



SUSTAINABILITY CULTURE AND LITERACY ASSESSMENT 2024

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BACKGROUND AND OBJECTIVES

In October 2024, Concordia's Office of Sustainability, jointly with the Office of Institutional Planning and Analysis (OIPA), disseminated the university's third 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.
4. Assess how the community's literacy of sustainability topics has potentially changed over time.

The survey results will be used to evaluate both the accessibility and effectiveness of sustainability services on campus, as well as to guide future outreach and awareness initiatives. Additionally, the 2021 SCLA established a baseline for measuring changes in sustainability literacy and culture at Concordia over time, while the 2024 SCLA serves as a post-assessment to assess these changes.

Concordia University's first SCLA survey was conducted in March 2020. The survey experienced a low response rate of 4.7%, which was significantly influenced by the abrupt closure of the University due to the COVID-19 pandemic. The survey was open for two weeks, and no reminder emails were sent to encourage participation. In October 2021, an updated version of the SCLA survey was distributed to fulfill the requirements of a post-assessment and to address the needs of Concordia's Office of Sustainability. This second survey achieved a notably higher response rate of 12.7% and was available for three weeks. As such, the 2024 survey represents Concordia's third iteration of the SCLA.

METHODOLOGY

The 2024 SCLA survey was disseminated on Wednesday, October 30, 2024, and was open for four weeks, closing on Tuesday, December 3, 2024. 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 20,374 participants and resulted in 920 individual

responses for a response rate of 4.5%. The margin of error (at 95% confidence interval) was 1.31%. Two reminder emails were sent out to survey participants.

SURVEY DESIGN

The survey was developed to fulfill the requirements outlined in AASHE's STARS, version 3.0, while also aligning with the objectives of the Office of Sustainability. The first section focused on gathering demographic information. This section included a single optional question that asked respondents to provide details about their age, gender, ethnic background, and ability. The primary purpose of this question was to facilitate an intersectional analysis of the survey results, enabling the identification of groups with lower levels of engagement in sustainability. These insights were intended to inform internal recommendations for improving the outreach and accessibility of sustainability initiatives and programs.

The second section was designed to assess the influence of sustainability in students' enrollment decisions. It included four 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 is 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 24) 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 rely 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.

Finally, another limitation of the study was the significantly lower survey response rate compared to the previous iteration of the assessment in 2021. This reduction in participation may have impacted the representativeness of the sample, potentially limiting the generalizability of the findings.

DEMOGRAPHICS

Survey participants were asked to identify their primary role at Concordia (see Figure 1). Most survey participants were students (50.89%), followed by staff members of university departments/services (33.26%).

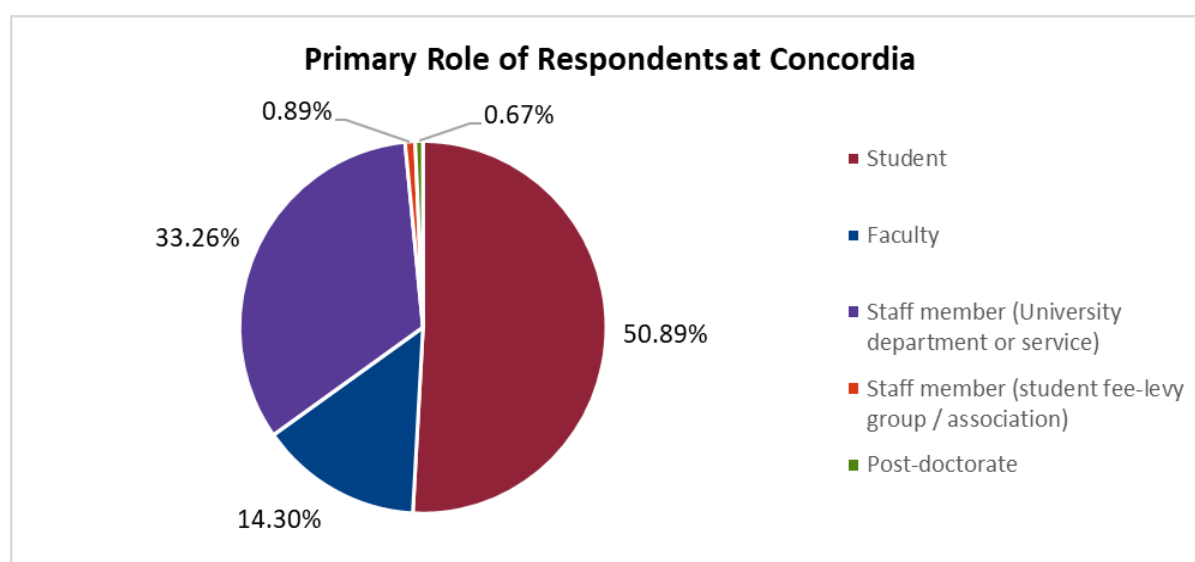


Figure 1 Primary role of respondents at Concordia

Students were asked to indicate which degree they are pursuing at Concordia (see table 1). Most students are pursuing a bachelor's degree (72.9%).

Table 1 Percentage of students pursuing a degree

Degree	Percentage of students
Bachelor/Baccalaureate	72.9%
Master/Magisteriate	17.2%
Doctor/Doctorate	9.2%
Post-doctorate	0.6%
Total	100%

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. 176 out of 456 students (38.6%) indicated that they were in their first year of study at Concordia and proceeded to answer four questions related to the topic of the influence of sustainability in enrollment decision.

As shown in Table 2, approximately 34% of Concordia's incoming students rated their perception of the university's sustainability performance—considering its commitments, plans, initiatives, and projects—as moderate. Another 34% stated that they did not have any awareness of Concordia's sustainability performance before enrolling. Twenty-five per cent stated that they considered Concordia's sustainability performance to be strong. For nearly 50% of respondents, this perception did not influence their decision to enroll, whilst approximately 23% said it had somewhat of an impact on their decision (see table 3). Moreover, approximately 39% of incoming students perceived that Concordia had 'some' opportunities for student engagement in sustainability activities and/or research (see table 4). For 50% of students, this did not have an influence on their decision to enroll, whilst nearly 24% of students said it had 'somewhat' of an influence (see table 5)

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's sustainability performance is strong.	25%
Concordia's sustainability performance is moderate.	34.3%
Concordia's sustainability performance is weak.	6.4%
I didn't have any awareness of Concordia's sustainability performance before enrolling.	34.3%
Total	100%

Table 3 Percentage of incoming students' whose decision to enroll at Concordia was influenced by their perception of Concordia's sustainability performance

Extent to which Concordia's sustainability performance influenced an incoming student's decision to enroll	Percent of incoming students
A great deal	11.11%
Somewhat	23.39%
A little bit	15.79%
Not at all	49.71%
Total	100%

Table 4 Perception of Concordia's opportunities for student engagement in sustainability activities and/or research before enrolling

Perception of Concordia's opportunities for student engagement in sustainability activities and/or research	Percent of incoming students
Concordia has many opportunities for student engagement in sustainability activities and/or research	26.19%
Concordia has some opportunities for student engagement in sustainability activities and/or research	39.29%
Concordia fails to provide opportunities for student engagement in sustainability activities and/or research	1.19%
I didn't have any awareness of Concordia's opportunities for student engagement in sustainability activities and/or research	33.33%
Total	100%

Table 5 Percentage of incoming students' whose decision to enroll at Concordia was influenced by their perception of Concordia's opportunities for student engagement in sustainability activities and/or research

Extent to which Concordia's opportunities for student engagement in sustainability activities and/or research influenced an incoming student's decision to enroll	Percent of incoming students
A great deal	14.88%
Somewhat	23.81%
A little bit	10.71%
Not at all	50.60%
Total	100%

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.

We asked survey participants to select from a list the description that best describes their relationship to sustainability. The majority of survey participants (50.23%) value sustainability and try to be environmentally and socially conscious when possible. Additionally, 31.49% prioritize sustainability and actively shape their decisions around it, while 12.64% consider it a core part of their identity and openly advocate for it. A smaller percentage (3.84%) are aware of sustainability but do not prioritize it, and 1.81% have little understanding or awareness of the topic.

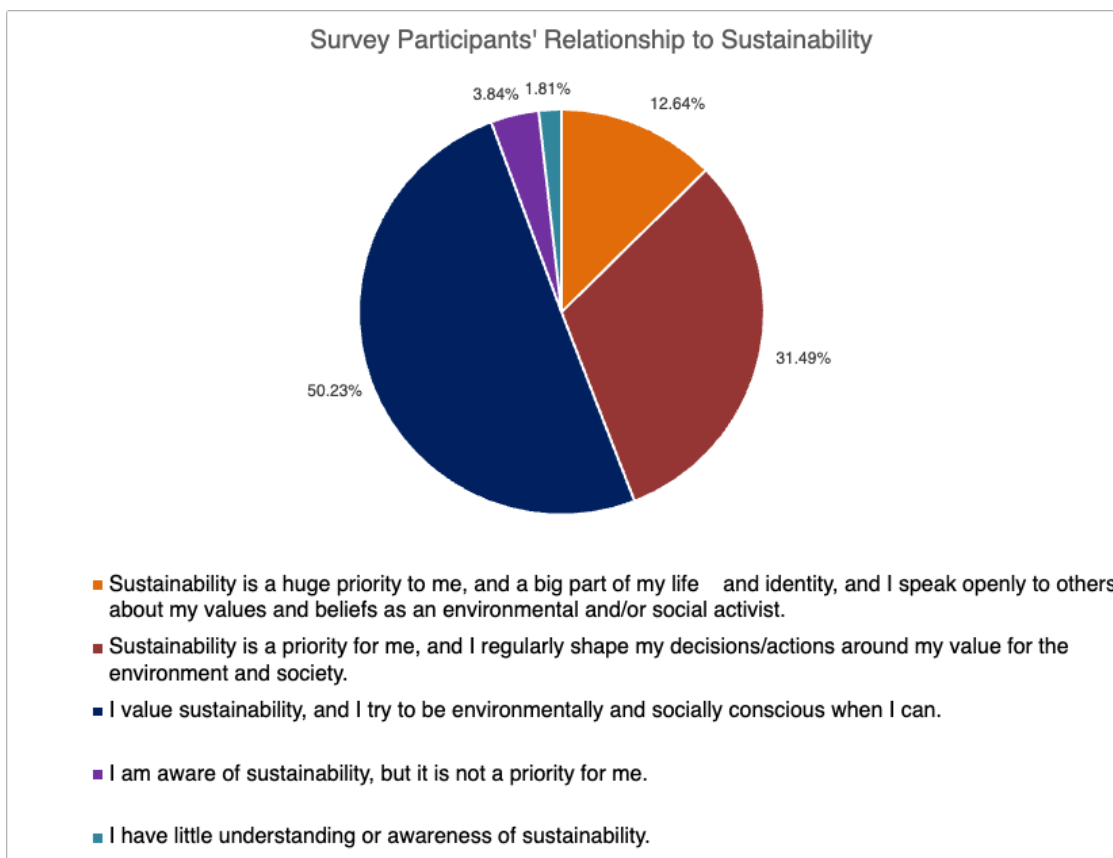


Figure 2 Survey participants' relationship to sustainability

We asked participants the extent to which they agree or disagree with eight different statements. The goal was to measure individuals' sustainability behaviour and identify areas requiring greater awareness-building of sustainable practices.

Statement 1: *I have modified my diet due to environmental and social concerns.* Approximately 40% of faculty/staff and 34% of students agree with the statement and have modified their diets due to environmental and social concerns.

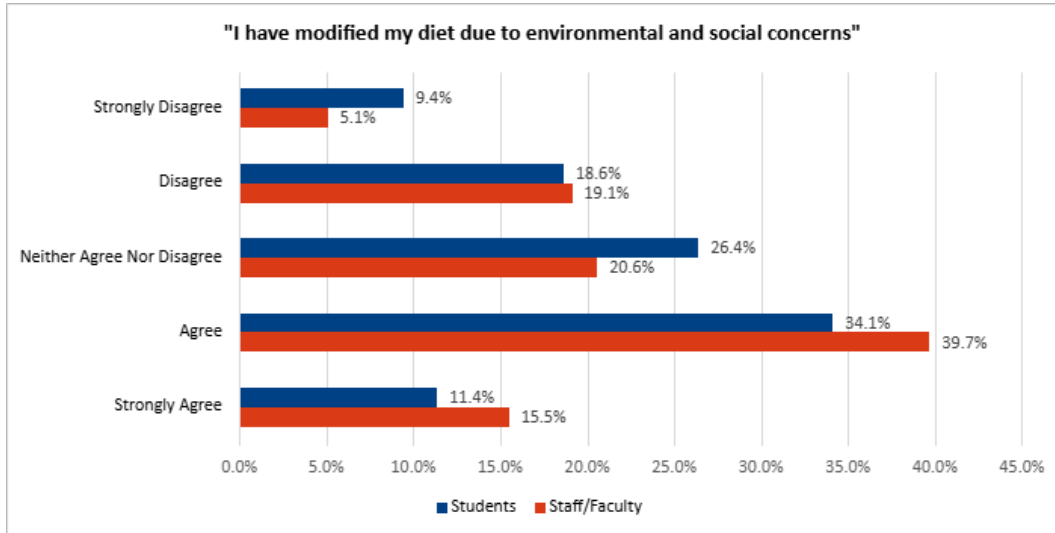


Figure 3 Percentage of students and faculty/staff's extent of agreement with modification of diet statement

Statement 2: *I often think about ethical or sustainability factors (e.g. labour rights, packaging, local, fair trade, cruelty free, etc.) when making a purchase.* Approximately 48% of faculty/staff and 47% of students 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.

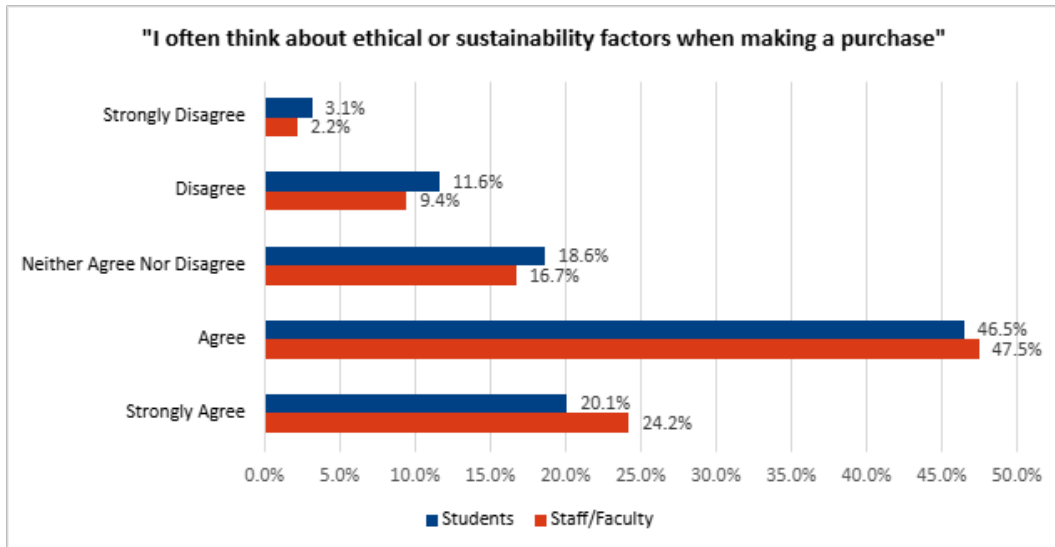


Figure 4 Percentage of students and faculty/staff's extent of agreement with thinking about ethical or sustainable factors when making a purchase statement

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).* Approximately 52% of faculty/staff and 54% of students agree with the statement.

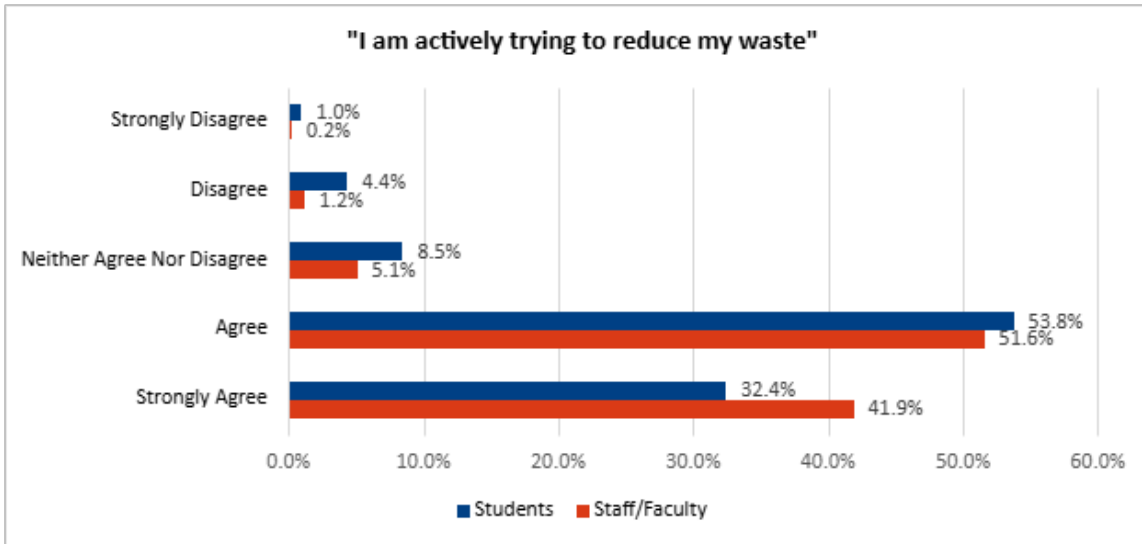


Figure 5 Percentage of students and faculty/staff's extent of agreement with actively trying to reduce waste statement

Statement 4: *I am concerned about the amount of food that I waste through uneaten leftovers or food spoiling.* Approximately 46% of faculty/staff and students strongly agree with the statement.

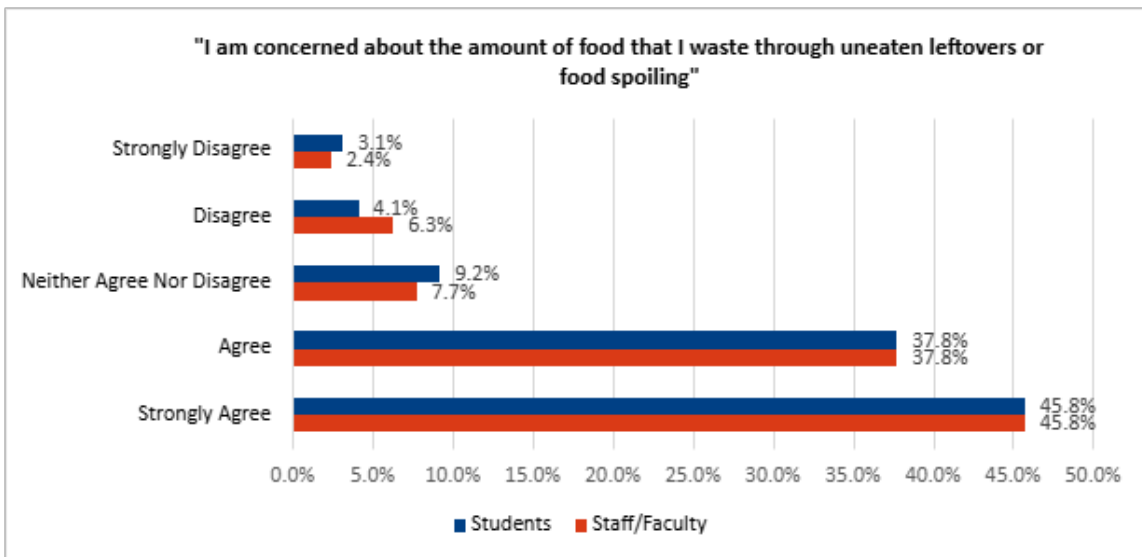


Figure 6 Percentage of students and faculty/staff's extent of agreement with concern about food waste statement

Statement 5: *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 59% of faculty/staff strongly agree with this statement, whilst 32% of students neither agree nor disagree.

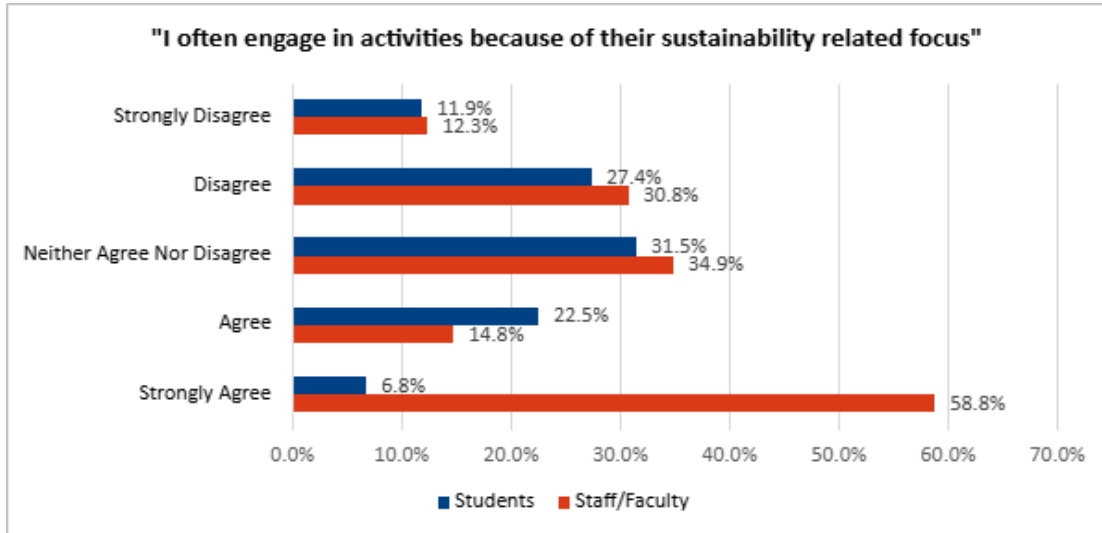


Figure 7 Percentage of students and faculty/staff's extent of agreement with engaging in activities because of their sustainability-related focus statement

Statement 6: *I often get confused about what should go in the recycling and compost bins.* Approximately 38% of faculty/staff disagree with this statement whilst 33% of students agree with the statement, suggesting that students require opportunities to learn about proper waste sorting.

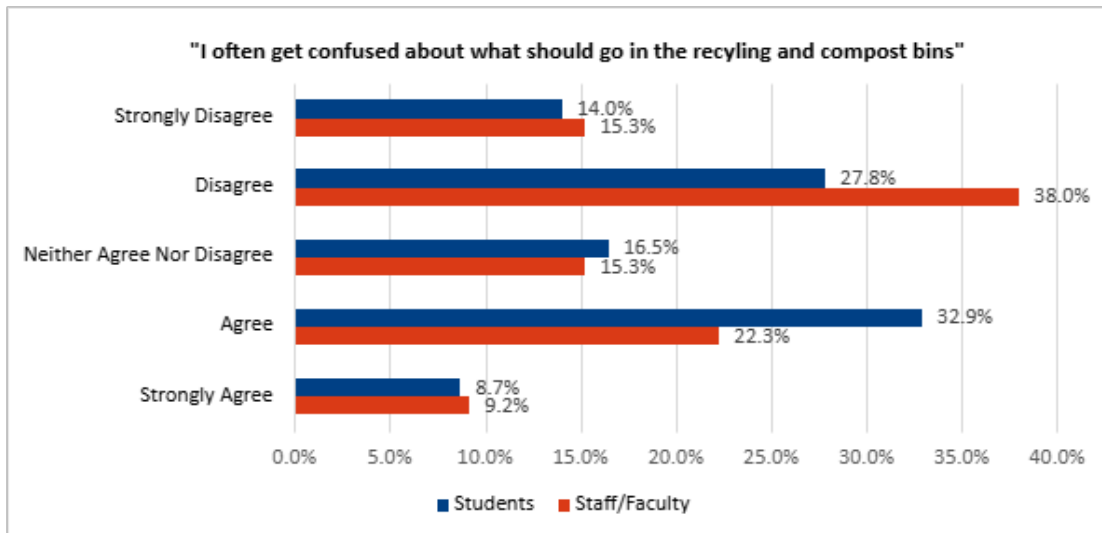


Figure 8 Percentage of students and faculty/staff's extent of agreement with confusion about recycling/compost bins statement

Statement 7: *I consider the carbon impact on my choice to use air travel.* Approximately 30% of faculty/staff agree and 32% of students neither agree nor disagree with the statement.

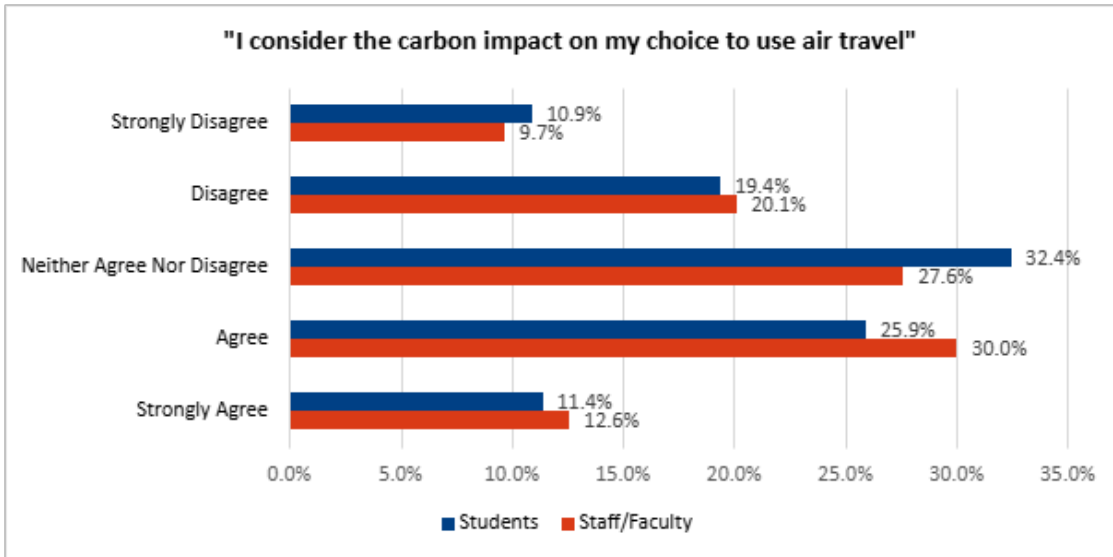


Figure 9 Percentage of students and faculty/staff's extent of agreement with confusion about recycling/compost bins statement

Statement 8: *When available and accessible, I always prioritize sustainable mobility alternatives (walk, bike, electric vehicle, public transport) over single-use fossil fuel powered vehicles.* Approximately 36% of faculty/staff and 35% of students agree with the statement.

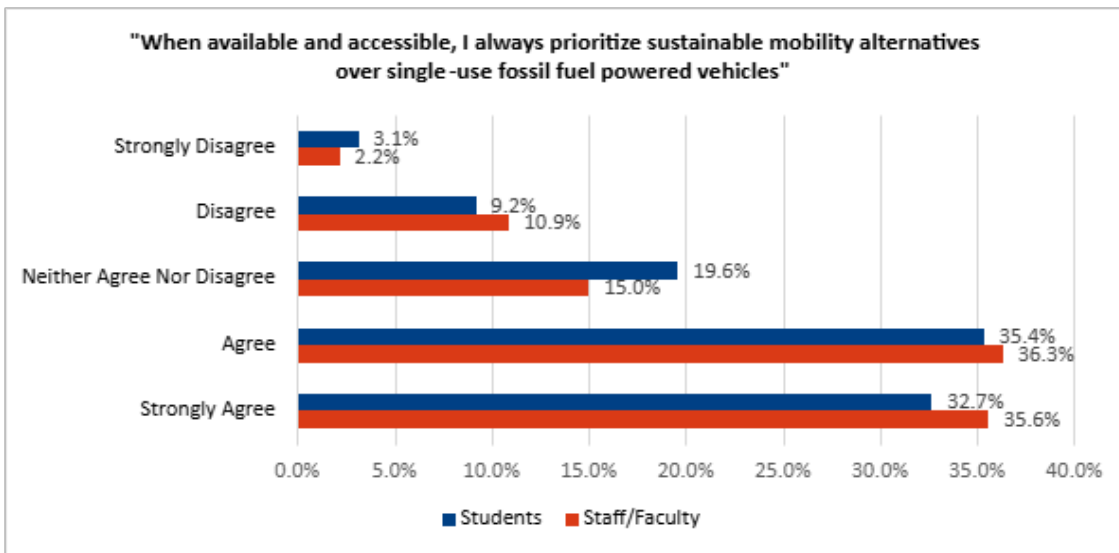


Figure 10 Percentage of students and faculty/staff's extent of agreement with prioritize sustainable mobility alternatives statement

Through the third question of the culture and engagement section, survey participants were 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. Students agreed with all the statements, as did staff and faculty, except for the statement about wanting to learn about sustainability through a course. Staff and faculty were neutral on this, neither agreeing nor disagreeing (see table 6).

Table 6 Percentage of students and faculty/staff's extent of agreement with sustainability learning methods

		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
I would like to learn more about sustainability.	Student	23.9%	45.2%	23.2%	5.6%	2.2%
	Staff/Faculty	16.2%	50.0%	26.2%	4.8%	2.7%
I would like to engage in a learning activity related to sustainability.	Student	21.3%	35.4%	30.0%	9.4%	3.9%
	Staff/Faculty	12.1%	36.8%	31.7%	14.5%	4.8%
I would like to learn about sustainability through a course.	Student	18.9%	31.7%	25.9%	15.5%	8.0%
	Staff/Faculty	6.5%	23.0%	35.8%	24.5%	10.2%

Survey participants were then asked to select up to three topics of sustainability that interest them the most. As illustrated in Figure 11, the sustainability topic of most interest to participants was climate change (58%) followed by social justice/environmental justice/climate justice/human rights (43%). Participants were also highly interested in the topics of material waste (40%), habitat degradation and biodiversity conservation (36%) and food systems (32%). 4% of participants showed interest in 'other' sustainability topics listed below:

- Indigenous sustainability and Land Back
- Urban sustainability living/urban sprawl
- Healthy lifestyle/good health/wellbeing
- Green scams
- Financial sustainability
- Animal rights/veganism
- Environmental effects of the wars

- Textile and clothing waste/slow fashion
- Water quality
- Overpopulation
- Lifecycle
- Impact of the digital age

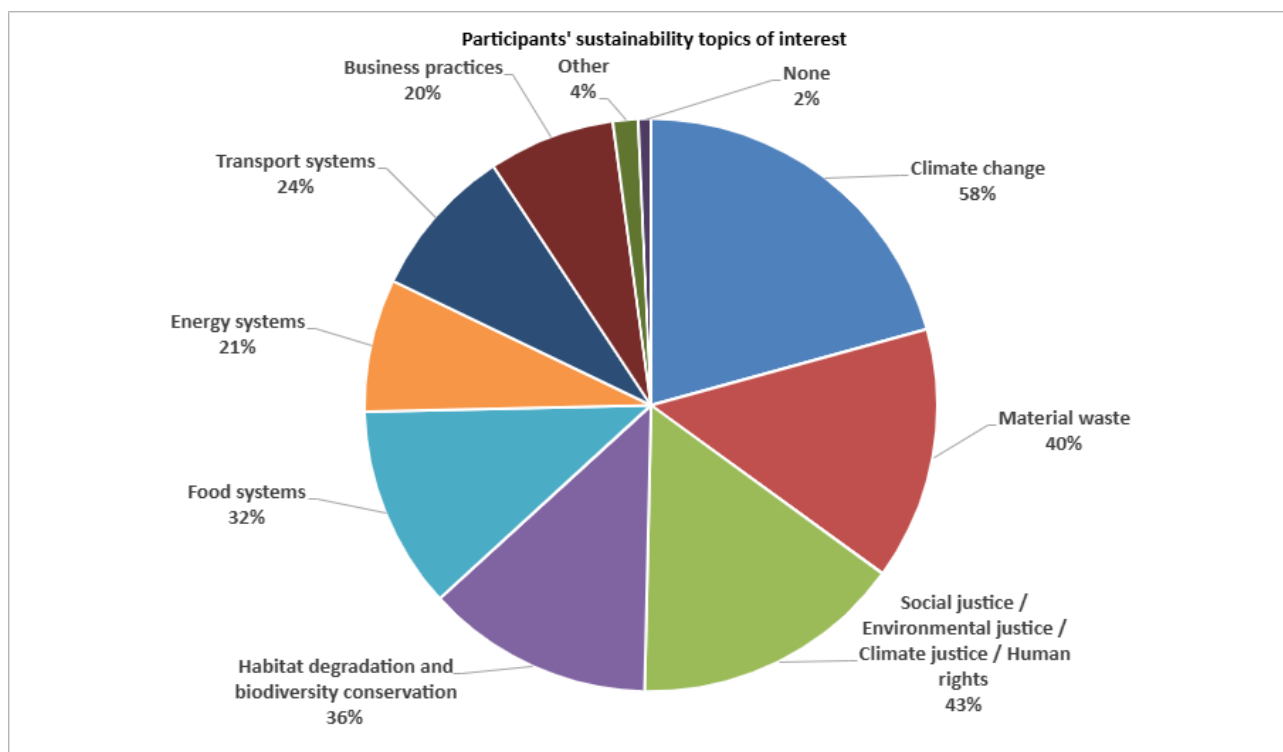


Figure 11 Sustainability topics participants are most interested in

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. Tables 7-15 present changes in the percentage of Concordia community members aware of the university's sustainability initiatives from 2021 to 2024.

The data is categorized into nine areas: Waste, Food, Biodiversity, Social Justice and Community Well-being, Sustainability Funding, Sustainability Engagement, Research, Transportation, and Curriculum. It is important to note that the 2024 survey respondents were not the same individuals who participated in the 2021 survey and that the response rate decreased by 8.2%. Additionally, new initiatives were included in the 2024 survey, making direct comparisons between the two years not always possible.

Table 7 Percentage of Concordia community members aware of waste initiatives over time

Waste Initiatives	2021 Survey Responses	2024 Survey Responses	% Change
Concordia University's Centre for Creative Reuse (CUCCR)	25%	48%	+23%
E-Waste recycling (Concordia Retech / CRT)	19%	26%	+8%
Plastics recycling (Concordia Precious Plastic Project / CP3)	9%	23%	+14%
Event services (The Dish Project, Zero Waste Event Services)	13%	34%	+21%
None	22%	36%	+14%

Table 8 Percentage of Concordia community members aware of food initiatives over time

Food Initiatives	2021 Survey Responses	2024 Survey Responses	% Change
People's Potato	55%	78%	+23%
Hive Free Lunch (Loyola)	47%	50%	+4%
Hive Café Solidarity Co-op (SGW)	47%	57%	+11%
Le Frigo Vert	39%	68%	+29%
Concordia Farmer's Market	30%	52%	+22%
Concordia Greenhouse	43%	61%	+18%
Concordia Food Coalition	11%	21%	+10%
City Herbal Apprenticeship Program	10%	5%	-5%
Hamidou Horticulture		6%	
Sankofa Farming Cooperative		7%	
Cultivaction		10%	
mind.heart.mouth		8%	
Fair Trade		32%	
Community Pantry		16%	
Community Fridges		19%	
None	84%	7%	-77%

Table 9 Percentage of Concordia community members aware of biodiversity initiatives over time

Biodiversity Initiatives	2021 Survey Responses	2024 Survey Responses	% Change
WWF Living Planet @ Campus / WWF Living Planet Leader	9%	10%	+1%
Concordia Pollinators Initiative	9%	13%	+4%
Campus Biodiversity Network		12%	
Bioblitzes (Pollen Power)		3%	
Urban Biodiversity Scavenger Hunt		7%	
Nature Positive		3%	
None	34%	74%	+40%

Table 10 Percentage of Concordia community members aware of social justice and community well-being initiatives over time

Social Justice and Community Well-being Initiatives	2021 Survey Responses	2024 Survey Responses	% Change
Equity Office	30%	69%	+39%
Black Perspectives Office	39%	63%	+24%
Office of Indigenous Directions	44%	61%	+18%
CEED Concordia	16%	19%	+3%
Centre for Gender Advocacy	32%	43%	+12%
Queer Concordia	30%	42%	+12%
Wellness Concordia		46%	
Cinema Politica		37%	
Multi-faith and Spirituality Centre		48%	
The Quebec Public Interest Research Group		17%	
None	72%	10%	-62%

Table 11 Percentage of Concordia community members aware of sustainability funding initiatives over time

Sustainability Funding Initiatives	2021 Survey Responses	2024 Survey Responses	% Change
Sustainability Action Fund Concordia	24%	68%	+44%
None	56%	33%	-23%

Table 12 Percentage of Concordia community members aware of sustainability engagement initiatives over time

Sustainability Engagement Initiatives	2021 Survey Responses	2024 Survey Responses	% Change
Sustainable Concordia	39%	47%	+8%
Student Sustainability Ambassadors Program	13%	22%	+9%
Employee Sustainability Ambassadors Program	6%	15%	+9%
None	56%	47%	-9%

Table 13 Percentage of Concordia community members aware of sustainability research initiatives over time

Sustainability Research Initiatives	2021 Survey Responses	2024 Survey Responses	% Change
Loyola Sustainability Research Centre	11%	19%	+8%
Centre for Zero Energy Building Studies	12%	18%	+6%
Concordia Institute for Water, Energy and Sustainable Systems (CIWESS)	10%	10%	0%
Next-Generation Cities Institute	19%	31%	+12%
Social Justice Research Centre	12%	16%	+4%
Sustainability in the Digital Age		10%	+10%
Volt-Age		37%	
None	13%	42%	+29%

Table 14 Percentage of Concordia community members aware of sustainability transportation initiatives over time

Sustainability Transportation Initiatives	2021 Survey Responses	2024 Survey Responses	% Change
Le Petit Vélo Rouge	8%	15%	+7%
Right to Move		10%	
Discounts on BIXI membership	36%	46%	+10%
Secure Indoor Bike Parking Facility (SGW Campus)	23%	39%	+16%
Shuttle bus	81%	90%	+9%
None	12%	7%	-5%

Table 15 Percentage of Concordia community members aware of sustainability curriculum initiatives

Sustainability Curriculum Initiatives	2021 Survey Responses	2024 Survey Responses	% Change
Sustainability Co-Design Project		9%	
Online Guide for embedding education for sustainability in higher education courses		5%	
None		89%	

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 community awareness will have to be more effectively communicated to the community in the future.

Table 16 below shows that awareness of sustainability initiatives and commitments at Concordia has increased in recent years. A significant portion of the community was aware that the university has several LEED-certified buildings, with a 9% increase in recognition from 2021 to 2024. Awareness of Concordia's designation as a Fair-Trade campus also rose substantially, with 13% more community members knowing about it in 2024. However, despite these gains, most of

the community remains unaware of the university's sustainability commitments and initiatives.

Table 16 Comparison of Concordia community's awareness of sustainability initiatives or commitments at Concordia between 2021 and 2024

Did you know that...?	2021 Survey Responses	2024 Survey Responses	% Change
	Yes	Yes	
Concordia has declared a climate emergency?	20%	22%	+2%
The Concordia University Foundation has committed to full divestment of fossil fuels and 100% sustainable investments by 2025?	27%	29%	+2%
Concordia has several LEED (Leadership in Energy and Environmental Design)-certified buildings on campus?	41%	50%	+9%
Concordia is a designated Fair-Trade Campus?	28%	41%	+13%
Concordia has earned a Vélosympathique Silver designation from Vélo Québec for its cycling infrastructure and support?	10%	14%	+4%
Concordia has a Sustainability Action Plan?	58%	66%	+8%
Concordia is among the most energy-efficient of major Quebec universities?	25%	30%	+5%
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?	17%	22%	+5%

Concordia has joined the Decade of Action with its commitment to the UN Sustainable Development Goals?	17%	20%	+3%
Concordia regularly participates in the Sustainability Tracking, Assessment and Rating System (STARS) from the Association for the Advancement of Sustainability in Higher Education (AASHE)?	15%	18%	+3%
Concordia regularly submits to the Times Higher Education Impact Rankings, which assesses Concordia's performance on each of the Sustainable Development Goals?	22%	23%	+1%

SUSTAINABILITY LITERACY

This section of the survey tested participants' 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. Since 2021, the percentage of students who answered this question correctly has risen significantly from 56% to 72%. In contrast, the percentage of faculty and staff who answered correctly declined from 67% in 2021 to 61% in 2024. This suggests that additional sustainability training may be needed for Concordia employees.

Table 17 Changes in Understanding of Sustainable Development Among Students and Faculty/Staff (2021 vs. 2024)

Which of the following is the most commonly used definition of sustainable development?	2021 Survey Response		2024 Survey Response	
	Student	Faculty/staff	Student	Faculty/staff
Creating a government welfare system that ensures universal access to education, health care, and social services	13%	5%	7%	14%
Building a neighborhood that is both socio-demographically and economically diverse	6%	6%	1%	7%
Only using green construction models and materials when developing new buildings and	9%	7%	6%	6%

neighbourhoods				
Meeting the needs of the present without compromising the ability of future generations to meet their own needs	56%	67%	72%	61%
I don't know	16%	15%	14%	12%

Survey participants were then asked to identify the concepts that are included in the commonly used “three pillars” or “concentric circles” models of sustainability. The percentage of students who answered this question correctly rose from 39% in 2021 to 43% in 2024. In comparison, the percentage of faculty/staff who answered the question correctly remained at 48% between 2021 and 2024.

Table 18 Changes in Understanding of the Three Pillars of Sustainability Among Students and Faculty/Staff (2021 vs. 2024)

Which of the following concepts are included in the commonly used “three pillars” or “concentric circles” models of sustainability?	2021 Survey Response		2024 Survey Response	
	Student	Faculty/staff	Student	Faculty/staff
Environment, Society, Technology	26%	24%	26%	21%
Society, Politics, Economy	4%	0.8%	3%	2%
Environment, Society, Economy	39%	48%	43%	48%
Environment, Community, Finance	2%	1%	2%	1%
I don't know	29%	27%	26%	27%

The next question was about the United Nations’ Sustainable Development Goals. Since 2021, the percentage of students who answered this question correctly rose from 40% to 52%. In comparison, the percentage of faculty/staff who answered the question correctly also increased from 44% to 52%.

Table 19 Changes in Understanding of UN SDGs Among Students and Faculty/Staff (2021 vs. 2024)

Which of the following is NOT a United Nations (UN) Sustainable Development Goal?	2021 Survey Response		2024 Survey Response	
	Student	Faculty/staff	Student	Faculty/staff
Eliminate racism in all its forms	40%	44%	52%	52%
Climate action	4%	2%	3%	2%
Clean water and sanitation	2%	0.6%	1%	0.5%
Good health and well-being	14%	18%	9%	11%
I don't know	41%	36%	34%	35%

Two questions related to Indigenous rights 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. The percentage of students who answered this question correctly rose from 41% in 2021 to 64% in 2024. In comparison, the percentage of faculty/staff who answered the question correctly increased from 76% to 84%. 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.

Table 20 Changes in Awareness of Indigenous Land Concordia University is Situated On (2021 vs. 2024)

Whose land is Concordia University situated on?	2021 Survey Response		2024 Survey Response	
	Student	Faculty/staff	Student	Faculty/staff
Abenaki	3%	1%	2%	2%
Mi'kma'ki	5%	3%	3%	1%
Kanien'kehá:ka	41%	76%	64%	84%
Cree	2%	1%	1%	1%
I don't know	49%	19%	30%	12%

The second question asked respondents to identify which of the statements regarding Indigenous communities and sustainability was false. The percentage of students who answered this question correctly rose from 34% in 2021 to 39% in 2024. In comparison, the percentage of faculty/staff who answered the question correctly decreased from 57% to 55%.

In 2024, more students and faculty/staff selected the first answer: *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*. Emphasizing Indigenous perspectives on sustainability in curricula or campus events could further enhance understanding.

Table 21 Changes in Misconceptions About Indigenous Communities and Sustainability (2021 vs. 2024)

Which of the following statements regarding Indigenous communities and sustainability are FALSE?	2021 Survey Response		2024 Survey Response	
	Student	Faculty/staff	Student	Faculty/staff
Indigenous peoples have sustainably managed their lands for thousands of years, and current-day environmental impacts are often less severe or	9%	8%	13%	16%

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.	34%	57%	39%	55%
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.	7%	6%	3%	3%
Indigenous communities are often at the front lines of struggles for environmental conservation, biodiversity protection, and climate action.	6%	5%	4%	3%
I don't know	44%	25%	41%	23%

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 22 True/false questions with answers and percentage of survey respondents with the correct answer

True or False question with answer	2021 Survey Response		2024 Survey Response	
	Student	faculty/staff	Student	faculty/staff
Canadians currently have the right to a healthy environment as recognized by federal law [FALSE in 2021; TRUE in 2024]	7%	9%	93%	85%
The 17 UN Sustainable Development Goals are a legally binding international treaty that all nations are required to enforce [FALSE]	23%	41%	73%	76%
Less than 1% of Earth's water is available for fresh drinking water [TRUE]	60%	52%	65%	58%
People of all socioeconomic classes are equally impacted by climate change, but for different reasons [FALSE]	31%	45%	37%	53%
CO ₂ emissions from most plant-based products are much lower than most animal-based products [TRUE]	60%	68%	56%	64%
Nearly all plastic – 99% – is made from fossil fuels [TRUE]	54%	63%	57%	66%
Carbon dioxide is a more powerful greenhouse gas than methane in terms of global warming potential per unit [FALSE]	30%	31%	34%	34%
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%	58%	84%
The term “food desert” refers to a dry region unsuitable for farming [FALSE]	23%	45%	35%	57%
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%	72%	82%

The first true or false question asked whether Canadians currently have the right to a healthy environment as recognized by federal law. In 2021, both students and staff performed poorly on this question, as the correct answer was false. However, in June 2023, the *Canadian Environmental Protection Act, 1999* (CEPA) was amended and modernized, making the correct answer true. In the 2024 iteration of the SCLA, 93% of students and 85% of faculty/staff answered this question correctly.

The following question was about the UN Sustainable Development Goals. The percentage of students who answered this question correctly rose from 23% in 2021 to 73% in 2024. In comparison, the percentage of faculty/staff who answered the question correctly increased from 41% to 76%.

Survey participants were then asked a question about the percentage of the Earth's water that is available as fresh drinking water. The percentage of students who answered this question correctly rose from 60% in 2021 to 65% in 2024. In comparison, the percentage of faculty/staff who answered the question correctly increased from 52% to 58%.

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. 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. The percentage of students who answered this question correctly rose from 31% in 2021 to 37% in 2024. In comparison, the percentage of faculty/staff who answered the question correctly increased from 45% to 53%. As the success rate of this question is quite low, 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. The percentage of students who answered this question correctly decreased from 60% in 2021 to 56% in 2024. Similarly, the percentage of faculty/staff who answered the question correctly decreased from 68% to 64%. To address the decline in correct responses regarding carbon dioxide emissions from food, it is recommended that more targeted educational efforts be made to raise awareness about the environmental impact of food production and consumption. Providing resources or workshops that focus on the carbon footprint of different food types could help improve understanding and retention of this important topic for both students and faculty/staff.

The topic of the next question was about the fossil fuels used to produce plastic. The percentage of students who answered this question correctly rose from 54% in 2021 to 57% in 2024. In comparison, the percentage of faculty/staff who answered the question correctly increased from 63% to 66%.

Survey participants were then asked about the global warming potential of carbon dioxide versus methane. The percentage of students who answered this question correctly rose from 30% in 2021 to 34% in 2024. In comparison, the percentage of faculty/staff who answered the question correctly increased from 31% to 34%.

The eighth question asked survey respondents to identify the correct description of Fair Trade. The percentage of students who answered this question correctly slightly declined from 59% in 2021 to 58% in 2024. In comparison, the percentage of faculty/staff who answered the question correctly stayed the same at 84%.

Another question on food asked survey participants to identify the term food desert, which was wrongly defined in the question.¹ The percentage of students who answered this question correctly rose from 23% in 2021 to 35% in 2024. In comparison, the percentage of faculty/staff who answered the question correctly increased from 45% to 57%.

The last question was about environmental justice. The percentage of students who answered this question correctly increased slightly from 69% in 2021 to 72% in 2024. In comparison, the percentage of faculty/staff who answered the question correctly increased slightly from 81% to 82%.

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 920 survey participants, approximately 34% (315 individuals) responded to the optional open-ended question. The question asked: *From what you know of Concordia, what do you think the university could be doing better to advance sustainability goals?*

Responses such as “I don’t know”, “N/A” and “No idea” 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. A total of 56 responses were removed.

As displayed in Table 23 below, the responses were grouped into eight categories: Transportation, Infrastructure & Operations, Waste Management, Communication & Awareness, Education & Curriculum, Community Engagement & Participation, Institutional Governance & Structural Change, and Divestment, Ethics & Justice. The majority of community suggestions (14.69%) pertained to ‘Infrastructure & Operations’ and ‘Institutional Governance & Structural Change’.

Table 23 Survey participants’ suggestions for advancing Concordia’s sustainability goals

Survey participants’ suggestions for advancing Concordia’s sustainability goals		Percent of survey participants who made the suggestion
Transportation	Electrify the shuttle bus	12.24%
	Brick back the shuttle schedule to previous hours	
	Provide monetary stipends for active/public transportation (e.g. bike purchase, repairs, subsidize STM passes)	
Infrastructure & Operations	Improve energy efficiency (e.g. lighting, heating/cooling)	14.69%
	Provide more secure/affordable bike parking and showers.	
	Adopt a genuine hybrid work model to lower the campus carbon footprint and reduce commuting emissions.	
Waste Management	Increase the number of compost bins.	
	Compost locally.	
	Implement mandatory training on waste management and sorting practices for all students and employees.	

	<p>Direct more compost towards urban agriculture and gardening initiatives.</p> <p>Improve signage and clarity on waste bins to reduce confusion.</p> <p>Establish more student-led bin audits.</p> <p>Provide more tech/e-waste recycling programs.</p> <p>Band single-use plastics across campus, including at Tim Hortons and vending machines.</p> <p>Eliminate printing of unnecessary materials, like alumni magazines or donation forms.</p> <p>Develop more dishware reuse programs like the Dish Project.</p> <p>Create a resource-sharing platform for labs to exchange unused consumables.</p>	12.24%
Communication & Awareness	<p>Increase the visibility of sustainability at Concordia.</p> <p>Promote sustainability work, initiatives and events more.</p> <p>Communicate monthly activities and actions well in advance.</p> <p>Increase social media presence.</p> <p>Improve transparency on the budget being allocated to advance the university's sustainability goals.</p> <p>Email the community about the university's sustainability progress.</p> <p>Do presentations in class to raise awareness on introductory sustainability topics.</p>	11.84%
Education & Curriculum	<p>Include sustainability in all new employee orientations, TA training and welcome packages.</p> <p>Make sustainability courses mandatory.</p> <p>Make sustainability literacy a required competency for all students.</p> <p>Incorporate more sustainability-related content and projects in all programs, especially in business programs.</p> <p>Make climate literacy training mandatory for all faculty, staff and students.</p> <p>Support people with disabilities better through</p>	11.43%

	accessible and inclusive course formats.	
Community Engagement & Participation	Engage the entire university community in targeted UN sustainability goals.	13.88%
	Bring interested and skilled faculty together to take concrete non-academic actions in the real world.	
	Work more with student associations.	
	Offer spaces to reconnect spiritually to who we are and how we are connected to the larger system.	
	Offer sustainability-related internships and co-cops for students enrolled in all programs and degrees.	
	Continue funding low-cost and high impact initiatives like CUCCR.	
	Organize more community-building events around sustainability.	
	Improve the accessibility of information and facilitate getting involved in sustainability initiatives.	
Institutional Governance & Structural Change	Make sustainability an explicit element of all staff and faculty jobs.	14.69%
	Meaningfully respond to experts and advocacy groups through systemic changes to university structure and operations.	
	Consider sustainability at all decision-making levels.	
	Make sustainability goals a priority with a clear purpose and vision—not just siloed plans.	
	Streamline administrative processes to allocate more funding and support towards grassroots work.	
	Create more permanent positions that actively focus on sustainability.	
	Improve transparency on the actions taken and the budget allocated to advance sustainability.	
	Measure the carbon emissions of graduates 5-20 years post-graduation to assess long-term impact.	
	Prevent the closure of important student services like Frigo Vert and the Dish Project.	

	Support more climate-related committees.	
Divestment, Ethics & Justice	Divest from companies that profit from war.	8.98%
	Divest from companies fueling ecocide and genocide in Palestine and elsewhere.	
	Divest from defense stocks.	
	Disclose all military partnerships.	
	Take a clear and firm stance against racist military operations that destroy the environment.	
	Support faculties in holding corporations accountable through their research.	
	Include Indigenous voices and sovereignty in sustainability planning.	
	Indigenize the campus.	
	Ameliorate Concordia and Kanien'kehá:ka relations.	
	Total	100%

APPENDIX A. SURVEY QUESTIONNAIRE

SURVEY INTRODUCTION

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. 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.

DEMOGRAPHICS – 3 QUESTIONS, 1 OPTIONAL QUESTION

1. To better understand the Concordia community's literacy of sustainability topics and to assess campus sustainability culture among various student, faculty and staff demographics, we would appreciate it if you could share your socio-demographic background. We understand that identity can be a sensitive and personal matter, so if you do not feel comfortable sharing this information, you are not required to answer this question in order to complete the survey.
 - a. Prefer not to say --> go to next question
 - b. What is your gender identity? **Answer box:** _____
 - c. How old are you? **Answer box:** _____
 - d. What is your ethnic background? **Answer box:** _____

Do you identify as a person with a disability or chronic condition?

- Yes
- No

2. **What is your primary role at Concordia?**
 - a. Student --> go to next question
 - b. Faculty --> go to next section
 - c. Staff member (University department) --> go to next section
 - d. Staff member (student group / association) --> go to next section
 - e. Post-doctorate --> go to next section

Students only:

3. **What degree are you pursuing?**
 - a. Bachelor / Baccalaureate
 - b. Master / Magisteriate
 - c. Doctor / Doctorate

- d. Undergraduate Certificate
- e. Graduate Diploma
- f. Graduate Certificate
- g. Microprogram

4. What year of study are you in at Concordia University?

- a. 1st year --> continue to next section
- b. 2nd year --> continue to "culture and engagement" section
- c. 3rd year --> continue to "culture and engagement" section
- d. 4th year --> continue to "culture and engagement" section
- e. 5th year and later --> continue to "culture and engagement" section

INFLUENCE OF SUSTAINABILITY IN ENROLMENT DECISIONS - 2 QUESTIONS (new students only)

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 (commitments, plans, initiatives, and projects) before enrolling?

- a. Concordia's sustainability performance is strong --> go to next question
- b. Concordia's sustainability performance is moderate --> go to next question
- c. Concordia's sustainability performance is weak --> go to question 3
- d. I didn't have any awareness of Concordia's sustainability performance before enrolling. --> go to question 3

6. How much did Concordia's sustainability performance influence your decision to enroll at Concordia?

- a. A great deal
- b. Somewhat
- c. A little bit
- d. Not at all

7. What was your perception of Concordia's opportunities for student engagement in sustainability activities and/or research before enrolling?

- a. Concordia has many opportunities for student engagement in sustainability activities and/or research. --> go to next question
- b. Concordia has some opportunities for student engagement in sustainability activities and/or research. --> go to next question
- c. Concordia fails to provide opportunities for student engagement in sustainability activities and/or research. --> continue to "culture and engagement" section

- d. I didn't have any awareness of Concordia's opportunities for student engagement in sustainability activities and/or research before enrolling. --> continue to "culture and engagement" section
8. **How much did Concordia's opportunities for student engagement in sustainability activities and/or research influence your decision to enroll at Concordia?**
- a. A great deal
 - b. Somewhat
 - c. A little bit
 - d. Not at all

CULTURE & ENGAGEMENT – 8 QUESTIONS

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

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."

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

9. **Which of the following best describes you in relation to sustainability?**
- a. 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.
 - b. Sustainability is a priority for me, and I regularly shape my decisions/actions around my value for the environment and society.
 - c. I value sustainability, and I try to be environmentally and socially conscious when I can.
 - d. I am aware of sustainability, but it is not a priority for me.
 - e. I have little understanding or awareness of sustainability.

10. To what extent do you agree or disagree with the following statements:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
I have modified my diet due to environmental and social concerns.					
I often think about ethical or sustainability factors (e.g. labor rights, packaging, local, fair trade, cruelty free etc.) when making a purchase.					
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).					
I am concerned about the amount of food that I waste through uneaten leftovers or food spoiling.					
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).					
I often get confused about what should go in the recycling and compost bins.					
I consider the carbon impact on my choice to use air travel.					
When available and accessible, I always prioritize sustainable mobility alternatives (walk, bike, electric vehicle, public transport) over single-use fossil fuel powered vehicles.					

11. To what extent do you agree or disagree with the following statements:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
I would like to learn more about sustainability.					
I would like to engage in a learning activity related to sustainability.					
I would like to learn about sustainability through a course.					

12. 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
- Food systems
- Energy systems
- Transport systems
- Business practices
- Other: _____
- None

13. 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
- Gain skills related to sustainability that will prepare you for your chosen 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
- Engage in community sustainability initiatives and change
- Other:
- None

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

Waste	Concordia University's Centre for Creative Reuse (CUCCR)	<input type="checkbox"/>
	E-Waste recycling (Concordia Retech / CRT)	<input type="checkbox"/>
	Plastics recycling (Concordia Precious Plastic Project / CP3)	<input type="checkbox"/>
	Event services (The Dish Project, Zero Waste Event Services)	<input type="checkbox"/>
	None	<input type="checkbox"/>
Food	People's Potato	<input type="checkbox"/>
	Hive Free Lunch (Loyola)	<input type="checkbox"/>
	Hive Café Solidarity Co-op (SGW)	<input type="checkbox"/>
	Le Frigo Vert	<input type="checkbox"/>
	Concordia Farmer's Market	<input type="checkbox"/>
	Concordia Greenhouse	<input type="checkbox"/>
	Concordia Food Coalition	<input type="checkbox"/>
	City Herbal Apprenticeship Program	<input type="checkbox"/>
	Hamidou Horticulture	<input type="checkbox"/>
	Sankofa Farming Cooperative	<input type="checkbox"/>
	Cultivaction	<input type="checkbox"/>
	mind.heart.mouth	<input type="checkbox"/>
	Fairtrade	<input type="checkbox"/>
	Concordia Food Coalition	<input type="checkbox"/>
	Community Pantry	<input type="checkbox"/>
Community Fridges	<input type="checkbox"/>	
None	<input type="checkbox"/>	
Biodiversity	WWF Living Planet @ Campus / WWF Living Planet Leader	<input type="checkbox"/>
	Concordia Pollinators Initiative	<input type="checkbox"/>

	Campus Biodiversity Network	<input type="checkbox"/>
	Bioblitzes (Pollen Power)	<input type="checkbox"/>
	Urban Biodiversity Scavenger Hunt	<input type="checkbox"/>
	Nature Positive	<input type="checkbox"/>
	None	<input type="checkbox"/>
Social Justice and Community Well-being	Equity Office	<input type="checkbox"/>
	Black Perspectives Office	<input type="checkbox"/>
	Office of Indigenous Directions	<input type="checkbox"/>
	CEED Concordia	<input type="checkbox"/>
	Centre for Gender Advocacy	<input type="checkbox"/>
	Queer Concordia	<input type="checkbox"/>
	Wellness Concordia	<input type="checkbox"/>
	Cinema Politica	<input type="checkbox"/>
	Multi-faith and Spirituality Centre	<input type="checkbox"/>
	The Quebec Public Interest Research Group (QPIRG)	<input type="checkbox"/>
	None	<input type="checkbox"/>
Sustainability Funding	Sustainability Action Fund Concordia	<input type="checkbox"/>
	None	<input type="checkbox"/>
Sustainability Engagement	Sustainable Concordia	<input type="checkbox"/>
	Student Sustainability Ambassadors Program	<input type="checkbox"/>
	Employee Sustainability Ambassadors Program	<input type="checkbox"/>
	None	<input type="checkbox"/>
Research	Loyola Sustainability Research Centre	<input type="checkbox"/>
	Centre for Zero Energy Building Studies	<input type="checkbox"/>
	Concordia Institute for Water, Energy and Sustainable Systems (CIWESS)	<input type="checkbox"/>
	Next-Generation Cities Institute	<input type="checkbox"/>
	Social Justice Research Centre	<input type="checkbox"/>
	Sustainability in the Digital Age	<input type="checkbox"/>
	Volt-Age	<input type="checkbox"/>
	None	<input type="checkbox"/>
Transportation	Le Petit Vélo Rouge	<input type="checkbox"/>

	Right to Move	<input type="checkbox"/>
	Discounts on BIXI membership	<input type="checkbox"/>
	Secure Indoor Bike Parking Facility (SGW Campus)	<input type="checkbox"/>
	Shuttle bus	
	None	<input type="checkbox"/>
Curriculum	Sustainability Co-Design Project	<input type="checkbox"/>
	Online Guide for embedding education for sustainability in higher education courses	<input type="checkbox"/>

15. Did you know that...?

	Yes	No
Concordia has declared a climate emergency?	<input type="checkbox"/>	<input type="checkbox"/>
The Concordia University Foundation has committed to full divestment of fossil fuels and 100% sustainable investments by 2025?	<input type="checkbox"/>	<input type="checkbox"/>
Concordia has several LEED (Leadership in Energy and Environmental Design)-certified buildings on campus?	<input type="checkbox"/>	<input type="checkbox"/>
Concordia is a designated Fair Trade Campus?	<input type="checkbox"/>	<input type="checkbox"/>
Concordia has earned a Vélosympathique Silver designation from Vélo Québec for its cycling infrastructure and support?	<input type="checkbox"/>	<input type="checkbox"/>
Concordia has a Sustainability Action Plan?	<input type="checkbox"/>	<input type="checkbox"/>
Concordia is among the most energy-efficient of major Quebec universities?	<input type="checkbox"/>	<input type="checkbox"/>
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?	<input type="checkbox"/>	<input type="checkbox"/>
Concordia has joined the Decade of Action with its commitment to the UN Sustainable Development Goals?	<input type="checkbox"/>	<input type="checkbox"/>
Concordia regularly participates in the Sustainability Tracking, Assessment and Rating System (STARS) from the Association for the Advancement of Sustainability in Higher Education (AASHE)?	<input type="checkbox"/>	<input type="checkbox"/>
Concordia regularly submits to the Times Higher Education Impact Rankings, which assesses Concordia's performance on each of the Sustainable Development Goals?	<input type="checkbox"/>	<input type="checkbox"/>

Have you participated in any of the following? Check all that apply and specify.

- Student Sustainability Ambassadors Program
- Employee Sustainability Ambassadors Program
- “Introduction to Sustainability for Students” training
- “Introduction to Sustainability at Concordia for Employees” training
- Student sustainability clubs or organizations
- Sustainability events
- Sustainability committees or networks
- Sustainability student groups / clubs
- Sustainability initiatives? If so, which one(s)

16. What would be your preferred online platform for engaging in sustainability discussions?

- Facebook
- Instagram
- X
- Threads
- BlueSky
- Discord
- Slack
- Teams
- I am not interested in joining an online sustainability community
- Other: _____

17. 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:
- None

LITERACY QUESTIONS - 6 QUESTIONS

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 understand about sustainability in order to inform future programming and initiatives on campus.

18. Which of the following is the most commonly used definition of sustainable development?

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

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

- a. Environment, Society, Technology
- b. Society, Politics, Economy
- c. Environment, Society, Economy
- d. Environment, Community, Finance
- e. I don't know

20. Which of the following is NOT a United Nations (UN) Sustainable Development Goal?

- a. Eliminate racism in all its forms
- b. Climate action
- c. Clean water and sanitation
- d. Good health and well-being
- e. I don't know

21. Whose land is Concordia University situated on?

- a. Abenaki
- b. Mi'kma'ki
- c. Kanien'kehá:ka
- d. Cree
- e. I don't know

22. Which of the following statements regarding Indigenous communities and sustainability are FALSE?

- a. 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
- b. Indigenous communities are brought in as planning partners on all major conservation projects taking place in Canada
- c. Federal, provincial, and territorial governments have a duty to meaningfully consult Indigenous peoples prior to taking actions or making decisions that may have consequences for the rights of Indigenous peoples in Canada
- d. Indigenous communities are often at the front lines of struggles for environmental conservation, biodiversity protection, and climate action
- e. I don't know

23. Please indicate whether the statements below are true or false

		True	False	I don't know
1	Canadians currently have the right to a healthy environment as recognized by federal law.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	The 17 UN Sustainable Development Goals are a legally binding international treaty that all nations are required to enforce.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Less than 1% of Earth's water is available for fresh drinking water.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	People of all socioeconomic classes are equally impacted by climate change, but for different reasons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	CO ₂ emissions from most plant-based products are much lower than most animal-based products.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Nearly all plastic – 99% – is made from fossil fuels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Carbon dioxide is a more powerful greenhouse gas than methane in terms of global warming potential per unit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Fair trade is an approach to global trade aiming to ensure that producers in developing countries receive a fair price for their products	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9	The term “food desert” refers to a dry region unsuitable for farming.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Landfills, pipelines, chemical plants, and other environmental hazards are frequently placed in poor and racialized neighborhoods, contributing to environmental inequities in quality of life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OPTIONAL - 1 QUESTION

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

CONTACT - 1 QUESTION

- 1. 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 below. (You can unsubscribe at any time)**

APPENDIX B. REFERENCES FOR LITERACY PORTION OF THE SURVEY

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