

REPORTING ON THE
SUSTAINABLE
DEVELOPMENT
GOALS:
A Guide for
Canada's
Universities
& Colleges



COLLEGES &
INSTITUTES
CANADA

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Universities
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SDSN Canada:

[The Sustainable Development Solutions Network \(SDSN\) of Canada](#) launched in May 2018, founded by the University of Waterloo. SDSN Canada's mandate is to catalyze and convene Canada's universities, colleges, and knowledge institutions to foster solutions, integrated approaches, and joint learning opportunities towards the achievement of the United Nations Sustainable Development Goals (SDGs). The network is part of a [global SDSN movement](#) that is recognized as the largest post-secondary community working collectively on the SDGs, with over 1,800+ member institutions worldwide and 50+ national or regional networks.

Colleges and Institutes Canada:

[Colleges and Institutes Canada \(CICan\)](#) is the national and international voice of Canada's largest post-secondary education network. It advocates, builds capacity, and drives knowledge to strengthen Canada's publicly supported colleges, institutes, CEGEPs, and polytechnics. With more than 95% of Canadians living within 50 km of a member institution, and thanks to its extensive reach around the globe, CICan works to future-proof communities in Canada and abroad. We are guided in this work by the United Nation's Sustainable Development Goals and are particularly committed to equity, diversity and inclusion; sustainable development; access to quality education; decent work for all and climate action.

Universities Canada:

Created in 1911, [Universities Canada](#) is the voice of Canada's universities, representing public and private not-for-profit institutions at home and abroad. Our 97 universities are located in communities across Canada, serving over 1.4 million students and employing upwards of 400,000 people. Our universities – through teaching, research and local engagement – transform lives, strengthen communities and find solutions to the most pressing challenges facing our country and the world. Through its [Canada's universities: Action for net zero initiative](#), Universities Canada is supporting its members' work to meet the climate challenge and achieve the SDGs.

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Purpose & Acknowledgements

This guide on “Reporting on the Sustainable Development Goals” is meant to provide a reference point on how post-secondary institutions in Canada and around the world are reporting their progress on the Sustainable Development Goals (SDGs). The hope for this guide is to provide a means to accelerate SDG reporting, leading to increased commitments and action by Canada’s universities and colleges.

It is important to note that this guide is not meant to suggest a standardized reporting methodology for all post-secondary institutions, but rather provide ideas for the components of SDGs reporting that may be important to consider or include. We expect this guide to be a first step in a long road of innovation on SDG reporting.

The guide was created as a collaborative effort between **SDSN Canada** (hosted by the University of Waterloo), **Colleges and Institutes Canada**, and **Universities Canada**.

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The Sustainable Development Goals & Post-Secondary Institutions

Post-secondary Institutions as Catalysts for Driving Progress on the SDGs

In 2015, world leaders from all 193 United Nations Member States adopted the 2030 Agenda for Sustainable Development, creating the 17 Sustainable Development Goals (SDGs) (also known as the Global Goals) to guide global action on the urgent economic, social, and environmental challenges facing our planet.

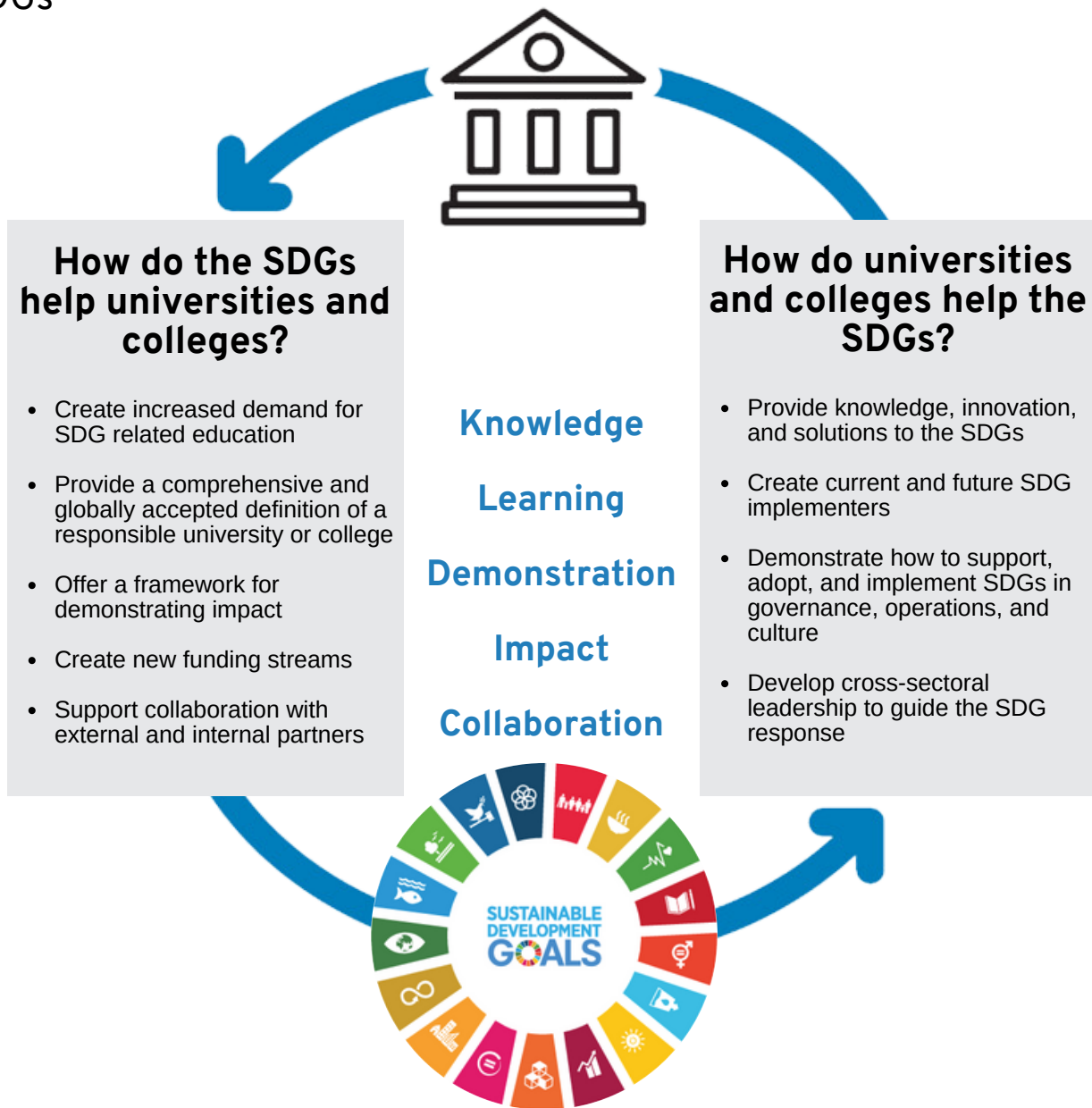
Underpinned by the premise of building a better world while leaving no one behind, the SDGs are a plan of action for people, planet, and prosperity to be implemented by countries and all parts of society working together.



A growing number of post-secondary institutions from around the world have started formally documenting and publishing their contributions to the SDGs. For some, this has come in the form of stand-alone SDG report or 'Voluntary Review. For others, it takes the form of institutional commitments through the [SDG Accord](#), participating in [global SDG impact rankings](#), and/or mobilizing the campus community around [SDG conversations](#).

With no standard SDGs reporting approach established, many of the world's post-secondary institutions are navigating the complexities of this reporting in ad hoc ways without easy-to-access tools to learn from the experiences of other institutions.

Figure 1: The case for university & college engagement in the SDGs



Source: [Getting Started with the SDGs in Universities: A Guide for Universities, Higher Education Institutions and the Academic Sector, adapted by SDSN Canada](#)

Implementing the SDGs will require more than political commitment, but rather policy decisions informed by policy-relevant evidence. Post-secondary institutions are hubs to develop the next generation of global citizens with the skills, knowledge, and capabilities to address the SDGs.

SDG 4: Quality Education expressly seeks to ensure inclusive and equitable education and promote lifelong learning opportunities for all. Access to quality education is essential for sustainable development and a pre-requisite for the achievement of the other Goals.

Finally, post-secondary campuses act as natural convening points to host cross-sectoral dialogues that bring together community leaders to discuss innovation and new ideas, both essential in achieving the transformations called for by the SDGs.

Why Report on the SDGs?

Reporting on the SDGs presents a unique opportunity to tell an institutional story and demonstrate impact. With the increasing complexities of challenges around the world, post-secondary institutions continue to find ways to connect their mandates around education and research with other community-centered perspectives of social impact and public accountability.

SDG reporting underscores an institution's commitment to advance all 17 Goals. It helps institution's reflect on their [actions](#), the challenges and the understand the necessary subsequent steps needed to the SDGs. Generally, reporting is an effective tool for SDGs integration by universities, colleges, businesses, and nations. It helps to facilitate achieve [transparency, measure progress, and highlight areas for improvement](#).

Beyond presenting snapshots of information, reporting helps promote value creation towards positioning the work of post-secondary institutions to deepen their capacity for social impact.

Figure 2: Business case for university-wide engagement with the SDGs



Source: [*Getting Started with the SDGs in Universities: A Guide for Universities, Higher Education Institutions and the Academic Sector, adapted by SDSN Canada*](#)

Reporting on the SDGs is a voluntary process and in no way binding, however, in recent times, there has been a growing interest from post-secondary institutions to showcase their commitment to sustainability through participation in several higher education measurement and indicator systems. Most post-secondary institutions are already familiar with sustainable development and have been creative in embedding sustainability across their institutions. With SDG reporting, institutions are not mandated to reinvent the wheel, but rather encouraged to view all their sustainability efforts through a more holistic SDG lens. See Figures 1 and 2 above for more details.

In addition, students are increasingly tracking how their post-secondary institutions (or prospective institutions) have committed to sustainability efforts. One example comes from a [Times Higher Education survey](#) from 2021 of over

2,000 prospective international students showing that students prioritized an institution's commitment to and reputation for sustainability amongst the most important factors when deciding on the schools to which they would apply. The sustainability commitment/reputation factor ranked higher than the location of the university and only slightly below the university's position in rankings league tables.

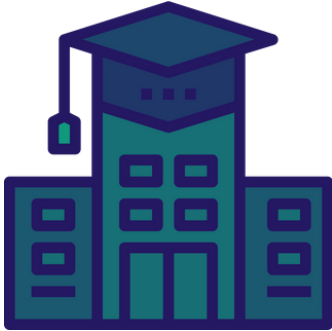
The sentiments of the students surveyed are clear: they believe that post-secondary institutions have an important role to play in advancing the “ethics of sustainable citizenship through the teaching of knowledge, skills, practices and values of sustainability”. Given the myriad of global challenges being felt in communities across Canada and the world, this focus on sustainability leadership will continue to be a critical differentiating factor for post-secondary institutions for decades to come.

Existing Reporting Structures

To support tracking progress on the SDGs at the country level, the United Nations encourages member states to undertake a Voluntary National Review (VNR) twice over the mandate of the SDGs from 2015-2030. These VNRs act as the main mechanism at a global level by which countries report on their SDG progress ([see Canada's VNR submissions](#)). Although these reviews are at a national level, their existence highlights the importance of a regular and inclusive review process for all stakeholders looking to advance the SDGs and remain accountable to their communities of stakeholders and partners.

SDG reporting remains a newly developed area and there is no generally accepted standard. With that said, stakeholders are at liberty to be creative in what is being reported. Post-secondary institutions already report on their sustainability performance in different ways: standalone sustainability reports, subsections of other annual publications, or as separate pages on their

websites. Here are some examples of the ways in which institutions are currently reporting their SDG progress:



Voluntary Reviews

Example: [Carnegie Mellon University](#) - With VR, post-secondary institutions could have information on how they are meeting SDGs, and go into more detail including a methodology, data collection on how they assessed their advancement of each SDG.

Standalone SDG reports

Example: [University of Waterloo](#) - these reports provide a snapshot of most activities on campus and how they align with the SDGs.



Mapping exercises

Example: [Kwantlen Polytechnic University](#) - Opting for this exercise involves identifying all initiatives on campus and mapping them to the SDGs through campus consultations.

Submitting information to higher education measurement and indicators systems

Examples: [The Times Higher Education Impact Ranking System](#) (THE) and [The Sustainability Tracking, Assessment and Rating System \(STARS\)](#) - Post-Secondary institutions may choose to submit specific information to rating system to rank them across other institutions based on how they are advancing the SDGs on their campus.



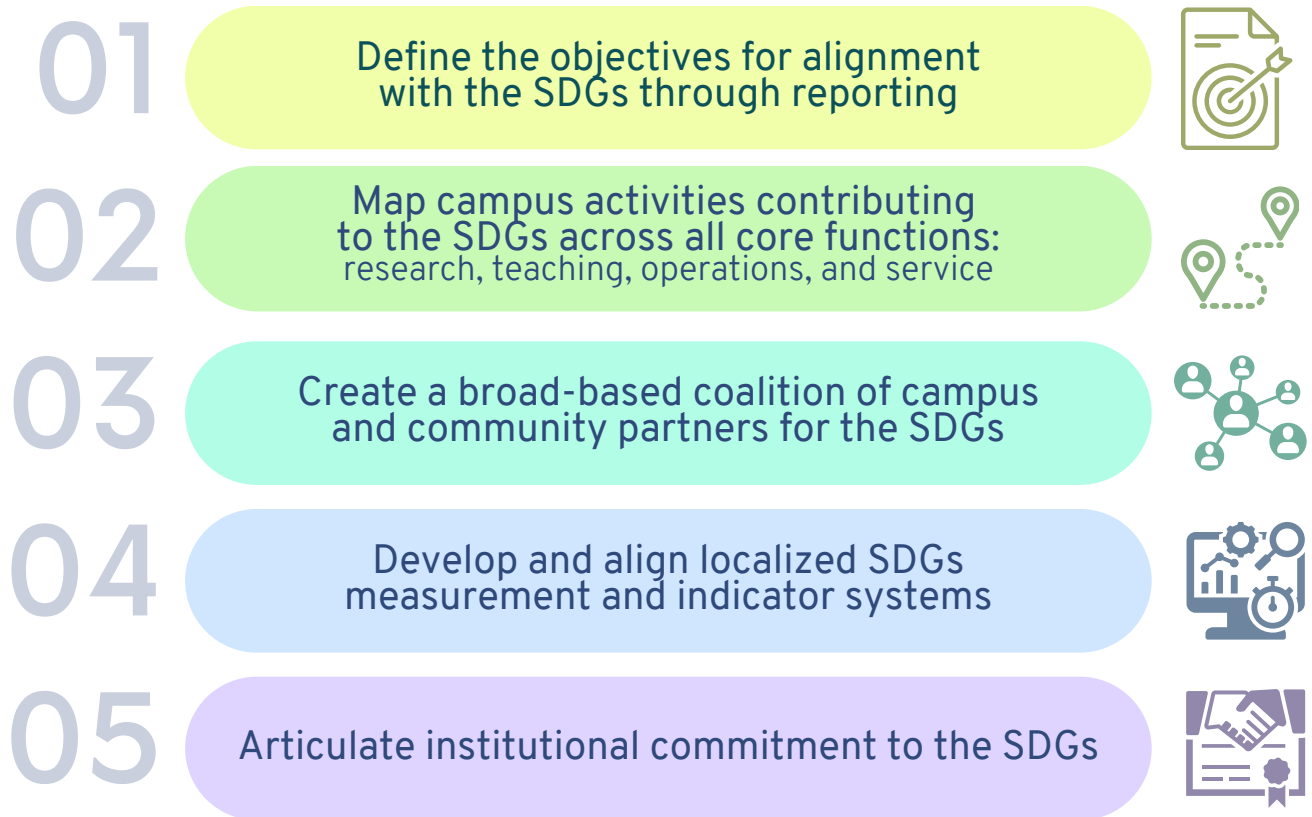
A Practical Approach to SDG Reporting



While the SDG reporting process does not have a universally standardized form for post-secondary institutions, it is useful to explore what current forms of reporting exist and what useful approaches they offer to advance commitments by post-secondary institutions for the SDGs.

The processes listed in Figure 3 below have been collected from a diversity of examples from universities and colleges throughout Canada, as well as internationally. They are not meant to provide a standardized methodology for post-secondary institutions to follow, but rather provide ideas for components of SDG reporting that may be important to consider and include. These actions represent the first step in a long road of innovation on SDGs reporting to come.

Figure 3: Key SDGs Reporting Components



While many post-secondary institutions have started to compile SDG information and data to showcase their existing contributions, it's important to keep the SDGs centered as a vehicle for demonstrating institutional impact in communities. It may be tempting to stop at cataloguing activities and sharing how campuses are already contributing to progress, but the SDGs offer a unique opportunity to inspire action and uncover new possibilities that shouldn't be missed.



Define the Objectives for Alignment with the SDGs Through Reporting

As a starting point, post-secondary institutions should have a good understanding of what they hope to achieve from reporting on the SDGs. Stating what these goals are will help to build a framework for measuring what has already been accomplished and what the institution ought to be doing concerning the implementation and achievement of the SDGs. Central to this is recognizing that post-secondary institutions have a unique role both locally and internationally in contributing to the achievement of sustainable development, and the SDGs are a great framework that can be adopted to understand how their actions can contribute to a sustainable future.

Figure 4: Motivations for Engaging in Sustainable Development Reporting



These objectives don't have to be complicated; they should outline what the institution hopes to accomplish by reporting on its SDG activities. Examples of motivations are illustrated above in Figure 4. Setting these objectives should not be a solo process for [one person or unit](#) within the institution. It should be a collaborative effort across units and departments.

CASE STUDY

Carnegie Mellon University: Engaging with the SDGs



*Pennsylvania
United States*

Carnegie Mellon University (CMU) created the world's first [Voluntary University Review](#) in 2020 to measure and track institutional commitment to the SDGs. CMU started by creating a steering committee composed of key faculty members, staff, and students who met weekly to explore options to elevate CMU's sustainability efforts in education, research, and practice. The main goal of the committee was to provide advice and opportunities on the institution's goals in all three core functions, exploring two key questions: 1) **how can the university effectively communicate** the Sustainable Development Goals to students, faculty, and staff?; and 2) **how have students, faculty, and staff engaged with initiatives** to elevate and achieve the Sustainable Development Goals? To lead these efforts, CMU hired an Executive Fellow for Sustainability Initiatives who previously led New York City's Sustainable Development Goals program and created the concept of the Voluntary Local Review.

TIPS & TAKEAWAYS

- Determine who the institution's key stakeholders are and how they can interact with or become familiar with the SDGs.
- Initiate a series of activities to engage the campus community in discussions towards creating a plan of action for implementing and advancing the 17 goals.

- Consider setting up a steering committee composed of community members including, faculty, staff, and students to spearhead and oversee plans and opportunities to advance sustainability efforts and the SDGs on campus.

CASE STUDY

Sheridan College: Integrating sustainability education into courses



Ontario
Canada

Sheridan College is integrating the SDGs into institutional [academic plans](#) to ensure that sustainability is a key element in the development, learning, and capacity for action of faculty, students, and graduates across all disciplines and programs. In 2022, faculty and staff of a sustainability working group developed pilot projects including the integration of sustainability/SDGs into existing courses and the development of a new General Education course in sustainability. Simultaneously in 2022 an academic division-wide approach to the **implementation of sustainability across all faculties** was developed along with a plan for implementation of other elements of Sheridan's Signature Learning Experience. This institutional strategy and plan for integration within the Academic Division includes benchmarking of existing integration of sustainability within courses and multi-year targets for ultimately implementing sustainability education within all programs.

TIPS & TAKEAWAYS

- Adoption of a coordinated strategic approach within the Academic Division, with attention to the development of interrelated action items required to ensure measurable impact.

- Establishment of a dedicated leadership team for this integration to ensure appropriate engagement, ideation, and implementation.
- Stakeholder engagement across the disciplines, including leadership within the faculties, individual faculty and staff members, and collaboration with teaching and learning centres like SPARK Sheridan's centre for teaching and learning,.

CASE STUDY

Conestoga College's School of Business: Engaging with PRME and the SDGs



Ontario
Canada

In 2022, Conestoga College's School of Business (CCSB) released its first [Sharing Information on Progress \(SIP\) Report](#) as part of its commitment to the [Principles for Responsible Management Education \(PRME\)](#), a United Nations-supported initiative that aims to raise the profile of **sustainability in the classrooms of business and management schools**. The SIP report not only outlines CCSB's progress in the first two years as a PRME signatory, but also sets goals for the next two years to embed sustainability and the SDGs into purpose, values, curriculum, research, partnerships, and dialogue. Built from strong faculty leadership, PRME is now being incorporated across the School of Business.

TIPS & TAKEAWAYS

- Identifying and supporting thought leaders within faculty to introduce and advance PRME and SDG integration.
- Offering many options for faculty to lead curriculum change including consultations, workshops, micro-credentials and working groups.
- Incorporating PRME and the SDGs into a school's strategic plan with targets for SDG inclusion in curriculum.



Map Campus Activities Contributing to the SDGs Across All Core Functions

Map and align all activities on campus to the SDGs to create a clear picture of existing contributions across the core functions of universities and colleges: research, teaching, operations, and service.

Create an Inventory of Current and Recent Activities Across Core Functions

Conduct a thorough review of all activities on campus to understand what is already happening within the institution. In creating an inventory, institutions are encouraged to aim for a snapshot or working list, as it may be close to impossible to create a comprehensive list of all activities in large institutions.

In collecting information on campus based-activities, it is important to note that staff, faculty, and students may not understand or know if their activities are SDG-related or not. In this case, institutions could consider adopting practical exercises towards promoting SDGs literacy such as forums to educate their community on the SDGs and help them make connections with their activities. For example, in their [Fall 2021 Voluntary University Review on the UN SDGs](#), UC Davis initiated forums and informal gatherings such as coffee hours and SDGs-specific events to connect members of the campus community working on the SDGs towards raising awareness on the Global Goals.

Tips on how to create an inventory:

- Limit the scope of all activities to specific periods for example 1-2 years to have access to accurate information.
- Engage the campus community through surveys, forums, and specific events related to the SDGs to gather firsthand information.

CASE STUDY

Confederation College: SDG Audit



Ontario
Canada

Confederation College conducted an [internal audit](#) to identify and map current campus activities to the SDGs. This exercise reviewed each SDG and the volume of each SDG-related activity on campus against its average impact in the College. To gather the necessary data for this audit, a multi-faceted approach was adopted. This included a thorough examination of the college's websites, policies, and existing programs. Additionally, focus groups and interviews were conducted with various members of the campus community. The outcome of this rigorous audit process yielded a total of 181 data points, each representing an existing policy, program, activity, or committee within the college that actively contributes to the advancement of the SDGs.

The initial audit provided the College with a baseline **'Impact Effort Priority Matrix'** that is updated on a continuous basis. The Matrix effectively delineated the Goals with the most robust alignment and those that presented the greatest room for enhancement. The audit helped the College streamline its focus and culminated in 1) developing continuous engagement with their community; 2) implementing communication and educational strategies; and 3) integrating the SDGs formally and informally in their everyday work across board.

TIPS & TAKEAWAYS

- Depending on communication and information structures in your organization, do not solely rely on electronic information to conduct your audit. Set up one-on-one meetings, small focus groups, or attend regularly scheduled committee meetings to yield the best results.

- Think ahead—determine if there are other registrations, standards, or metrics that might be incorporated in the future. Confederation College’s matrix was built to incorporate a future sustainability registration. This allowed them to tag matrix items with additional information that can feed into this registration in the future.
- Get your baseline and then update continuously. By putting in the effort of completing an intensive audit to pull all your SDG related data points into one spot, this approach will provide you with a great starting point. Moving forward assigning a person or group to continually update and maintain the matrix will eliminate the need for more intensive audits in the future.

Source: [*SDG Toolkit for Canadian Colleges and Institutes: A practical guide to the United Nations Sustainable Development Goals for post-secondary institutions, Colleges and Institutes Canada 2021*](#)

SDG ALIGNMENT			INITIATIVE INFORMATION			
Primary SDG	Secondary SDG	Factor /Ranking	Title	Description	Objective/Achievement	Department
3- Good Health and Well Being	13- Climate Action	1	100% Plant-based station in Ryan Hall Cafeteria	Sodexo chefs training in plant-based meals; learnings to be implemented into the cafeteria	Supports lower impact/healthier food options at the Thunder Bay cafeteria	Sodexo

Map the Findings in Consultation with the Campus Community

Based on the findings above, institutions can then map all activities and match them with the SDGs. This will help show which SDG is gaining traction on campus and which of the Goals need more attention.

With mapping, post-secondary institutions have some room for flexibility as there is currently no widely accepted or standardized methodology for mapping their activities to the SDGs. Whilst conducting this exercise, it is crucial to remember that many of the on-campus activities may relate to more than one SDG. To simplify the process, post-secondary institutions may wish to consider assigning a single goal to each activity or review the associated targets of the goals and extract thematic issues.

The criteria for assigning SDGs to each activity can be developed in-house. To help, institutions may wish to:

- Engage the expertise and experience of campus community members including - faculty, staff, and students; and
- Identify points of alignment on which faculties can collaborate or build upon.

CASE STUDY

Kwantlen Polytechnic University: SDG Mapping Project



*British Columbia
Canada*

Kwantlen Polytechnic University embarked on a thorough mapping exercise to identify SDG-related practices at the University (see

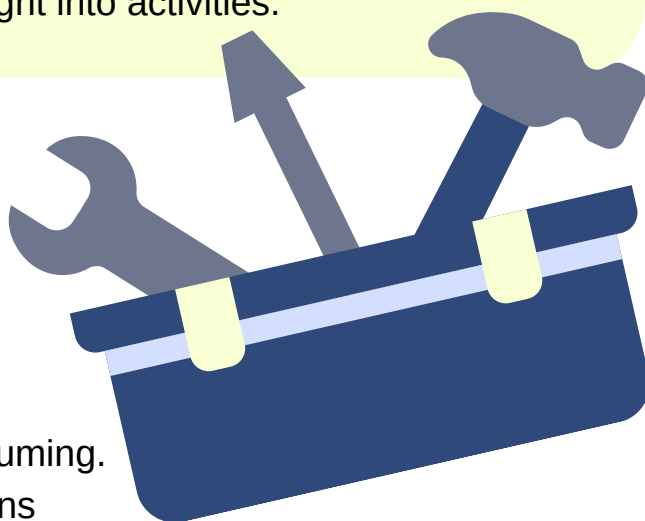
[Sustainable Development Goals Mapping Project: Final Report](#)). A major focus of the exercise was to decipher the number of KPU courses and academic programs that were already aligned with the SDGs across seven faculties. It employed a **“whole of university”** approach by leveraging engagement with its campus community and identified connections between the SDGs and the University’s courses, programs, services, research, policies and operations. To solicit perspective and ideas, the team participated in **key faculty-specific meetings** and had engaging conversations with **key colleagues representing departments** and units in the institution, in addition to hosting in-person consultations at all five KPU campuses.

TIPS & TAKEAWAYS

- As a starting point, use desk research to review information that is already published on websites, reports, and strategic plans across departments, programs, and institutes.
- Combine the above with outreach and engagement with the campus community to provide greater insight into activities.

Methodology, Tools and Approach

Gathering information across departments, faculties, and students SDG-related activities can be time-consuming. In addition, many individuals at institutions may not have a comprehensive understanding of the SDGs and how their activities contribute to the SDGs. To help in this process, there are tools and approaches centred on keyword identification that may be considered.



Keyword Mapping for Courses and Research Publications

For large post-secondary institutions of higher education, many activities on campus may not be easily identified as being related to the SDGs. A useful approach is to adopt specific [SDG-related keywords to search through a large set of activity-related data](#), course listings, and research publications. Although there is no comprehensive list of keywords that represent all of the SDGs indicators and respective targets, post-secondary institutions may wish to develop an inventory of keywords or adopt an existing list of [SDG keywords](#) such as those developed by Monash University and SDSN Australia/Pacific (2017) or by the University of Auckland [SDG Publication Mapping](#).

The process of developing a list of keywords, identifying an analysis software, and ensuring the data set is useful and relevant may be a daunting task. It may also be imprecise and bring up some irrelevant materials or miss out on vital documents. For instance, courses that reference an SDG may come up as opposed to those with embedded SDGs such as a chapter or part of a graded assignment. For example, University of Toronto's [progress report on the SDGs](#), outlines how the keyword “water” retrieved many papers and grants that were not related to sustainable development.

Choosing a Data Source or Developing an In-house Inventory

There are also keyword mapping tools or bibliographic databases which contain a pre-defined set of keywords to help map research output and publications to SDGs 1 to 16, with examples including Elsevier's [Scopus](#), Digital Science's [Dimension](#), and STRINGS: [Web of Science](#), amongst others . These highlighted tools include scholarly books, scientific conferences, and journal articles that are regularly updated.

Several post-secondary institutions have adopted these tools. It is important to note that each of these tools is built differently, and has their unique selection criteria, indexing process, and may produce different search term results. For instance, using a computer program, [Elsevier](#) adopts specific SDG search terms, keywords, publications to develop an algorithm that shows information pertaining to all SDGs. In 2021, Elsevier updated the search terms to include twice as many articles as the 2020 version.

CASE STUDY

University of Toronto: Building a Keyword Mapping Inventory



Ontario
Canada

The University of Toronto's President's Advisory Committee on the Environment, Climate Change and Sustainability (CECCS) created an [SDG-based keyword inventory](#) to help identify and assess the extent of sustainability learning content in their existing curriculum. The keyword inventory allowed the University to document key data points on the institution's activities in support of each of the SDGs. The inventory is regularly revised and is currently at 388 keywords.

Through keyword matching, the CECCS started to **map courses** at the University to relevant SDGs leading to the creation of the Sustainability Course Inventory.

TIPS & TAKEAWAYS

- Look through the [UN SDGs](#) and the [UN Global Indicator Framework for SDG](#), then choose two to seven keywords that describe each goal as accurately as possible. These keywords can be derived from a list of [SDG keywords](#) provided by Monash University and SDSN Australia/Pacific. (This tip is indicated in [Expanding Student Engagement in Sustainability, 2019](#))

- The University of Saskatchewan has created a useful [self-reflection tool](#) to help map and integrate the SDGs into curriculum, assessments, learning outcomes and other action-oriented pedagogies.
- Also, check out the [SDG Mapping tool](#) created by the University College Cork in Ireland for inspiration.

CASE STUDY

Université Laval: SDG Mapping Project



As part of its sustainability strategy, [Université Laval](#) has committed to measuring the effects of its actions and those carried out by the members of its community on the advancement of the SDGs. In this regard, the University has committed to a SDGs mapping project aimed at developing SDGs tools at the institutional level to highlight and support SDGs integration within teaching and research activities.

The mapping approach is based on three components: 1) An "Artificial Intelligence" component to provide analysis of lesson plans, using a learning algorithm trained on a database of key words in the field of the SDGs and associated targets; 2) a "Communication" component dedicated to transferring the results of the AI component, helping to identify synergies and conflicts to support and encourage the adoption and consideration of the SDGs as far upstream as possible; and 3) a "Feedback" component devoted to feedback from faculty to validate the robustness and relevance of the analyses produced, to adapt the tool to needs/sectors/contexts and to improve the algorithm by providing it with new training data.

The first part of this research was carried out during the summer of 2022, involving the analysis of 5,000 course syllabi offered at Université Laval

based on a survey questionnaire. **Each course was defined by its "sustainable development character"** based on an identification of the level of consideration of the SDGs (major SDG / minor SDG / SDG not covered) and keywords. The second part of this research involved the analysis of scientific papers published in 2021 by Université Laval researchers using the same methodology. The third part of this research aims to extend the analysis to other institutions for comparison and to broaden the type of analysis (e.g. mission, action plan).

TIPS & TAKEAWAYS

- Investment of the appropriate time for such a project to be carried out correctly to ensure the reliability of results.
- Effective communication to ensure that sustainable development and the SDGs are properly introduced while keeping your questionnaire or form short and to the point.
- Remember that progression is important, not only results.

Bibliometric Mapping of Research Expertise and Publications

Bibliometric mapping involves depicting academic output for parameters of the SDGs. It allows for information to be presented in a way that shows [linkages more obvious and easier to understand](#). This approach helps post-secondary institutions visibly see where and how faculties are contributing to each of the SDGs in terms of academic publications.

CASE STUDY

University of Waterloo: Bibliometric Mapping Exercise



Ontario
Canada

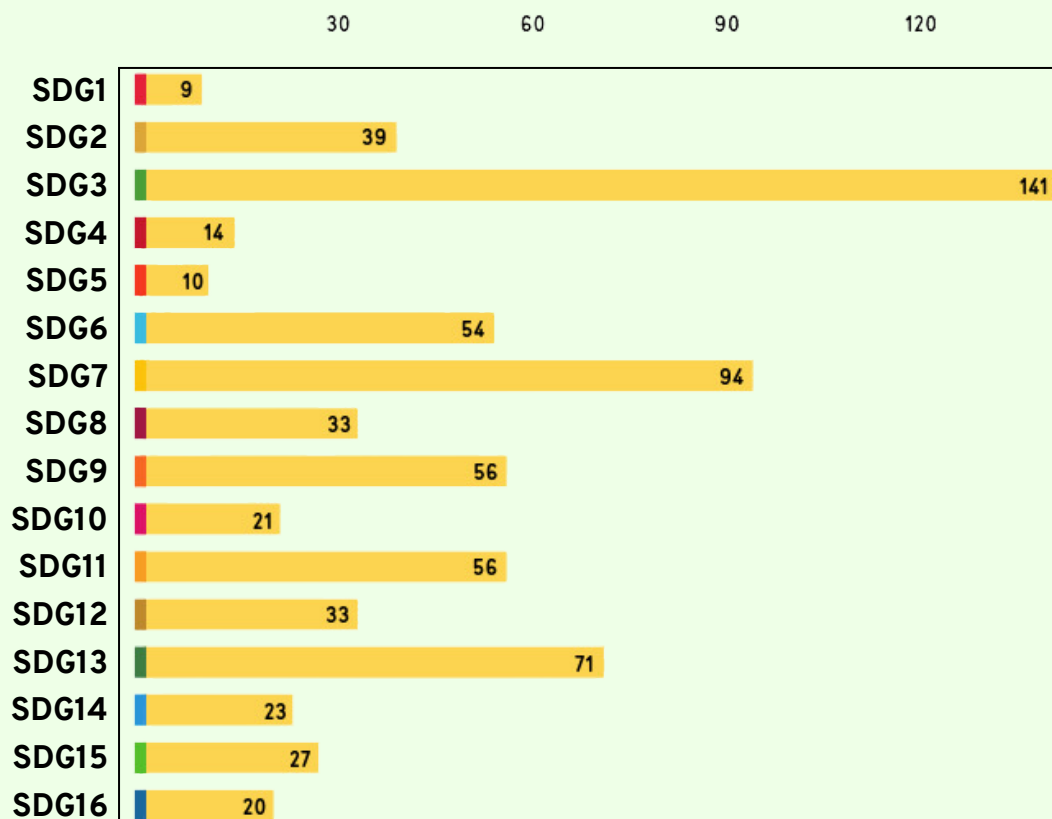
The University of Waterloo conducted a [bibliometric analysis](#) of faculty members with the aim to pull the list of **faculty publications for each SDG**

to share with the Sustainability Office for the development of the annual sustainability report. The analysis helped develop a deeper understanding of the contributions that each Faculty on campus makes towards the SDGs.

The analysis explored four core elements: 1) Publication volume (actual research outputs on each SDG); 2) Research impact (i.e. citation count and field weighted citation impact); 3) Research excellence (i.e. count of papers in top 1% most cited papers and top 1% most cited journals); and 4) Identify faculty members making contributions in the different SDGs.

The University also has a [working group on bibliometrics](#), which produced a white paper on "[Measuring Research Output through Bibliometrics](#)" that will be useful for any post-secondary institution seeking to know more about and undertake a bibliometric mapping exercise.

Number of researchers per SDG 2016-2020



Source: [Sustainable Development Goals at the University of Waterloo, April 2022](#)

Create a Broad-Based Coalition of Campus and Community Partners for the SDGs



It's important in reporting efforts for the SDGs to engage the campus community to better understand SDG activities across campus. Institutions can be creative in adopting several outreach efforts toward building discussions about the implementation of the SDGs with staff, faculty, students, and alumni. By so doing, it will enhance data collection and raise awareness of the SDGs.

Post-secondary institutions can foster on-campus partnerships by having two or three units collaborate to document SDG-related activities; for example, the [Office of Sustainability, Office of Diversity, Equity, and Inclusion, and Campus Well-Being](#) could work together. Such partnerships can help drive engagement among all members of the campus community. These collaborating units could create events and meetings to help community members share their work, contributing to the SDGs and connecting with each other. Joint efforts could also consider creating a webpage to serve as a central repository of all SDG-related resources on campus, or a portal/email to generate input on activities, suggestions, and concerns.

CASE STUDY

Nova Scotia Community College: Engages in Sustainability Consultation to support the SDGs



*Nova Scotia
Canada*

In late spring/early summer of 2020, the [Nova Scotia Community College Sustainability Team](#) held a series of consultations with management teams and facilities management staff members across its campuses. These consultations aimed to foster a meaningful dialogue among various departments within the college, regarding their collaborative efforts in support of the Sustainable Development Goals (SDGs) and how this

aligns with NSCC's overarching [strategic vision](#). Two sessions were conducted per campus; one was focused on the management level, while the second was tailored for facilities management staff. Consultation sessions featured over 200 college employees, with discussions focused on how the various departments can set goals that facilitates the advancement of the SDGs, which resulted in the creation of a sustainability action plan focused on sustainable development.

TIPS & TAKEAWAYS

- **Know your audience** and what they will be interested in. Tailor your presentation to be relevant to their position in the organization.
- **Remain organized.** These sessions were done virtually through Microsoft Teams, people could raise their hand to ask a question/comment or use the chat box. Ask participants to leave their camera on benefits the presenter (visual cues to interest in topic). Have someone take notes and monitor the session while presenting. Be prepared to answer questions specific to the audience.
- Presenters met to **discuss what was learned** after the session, including what can be improved and followed up on any unanswered questions.

Source: [SDG Toolkit for Canadian Colleges and Institutes: A practical guide to the United Nations Sustainable Development Goals for post-secondary institutions Colleges and Institutes Canada 2021](#)

CASE STUDY

John Abbott College: Integrating the SDGs on Campus



Quebec
Canada

John Abbott College has integrated the SDGs on its campus through several initiatives, one of which is the [Climate Action Plan](#) (CAP). The

College's first CAP was launched in spring of 2023 with the aim to address the global and local climate crises by implementing activities focused on **learning about climate policies, encouraging community outreach, and reducing environmental impact**. The CAP adopts a holistic approach by implementing an institution-wide plan involving collaboration between student services, academic sectors, facilities management and human resources.

As part of the College's communications campaign, a series of posters were created featuring each stream of the CAP and its objectives. A digital version of these posters was also created for social media. The posters featured the SDGs, with the aim of familiarizing the college community with images while they were placed around the campus.

Funds were also earmarked in order to hire climate experts in various disciplines to consult with faculty. This initiative has seen programs/departments not traditionally associated with climate science engage in the program, such as Nursing; Humanities; Theatre; English; Physical Education, Health and Nutrition; and Arts, Literature and Communications.

TIPS & TAKEAWAYS

- Start by hosting a presentation or information session within your department to explain the SDGs, so that each faculty or staff member is able to pass on the information to students and colleagues.
- Include the SDG images whenever pertinent, such as on posters or during events. This will help familiarize students and employees with the images. They printed out the SDG images on solid 1x1 foot posterboards, which can be displayed on podiums or at booths during events.

- Include the SDGs in an official capacity in employee work plans and on college documents, so as to help form a connection between what they are doing and the SDGs.

The 17 Rooms initiative

Launched by the Brookings Institution and the Rockefeller Foundation in September 2018, [17 Rooms](#) convenes participants from diverse specialist communities to meet in specific rooms, or within groups, for each of the SDGs. Each Room has a similar assignment of identifying collaborative actions that can be developed over 12-18 months. Ideas emanating from each room are then shared to identify avenues for collaboration. This exercise enhances the opportunity to bring together like-minded individuals to foster collaboration towards generating new ideas for change.

This initiative has gained traction and has proven to be a valuable tool to drive conversations on a global scale on SDG challenges. Many post-secondary institutions across the world have followed suit by piloting the “[17 rooms-U](#)”, adapting the process to the campus setting.

The uniqueness of the model for post-secondary institutions can be attributed to the platform for convening students, faculty, staff, and other stakeholders on campus in a specialized room to spark a series of conversations. This exercise helps post-secondary institutions derive first-hand information from these stakeholders on how research, education and practice areas align with the SDGs within their respective communities. Furthermore, this approach helps

create overall awareness of the SDGs and hitherto connects participants working within the same SDG space with each other across campus.

With the 17 rooms approach, all SDGs are discussed. It presents an opportunity to share perspectives, set priorities and proffer actionable steps. In running a 17 Rooms exercise, post-secondary institutions will have the opportunity to:

- Take targeted actions that are of priority and substantial enough to get done over a specific period that can contribute to long-term change.
- Foster cross-disciplinary connectivity and promote collaboration.

Once the exercise has been finalized, institutions can collate all information, extract vital points, sort into all education, research, and practice areas, and map with each of the SDGs.

CASE STUDY

Concordia University: 17 Rooms Exercise



Quebec
Canada

Concordia University held its first 17 Rooms exercise between February and June 2022. The exercise brought together faculty, staff and students to discuss how the University can have greater impact on the SDGs. Amongst other objectives, the exercise aimed to provide the campus community with a **chance to engage and familiarize themselves with the SDGs and initiate new collaborations** among members of the community.

In each room, participants were posed a central question- How might the SDGs framework help to increase the impact of Concordia's activities related to that specific SDG? At the end of the exercise, there were [eight key takeaways](#) on actions needed, including building an "impact agenda"

to focus SDG-related efforts; fostering inter-disciplinary research to enhance impact using the SDGs as a mechanism to foster collaborations with a focus on enhanced social impact; creating co-teaching opportunities and cross-disciplinary courses; providing training, support and recognition for social impact work; and extending efforts to provide leadership and guidance to businesses, government and communities undertaking sustainability and equity-related transitions.

The [University of Toronto](#) and [Queen's University](#) have also hosted 17 Rooms gatherings to advance the SDGs on their respective campuses.

TIPS & TAKEAWAYS

- Explore and decide on the objectives and goals for conducting the 17 rooms from an institutional perspective. Where do your strengths lie and opportunities for growth for the institution?
- Determine the focus of all rooms. Develop key targeted questions to drive conversations. For example, take one SDG and articulate what is happening on campus around this goal in terms of faculty and student activities, and where the institution can provide support.
- At the end of the exercise, collate key takeaways from each room, create a summary report and use the information to diffuse into actionable points.



Develop and Align Localized SDG Measurement and Indicator Systems

Tracking progress on the SDGs is vital to their achievement. The SDG targets and indicators are oriented towards national-scale reporting by countries. There are no universally approved indicators for post-secondary institutions to report their SDG progress. The onus thus lies with institutions wanting to report on the SDGs to be creative and engage in an exercise to localize the SDGs and create an indicator system relevant to their respective communities. With the global nature of the SDGs, achieving these goals will depend on giving life to them at the local/community level. By localizing the SDGs, post-secondary institutions can act on what matters to their campus, observe the impact of these actions, and share experiences.

Institutions may consider pursuing a two-pronged approaches for developing indicators for reporting: 1) develop localized indicators and 2) use existing data sets from ranking, rating, and assessments tools.

Develop Localized Indicators

In more recent years, [several cities across the world](#) and in Canada have worked to localize the SDGs to make them directly relevant and measurable for their communities. In doing so, a number of creative approaches for developing and visualizing the data exist to build from. In 2019, the Canadian government developed the [Canadian Indicators Framework](#) (CIF) to track its progress against the SDGs. The CIF which is complimentary to the [Global Indicator Framework](#) are a set of interconnected indicators that align Canada's local SDG priorities. Each indicator is based on a specific methodology and evidence from surveys, the census, administrative records, monitoring networks, scientific analyses, geospatial imagery, and other forms of open data.

For example, the City of Winnipeg created [My Peg](#), in collaboration with the International Institute for Sustainable Development (IISD), as an interactive platform and source to track a curated set of indicators in the city. For institutions considering creating this kind of platform, this [tracking progress site](#) can be a useful tool to adapt and suit their context and preferences.

[The City of Los Angeles](#) offers a useful methodology to localize the global SDG indicators. The City's Mayor collaborated with four local universities to extensively map activities and data to the SDG framework. Eighteen students were selected from these institutions to map the city's activities across public, private, nonprofit sectors. The aim of the project was to develop a methodology to understand the extent to which the targets could apply to the City of Los Angeles, and to suggest any changes that depict local context. In creating this methodology, five steps were identified:

1. Sort, or group applicable and inapplicable targets
2. "The Golden Rule," or assess necessary revision based on the original intent
3. Revise or replace, or alter the target language as appropriate
4. Develop new targets to align with local context
5. Validate mapped proposed targets to existing City commitments by coordinating revisions with policy owners.

SDSN Spain's publication titled [Como Evaluar Los Ods En Las Universidades](#) (translated in English as How to Assess the SDGs in The Universities) attempts to develop specific metrics by which institutions can measure their impact on the SDGs. The document aims to help in the planning of university actions and proposes a scorecard to guide their actions in relation to the SDGs. In developing these indicators, SDSN Spain consulted with over 16 academic contributors across post-secondary institutions in Spain. These variables used as indicators reflected environment, economy or society, not only the post-secondary itself but also of its area of influence. For each of the SDGs, the document is divided into the applicability of each SDG to the university or college's environment, specific indicators to measure, and the contributions institutions can make to that specific goal. See Figure 5 for an example.

Figure 5: SDG 2- Zero Hunger and SDG 3- Good health and Wellbeing

Application to the institutions' environment	Proposed Indicators	Contributions
<p>Leaving aside how teaching and research can affect compliance with SDGs 2 and 3 and focusing on the university community itself, the application of the SDGs to the university environment would involve two main strategies:</p> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="margin-bottom: 20px;">  <p>1. monitoring the health of the university community</p> </div> <div>  <p>2. promoting healthy habits related to eating, physical exercise, and substances</p> </div> </div>	<p style="text-align: center;">SUSTAINABLE FOOD</p> <p>Percentage of consumption of fair-trade products, ethical supply chains, ecological products, proximity, and other principles of environmental and social governance. Initially, it can be measured for a particular product (coffee), or consumption option (ecological vs. conventional menu) or by establishments.</p> <p style="text-align: center;">OWN PRODUCTION</p> <p>Percentage of area dedicated to ecological agricultural and livestock production on the university campus. Both experimental and productive, and of these, especially those with an educational nature, such as community organic gardens.</p> <p style="text-align: center;">HEALTHY COLLEGE COMMUNITY</p> <p>Prevalence of diseases and unhealthy habits (consumption of tobacco, alcohol, drugs). Initially it can be measured with some partial indicators for diseases (obesity, hypertension, mental illness, etc.) or unhealthy habits; and also for some estates, although the ideal is to contemplate surveillance studies of the entire university community.</p>	<p style="text-align: center;">CONTRIBUTIONS FROM TEACHING AND RESEARCH</p> <p>For the issues that concern these SDGs, the centers of health sciences, sports, food, and agronomic engineering have a special role. Also psychology, sociology and anthropology, economics and biology, or life sciences.</p> <p style="text-align: center;">CONTRIBUTIONS FROM INSTITUTIONAL POLICY AND SOCIAL LEADERSHIP</p> <p>For some time now, within the healthy university plans, the health and risk prevention, sports, public catering, and sustainability services have focused on health surveillance measures, promotion of habits and products healthy.</p>

Source: *Nueva guía: Cómo evaluar los ODS en las universidades, SDSN Spain*

Use Existing Data Sets from Impact Ranking, Rating, and Assessments Tools

Post-secondary institutions already participate in and collect large amounts of data for several ranking and assessment frameworks. This data can be used in the development of localized assessments of SDG progress. Prominent examples include the Times Higher Education Impact Ranking System (THE) and The Sustainability Tracking, Assessment and Rating System (STARS).



This data forms a solid base to create tracking tools and an interactive live platform on the SDGs. Institutions that may not have participated in any assessment framework and are looking to start, may wish to consider reading through a document published by the Higher Education Sustainability Initiative (HESI) titled [Assessment of Higher Education's progress towards the UN Sustainable Development Goals Volume 2: for higher education institutions participating in assessments.](#)

In the case where existing data is used, it becomes important to understand how that data can be visualized and presented, and how it fits into articulating institutional commitments to the SDGs (as presented below).



Articulate Institutional Commitment to the SDGs

Combining the sections above together to develop an institutional commitment to the SDGs is an important aspect of any SDG reporting. There are several ways of demonstrating an institutional commitment to the SDGs, depending on the sizes and context of the institution, including:

Integrating the SDGs into Current Post-secondary Plans and Strategies

Introducing the SDGs within campus-wide plans affirms that there is a whole-of-institution approach towards achieving the SDGs. That is, all fabric of the institution including community members are woven into alignment towards the institution's commitment to achieving these goals.

Integrating the SDGs into campus-wide plans can include (see [Getting Started with the SDGs: A Guide for Universities, Higher Education Institutions and the Academic Sector](#) for more info):

- Including decisions on the SDGs into an institutional wide strategy; or
- Ensuring that any commitments and actions on the SDGs are reflected in a university or college policy that fosters a whole-of-community approach to sustainable development.

Post-secondary institutions already have many policies, goals, and targets that may reflect their commitment to sustainable development. These provide a natural starting point for alignment. These plans may not explicitly mention the SDGs, they could be worded to reflect and align closely with SDGs and other universal principles such as human rights, gender equality, which underpins the Global Goals. For example, see [UC Davis's Voluntary University Review 2021](#).

Research conducted by [Universities Canada](#) found that over a third of 97 member institutions include the SDGs in one of their main strategies as of the beginning of 2021.

CASE STUDY

York University: Aligned Academic Plan with the SDGs



Ontario
Canada

In June 2020, York University launched its [University Academic Plan 2020-2025](#), identifying six priority areas which are interdependent, fluid and focus on a key dimension of positive change that the University will pursue over a five-year period. Central to this plan is a university-wide challenge to advance York University's contributions to the SDGs. It calls on the university community to work collectively by building tools and developing strategies to provide solutions to global challenges. This university-wide challenge is an exercise that supports a variety of **activities at the grassroots level** that are aligned with any of the six **foundational priorities** of their academic plan. Examples of these priorities include enhancing their virtual presence to offer compelling and intuitive ways to connect with the University and build a broader networked community of learning and mentorship, and renewing their physical environment with inspiring and humane natural and built spaces amongst others.

TIPS & TAKEAWAYS

- Develop a work plan and phased approach to creating the strategic plan. Each phase should have a timeline.
- Integrating the SDGs into any post-secondary wide plan should be a collective effort. Galvanize the institution's community- staff, students, donors, stakeholders, and alumni into a strategic planning exercise to leverage their collective ideas and creativity towards co-creating a plan for the institution. Responses can be collected through in-person sessions, online platforms, social media, and public assemblies.

CASE STUDY

Humber College: Integrating the SDGs into Sustainability Plan



Ontario
Canada

The SDGs have been integrated into the [Supporting Actions](#) of Humber College's [2019-2024 Sustainability Plan](#) to help guide goals in a way that addresses balance between economic, social inclusion, and environmental issues faced by the campus community and beyond. The Plan was developed in **consultation with Humber staff, students, and faculty**, who play an important role in leading and implementing the Supporting Actions. The SDGs help the campus community understand how they play a role in the sustainable development of the College, regardless of their area of study or work. The [Office of Sustainability](#) tracks progress on all Supporting Actions annually in [sustainability reports available online](#), and aligns each tracked metric with a corresponding SDG.

TIPS & TAKEAWAYS

- Educate and engage the institutions' community on the SDGs and how they relate to life on campus, so they understand that everybody plays a role in sustainable development regardless of their topic of study or area of work – this will ensure greater buy in to both strategy and accompanying actions
- Work with a variety of stakeholders on campus to understand their needs, where sustainability overlaps, and how their priorities can be supported – sustainability is not limited to the tangible facets of building operations like energy efficiency and water conservation, rather it extends to human oriented goals as well, like human rights and equity.

Bow Valley College: Annual Sustainability Report



Alberta
Canada

Since 2018, Bow Valley College has aligned its [annual sustainability report](#) with the SDGs. Projects and initiatives outlined in the report are aligned not only with the 17 SDGs, but specific targets under the Goals. In 2020, this alignment expanded to include Statistic Canada's [Canadian Indicator Framework](#) as well. This increasing specificity allowed Bow Valley College to understand more deeply how this international framework is directly related to the everyday work of the campus community. For instance, the Canadian ambition that "[Canadians are well equipped and resilient to face the effects of climate change](#)" provides a richer narrative than aligning only to "SDG #13 Climate Action".

Alongside this **increasing specificity**, sustainability staff brainstormed ways to **increase engagement** with the report. Each year, the Sustainability Office hosts a virtual "scavenger hunt", inviting staff and students to answer 10 questions about the report in exchange for recognition on their co-curricular record, and entry into a prize draw for a gift card to a local sustainable small business.

TIPS & TAKEAWAYS

- Try aligning projects and initiatives with specific targets under the goals.
- Develop creative strategies to increase engagement with the report, such as a virtual scavenger hunt, or invite readers to share their favourite part of the report over social media. Create interactive reports through software like [Foleon](#), to include videos rather than just static text.
- Be authentic with progress by sharing accomplishments alongside setbacks. Include a "Looking Ahead" section at the end of the report, to highlight projects currently in development. This helps create a compelling narrative year-over-year.

Demonstrate Public Commitments to the SDGs

Institutions can showcase their commitment to the SDGs in several ways, such as becoming a signatory to a public written statement such as the [SDG Accord](#), the [Joint Statement of Global University Leaders on the 2030 Agenda for Sustainable Development](#), and the [Declaration on University Global Engagement](#).

These public statements typically consist of commitments to which post-secondary institutions agree to adhere and in some cases, a call to action. Post-secondary institutions may also wish to consider joining an SDG-focused network such as the [Sustainable Development Solutions Network](#) (SDSN).

Create a Standalone Report/Voluntary Review

Once post-secondary institutions have collated all the information as prescribed above, they may consider documenting all these activities in a Voluntary Review or a standalone SDGs report. Voluntary Reviews are modeled after the [Voluntary National Reviews](#) (VNRs), a self-reporting mechanism for UN member states.

In the same vein, regional and local governments have adopted the same mechanism in the preparation of their Voluntary Local Reviews (VLRs). Pioneered by [New York City](#), with the first ever published VLR in July 2018, several cities across the world have followed suit such as the [City of Winnipeg](#) in Canada.

With respect to the higher education sector, although still relatively new, a handful of post-secondary institutions have undertaken a Voluntary Review with [Carnegie Mellon University](#) being the first to conduct this exercise in 2020 and have so far published two other reviews in [2021](#) and [2022](#). Others like the [University of California Davis](#) have since published and [Concordia University](#) commenced their VR exercise in 2021. Together with the United Nations

Foundation, CMU's Sustainability Initiative Director also created a [series of brief guides](#) for U.S. universities to engage with the SDGs. Post-secondary institutions should view VRs as a tool to examine challenges and raise awareness of the SDGs in their respective communities.

It is pertinent to note that Voluntary Reviews are voluntary and should be viewed as an ongoing exercise using the SDGs as a framework to help assess and strengthen core areas in institutions. The process should unveil opportunities to unify students, faculty, and staff, and foster engagement and a culture of collaboration. The outputs from this process should help enhance the institution's overall contributions by creating a baseline understanding of how institutional approaches and activities are progressing the SDGs.

CASE STUDY

University of California Davis: Voluntary Review



California
United States

UC Davis completed a campus wide SDG [Voluntary University Review](#) in 2021 as an initial commitment towards expanding and deepening contributions towards the SDGs. Through the VUR, UC Davis developed a two-pronged strategy: 1) raise awareness and inspire involvement in the SDGs among the UC Davis community, and 2) participate in meaningful ways in supporting the 2030 Agenda with collaborators around the world. The VUR helped take stock of SDGs efforts on campus and supported the development of new programs to harness the contributions towards the SDGs by university community members.

Three university units combined efforts to create the VUR: Global Affairs, Sustainability, and Diversity, Equity and Inclusion. The University centered its SDG reporting around four key areas of work: Research,

Service, Operations, Teaching and Learning. Data for the review was obtained from a combination of desk research, surveys, targeted outreach to staff, centers, students, students clubs and organizations.

UC Davis also developed benchmark measures for SDG activities by using existing datasets (and developing new ones where needed) and a course mapping exercise using a curated list of SDG keywords.

TIPS & TAKEAWAYS

- Clearly understand the role of the institution in advancing the 2030 Agenda. Once this has been established, it will be easier to align the institutional strategic vision to the SDGs and help articulate the objectives for undertaking a Voluntary Review (VR) exercise.
- Build a coalition of campus departments/units to collaborate on the VR process. These teams could include as in the case of UC Davis, the Global Affairs, Sustainability and Diversity, Equity, and Inclusion (DEI) units working together to develop a plan and methodology for the actualization of the VR.
- Mobilize the campus stakeholders towards advancing SDG engagement in the institution. One such way is to develop creative and meaningful channels to bring together faculty, staff, and students who are interested in the SDGs on campus to build an SDG Community of Practice. These channels could include forums, events, and surveys that are targeted at advancing SDG-focused conversations and raising awareness about the 2030 Agenda.

Conclusion

What to report on: Beyond cataloging activities

This guide has explored how post-secondary institutions can catalyze the SDGs, the importance of reporting on the SDGs to achieve institutional ambitions, and practical approaches through a wide variety of case studies. Institutions may choose to report on specific targets or indicators, or can choose to demonstrate their impact based more broadly on each SDG.

While it makes sense to compile all information and data to showcase contributions to the SDGs, post-secondary institutions are encouraged to expand focus into demonstrating their impact on communities. It may be tempting to catalog activities on campus and how they meet the SDGs, but institutions can also find meaningful ways to localize change through opportunities that paint a more practical and accessible picture of sustainable development.

Appendix I: Sustainable Development Reports by Canadian Universities and Colleges

Universities & Colleges SDG Progress Reports

- Bow Valley College [Sustainability Report 2022](#)
- Concordia University [SDGs Preliminary Report 2020](#)
- Conestoga College Inaugural [Sharing Information on Progress report 2020-2022](#)
- Kwantlen Polytechnic University [final report on the Sustainable Development Goals](#) Mapping Project.
- Queen's Contributions to the UN SDGs [Advancing social impact 2020-2021](#)
- Selkirk College and the Sustainable Development Goals: [Stories of Selkirk's contributions](#)
- University of Alberta [SDG Info Hub](#)
- University of British Columbia [United Nations Sustainable Development Goals report 2019/2020](#)
- Université Laval [Social Impacts 2021-2022](#)
- University of Manitoba [report on the United Nations Sustainable Development Goals](#)
- University of Toronto [Sustainable Development Goals](#)
- University of Waterloo: [Making a contribution to a better World](#) April 2022
- Vancouver Island University [SDG Highlight Report 2020](#)
- Western University [Sustainable Development Goals 2020-2021](#)

Links to Universities and Colleges Websites on their SDG activities

- United Nations Sustainable Development Goals [Acadia University](#)
- Sustainable Development Goals at [Brock University](#)
- UN Sustainable Development Goals at [British Columbia Institute of Technology](#)
- [Carleton University](#) Sustainable Development Goals
- Sustainable Development Strategy at [Centennial College](#)
- Sustainability at [Fleming College](#)
- Sustainable Development at [École de technologie supérieure](#)
- UN Sustainable Development Goals [Mount Saint Vincent University](#)
- Sustainability at [Nova Scotia Community College](#)
- The UN SDGs at [Sheridan College](#)
- The Sustainable Development Goals at [Simon Fraser University](#)
- United Nations Sustainable Development Goals at [University of Calgary](#)
- Sustainable Development Goals at [University of Ottawa](#)
- York University [UN Sustainable Development Goals \(UNSDGs\)](#)

Samples of SDG Mapping Tools by Canadian Post-secondary Institutions

- Niagara College Canada [SDG Mapping Toolkit](#).
- University of Saskatchewan [Self Reflection Tool](#) for Mapping your Course to the SDGs.
- York University's [The SDGs-in-the-Classroom Toolkit](#)
- Colleges and Institutes Canada [SDG Toolkit for Canadian Colleges and Institutes: A practical guide to the United Nations Sustainable Development Goals for post-secondary institutions](#) 2021
- Universities Canada [Sustainable Development Goals](#) Toolkit for Members
- UNESCO. (2021). Education for Sustainable Development for 2030 [Toolbox](#)

Appendix II: Resources List

Reports

- [Reflecting on SDG Reporting in Higher Education Institutions](#) Together Ensemble Conference 2022
- [Transforming our world: the 2030 Agenda for Sustainable Development](#), United Nations 2015
- Inter-Agency and Expert Group on Sustainable Development Goal Indicators. (2016). [Final List of Proposed Sustainable Development Goal indicators](#). United Nations.
- The Sustainable Development Goals [Report](#) 2022
- Canada Beyond 150 [Sustainable Development Report](#)
- The Global Goals. (2016). [Leave No One Behind](#).
- [Moving forward together: Canada's 2030 Agenda National Strategy](#) Government of Canada (2021).
- [Knowledge-driven actions: transforming higher education for global sustainability](#) by UNESCO
- [UNESCO World Conference on Education for Sustainable Development, online](#), 2021
- [Getting Started with the SDGs: A Guide for Universities, Higher Education Institutions and the Academic Sector](#) produced by The Australia, New Zealand & Pacific Network of the Sustainable Development Solutions Network (SDSN) in collaboration with the Australasian Campuses Towards Sustainability (ACTS) and the global SDSN Secretariat
- [Getting Started with the Sustainable Development Goals: A Guide for Stakeholders](#) by UNSDSN
- [SDSN \(2020\): Accelerating Education for the SDGs in Universities: A guide for universities, colleges, and tertiary and higher education institutions](#). New York: Sustainable Development Solutions Network (SDSN).
- [Canadian Universities Advancing the Sustainable Development Goals](#). Universities Canada 2021.

Guides

- HESI's guides, [Assessments of Higher Education's progress towards UN Sustainable Development Goals \(vol. 1\)](#)
- De la Poza, E., Merello, P., et al. (2021). [Universities' Reporting on SDGs: Using THE Impact Rankings to Model and Measure Their Contribution to Sustainability](#). Sustainability, 13, 2038.
- AASHE's STARS Aligned: [Using the Sustainability Tracking Assessment & Rating System to Report on Contributions to the U.N. Sustainable Development Goals](#)
- Schnurr, L. (2021). 10: [A Guide for Advancing the SDGs in Your Community](#). Tamarack Institute

Other relevant resources

- [SDGs Today](#): The Global Hub for Real-time SDG Data
- [SDG Knowledge hub](#) by International Institute for Sustainable Development
- Sustainable Development Goals [Data Hub](#)- Government of Canada