SDG integration process by undertaking shared responsibilities including the following recommendations within this theme. The CFT-SDG is envisioned to function as a "Sustainability Hub" for KPU, acting as a voice for the University's collective efforts across departments, and in collaboration with broader KPU community representatives, to advance the SDGs. The CFT-SDG and this notion of a Sustainability Hub reflect the need for shared responsibility in advancing the SDGs at KPU. Campus and Community Planning's Sustainability Team is envisioned as playing a key role in tracking progress and reporting annually on KPU's progress towards advancing sustainability and implementing the SDGs, and supporting the CFT-SDG in identifying priorities.

**Develop a common definition of sustainability at KPU**

2. Create an institution-wide definition of sustainability that goes 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 SMPT 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. Review the environmental scan to identify notable practices from other post-secondary institutions that KPU should consider adopting.
6. 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.
7. Review the priority list on a bi-annual basis, time test it against emerging societal and institutional trends, and revise accordingly.



Source: KPU Media





Source: KPU Media

### Report on SDG initiatives at KPU

8. Steward the SDG Accord annual reporting process, which includes capturing and reporting on SDG-related activities.
9. Building off preliminary scoping recently undertaken by the Campus and Community Planning Sustainability Team, prioritize and emphasize the importance of KPU's participation in the [Sustainability Tracking, Assessment & Rating System \(STARS\) review process](#).

## 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 or update the mapping process, ideally on an annual basis.



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 Campus and Community Planning Sustainability Team. 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**

10. 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).



Source: globalgoals.org

11. Offer and present information and training on the SDGs within Faculty Curriculum Committees and the Senate Standing Committee on Curriculum.
12. Explore the feasibility of creating competency-based microcredentials and/or digital badges on the SDGs.

### **Recommendations for integrating the SDGs into teaching and pedagogy:**

13. Provide time release opportunities and allocation of accountable time to incentivize faculty participation in the Teaching and Learning Commons' [United Nations Sustainable Development Goals Open Pedagogy Fellowship Program](#).
14. Provide project-based time release opportunities and allocation of accountable time for faculty members to support the creation of SDG teaching resources, 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.
15. Provide project-based time release opportunities and allocation of accountable time to support the [Climate+ Challenge](#) in furthering its [community of practice](#) 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:

16. 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, SDG 10: Gender Equality with gender-inclusive bathrooms, 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.
17. Create a webpage featuring news stories and people profiles on SDGs at KPU, similar to [SFU](#) and [BCIT](#).
18. Offer training that provides education on and builds awareness of the SDGs, including how the SDGs are currently being advanced at KPU, for new employees, students, and broader KPU community members.
19. 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 #) and invite community members to pitch ideas to advance those SDGs.
20. 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 articulate how their proposed research project can potentially contribute to at least one SDG).
21. Continue hosting an annual event 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 event planning and funding selection committees. Additionally, students can act on these recommendations meaningfully through curricular (e.g., coursework and service-learning projects) and co-curricular channels (e.g., student clubs and volunteering).

## 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

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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. Research and Scholarship (Student Research Innovation Grant)
- M. Student Services Initiatives

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