



# SUSTAINABILITY CULTURE AND LITERACY ASSESSMENT 2021

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CONCORDIA

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## BACKGROUND AND OBJECTIVES

In October 2021, Concordia's Office of Sustainability, jointly with the Office of Institutional Planning and Analysis (OIPA), disseminated the university's second comprehensive sustainability cultural and literacy assessment (SCLA). The purpose of SCLA is to assess the Concordia community's literacy of sustainability topics as well as to assess sustainability culture on campus. Sustainability is defined at Concordia as *"a mindset and a process that leads to reducing our ecological footprint and enhancing social well-being while maintaining economic viability both on and off campus."*

The objectives of the SCLA were as follows:

- 1) Assess the community's literacy of sustainability topics and challenges
- 2) Assess sustainability culture on campus by evaluating sustainability values, behaviors, awareness, and beliefs of its community members
- 3) Assess the influence of sustainability in students' enrollment decisions

The results of the survey will serve to help assess the accessibility of and satisfaction with sustainability services on campus, as well as inform future outreach and awareness campaigns. The results of the 2021 SCLA will also serve as a baseline to measure change in literacy and culture at Concordia over time. A post-survey is required under the Association for the Advancement of Sustainability in Higher Education's (AASHE) Sustainability Tracking, Assessment and Rating System (STARS), version 2.2, and will be administered in 2024.

Concordia's first SCLA was administered in March 2020. The low response rate for the survey (4.7%) was heavily impacted by the sudden University closure in response to the COVID-19 pandemic. The survey was open for two weeks and no reminder emails were sent. Questions for the 2021 SCLA survey were updated from the 2020 survey to meet the requirements of a post-assessment and the needs of Concordia's Office of Sustainability.

## **METHODOLOGY**

The 2021 SCLA survey was disseminated on Tuesday, October 5, 2021 and was open for three weeks, closing on Monday, October 25, 2021. The online survey was sent to all full / part-time faculty, full-time staff, and to a representative sample of graduate and undergraduate students. Survey invitations were sent to 14,960 participants and resulted in 1,895 individual responses for a rate of 12.7%. The margin of error (at 95% confidence interval) was 2.1%. Two reminder emails were sent out to survey participants.

## **SURVEY DESIGN**

The survey was designed to meet requirements under AASHE's STARS, version 2.2, and the objectives of the Office of Sustainability. The first section, not required under STARS, was designed to assess the influence of sustainability in students' enrollment decisions. It included two questions for first year students only. The next section was on sustainability culture and engagement on and off campus. It included questions designed to generate opinions, thoughts, awareness, and beliefs about sustainability. The questions in this section were not associated with right or wrong answers, but were rather intended to collect data about how the Concordia population perceives sustainability, where they obtain information about sustainability, and how aware the community is about sustainability initiatives on campus.

The last section of the survey was designed to assess the sustainability literacy of the Concordia population. This section comprised of multiple choice and true or false questions where each is associated with at least one right or wrong answer.

All survey questions (approximately 55) were mandatory, except an optional open-ended question at the end of the survey. The open-ended questions asked participants to write down what they think Concordia could be doing better to advance sustainability goals. To see the complete list of survey questions, see Appendix A.

## **STUDY LIMITATIONS**

There are several limitations to this sustainability culture and literacy assessment. To begin, the results for the sustainability culture and engagement section of the survey are relying on self-reported accounts of sustainability behaviors and disposition. It is possible that the participants indicated more socially acceptable answers, or that they lack the introspective ability to answer truthfully. In the sustainability literacy portion of the survey, participants were asked not to look up the answers to the questions; however, it is possible that participants used outside sources to correctly respond to the literacy questions. More importantly, the people who participated in the survey could be community members with an inherent interest in sustainability or those that have

strong opinions on the subject, thus failing to capture those that are impartial to sustainability.

## DEMOGRAPHICS

Survey participants were asked to identify their primary role at Concordia (see Figure 1). Most survey participants were students (67%), followed by staff members of university departments / services (25%). Students were asked to indicate which degree they are pursuing at Concordia (see table 1). Most students are pursuing a bachelor's degree (73%).

Primary role of survey respondents at Concordia

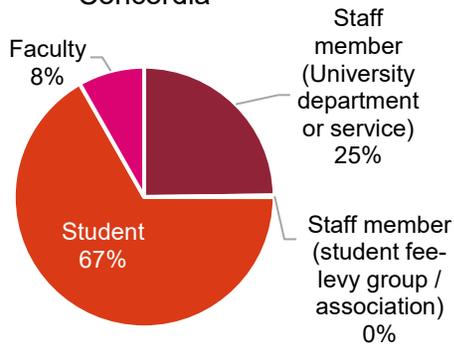


Figure 1 - Primary role of survey respondents at Concordia

Table 1 - Percentage of student survey respondents pursuing degrees

Degree	Percent of students
Bachelor / Baccalaureate	73%
Master / Magisteriate	17%
Doctor / Doctorate	9%
Post-doctorate	0.6%
<b>Total</b>	<b>100%</b>

The age of survey respondents ranged from 17 to 80 years old. The average age of survey respondents was approximately 32 years old. Figure 2 illustrates the number of student survey respondents per Faculty. The largest number of students are from the Faculty of Arts & Science.

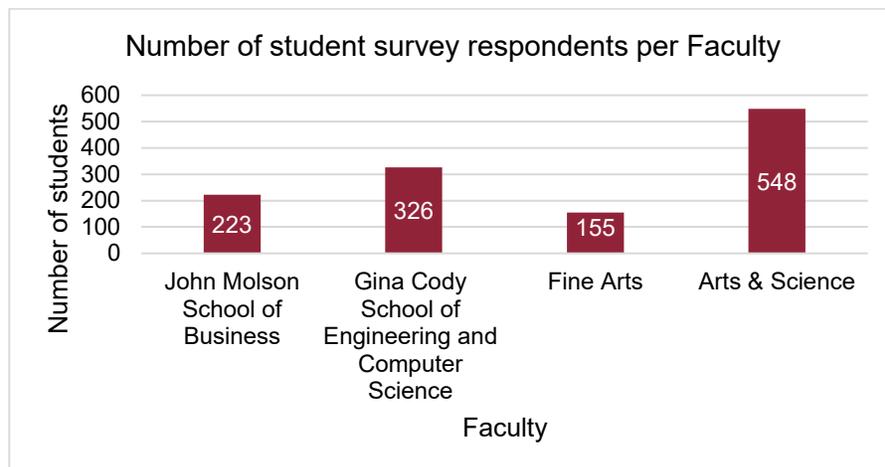


Figure 2 - Number of student survey respondents per faculty

Figure 3 illustrates the percentage of faculty/staff survey respondents per employee group<sup>1</sup>. The largest percentage of faculty/staff survey respondents per employee group is from the Concordia University Professional Employee Union (CUPEU) at 23%.

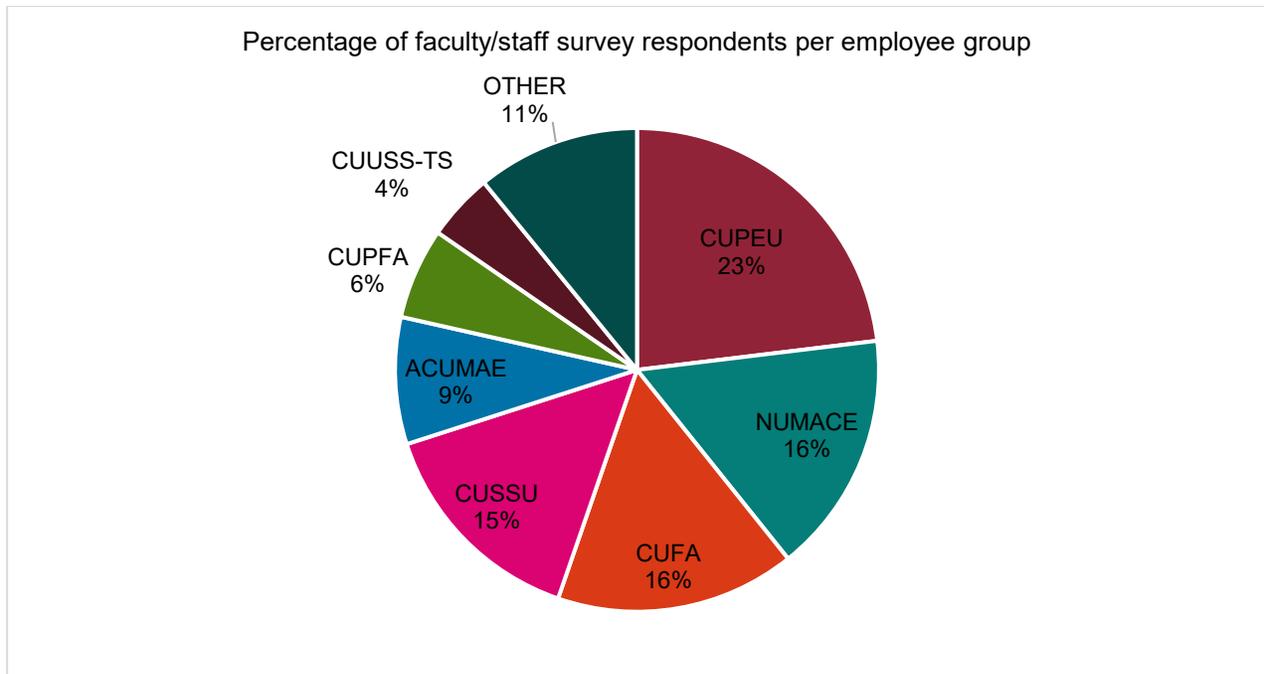


Figure 3 - Percentage of faculty/staff survey respondents per employee group

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<sup>1</sup> For a complete list of employee group acronyms please visit: <https://www.concordia.ca/hr/dept/employee-labour-relations/labour-agreements-collective-bargaining.html>

## RESULTS

The results of the survey are separated into the three main assessment objectives of the survey  
1) influence of sustainability in enrollment decision, 2) sustainability culture and engagement,  
3) sustainability literacy.

### INFLUENCE OF SUSTAINABILITY IN ENROLLMENT DECISION

The objective of this section of the survey was to assess incoming students' perceptions about sustainability at Concordia and the influence that these perceptions have had over students' decision to enroll. Students were asked an initial screening question to find out if they were in their first year of study at Concordia University. Approximately 51% of students indicated that they were in their first year of study at Concordia and proceeded to answer two questions related to the topic of the influence of sustainability in enrollment decision.

As demonstrated in table 2, approximately 29% of Concordia's incoming students thought Concordia had strong sustainability commitments and takes action on sustainability before enrolling; 36% of incoming students thought Concordia had some sustainability commitments or projects; and 35% of Concordia's incoming students did not have any perception of the University's sustainability performance before enrolling. In other words, the majority (65%) of incoming students had a perception of Concordia's sustainability performance prior to enrolling.

Table 2 - Percentage of incoming students' perception of Concordia's sustainability performance before enrolling

Perception of Concordia's sustainability performance	Percent of incoming students
Concordia has strong sustainability commitments and takes action on sustainability.	29%
Concordia has some sustainability commitments or projects.	36%
I didn't have any perception of Concordia's sustainability performance before enrolling.	35%
<b>Total</b>	<b>100%</b>

Incoming students were then asked to what extent they agree or disagree with the following statement: *One of the factors that influenced my decision to apply to and enroll at Concordia was my perception of Concordia's sustainability performance and initiatives at the University.*

Approximately 30% of incoming students either "Strongly Agree" or "Agree" with the statement that one of the factors that influence their decision to apply and enroll at Concordia was their perception of Concordia's sustainability performance and initiatives at the University. This

represents a significant percentage of incoming students. However, the most frequently occurring response was “Neutral” at 38%.

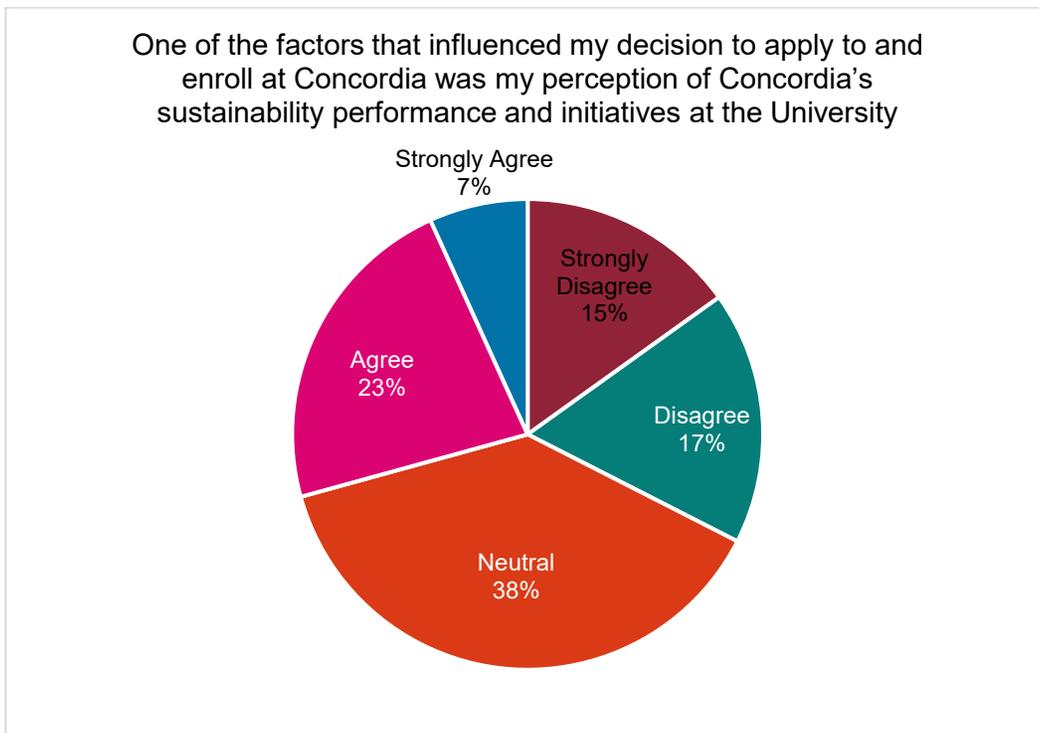


Figure 4 - Percentage of incoming students' extent of agreement with the statement

## SUSTAINABILITY CULTURE & ENGAGEMENT

This section of the survey included questions related to sustainability culture, covering perceptions, beliefs, dispositions, and behaviors related to sustainability, as well as awareness of campus sustainability initiatives. One of the goals of this section is to assess the extent to which the Concordia community is willing and able to adopt sustainable behaviors.

The first question of this section asked survey participants to select from a list of channels the ones they use most to learn about sustainability. The question was designed to understand how Concordia community members obtain sustainability information. The results can help tailor sustainability communication efforts towards channels most used. As shown in table 3, the three most popular channels used by students to learn about sustainability are social media (78%), school/college/university (50%) and online news media (48%). For faculty/staff, as illustrated in table 4, it is online news media (63%), social media (47%) and radio and newspaper (41%)

Table 3 - Percentage of students using channel to learn about sustainability

Channel	Percent of Students
Social Media	78%
School/College/University	50%
Online news media	48%
Friends	46%
Environmental groups, websites or newsletters	31%
Family	25%
Books	22%
Podcast	19%
Television	16%
Radio and newspaper	15%
None	4%
Other	3%

Table 4 - Percentage of faculty/staff using channel to learn about sustainability

Channel	Percent of faculty/staff
Online news media	63%
Social Media	47%
Radio and newspaper	41%
Friends	38%
Environmental groups, websites or newsletters	35%
School/College/University	35%
Television	34%
Books	26%
Family	23%
Podcast	18%
Other	4%
None	4%

Survey participants were then asked to identify which of the following describes their identity in relation to sustainability: 'Activist', 'Advocate', 'Concerned', 'Neutral' or 'Unaware'. As outlined in table 5, students and faculty/staff identified most as being "Sustainability Concerned". In other words, they value sustainability, and try to be environmentally and socially conscious when they can. Slightly more faculty/staff (36%) identified as being a "Sustainability Advocate" than students (31%). Few students and faculty/staff identified as being sustainability "Neutral" or "Unaware".

Table 5 - Percent of students and faculty/staff's identity in relation to sustainability

Identity in relation to sustainability	Percent of Student	Percent of faculty/staff
Sustainability <b>Activist</b> : Sustainability is a huge priority to me, and a big part of my life and identity, and I speak openly to others about my values and beliefs as an environmental and/or social activist.	8%	5%
Sustainability <b>Advocate</b> : Sustainability is a priority for me, and I regularly shape my decisions/actions around my value for the environment and society.	30%	36%
Sustainability <b>Concerned</b> : I value sustainability, and I try to be environmentally and socially conscious when I can.	<b>51%</b>	<b>52%</b>
Sustainability <b>Neutral</b> : I am aware of sustainability, but it is not a priority for me.	8%	5%
Sustainability <b>Unaware</b> : I have little understanding or awareness of sustainability.	2%	0.6%

For the next section of the Sustainability Culture and Engagement portion of the survey, participants were asked the extent to which they agree or disagree with eight different statements. The goal was to measure individuals' sustainability behavior and identify areas requiring greater awareness-building of sustainable practices.

Statement 1: *I have modified my diet due to environmental and social concerns.* As illustrated in Figure 5, approximately 54% of faculty/staff and 45% of students strongly agree or agree with the statement and have modified their diets due to environmental and social concerns.

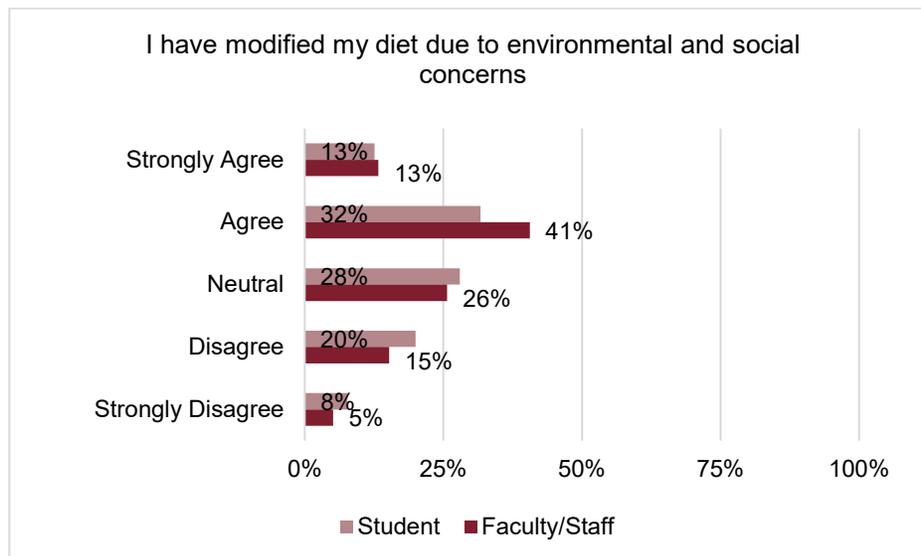


Figure 5 - Percentage of students and faculty/staff's extent of agreement with modification of diet statement

Statement 2: *I often think about ethical or sustainability factors (e.g. labor rights, packaging, local, fair trade, cruelty free etc.) when making a purchase.* As shown in Figure 6, most students (69%) and faculty/staff (74%) strongly agree or agree with the statement. The level of agreement could be higher for this statement than for the previous one because it refers to many different types of purchasing, rather than only for food choices.

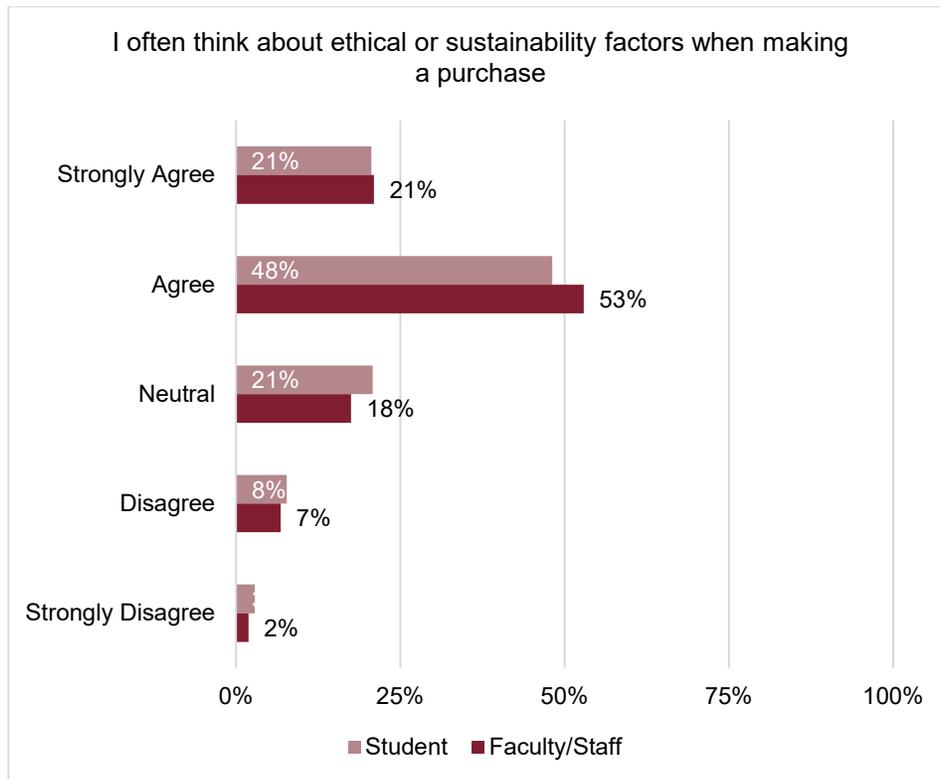


Figure 6 - Percentage of students and faculty/staff's extent of agreement with thinking about ethical or sustainable factors when making a purchase statement

Statement 3: *I am actively trying to reduce my waste (e.g. carrying a reusable shopping bag, declining single use bags/utensils/straws, taking a reusable to-go container).* Of all the statements, this statement as illustrated in Figure 7 had the highest percentage of faculty/staff (43%) and second highest percentage of students (37%) who strongly agree. Nearly half of students and faculty/staff agree with the statement. In other words, the vast majority of the Concordia community is actively trying to reduce their waste.

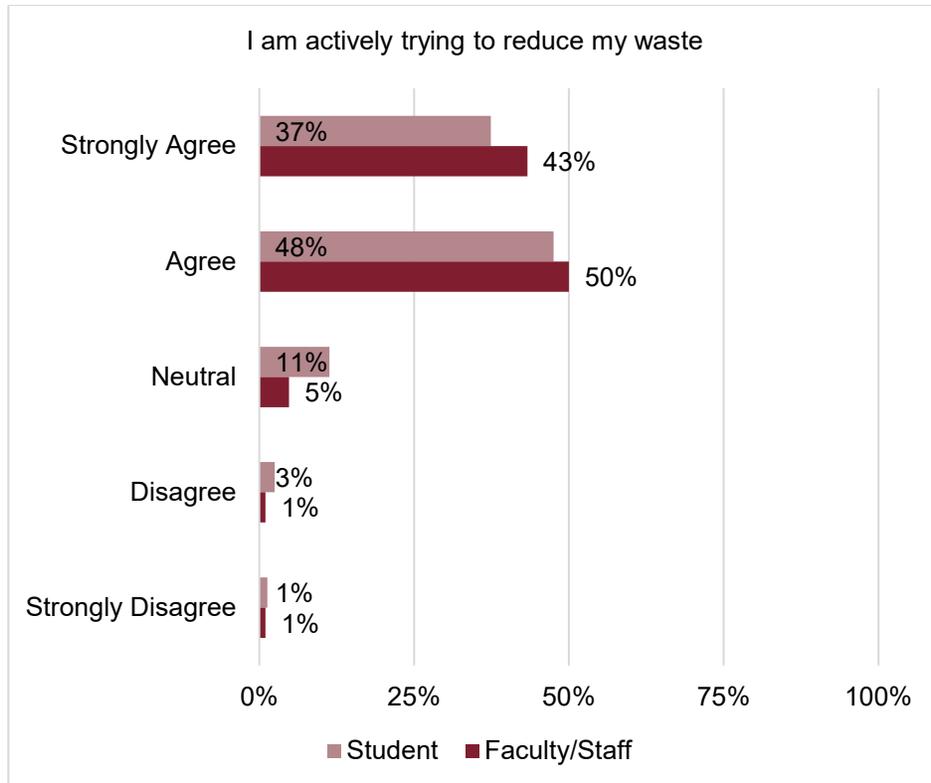


Figure 7 - Percentage of students and faculty/staff's extent of agreement with actively trying to reduce waste statement

Statement 4: *I often engage in activities because of their sustainability-related focus (e.g. attending an event, taking a course, volunteering, attending a training, attending a march).* Approximately 29% of students and 24% of faculty/staff either strongly agree or agree with the statement. However, the most frequent answer among students and faculty/staff was “Neutral”.

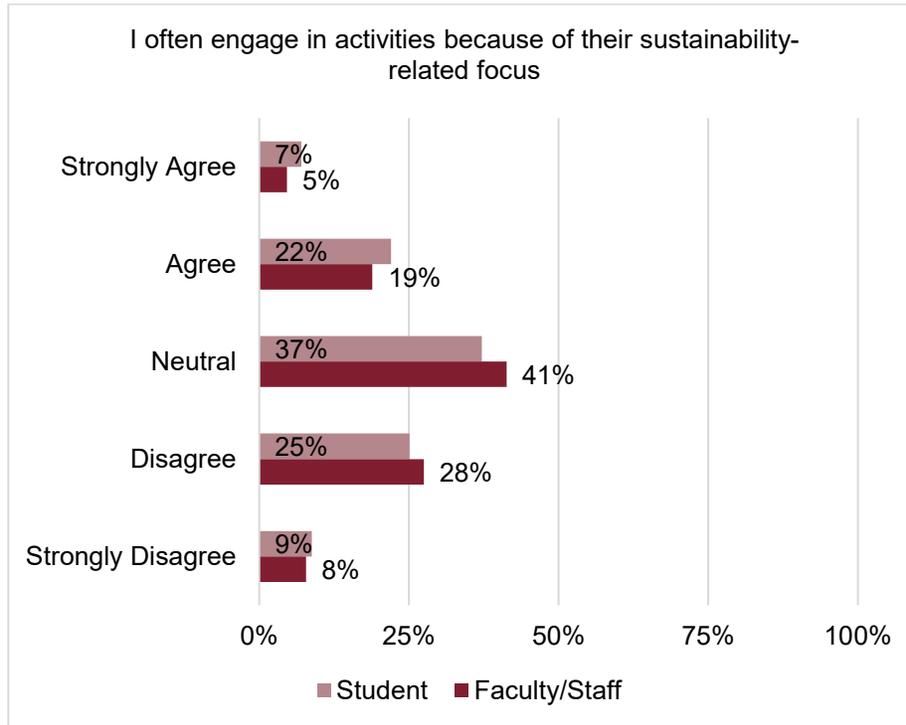


Figure 8 - Percentage of students and faculty/staff's extent of agreement with engage in activities because of their sustainability-related focus statement

Statement 5: *I consider the carbon impact on my choice to use air travel.* As illustrated in Figure 9, approximately 36% of students and 35% of faculty/staff strongly agree or agree with the statement. The most frequent answer among students (35%) and faculty/staff (34%) is “Neutral”.

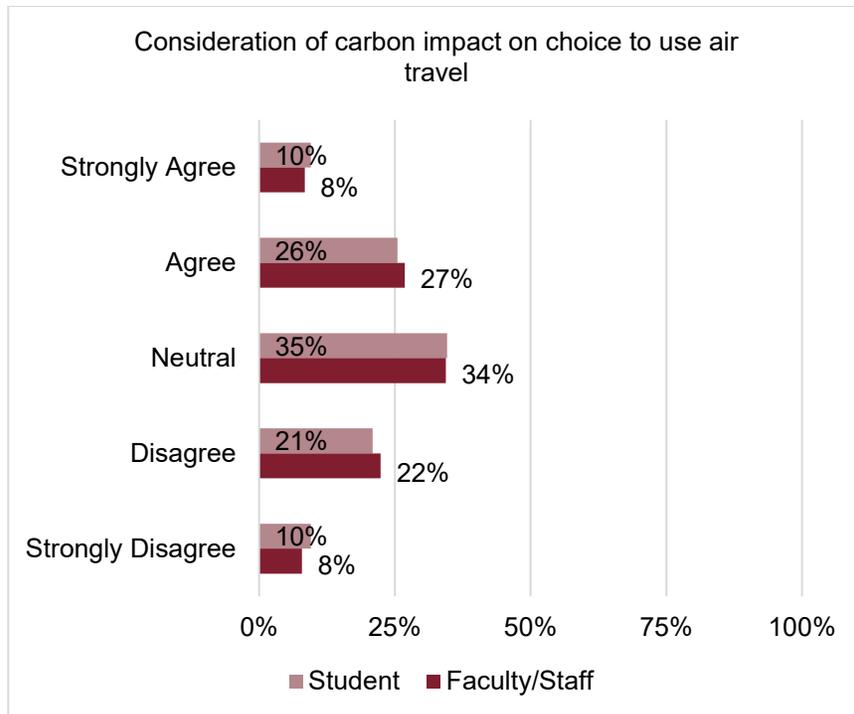


Figure 9 - Percentage of students and faculty/staff's extent of agreement with consideration of carbon impact on choice to use air travel statement

Statement 6: *When available and accessible, I always prioritize sustainable mobility alternatives (walk, bike, electric vehicle, public transport) over single-use fossil fuel powered vehicles.* As shown in Figure 10, approximately 69% of students and 71% of faculty/staff strongly agree or agree with the statement. Most students and faculty/staff are prioritizing sustainable mobility alternatives over single use fossil fuel powered vehicles when they can.

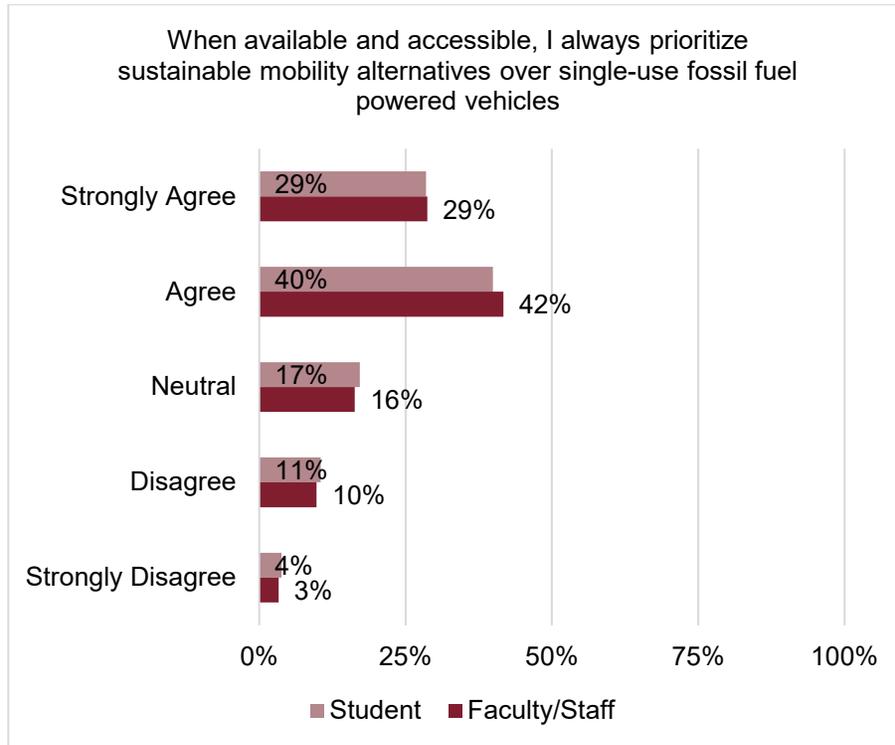


Figure 10 - Percentage of students and faculty/staff's extent of agreement with prioritize sustainable mobility alternatives statement

Statement 7: *I am concerned about the amount of food that I waste through uneaten leftovers or food spoiling.* Of all the statements, this statement had the highest percentage of students (43%) and second highest percentage of faculty/staff (40%) who strongly agree (see Figure 11). Over 80% of both students and faculty/staff strongly agree or agree with the statement and are concerned about the amount of food that they waste through uneaten leftovers or food spoiling.

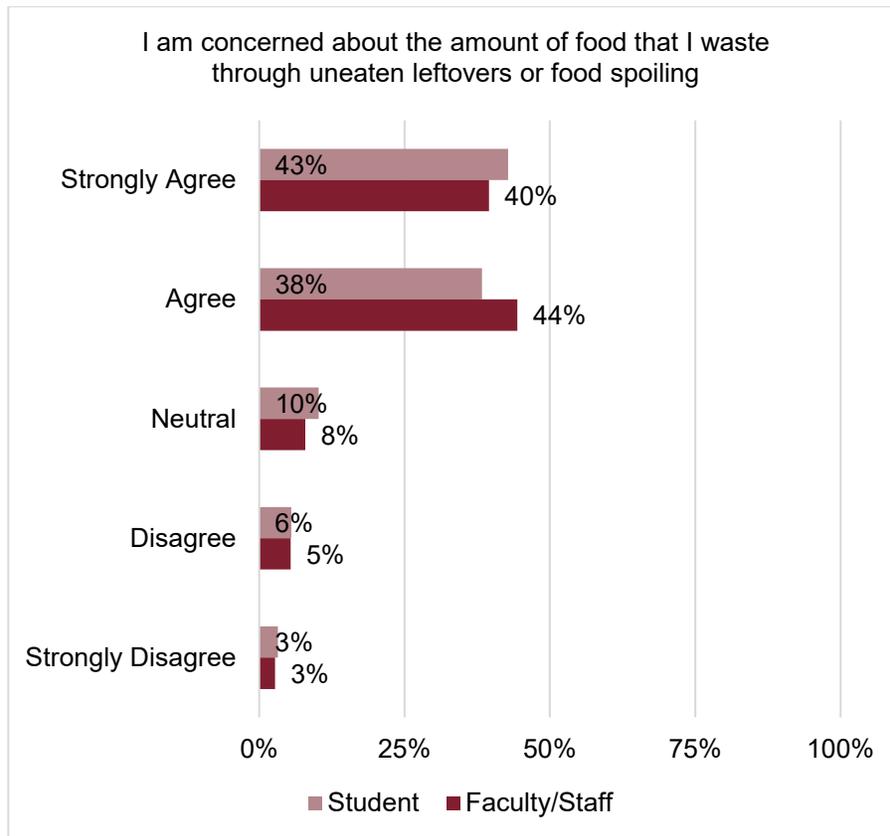


Figure 11 - Percentage of students and faculty/staff's extent of agreement with concern for food waste statement

Statement 8: *I often get confused about what should go in the recycling and compost bins.* As illustrated in Figure 12, approximately 39% of students and 28% of faculty/staff agree or strongly agree with this statement. More students than faculty/staff are confused about what should go into the recycling and compost bins. Approximately 45% of students and 59% staff/faculty strongly disagree or disagree with the statement therefore do not often get confused about sorting their waste.

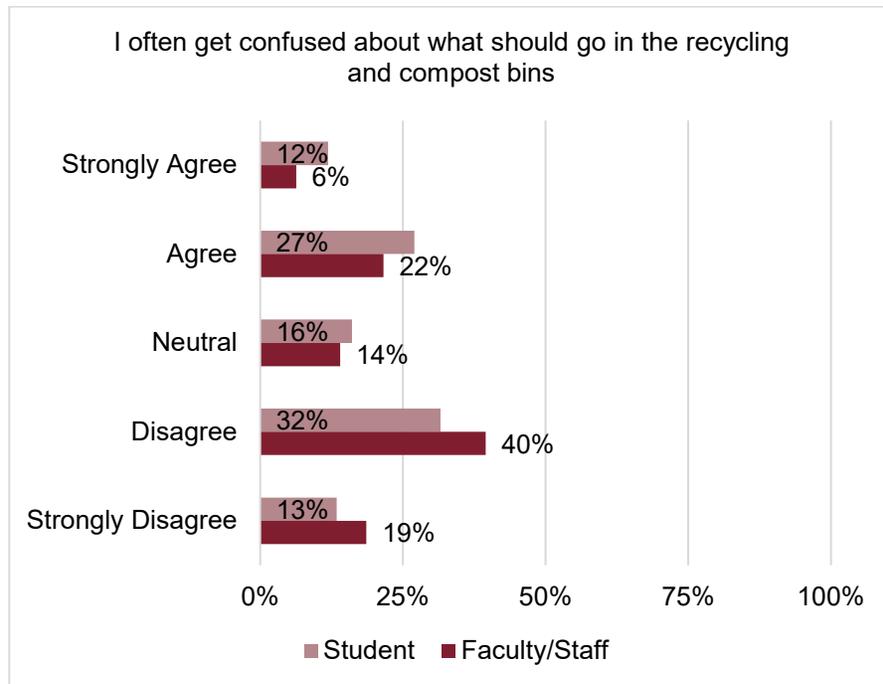


Figure 12 - Percentage of students and faculty/staff's extent of agreement with confusion about recycling/compost bins statement

Survey participants were then asked to what extent they agree or disagree with three statements related to learning about sustainability in general, through course work and engaging in a learning activity.

The first statement was “*I would like to learn more about sustainability*”. As shown in Figure 13, more students (29%) strongly agree with the statement than faculty/staff (18%), but most students (52%) and faculty/staff (59%) agree with the statement, indicating that a majority of the Concordia community would like to learn more about sustainability.

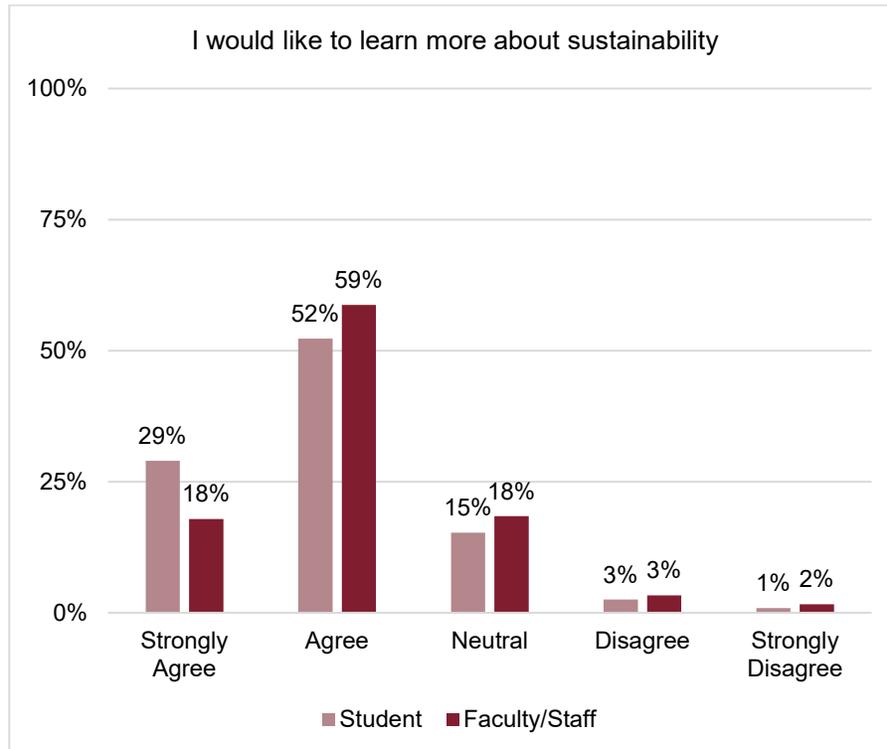


Figure 13 - Percentage of students and faculty/staff's extent of agreement with the statement about learning more about sustainability

The next statement was “I would like to engage in a learning activity related to sustainability”. As illustrated in Figure 14, the majority of students (61%) and faculty/staff (55%) agree with the statement and would like to engage in a learning activity related to sustainability.

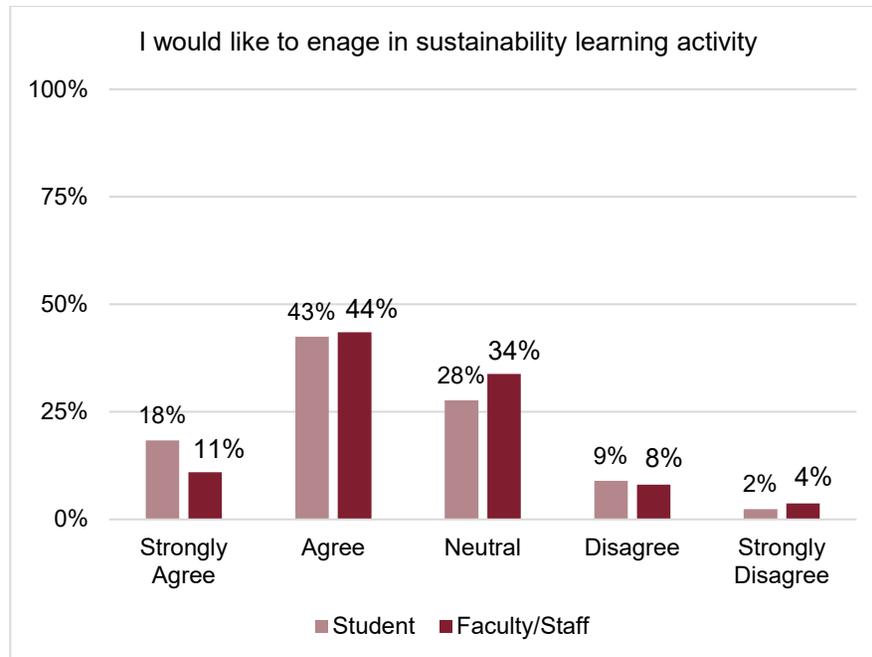


Figure 14 - Percentage of students and faculty/staff's extent of agreement with the statement about engaging in a learning activity related to sustainability

The last statement was “*I would like to learn about sustainability through a course*”. As illustrated in Figure 15, more students (49%) strongly agree or agree with the statement than faculty/staff. (31%). A higher percentage of students and faculty/staff would like to engage in a learning activity related to sustainability than learn about sustainability through a course. A possible reason for this could be because a learning activity was perceived as less of a time commitment than a course, or that “course” was left open to interpretation and was perceived by staff as needing to take place through a for-credit academic program.

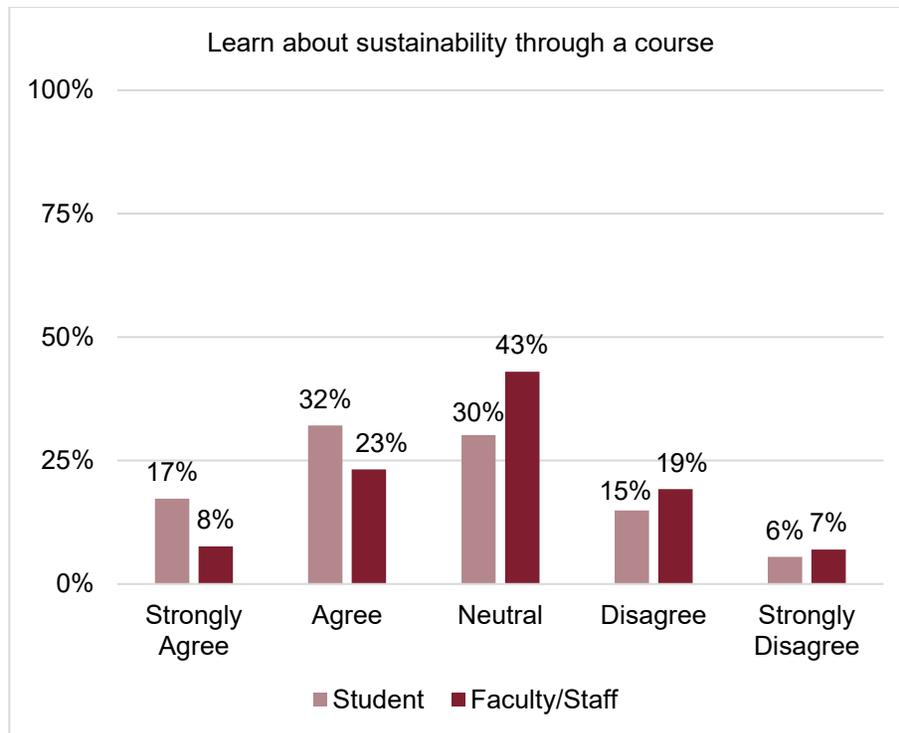


Figure 15 - Percentage of students and faculty/staff's extent of agreement with the statement about learning about sustainability through a course

Survey participants were then asked to select up to three topics of sustainability that interest them the most. As illustrated in Figure 16, the sustainability topic of most interest to students (66%) and faculty/staff (62%) was climate change. A high percentage of faculty/staff (42%) and students (38%) are also interested in material waste. Students' (40%) second and faculty/staffs' (39%) third topic of interest is social justice / environmental justice / climate justice / human rights. Faculty/staff (40%) had a higher interest in sustainable food systems than students (31%).

Some of the “other” topics of interest that faculty/staff (3%) identified that were not on the list were government environmental regulations, sustainable engineering, sustainable fashion, and settler colonialism. Students (2%) listed topics such as animal rights, Indigenous sovereignty/rights, and employment/livelihoods.

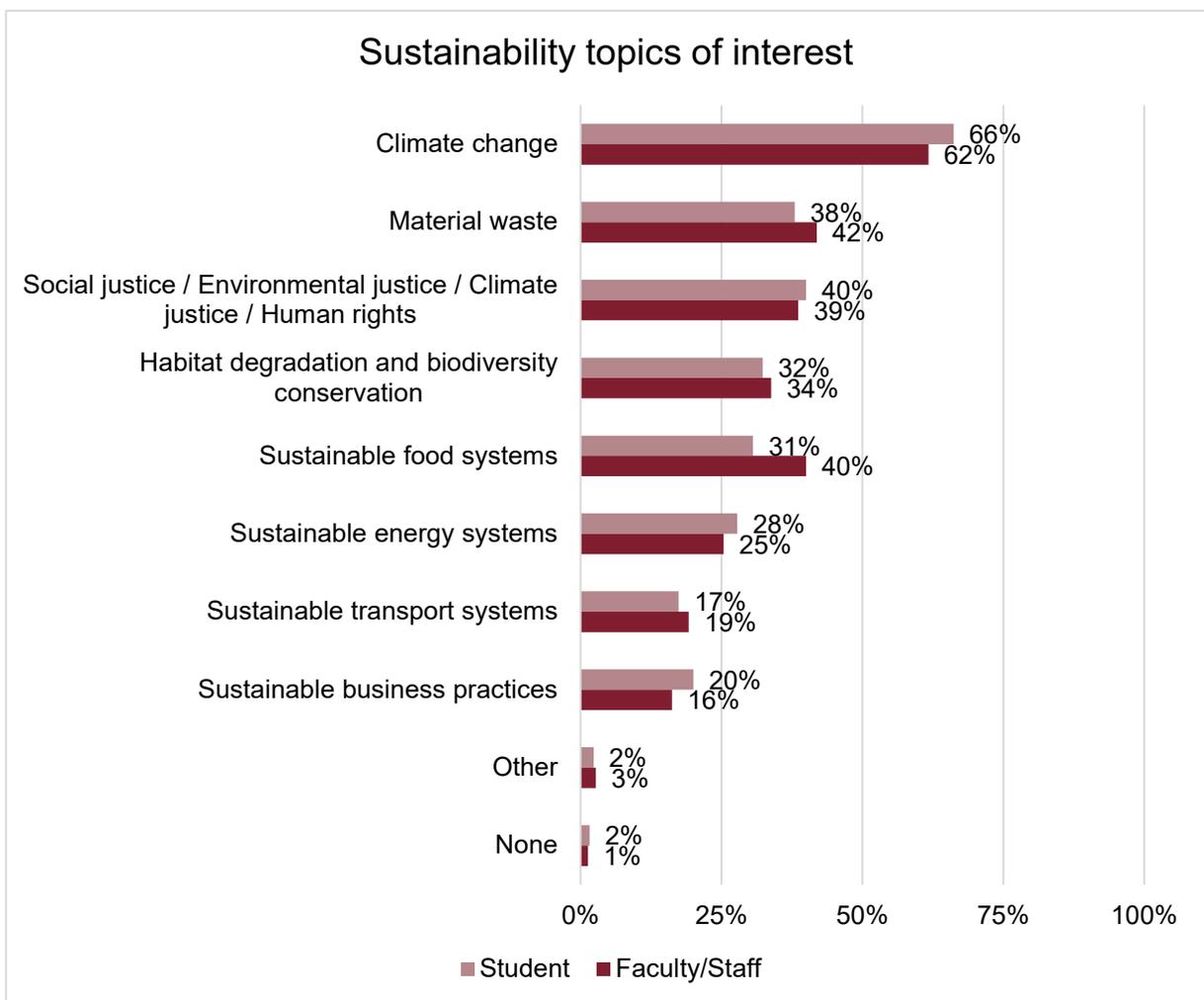


Figure 16 - Percentage of students and faculty/staff interested in sustainability topics

The next question asked survey participants to identify areas for involvement in sustainability that interest them the most. They were asked to select all that apply from a categorized list with the option of selecting “none” or “other” for each category. As shown in Figure 17, the area of involvement that interested students (62%) and faculty/staff (70%) the most was to learn how to lead a more sustainable lifestyle. The second area of involvement that interested students most (46%) was incorporating sustainability course work, projects, or internships into their education regardless of their chosen program of study. For faculty/staff (53%) the second area of involvement that interested them the most was learning how to integrate sustainability into their department or office at Concordia.

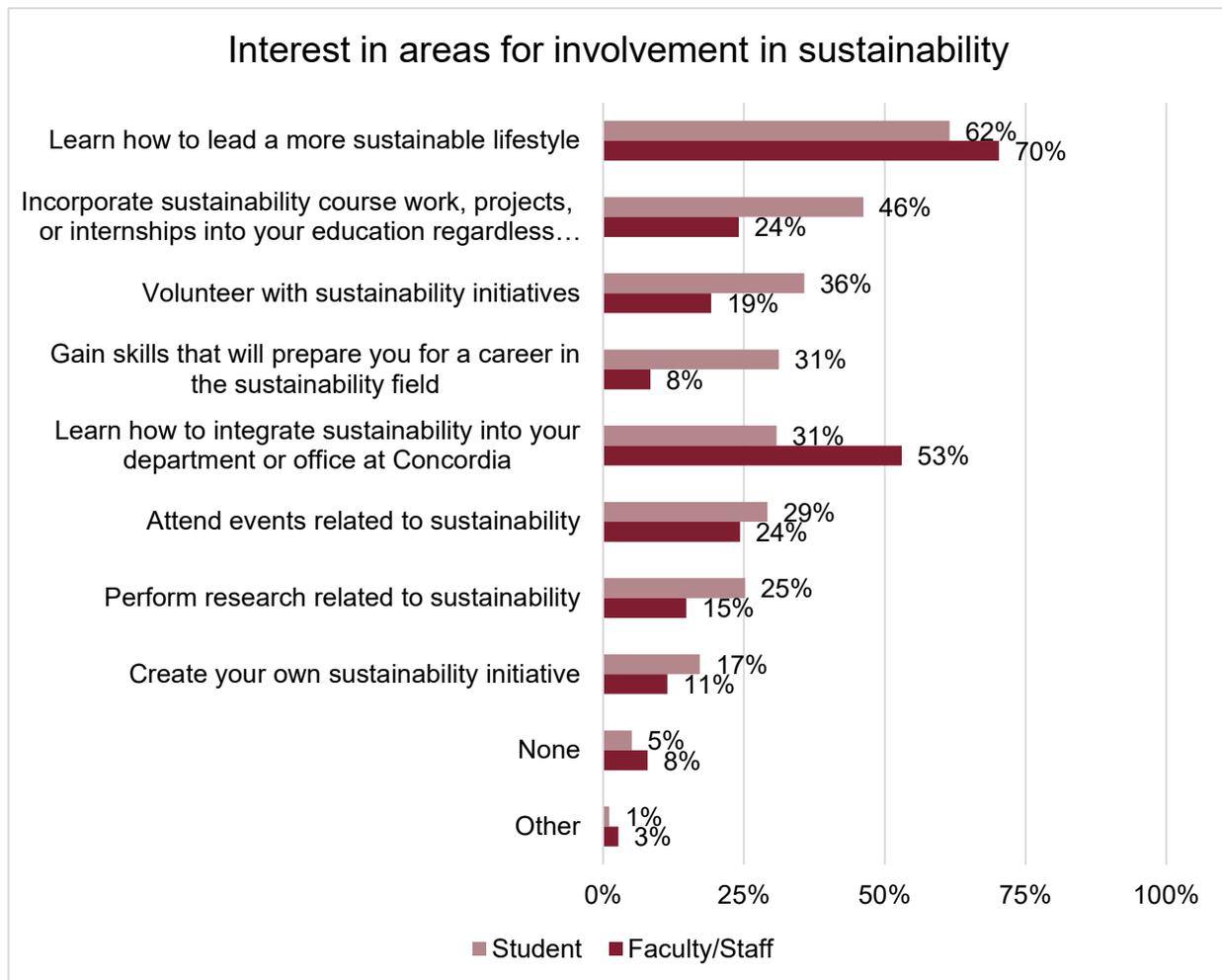


Figure 17 - Percentage of students and faculty/staff interested in areas for involvement in sustainability

The following section of the survey listed current sustainability groups, initiatives, projects, and funding opportunities at Concordia. The list was organized using categories such as waste, sustainability engagement and academic/research. Survey participants were asked to select the ones they had heard about in each category. If survey participants hadn't heard of any of the

listed items, they could select “none” as an option. The information in table 5 is important to gauge student and faculty/staff awareness of the current sustainability services available on campus.

Table 5 - Percentage of students and faculty/staff that have heard about the following initiatives at Concordia University

		Student	faculty/staff
<b>Waste</b>	Concordia University's Centre for Creative Reuse (CUCCR)	16%	42%
	Food Cycle	11%	10%
	Waste Not, Want Not	14%	34%
	E-Waste Recycling	13%	30%
	Concordia Precious Plastic Project (CP3)	8%	12%
	The Dish Project	9%	22%
	None	59%	33%
<b>Food</b>	People's Potato	48%	71%
	Hive Free Lunch (Loyola) and Hive Café Solidarity Co-op (SGW)	42%	56%
	Le Frigo Vert	26%	64%
	Concordia Farmer's Market	18%	54%
	Concordia Greenhouse	30%	69%
	Concordia Food Coalition	9%	14%
	City Farm School	4%	21%
	None	28%	11%
<b>Biodiversity</b>	WWF Living Planet @ Campus	9%	9%
	Concordia Pollinators Initiative	8%	13%
	None	85%	82%
<b>Social Justice and Community Well-being</b>	Equity Office	15%	59%
	Black Perspectives Office	26%	66%
	Office of Indigenous Directions	27%	76%
	CEED Concordia	13%	21%
	Centre for Gender Advocacy	25%	44%
	Queer Concordia	25%	41%
	None	45%	14%
<b>Sustainability Funding</b>	Sustainability Action Fund Concordia	19%	35%
	Sustainability Living Lab Funding Program	6%	12%
	None	77%	62%
<b>Sustainability Engagement</b>	Sustainable Concordia	27%	61%
	Student Sustainability Ambassadors Program	11%	15%
	Employee Sustainability Ambassadors Program	3%	13%
	None	66%	35%

<b>Academic / Research</b>	Loyola College for Diversity and Sustainability	15%	32%
	Loyola Sustainability Research Centre	9%	16%
	Centre for Zero Energy Building Studies	7%	22%
	Concordia Institute for Water, Energy and Sustainable Systems (CIWESS)	7.2%	16%
	Next-Generation Cities Institute	6.2%	45%
	Social Justice Research Centre	9.6%	17%
	None	66.3%	35%
<b>Transportation</b>	Le Petit Vélo Rouge	6.9%	12%
	Discounts on BIXI membership	26.7%	54%
	Secure Indoor Bike Parking Facility (SGW Campus)	12.5%	44%
	Shuttle bus	76.6%	91%
	None	17.2%	6%

To assess whether the Concordia community is familiar with Concordia's institutional commitments to sustainability, survey participants were asked to indicate yes or no to whether they knew about a certain commitment. Commitments with a low percentage of student and faculty/staff awareness will have to be more effectively communicated to the community in the future.

As demonstrated in table 6, faculty/staff are more aware of sustainability initiatives and commitments at Concordia than students. The sustainability initiative that students (48%) and faculty/staff (79%) are most aware of is Concordia's Sustainability Action Plan. Most faculty/staff (67.8%) knew that Concordia has several LEED-certified buildings on campus whereas only 27.9% of students were aware. Not a large percentage of students are aware of Concordia's sustainability commitments and initiatives.

Table 6 - Percentage of students and faculty/staff that knew about the sustainability initiative or commitment at Concordia

Did you know that...	Student	Faculty/staff
Concordia has a Sustainability Action Plan?	48%	79%
Concordia has several LEED (Leadership in Energy and Environmental Design)-certified buildings on campus?	27.9%	67.8%
Concordia is a designated Fair Trade Campus?	24.8%	34.4%
Concordia is among the most energy-efficient of major Quebec universities?	21.7%	33%
The Concordia University Foundation has committed to full divestment of fossil fuels and 100% sustainable investments by 2025?	18%	43.7%
Concordia has declared a climate emergency?	17.9%	23.7%
Concordia regularly submits to the Times Higher Education Impact Rankings, which assesses Concordia's performance on each of the Sustainable Development Goals?	16.9%	31.1%
Concordia has joined the Decade of Action with its commitment to the UN Sustainable Development Goals?	14.3%	23.7%
Concordia regularly participates in the Sustainability Tracking, Assessment and Rating System (STARS) from the Association for the Advancement of Sustainability in Higher Education (AASHE)?	13.7%	18.6%
Concordia has partnered with 10 other Quebec Universities to sign the SDG Accord Global Climate Letter for Universities and Colleges and in so doing committed to carbon neutrality by 2050 at the very latest?	13%	24.1%
Concordia has earned a Vélosympathique Silver designation from Vélo Québec for its cycling infrastructure and support?	10.4%	10.5%

## SUSTAINABILITY LITERACY

This section of the survey tested participant's knowledge of various sustainability topics and challenges. Participants were asked not to look up the answers to the questions on the internet. They were assured that their responses would remain confidential, and no grade or rating would be given. This section had a combination of multiple choice and true or false questions. Each question included the option to respond "I don't know" as an answer. The reason for including this option was to minimize participants correctly guessing the answer.

The goal of this section is to understand the Concordia community's depth and breadth of sustainability knowledge and understanding around the following topics: food, waste, climate change, biodiversity, Indigenous land rights and stewardship, water, the United Nation's Sustainable Development Goals (SDG), etc. The results of this section will be used to inform future educational programming and initiatives on campus. References for literacy questions are provided in Appendix B.

To begin, the sustainability literacy section included five multiple choice questions. The correct answers are highlighted in gold. In general, a higher percentage of faculty/staff than students identified the correct answers to the questions below.

The first question asked survey participants to identify the most commonly used definition of sustainable development. Of the multiple-choice questions, the highest percentage of students (56%) and faculty/staff (67%) answer correctly.

Which of the following is the most commonly used definition of sustainable development?	Student	faculty/staff
Creating a government welfare system that ensures universal access to education, health care, and social services	13%	5%
Building a neighborhood that is both socio-demographically and economically diverse	6%	6%
Only using green construction models and materials when developing new buildings and neighbourhoods	9%	7%
Meeting the needs of the present without compromising the ability of future generations to meet their own needs	<b>56%</b>	<b>67%</b>
I don't know	16%	16%

Survey participants were then asked to identify the concepts that are included in the commonly used "three pillars" or "concentric circles" models of sustainability. Approximately 39% of students and 48% of faculty/staff identified the correct answer. Approximately a quarter of students and faculty/staff believed the correct answer to be *Environment, Society and Technology*. A little over 25% of students and faculty and staff did not know the answer.

Which of the following concepts are included in the commonly used "three pillars" or "concentric circles" models of sustainability?	Student	faculty/staff
Environment, Society, Technology	26%	24%
Society, Politics, Economy	4%	0.8%
Environment, Society, Economy	<b>39%</b>	<b>48%</b>
Environment, Community, Finance	2%	1%
I don't know	29%	27%

The next question was about the United Nations' Sustainable Development Goals. Approximately 40% of students and 44% of faculty/staff identified the correct answer. Of the multiple-choice questions, this question had the highest percentage of faculty/staff (36%) not knowing the answer.

Which of the following is NOT a United Nations (UN) Sustainable Development Goal?	Student	faculty/staff
Eliminate racism in all its forms	40%	<b>44%</b>
Climate action	4%	2%
Clean water and sanitation	2%	0.6%
Good health and well-being	14%	18%
I don't know	<b>41%</b>	36%

The two questions about Indigenous topics and challenges were created in consultation with Concordia's Indigenous Directions Office. Survey participants were asked to identify whose land Concordia University is situated on. Approximately 76% of faculty/staff and 41% of students indicated the correct answer.

Of the multiple-choice questions, the highest percentage of faculty/staff successfully identified the correct answer. This could be a result of increased teaching and awareness of Concordia's land acknowledgement to faculty/staff. However, this question also had the highest percentage of students (49.4%) not knowing the correct answer.

Whose land is Concordia University situated on?	Student	faculty/staff
Abenaki	3%	1%
Mi'kma'ki	5%	3%
Kanien'kehá:ka	41%	<b>76%</b>
Cree	2%	1%
I don't know	<b>49%</b>	19%

The second question asked respondents to identify which of the statements regarding Indigenous communities and sustainability was false. Approximately 34% of students and 57% of faculty/staff indicated the correct answer. A high percentage of students (44%) and faculty/staff (25%) did not know the correct answer.

Which of the following statements regarding Indigenous communities and sustainability are FALSE?	Student	faculty/staff
Indigenous peoples have sustainably managed their lands for thousands of years, and current-day environmental impacts are often less severe or avoided in areas held or managed by Indigenous peoples.	9%	8%
Indigenous communities are brought in as planning partners on all major conservation projects taking place in Canada.	34%	<b>57%</b>
Federal, provincial, and territorial governments have a duty to	7%	6%

meaningfully consult Indigenous peoples prior to taking actions or making decisions that that may have consequences for the rights of Indigenous peoples in Canada.		
Indigenous communities are often at the front lines of struggles for environmental conservation, biodiversity protection, and climate action.	6%	5%
I don't know	<b>44%</b>	25%

The last section of the sustainability literacy section included ten true or false questions about various sustainability topics. Again, participants could answer “I don't know” to each question. For the purpose of the report, the correct answers have been identified in brackets after the questions in the table below.

Table 7 – True/false questions with answers and percentage of survey respondents with the correct answer

True or False question with answer	Percent of respondents with correct answer	
	Student	faculty/staff
Canadians currently have the right to a healthy environment as recognized by federal law [FALSE]	7%	9%
The 17 UN Sustainable Development Goals are a legally binding international treaty that all nations are required to enforce [FALSE]	23%	41%
Less than 1% of Earth's water is available for fresh drinking water [TRUE]	60%	52%
People of all socioeconomic classes are equally impacted by climate change, but for different reasons [FALSE]	31%	45%
CO <sub>2</sub> emissions from most plant-based products are much lower than most animal-based products [TRUE]	60%	68%
Nearly all plastic – 99% – is made from fossil fuels [TRUE]	54%	63%
Carbon dioxide is a more powerful greenhouse gas than methane in terms of global warming potential per unit [FALSE]	30%	31%
Fair trade is an approach to global trade aiming to ensure that producers in developing countries receive a fair price for their products [TRUE]	59%	84%
The term “food desert” refers to a dry region unsuitable for farming [FALSE]	23%	45%
Landfills, pipelines, chemical plants, and other environmental hazards are frequently placed in poor and racialized neighborhoods, contributing to environmental inequities in quality of life [TRUE]	69%	81%

The first true or false question asked if Canadians currently have the right to a healthy environment as recognized by federal law. Both students and staff did poorly on this question with approximately 53% of students and 45% of faculty/staff answering incorrectly. Only 7% of students and slightly more faculty/staff (9%) chose the correct answer. The low success rate of this question could be in part because the Canadian government has several laws protecting the environment, however it does not have a federal law that recognizes that its citizens have a right to a healthy environment.

The following question was about the UN Sustainable Development Goals. More students (23%) and faculty/staff (41%) correctly answered the question than the previous question on federal laws. However, approximately 54% of students and 45% of faculty/staff did not know the answer.

Survey participants were then asked a question about the percentage of the Earth's water that is available as fresh drinking water. Of the true or false questions, this is the only question where more students (60%) than faculty/staff (52%) answered correctly. Concordia community members seemed to know more about this topic than the previous two questions as the success rate was higher and fewer community members indicated "I don't know".

The next question was on the impacts of climate change and whether they are felt equally by people of different socioeconomic classes. The answer is false because people of lower socioeconomic classes are more impacted by climate change. People of lower socioeconomic classes often inhabit areas most vulnerable to extreme weather events caused by climate change and have fewer resources to avoid or cope with the impacts. Approximately 50% of students and 45% of faculty/staff incorrectly marked the answer as being true. Future educational campaigns should focus on the inequality of the impacts by climate change on different socioeconomic classes.

A question about the carbon dioxide emissions from food was asked. More students (60%) and faculty/staff (68%) answered correctly and were knowledgeable on the subject than the previous question. However, approximately 29% of students and 25% of faculty/staff did not know the answer.

The topic of the next question was about the fossil fuels used to produce plastic. Most students (54%) and faculty/staff (63%) knew the correct answer, while approximately 36% of students and 30% of faculty/staff did not know the answer.

Survey participants were then asked about the global warming potential of carbon dioxide versus methane. About a third of the community believed the answer to be true, another third answered correctly "false" and the last third do not know the answer.

According to the table 7, approximately 59% of students and 84% of faculty/staff indicated the correct answer to the question about Fair trade. Of the true or false questions, the question about Fair trade had one of the highest percentage of students and faculty/staff answering correctly.

Another question on food asked survey participants to identify the term food desert, which was wrongly defined in the question.<sup>2</sup> More faculty/staff (45%) knew the correct answer than students (23%). A large percentage of students (45%) and faculty/staff (35%) did not know what a food desert was.

The last question was about environmental justice. This question had the highest percentage of students (69%) and second highest percentage of faculty/staff (81%) with the correct answer, indicating that many Concordia members are familiar with at least some aspects of environmental justice. Educational outreach is needed for the 27% of students and 14% of faculty/staff that did not know the answer.

## **ADVANCEMENT OF SUSTAINABILITY GOALS**

The final question on the SCLA survey was an optional open-ended question that asked participants to write down what they think Concordia could be doing to better advance sustainability goals. Of the 1,895 survey participants approximately 47% (886 individuals) responded to the optional open-ended question. For the responses that were analyzed, approximately 65% of responses were from students and 35% were from faculty/staff. The high response rate could indicate a desire of the Concordia community to provide feedback on the university's sustainability performance and planning. Opportunities for the community members to provide feedback more regularly should be explored.

The methodology used to analyze the qualitative data will be described in the following section. Responses such as "I don't know", "N/A" and "No idea" were removed. A total of 132 responses were removed. Responses that were incomprehensible or simply stated that Concordia was already doing enough to advance its sustainability goals were not included in the analysis. The qualitative data was then categorized or coded to facilitate its interpretation. This was accomplished by identifying themes and patterns in the responses and then organizing them into different categories that summarize and bring meaning to the data. A combination of preset and emergent categories was used to categorize the data. Table 8 shows the complete list of categories used and the count of the number of times a particular category was included in the responses, as well as the total proportion of responses that included that category.

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<sup>2</sup> The correct definition of a food desert is a geographic area where residents have limited access to affordable and healthy food options.

Table 8 - Categories used for coding qualitative data with count and percent of total

Themes	Category	Subcategory (if applicable)	Count	Percent of total responses
<b>Sustainability Action Plan</b>	Waste		118	18%
	Food		43	7%
	Climate	Climate (general)	18	3%
		Buildings	34	5%
		Transportation	59	9%
	Curriculum		109	17%
Research		11	2%	
<b>Communication</b>	Communication	Communication (general)	239	37%
		Virtual communication	18	3%
		In-person communication	43	7%
<b>Equity, Diversity, and Inclusion</b>	Equity, Diversity, and Inclusion		14	2%
<b>Indigenous Sovereignty</b>	Indigenous Sovereignty		11	2%
<b>Community Engagement</b>	Community Engagement		23	4%
<b>Planning and Administration</b>	Planning and Administration		29	5%

The theme that came up the most in the open-ended question responses was “communication”. Approximately 47% of responses included the theme “communication” as something Concordia could be doing to better advance sustainability goals. Broadly, communication as a theme includes any mention of communicating sustainability efforts, initiatives, projects and commitments of the University to its community.

Many participants acknowledged that they learnt about the sustainability initiatives at Concordia for the first time through taking the survey. Recommendations included increased awareness of initiatives on campus and improved outreach to students, staff, first-year students, and international students. The theme communication had two subcategories: in-person communication and virtual communication. In-person communication included responses that mentioned events, workshops, and programs. Whereas virtual communication encompassed virtual channels of communication such as social media, newsletters, and emailing. Most respondents didn’t specify mediums to increase communication and were categorized generally as “communication”.

Concordia’s Sustainability Action Plan was used as a theme, and its five streams as categories. Recommendations on how Concordia could be doing better to advance sustainability goals in relation to waste, curriculum, and climate action were the most numerous. For the waste category, survey participants (18%) made recommendations for Concordia to reduce its paper

consumption, eliminate plastic bottles, increase awareness and education of composting/recycling initiatives, and provide a mandatory zero-waste training.

Approximately 17% of respondents believed that Concordia could be doing better to advance sustainability goals by focusing on curriculum. A frequent recommendation was to create an obligatory sustainability course for all students. Other recommendations included a mandatory sustainability training module for all Concordia community members, offering more courses with sustainability content, and increased opportunities for learning about sustainability in general.

Another 17% of respondents believed that Concordia could be doing better to advance sustainability goals by concentrating on climate action. For the general category of the climate action, suggestions included increasing sustainable purchasing practices, implementing a carbon tax, minimizing air travel, divesting from fossil fuels, and reducing the University's carbon footprint. Of the topics in the Climate Action Plan, transportation was mentioned the most (9% of respondents). Recommendations included creating more incentives for Concordia community members to use sustainable modes of transportation, maintaining remote work and learning options, improvements to the shuttle bus service, increasing bike parking, and providing additional electric charging stations. For the "buildings" sub-category, suggestions included reducing energy and water consumption, using renewable energy, and increasing the number of LEED certified buildings.

Ideas related to food that the University could be doing to better advance sustainability goals were mentioned by 8% of respondents. The food and waste categories were discovered to be occurring together in the data. This is because respondents mentioned minimizing food waste as a recommendation, as well as increasing food scrap composting on campus. Other recommendations included promoting plant-based foods, increasing the number of green spaces, having a sustainable events certification program, and zero-waste food packaging.

The Sustainability Action Plan stream that was mentioned the least was the research stream (2%). Suggestions include increasing sustainability research, providing more scholarship/grant opportunities for sustainability research, and facilitating the connection of students interested in sustainability research to relevant faculty members.

Another theme that emerged from the answers on how Concordia could be doing better to advance sustainability goals was "equity, diversity, and inclusion" (EDI). Approximately 2% of responses were related to the theme of EDI. Suggestions related to EDI in general included making sustainability efforts at Concordia more inclusive, offering free for-credit sustainability courses at Concordia, and making sustainable modes of transportation more affordable.

The theme of indigenous sovereignty also emerged. Approximately 2% of responses were related to this theme. Recommendations included engagement with local indigenous communities, the indigenization of the campus and curriculum, and also support for the Land Back movement.

Community engagement was also a theme identified and included in 4% of responses. Community engagement referred to Concordia's engagement with external community members. Things Concordia could be doing to better advance sustainability goals identified under this theme included engaging with the city of Montreal on several issues such as transportation infrastructure, purchasing policies and decarbonization. Other suggestions included engaging with higher education institutions, local grassroots organizations and the business community on sustainability topics and challenges.

Lastly, the theme of "planning and administration" referred to strategies and policies of the university and the structure of departments/positions. Approximately 5% of responses were related to this theme. Suggestions included creating department-specific sustainability action plans, integrating sustainability into all university policies, hiring more full-time staff to work on sustainability, and making sustainability education part of the employee onboarding process.

## APPENDIX A. SURVEY QUESTIONNAIRE

### Welcome to Concordia University's Sustainability Culture and Literacy Assessment!

### Bienvenue à l'évaluation des connaissances et du degré de culture en matière de durabilité de l'Université Concordia!

\* 1. Would you prefer to complete the survey in English or French?

Préférez-vous répondre à ce questionnaire en anglais ou en français?

- English / Anglais
- French / Français

Concordia's Office of Sustainability is currently undertaking a survey to assess the Concordia community's literacy of sustainability topics as well as to assess sustainability culture on campus.

For your reference, sustainability is defined at Concordia as "a mindset and a process that leads to reducing our ecological footprint and enhancing social well-being while maintaining economic viability both on and off campus."

Your input will serve to help assess the accessibility of and satisfaction with sustainability services on campus, as well as inform future outreach and awareness campaigns.

Your participation is greatly appreciated.

*Please note that questions beginning with an asterisk (\*) require a response.*

\* 2. What is your primary role at Concordia?

- Student
- Faculty
- Staff member (University department or service)
- Staff member (student fee-levy group / association)

\* 3. What degree are you pursuing?

- Bachelor / Baccalaureate
- Master / Magisteriate
- Doctor / Doctorate
- Post-doctorate

\* 4. Is this your first year studying at Concordia University

- Yes
- No

**This section of the survey seeks to assess incoming students' perceptions about sustainability at Concordia and the influence that these perceptions have had over your decision to enroll.**

**There are no right or wrong answers.**

\* 5. What was your perception of Concordia's sustainability performance before enrolling?

- Concordia has strong sustainability commitments and takes action on sustainability.
- Concordia has some sustainability commitments or projects.
- Concordia fails to take adequate action on sustainability.
- I didn't have any perception of Concordia's sustainability performance before enrolling.

\* 6. Please indicate to what extent you agree or disagree with the following statement:

One of the factors that influenced my decision to apply to and enroll at Concordia was my perception of Concordia's sustainability performance and initiatives at the University.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="radio"/>				

**This section of the survey comprises questions related to sustainability culture, covering perceptions, beliefs, dispositions, and behaviors related to sustainability, as well as awareness of campus sustainability initiatives.**

**There are no right or wrong answers. Please respond to each question with the option that best matches your own opinions about sustainability.**

\* 7. Which of the following channels do you use the most to learn about sustainability? (Select all that apply.)

- Social Media
- Online news media
- Television
- Radio and newspaper
- Podcast
- Books
- Environmental groups, websites or newsletters
- School/College/University
- Friends
- Family
- Other (please specify):

- None

\* 8. Which of the following best describes your identity in relation to sustainability?

- Activist:** Sustainability is a huge priority to me, and a big part of my life and identity; I speak openly to others about my values and beliefs as an environmental and/or social activist.
- Advocate:** Sustainability is a priority for me, and I regularly shape my decisions/actions around my value for the environment and society.
- Concerned:** I value sustainability, and I try to be environmentally and socially conscious when I can.
- Neutral:** I am aware of sustainability, but it is not a priority for me.
- Unaware:** I have little understanding or awareness of sustainability.

Please indicate to what extent you agree or disagree with the following statements:

\* 9. I have modified my diet due to environmental and social concerns.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="radio"/>				

\* 10. I often think about ethical or sustainability factors (e.g. labor rights, packaging, local, fair trade, cruelty free etc.) when making a purchase.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="radio"/>				

\* 11. I am actively trying to reduce my waste (e.g. carrying a reusable shopping bag, declining single-use bags/utensils/straws, taking a reusable to-go container).

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="radio"/>				

\* 12. I often engage in activities because of their sustainability-related focus (e.g. attending an event, taking a course, volunteering, attending a training, attending a march).

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="radio"/>				

Please indicate to what extent you agree or disagree with the following statements:

\* 13. I consider the carbon impact on my choice to use air travel.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="radio"/>				

\* 14. When available and accessible, I always prioritize sustainable mobility alternatives (walk, bike, electric vehicle, public transport) over single-use fossil fuel powered vehicles.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="radio"/>				

\* 15. I am concerned about the amount of food that I waste through uneaten leftovers or food spoiling.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="radio"/>				

\* 16. I often get confused about what should go in the recycling and compost bins.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="radio"/>				

Please indicate to what extent you agree or disagree with the following statements:

\* 17. I would like to learn more about sustainability.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="radio"/>				

\* 18. I would like to engage in a learning activity related to sustainability.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="radio"/>				

\* 19. I would like to learn about sustainability through a course.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="radio"/>				

\* 20. When it comes to sustainability, which of the following topics interest you the most? (Please select up to three.)

- Climate change
- Material waste
- Social justice / Environmental justice / Climate justice / Human rights
- Habitat degradation and biodiversity conservation
- Sustainable food systems
- Sustainable energy systems
- Sustainable transport systems
- Sustainable business practices
- Other (please specify):

- None

\* 21. Which of these areas for involvement in sustainability interest you the most? (Select all that apply.)

- Incorporate sustainability course work, projects, or internships into your education regardless of your chosen program of study
- Gain skills that will prepare you for a career in the sustainability field
- Perform research related to sustainability
- Attend events related to sustainability
- Volunteer with sustainability initiatives
- Create your own sustainability initiative
- Learn how to integrate sustainability into your department or office at Concordia
- Learn how to lead a more sustainable lifestyle
- Other (please specify):
- None

Which of the following initiatives at Concordia University have you heard about? (Select all that apply.)

\* 22. **Waste:**

- Concordia University's Centre for Creative Reuse (CUCCR)
- Food Cycle
- Waste Not, Want Not
- E-Waste Recycling
- Concordia Precious Plastic Project (CP3)
- The Dish Project
- None

\* 23. **Food:**

- People's Potato
- Hive Free Lunch (Loyola) and Hive Café Solidarity Co-op (SGW)
- Le Frigo Vert
- Concordia Farmer's Market
- Concordia Greenhouse
- Concordia Food Coalition
- City Farm School
- None

\* 24. **Biodiversity:**

- WWF Living Planet @ Campus
- Concordia Pollinators Initiative
- None

\* 25. **Social Justice and Community Well-being:**

- Equity Office
- Black Perspectives Office
- Office of Indigenous Directions
- CEED Concordia
- Centre for Gender Advocacy
- Queer Concordia
- None

Which of the following initiatives at Concordia University have you heard about? (Select all that apply.)

\* 26. **Sustainability Funding:**

- Sustainability Action Fund Concordia
- Sustainability Living Lab Funding Program
- None

**\* 27. Sustainability Engagement:**

- Sustainable Concordia
- Student Sustainability Ambassadors Program
- Employee Sustainability Ambassadors Program
- None

**\* 28. Academic / Research:**

- Loyola College for Diversity and Sustainability
- Loyola Sustainability Research Centre
- Centre for Zero Energy Building Studies
- Concordia Institute for Water, Energy and Sustainable Systems (CIWESS)
- Next-Generation Cities Institute
- Social Justice Research Centre
- None

**\* 29. Transportation:**

- Le Petit Vélo Rouge
- Discounts on BIXI membership
- Secure Indoor Bike Parking Facility (SGW Campus)
- Shuttle bus
- None

**Did you know that...?**

\* 30. Concordia has declared a climate emergency.

- Yes     No

\* 31. The Concordia University Foundation has committed to full divestment of fossil fuels and 100% sustainable investments by 2025.

- Yes     No

\* 32. Concordia has several LEED (Leadership in Energy and Environmental Design)-certified buildings on campus.

Yes  No

\* 33. Concordia is a designated Fair Trade Campus.

Yes  No

\* 34. Concordia has earned a Vélosympathique Silver designation from Vélo Québec for its cycling infrastructure and support.

Yes  No

\* 35. Concordia has a Sustainability Action Plan.

Yes  No

### **Did you know that...?**

\* 36. Concordia is among the most energy-efficient of major Quebec universities.

Yes  No

\* 37. Concordia has partnered with 10 other Quebec Universities to sign the SDG Accord Global Climate Letter for Universities and Colleges and in so doing committed to carbon neutrality by 2050 at the very latest.

Yes  No

\* 38. Concordia has joined the Decade of Action with its commitment to the UN Sustainable Development Goals.

Yes  No

\* 39. Concordia regularly participates in the Sustainability Tracking, Assessment and Rating System (STARS) from the Association for the Advancement of Sustainability in Higher Education (AASHE).

Yes  No

\* 40. Concordia regularly submits to the Times Higher Education Impact Rankings, which assesses Concordia's performance on each of the Sustainable Development Goals.

Yes  No

This section of the survey tests your knowledge of various sustainability topics. Each question is multiple-choice and features one or more correct answers. Please do not look up answers using the internet. Your responses will remain completely confidential and there is no grade or rating given to you. If you are unsure of the answer to a question, please check the "I don't know" option.

By answering each question honestly and to the best of your ability, Concordia will have a better understanding of how much our students, faculty and staff know about sustainability in order to inform future programming and initiatives on campus.

\* 41. Which of the following is the most commonly used definition of sustainable development?

- Creating a government welfare system that ensures universal access to education, health care, and social services
- Building a neighborhood that is both socio-demographically and economically diverse
- Only using green construction models and materials when developing new buildings and neighbourhoods
- Meeting the needs of the present without compromising the ability of future generations to meet their own needs
- I don't know

\* 42. Which of the following concepts are included in the commonly used "three pillars" or "concentric circles" models of sustainability?

- Environment, Society, Technology
- Society, Politics, Economy
- Environment, Society, Economy
- Environment, Community, Finance
- I don't know

\* 43. Which of the following is **not** a United Nations (UN) Sustainable Development Goal?

- Eliminate racism in all its forms
- Climate action
- Clean water and sanitation
- Good health and well-being
- I don't know

\* 44. Whose land is Concordia University situated on?

- Abenaki
- Mi'kma'ki
- Kanien'kehá:ka
- Cree
- I don't know

\* 45. Which of the following statements regarding Indigenous communities and sustainability is **false**?

- Indigenous peoples have sustainably managed their lands for thousands of years, and current-day environmental impacts are often less severe or avoided in areas held or managed by Indigenous peoples
- Indigenous communities are brought in as planning partners on all major conservation projects taking place in Canada
- Federal, provincial and territorial governments have a duty to meaningfully consult Indigenous peoples prior to taking actions or making decisions that that may have consequences for the rights of Indigenous peoples in Canada
- Indigenous communities are often at the front lines of struggles for environmental conservation, biodiversity protection, and climate action
- I don't know

Please indicate whether the statements below are true or false.

\* 46. Canadians currently have the right to a healthy environment as recognized by federal law.

- True
- False
- I don't know

\* 47. The 17 UN Sustainable Development Goals are a legally binding international treaty that all nations are required to enforce.

- True
- False
- I don't know

\* 48. Less than 1% of Earth's water is available for fresh drinking water.

- True
- False
- I don't know

\* 49. People of all socioeconomic classes are equally impacted by climate change, but for different reasons.

- True
- False
- I don't know

\* 50. Carbon dioxide emissions from most plant-based products are much lower than most animal-based products.

- True    False    I don't know

Please indicate whether the statements below are true or false.

\* 51. Nearly all plastic – 99% – is made from fossil fuels.

- True    False    I don't know

\* 52. Carbon dioxide is a more powerful greenhouse gas than methane in terms of global warming potential per unit.

- True    False    I don't know

\* 53. Fair trade is an approach to global trade aiming to ensure that producers in developing countries receive a fair price for their products.

- True    False    I don't know

\* 54. The term “food desert” refers to any dry region unsuitable for farming.

- True    False    I don't know

\* 55. Landfills, pipelines, chemical plants, and other environmental hazards are frequently placed in poor and racialized neighborhoods, contributing to environmental inequities in quality of life.

- True    False    I don't know

56. From what you know of Concordia, what do you think the university could be doing better to advance sustainability goals?

57. If you would like to subscribe to Concordia University’s Office of Sustainability Newsletter to receive sustainability news, opportunities, resources and tips, please include your email address below. (You can unsubscribe at any time.)

If you do not wish to subscribe, please leave the space below blank.

Le Bureau du développement durable de l'Université Concordia mène actuellement un sondage destiné à évaluer les connaissances des membres de la communauté universitaire à l'égard des enjeux de durabilité, ainsi qu'à mesurer le degré de culture de la durabilité sur les campus.

À titre de référence, l'Université définit la durabilité comme « un état d'esprit et un cheminement qui mène à la réduction de notre empreinte écologique et qui rehausse le bien-être de la société tout en préservant sa prospérité économique à la fois sur les campus et à l'extérieur ».

Votre apport servira à évaluer l'accessibilité des services de développement durable sur les campus, ainsi que le degré de satisfaction des membres de la communauté à leur égard. Vos commentaires nous aideront par ailleurs à orienter nos futures campagnes de sensibilisation.

Votre participation est très importante.

*Veillez noter que les questions commençant par un astérisque (\*) nécessitent une réponse.*

\* 58. Quel est votre rôle principal à l'Université?

- Membre de l'effectif étudiant
- Membre du corps professoral
- Membre du personnel (service ou département de l'Université)
- Membre du personnel (association ou groupe étudiants)

\* 59. Quel programme suivez-vous?

- Baccalauréat
- Maîtrise
- Doctorat
- Postdoctorat

\* 60. Est-ce votre première année d'études à l'Université Concordia?

- Oui
- Non

**Cette section du sondage vise à évaluer les perceptions des étudiantes et étudiants entrants au sujet de la durabilité à l'Université ainsi que l'influence de ces perceptions sur leur décision de s'inscrire.**

**Il n'y a pas de bonne ni de mauvaise réponse.**

\* 61. Quelle était votre perception de la performance de Concordia en matière de durabilité avant votre inscription?

- Concordia est profondément engagée à l'égard de la durabilité et prend des mesures en conséquence.
- Concordia compte certains engagements ou projets en matière de durabilité.
- Concordia ne prend pas de mesures adéquates en matière de durabilité.
- Je n'avais aucune perception de la performance de Concordia en matière de durabilité avant mon inscription.

\* 62. Dans quelle mesure êtes-vous en accord ou en désaccord avec l'énoncé suivant :

L'un des facteurs qui ont influé sur ma décision de faire une demande d'admission et de m'inscrire à Concordia était ma perception de sa performance et de ses initiatives en matière de durabilité.

Tout à fait d'accord	D'accord	Neutre	En désaccord	Fortement en désaccord
<input type="radio"/>				

**Cette section du questionnaire porte sur la culture de la durabilité – c'est-à-dire sur vos perceptions, vos croyances, vos dispositions et vos comportements à l'égard de la durabilité, ainsi que sur votre connaissance des initiatives de développement durable sur les campus.**

**Il n'y a pas de bonne ni de mauvaise réponse. Pour chaque question, choisissez l'énoncé qui correspond le mieux à votre opinion en matière de durabilité.**

\* 63. Lesquels des moyens suivants utilisez-vous le plus pour apprendre au sujet de la durabilité?  
(Sélectionnez toutes les réponses qui s'appliquent.)

- Médias sociaux
- Médias d'information en ligne
- Télévision
- Radio et journaux
- Baladodiffusions
- Livres
- Groupes, sites Web ou bulletins environnementaux
- École, collège ou université
- Amis
- Famille
- Autre (veuillez préciser) :

- Aucun

\* 64. Lequel des énoncés suivants décrit le mieux votre relation identitaire à la durabilité?

- Je **milite** pour la durabilité : la durabilité constitue une priorité absolue dans ma vie ainsi qu'une facette importante de mon identité. Je parle ouvertement à autrui de mes valeurs et de mes convictions en tant que personne militant pour l'environnement et la société.
- Je **protège** la durabilité : la durabilité est pour moi une priorité, et j'oriente couramment mes décisions et mes actions sur la valeur que j'accorde à l'environnement et à la société.
- Je me **préoccupe** de la durabilité : j'accorde de la valeur à la durabilité et j'essaie dans la mesure du possible d'entretenir une attitude consciente à l'égard de l'environnement et de la société.
- J'ai un point de vue **neutre** à l'égard de la durabilité : je suis sensible à la durabilité, mais ce n'est pas une priorité pour moi.
- Je ne suis **pas sensible** à la durabilité : je possède une compréhension et une connaissance limitées de la durabilité.

Dans quelle mesure êtes-vous en accord ou en désaccord avec les énoncés suivants :

\* 65. J'ai modifié mon régime en raison de préoccupations environnementales et sociales.

Tout à fait d'accord	D'accord	Neutre	En désaccord	Fortement en désaccord
<input type="radio"/>				

\* 66. Je tiens souvent compte de facteurs éthiques ou liés à la durabilité (droits des travailleurs, emballage, provenance locale, commerce équitable, bien-être animal, etc.) quand j'effectue un achat.

Tout à fait d'accord	D'accord	Neutre	En désaccord	Fortement en désaccord
<input type="radio"/>				

\* 67. Je m'efforce de réduire le gaspillage (ex. : sac à provisions réutilisable, refus des sacs, ustensiles et pailles à usage unique, contenant à emporter réutilisable).

Tout à fait d'accord	D'accord	Neutre	En désaccord	Fortement en désaccord
<input type="radio"/>				

\* 68. Je pratique souvent certaines activités axées sur la durabilité (ex. : participer à un événement, suivre un cours, faire du bénévolat, assister à une formation, prendre part à une marche).

Tout à fait d'accord	D'accord	Neutre	En désaccord	Fortement en désaccord
<input type="radio"/>				

Dans quelle mesure êtes-vous en accord ou en désaccord avec les énoncés suivants :

\* 69. Je tiens compte de l'impact carbonique lorsque je choisis de voyager par avion.

Tout à fait d'accord	D'accord	Neutre	En désaccord	Fortement en désaccord
<input type="radio"/>				

\* 70. Autant que possible, je priorise les modes de transport durables (marche, vélo, véhicule électrique, transport en commun) plutôt que les véhicules propulsés par combustible fossile à usage unique.

Tout à fait d'accord	D'accord	Neutre	En désaccord	Fortement en désaccord
<input type="radio"/>				

\* 71. Je me préoccupe de la quantité de nourriture que je gaspille sous forme de restes non consommés ou d'aliments avariés.

Tout à fait d'accord	D'accord	Neutre	En désaccord	Fortement en désaccord
<input type="radio"/>				

\* 72. J'ai souvent de la difficulté à déterminer ce qui va dans les bacs de recyclage et de compost.

Tout à fait d'accord	D'accord	Neutre	En désaccord	Fortement en désaccord
<input type="radio"/>				

Dans quelle mesure êtes-vous en accord ou en désaccord avec les énoncés suivants :

\* 73. J'aimerais en apprendre davantage sur la durabilité.

Tout à fait d'accord	D'accord	Neutre	En désaccord	Fortement en désaccord
<input type="radio"/>				

\* 74. J'aimerais prendre part à une activité d'apprentissage liée à la durabilité.

Tout à fait d'accord	D'accord	Neutre	En désaccord	Fortement en désaccord
<input type="radio"/>				

\* 75. J'aimerais en apprendre davantage sur la durabilité en suivant un cours.

Tout à fait d'accord	D'accord	Neutre	En désaccord	Fortement en désaccord
<input type="radio"/>				

\* 76. En matière de durabilité, lequel des sujets suivants vous intéresse le plus? (Sélectionnez jusqu'à trois réponses.)

- Changement climatique
- Déchets matériels
- Justice sociale, environnementale et climatique, et droits de la personne
- Dégradation de l'habitat naturel et conservation de la biodiversité
- Systèmes alimentaires durables
- Systèmes énergétiques durables
- Systèmes de transport durables
- Pratiques commerciales durables
- Autre (veuillez préciser) :

- Aucun

\* 77. Lesquels des domaines d'intervention suivants en matière de durabilité vous intéressent le plus? (Sélectionnez toutes les réponses qui s'appliquent.)

- Intégrer des travaux de cours, des projets ou des stages liés à la durabilité dans votre éducation, quel que soit votre programme d'études
- Acquérir les compétences nécessaires pour faire carrière dans le domaine de la durabilité
- Effectuer des recherches liées à la durabilité
- Assister à des événements liés à la durabilité
- Faire du bénévolat dans le cadre d'initiatives liées à la durabilité
- Créer votre propre initiative liée à la durabilité
- Apprendre comment intégrer la durabilité dans votre service, département ou bureau à Concordia
- Apprendre comment adopter un mode de vie plus durable
- Autre (veuillez préciser) :

- Aucun

Parmi les initiatives suivantes de Concordia, desquelles avez-vous entendu parler? (Sélectionnez toutes les réponses qui s'appliquent.)

\* 78. **Déchets :**

- Centre pour la réutilisation créative de l'Université Concordia
- Food Cycle*
- Campagne *Waste Not, Want Not*
- Recyclage des déchets électroniques
- Projet plastiques précieux de Concordia (CP3)
- Projet de prêt de vaisselle
- Aucune

\* 79. **Alimentation :**

- La Patate du Peuple
- Lunch gratuit au Hive Café (Loyola) et coopérative de solidarité du Hive Café (SGW)
- Le Frigo Vert
- Marché agricole de Concordia
- Serre de Concordia
- Coalition alimentaire de Concordia
- Ferme-école urbaine
- Aucune

\* 80. **Biodiversité :**

- Programme Planète vivante @ Campus du Fonds mondial pour la nature
- Initiative de Concordia sur les pollinisateurs
- Aucune

\* 81. **Justice sociale et bien-être communautaire :**

- Bureau de l'équité
- Bureau des perspectives noires
- Bureau des directions autochtones
- CEED Concordia
- Centre de lutte contre l'oppression des genres
- Queer Concordia
- Aucune

Parmi les initiatives suivantes de Concordia, desquelles avez-vous entendu parler? (Sélectionnez toutes les réponses qui s'appliquent.)

**\* 82. Financement axé sur la durabilité :**

- Fonds d'initiative pour le développement durable de Concordia
- Programme de financement du Laboratoire vivant sur la durabilité
- Aucune

**\* 83. Engagement au développement durable :**

- Concordia durable
- Programme Ambassadeurs du développement durable – effectif étudiant
- Programme Ambassadeurs du développement durable – personnel
- Aucune

**\* 84. Enseignement et recherche :**

- Collège Loyola pour la diversité et la durabilité
- Centre de recherche Loyola sur la durabilité
- Centre d'études sur les bâtiments à consommation énergétique nulle
- Institut de recherche sur l'eau, l'énergie et les systèmes durables de Concordia
- Institut des villes nouvelle génération
- Centre de justice sociale
- Aucune

**\* 85. Transports :**

- Le Petit Vélo Rouge
- Remise sur abonnement à BIXI
- Stationnement intérieur pour vélos (campus Sir-George-Williams)
- Navette
- Aucune

**Le saviez-vous?**

\* 86. Concordia a déclaré l'état d'urgence climatique.

Oui  Non

\* 87. La Fondation de l'Université Concordia s'est engagée à acquérir un portefeuille entièrement composé d'investissements durables d'ici 2025.

Oui  Non

\* 88. Concordia possède plusieurs pavillons certifiés LEED (*Leadership in Energy and Environmental Design*) sur ses campus.

Oui  Non

\* 89. Les campus de Concordia ont obtenu la certification équitable.

Oui  Non

\* 90. Concordia a obtenu la certification VÉLOSYPATHIQUE argent de Vélo Québec pour son infrastructure et son soutien en matière de cyclisme.

Oui  Non

\* 91. Concordia possède un plan d'action en matière de durabilité.

Oui  Non

#### **Le saviez-vous?**

\* 92. Concordia compte parmi les plus écoénergétiques des grandes universités du Québec.

Oui  Non

\* 93. Concordia et dix universités du Québec ont signé la Lettre mondiale sur le climat dans le cadre de l'accord sur les objectifs de développement durable, s'engageant à devenir carboneutres d'ici 2050.

Oui  Non

\* 94. Concordia a adhéré à la Décennie d'action et aux objectifs de développement durable de l'ONU.

Oui  Non

\* 95. Concordia participe régulièrement au programme STARS (*Sustainability Tracking, Assessment and Rating System*) de l'Association for the Advancement of Sustainability in Higher Education.

Oui  Non

\* 96. Concordia figure régulièrement au palmarès Impact de *Times Higher Education*, qui évalue sa performance au regard de chacun des objectifs de développement durable.

- Oui  Non

La présente section porte sur vos connaissances à l'égard de divers sujets entourant la durabilité. Chaque question à choix multiple comporte une ou plusieurs bonnes réponses. Évitez d'avoir recours à Internet pour trouver réponse aux questions. Vos réponses demeureront entièrement confidentielles, et aucune note ne vous sera attribuée. Si vous n'arrivez pas à répondre à une question, cochez la case « Je ne sais pas ».

En répondant à chaque question en toute honnêteté et au meilleur de vos connaissances, vous permettrez à Concordia d'obtenir une meilleure idée du degré de compréhension des membres de l'effectif étudiant, du corps professoral et du personnel à l'égard de la durabilité et ainsi, d'élaborer de meilleurs programmes et initiatives de développement durable.

\* 97. Lequel des énoncés suivants est le plus couramment utilisé pour définir la notion de développement durable?

- La création d'un système de bien-être public qui assure un accès universel à l'éducation, aux soins de santé et aux services sociaux.
- La construction d'un quartier diversifié sur le plan tant sociodémographique qu'économique.
- L'utilisation exclusive de modèles et de matériaux écologiques dans la construction de nouveaux bâtiments et quartiers.
- Le désir de répondre aux besoins de la génération présente sans compromettre la possibilité des générations futures de répondre aux leurs.
- Je ne sais pas.

\* 98. Lesquels des concepts suivants correspondent aux « trois piliers » ou aux « cercles concentriques » communément utilisés comme modèles de durabilité?

- Environnement, société et technologie
- Société, politique et économie
- Environnement, société et économie
- Environnement, communauté et finance
- Je ne sais pas.

\* 99. Lequel des éléments suivants **n'est pas** un objectif de développement durable des Nations Unies?

- L'élimination du racisme sous toutes ses formes
- La lutte contre les changements climatiques
- La propreté et l'assainissement de l'eau
- La bonne santé et le bien-être
- Je ne sais pas.

\* 100. Sur quel territoire est située l'Université Concordia?

- Abénaki
- Mi'kma'ki
- Kanien'kehá:ka
- Cri
- Je ne sais pas.

\* 101. Lequel des énoncés suivants concernant les communautés autochtones et la durabilité est **faux**?

- Les peuples autochtones gèrent leurs territoires de manière durable depuis des milliers d'années, et les impacts environnementaux actuels sont souvent atténués ou évités dans les régions contrôlées ou gérées par ces peuples.
- On fait appel aux communautés autochtones à titre de partenaires dans la planification de tous les grands projets de conservation menés au Canada.
- Les gouvernements fédéral, provinciaux et territoriaux ont l'obligation de consulter en bonne et due forme les peuples autochtones du Canada avant de prendre des mesures ou des décisions qui pourraient avoir des conséquences sur les droits de ces derniers.
- Les communautés autochtones sont souvent en première ligne des luttes pour la conservation environnementale, la protection de la biodiversité et l'action climatique.
- Je ne sais pas.

Indiquez si les énoncés suivants sont vrais ou faux.

\* 102. Les Canadiennes et Canadiens ont droit à un environnement sain en vertu de la loi fédérale.

- Vrai
- Faux
- Je ne sais pas

\* 103. Les 17 objectifs de développement durable des Nations Unies constituent un traité international juridiquement contraignant que toutes les nations se doivent de respecter.

- Vrai
- Faux
- Je ne sais pas

\* 104. Moins de 1 % de l'eau de la Terre est potable[SA10].

- Vrai
- Faux
- Je ne sais pas

\* 105. Les populations de toutes les classes socioéconomiques sont touchées de façon égale par les effets du changement climatique, mais pour différentes raisons.

- Vrai
- Faux
- Je ne sais pas

\* 106. Les émissions de dioxyde de carbone de la plupart des produits à base de plantes sont beaucoup plus faibles que celles de la plupart des produits d'origine animale.

Vrai  Faux  Je ne sais pas

Indiquez si les énoncés suivants sont vrais ou faux.

\* 107. Presque tous les plastiques, soit 99 %, sont faits de combustibles fossiles.

Vrai  Faux  Je ne sais pas

\* 108. Le dioxyde de carbone est un gaz à effet de serre plus puissant que le méthane pour ce qui est du potentiel de réchauffement planétaire par unité.

Vrai  Faux  Je ne sais pas

\* 109. Le commerce équitable est une approche du commerce mondial visant à assurer une juste rétribution des producteurs dans les pays en développement.

Vrai  Faux  Je ne sais pas

\* 110. L'expression « désert alimentaire » désigne une région aride impropre à l'agriculture.

Vrai  Faux  Je ne sais pas

\* 111. Décharges, pipelines, usines chimiques et autres risques pour l'environnement sont fréquemment placés dans les quartiers pauvres et racisés, ce qui contribue aux inégalités environnementales en ce qui concerne la qualité de vie.

Vrai  Faux  Je ne sais pas

112. D'après ce que vous savez de Concordia, qu'est-ce que l'Université pourrait mieux faire pour atteindre ses objectifs de durabilité?

113. Pour vous abonner au bulletin du Bureau du développement durable de l'Université Concordia et ainsi recevoir des nouvelles sur la durabilité et profiter d'occasions, de ressources et de conseils connexes, indiquez votre adresse de courriel ci-dessous. (Vous pourrez mettre fin à votre abonnement en tout temps.)

Si vous ne souhaitez pas abonner, veuillez laisser l'espace ci-dessous vide.

Please click on the "Done / Terminer" button to submit your responses.

Veuillez cliquer sur le bouton « Done / Terminer » pour nous communiquer vos réponses.

## APPENDIX B. REFERENCES FOR LITERACY PORTION OF THE SURVEY

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