

SUSTAINABILITY AND EDUCATION POLICY NETWORK

THEME 1: DOCUMENT ANALYSIS METHODS

Appendix A: Sustainability Codebook

SOURCE CLASSIFICATIONS/ ATTRIBUTES

The overarching Source Classifications are:
 Governance, Facilities, Research, Curriculum and Community

ATTRIBUTES	DESCRIPTION	CATEGORIES (IF APPLICABLE/DEVELOPED)
Date: Inception	When was the document first created/published?	Date (Month, day, year) Ex. January 1 st , 2001
Date: Updated	When was the latest revision/ update to the policy?	Date (Month, day, year) Ex. January 3 rd , 2009
Author	Who authored the document?	Single Author, Multiple Authors
Audience	Who is the intended audience	
Type (of document)	Refers to the kind of document and applies only to Governance-Sustainability docs	Policy, Plan, Mandate, Assessment, Climate Action Plan
Status	Whether the document is a final document or a draft; completed internally or externally (applicable primarily to Sustainability Assessments)	Draft, Final,
Sustainability-specific	An attribute to identify sustainability-related documents (useful primarily to draw information for sustainability-related docs only)	Sustainability-specific
Sustainability Assessment	A PSE audit, report, or assessment conducted for an internal or external audience.	Internal, External
AASHE	Is the document from an AASHE school?	AASHE, Non-AASHE
Other?		

CODING

CODING INSTRUCTIONS

1. Note that underlined words are those that would be included in code. Link underlined words with forward slash, all in lowercase – e.g., “context/health/environmental” is code for * item; “ed-specific/governance/general/competition” for ** item.
2. Section of text may be coded with multiple codes (e.g., as to type of text as well as regarding the context of the text). Where possible it is preferable to code only once for content so that the same data does not appear multiple times when reviewing the analysed data.
3. If you are creating a memo for your code make sure to add your name at the beginning of the memo (e.g., John:)
4. The following bullets denote the level of nesting for the various terms:
 - * Indicates term is a grandparent node
 - o Indicates term is a parent node
 - Indicates term is a child node
 - Indicates term is a grandchild node
 - ❖ Indicates term is a great-grandchild node

Overall Note: Instructions for coding the term “sustainability”

1. Throughout the codebook, the coding of the term “sustainability” follows the SEPN definition of this term. In particular, uses of the term “sustainability” addressed in this research must at minimum include consideration of the natural environment, and we also include analysis of terms other than sustainability to talk about environmental issues. Exclusion criteria: Do not code as “sustainability” if talking only about “financial sustainability,” “institutional sustainability” or any other use of the term “sustainability,” that does not include some consideration of the natural environment
2. For any sustainability-specific codes in this codebook, please use the abovementioned definition of sustainability.

1.) TYPE OF TEXT (i.e., mission/vision statements, image, taglines/mottos/other words what offer visual representation)

- o Budget (As part of the document vs. the whole document; including tables relating to expenditures/revenues)
- o Images (Exclusion Point: Don’t code university logos/crests/watermarks under image codes!)
- o Mission/Vision (Ministry or institution vision or mission statement)
- o Other Tables
- o Taglines (A variant of a branding slogan for a ministry or institution)

2.) **BROADER CONTEXT** (i.e., explanations of the broader setting without discussing education)

*2.1B) **SUSTAINABILITY CONTEXT**

- Conceptions of Sustainability (References to sustainability as long as it follows the SEPN definition of this term, with the exception of 'definitions,' which includes a sub-code for 'non-environmental definitions' of sustainability – e.g., 'social sustainability')
 - Campus Sustainability (References to the institutional culture of sustainability on campus or in a given institution, following SEPN definition of sustainability)
 - Definitions (How sustainability is defined within the document)
 - Brundtland
 - Environment Specific
 - Non-Environmental Definition
 - Other
 - Pillars
 - Orientations to Issues (How position towards sustainability is presented within the document)
 - Anthropocentric (Human domination of nature and the environment)
 - ❖ Resource Access (Any reference to differentiated access/distribution/allocation of resources)
 - ❖ Resource Use (Sustainable harvesting/extraction of resources)
 - Bio-centric (Humans as a part of nature; intrinsic value of nature)
 - Ethical (Care or stewardship of the natural world framed as an ethical or moral imperative)
 - Constructed as Problem With Solution (Sustainability framed as a challenge, with potential solutions sometimes presented along with challenge)
 - Responsibility-taking (Any reference to differentiated responsibility for environmental or social problems/challenges)
 - Environmental or Sustainability Movement (References to the global activist movement of environmental or sustainability issues)
- Environmental Degradation (Discussion of environmental degradation issues)
 - Climate Change (Changes to climate with implications for natural cycles, ecosystems, human society, etc.)
 - Energy Issues (Issues around energy production/consumption impacting the natural environment; Exclusion: separate from climate change issues)
 - Food Security (Issues around access to and control of food, including local sourcing, genetic modification, etc.)
 - Other (Issues not explicitly addressed in other environmental degradation child nodes, but still falling under the parent node of Environmental Degradation)
 - Water Issues (Degradation of water supplies, including water shortages, pollution, etc.)

- o Demographics
 - Aging (Increasing amount of elders in human population)
 - Growing population (Increasing human population)
 - Immigration (Shifting human population)
- o Economy (A broad perspective on the economic aspects of society)
 - Competition (Positioning economy so it is in a strong position against competitors)
 - Green Economy (A focus on economics as related to principles of environmental sustainability)
 - Economic Growth (A focus on continuous growth within the economy)
 - Recession (A shrinking of the economic market)
- o Equity (themes of equal rights and justice in access or treatment of people. Exclusion: not discussing workplace or schooling equal opportunity within an institution or ministry, that is coded under the Equal Opportunity code)
- o Global (Context of focusing on global, international, or national issues)
 - Internationalization (Context of opening national borders with aim to create a global society, including market and freedom of movement across borders to live and work, homogenization of norms and values; 'soup pot' example)
- o Determinants of Health (Exclusion criteria: DO NOT code if refers to a health issue that is within the PSE institution/Ministry, in that case code it as Health and Safety)
 - Environmental (Physical environmental determinants of health such as exposure to pollution (e.g., lead paint, carbon emissions, etc.))
 - Social (Human-made social determinants of health such as access to quality health care, access to health insurance schemes, and equity issues in terms of health care)
- o Localization (Context of focusing on local and/or regional, provincial issues)
- o Multiculturalism (i.e., references to multiple cultures/ethnicities, maintaining cultural identities in face of uniform globalization; 'tossed salad' example)
- o New Technology (Adoption of new technologies – often information technologies or telecommunications)
- o Other Texts (Formal acts or agreements, networks, commissions, declarations, or reports that are mentioned within the text – usually something and institution/Ministry is legally bound to or has signed on to. NOTE: Double code when crosses into policy origin references)
 - Internal (Other documents mentioned from within the institution or ministry)
 - International (Other documents mentioned from international governments or alliance, e.g., UN, APEC, OECD)
 - National (Other documents mentioned from the Canadian federal government)
 - Provincial (Other documents mentioned from the province or territorial government)
 - Unknown (Other documents mentioned from sources that are undisclosed)

3.) PSE INSTITUTIONS/MINISTRY OF ED-SPECIFIC

3.1 GOVERNANCE (Acts of governance that include policy creation, legal acts, creation of offices, restructuring, BUT also broad goals that encompass academic and/or research and/or community engagement, etc.)

*3.1B) SUSTAINABILITY GOVERNANCE

- Accountability (Any reference of institutional accountability to community, board of governors, government, etc.)
- Collaboration (Working collaboratively with other PSE/Ministries or within the institution, to share information or resources, language that implies responsibility of all stakeholders regarding actions, institutional culture of sustainability)
- Competition (Competing with other institutions, provinces on a number of issues; usage of the term 'leader,' 'best,' 'number one' when describing entity)
 - Differentiation (i.e., uniqueness of institution as setting it above others)
 - Economy (i.e., to get a larger piece of the pie, etc.)
 - Leader (i.e., being among the forefront of peers, or known for something)
 - Recruitment (i.e., recruiting the top researchers, recruiting (green) students, enrolment, etc.)
- Employer (Any references to the role of the PSE institution/ministry as an employer)
 - Workplace Environment (Refers to the physical and social environment where the staff are working, same as learning environment under learning context)
- Equal Opportunity (Ensuring equal access (to education and employment) regardless of identifying characteristics (race, gender, disability, location, etc.))
- Finance (Budgetary issues regarding revenue, uses and expenditures)
- Health and Safety (Any issues relating to mental or physical health of students or staff)
- Policy/Plan Implementation (The application or execution of a policy, plan, strategy, or mandate)
 - Author (References to author(s) of the document)
 - Details of Implementation (Details on how a plan/policy will be implemented within the ministry/institution)
 - Goals of Implementation (Exclusion point: More specific than general priorities – refers to specific departments/faculties/staff positions, is NOT institution wide; In that case use Purpose/Overarching Priorities code)
 - Origins (Any references made to origin, history, or inception of the policy document. The process by which the document was created. Example: A description of the consultation process of various stakeholders that occurred during the drafting of the policy document.)
 - Reporting (Double checking to see if the policy is actually happening – references to whom the institution/Ministry answers, plans for reporting, assessments, audits, transparency)
 - Who is Responsible? (Who is ultimately responsible for the plan/policy being implemented? Ex. VP)
 - Who is the Target? (Who has to take action under the plan/policy? Ex: student or faculty. NOTE: Always double check with populations to engage under Stakeholders codes)
 - Timeline (References to a timeline for development or implementation, or specific dates for tracking progress or achieving goals)

- Innovation (Applications of new solutions (often used as a buzz word within education documents))
- Interdisciplinary (Institutionalization across institution/ministry domains includes research and education. Exclusion point: when refers to only education or curriculum see Interdisciplinary under curriculum, under Academic goals/priorities)
- Investments (Institutional investment of financial resources in the external marketplace, i.e., endowment funds)
- Long Term Planning (Continuous and/or long-term processes, strategies or plans)
- Purpose/Overarching Priorities (Of education, of the PSE or ministry, of sustainability at the PSE/ministry; includes goals of institution)
 - Alignment with (Purpose of the institution is to align/follow with priorities of...)
 - Cultural Values (Refers to priorities/policies set to align with cultural or community values)
 - Internal (Refers to priorities/policies set by the institution itself)
 - Provincial (Refers to priorities/policies set by the province)
 - National (Refers to priorities/policies set by the federal government)
 - International (Refers to priorities/policies set by the international community or an international body)
 - Changing World (The purpose of the institution is to prepare students or society for an unknown future and/or changing world)
 - Confidence (Purpose of the institution is to instil public confidence in the institution or education in general)
 - Culture (Refers to culture being passed from generation to generation; linking the past to the present)
 - Belonging (Refers to being a part of a culture, community, or unit)
 - Identity (Refers to a sense of cultural identity, knowing oneself)
 - Oral Tradition(s) (Refers to language being restored, maintained, and/or promoted to enhance culture)
 - Traditions (Refers to cultural traditions or history in a community, family, or unit)
 - Gift giving (Refers to giving gifts to elders, the sea, etc. as a means of showing respect or gratitude)
 - Fulfil Students' (Purpose of the institution is to fulfil the needs and desires of its students)
 - Personally (Refers to fulfilling students personal desires and/or passions)
 - Potential (Refers to fulfilling students potential in workforce, in earnings, as member of society, etc.)
 - Furthering Sustainability (Purpose of the institution is to incorporate sustainability into its structure, following SEPN definition of sustainability)
 - Culture (Refers to creating a culture of sustainability on the campus)
 - Integrating (Refers to integrating sustainability into the vision, mission, polices, and/or actions of the institution)
 - Growing Economy (The purpose of the institution is to grow the economy or the skilled workforce)

- Improve Outcomes (The purpose of the institution is to improve the educational outcomes and/or reduce the achievement gaps of its students)
 - Aboriginal (Refers to improving outcomes or addressing achievement gaps for FNMI students)
- Leadership (Purpose of the institution is to be a leader in education, in society, in the community, etc.)
 - Recruitment (Refers to being a leader in student recruitment)
 - Reputation (Refers to being a leader by having prestigious reputation)
- Preparation (Purpose of the institution is to prepare students for a particular tract upon completion of education)
 - Career (Refers to preparing students for careers)
 - Future Study (Refers to preparing students for future study)
 - Obtain Degree/Diploma (Refers to preparing students to obtain a degree or diploma at the completion of their studies)
- Preparing Citizens (Purpose of the institution is to prepare future citizens)
 - Ethical (Refers to preparing citizens to be ethical decision makers)
- Preparing Leaders (Purpose of the institution is to prepare future leaders and/or innovators)
 - Economy (Refers to preparing leaders for the world's markets)
- Preparing Members of Society (Purpose of the institution is to prepare future members of society)
 - Cohesive (Refers to preparing students to be part of a cohesive society)
 - Global (Refers to preparing students to be part of a global society)
 - Participating (Refers to preparing students to participate in society)
 - Productive (Refers to preparing students to be productive members of society, usually through economic activity)
- Preparing Students (Purpose of the institution is to prepare students within it to be a particular type of person when they leave it)
 - Engaged Thinkers (Refers to preparing students to be engaged and/or critical thinkers)
 - Entrepreneurial Spirit (Refers to preparing students to possess an entrepreneurial spirit or sensitivity for market innovation)
 - Highly Skilled (Refers to preparing students to be highly skilled members of workforce)
 - Parent (Refers to preparing students for being parents)
 - Responsible (Refers to preparing students to be responsible in their decisions and actions)
 - Well-Educated (Refers to preparing students to be well-educated upon completion of their studies)
- Public Funding (Purpose of the institution is to be or to continue to be publically funded)
- Public Good (Purpose of the institution is to serve the greater or the public good)

- Quality Services (Purpose of the institution is to offer a high quality of services)
 - Quality Childcare (Refers to providing quality childcare within institution)
- Reaching (The purpose of the institution is to reach every student – no student should be left behind/left out)
- Research (The purpose of the institution is to conduct research and contribute thru research)
 - Applied (Refers to researching for applied solutions to problems)
 - Knowledge (Refers to researching for the sake of generating knowledge)
- Scope (Purpose of the institution is to engage in teaching, research, community outreach, facilities management, and/or thru governance)
- Student Learning (Purpose of the institution is to provide learning opportunities for students)
 - Lifelong (Refers to creating students that are continuous or lifelong learning)
- Student Success (Purpose of the institution is to prepare students for success inside and outside academia)
 - Expertise in SD (Refers to contributing to the creation of scholars with knowledge and expertise in solving sustainability/sustainable development challenges)
- Quality (References to the highest standards of practice, excellence, best practices, or success. Exclusion: DO NOT code for Quality when it is in reference to Competition. See Competition.)
- Restructuring (Refers to any change in the organization of the PSE institution or ministry, i.e., board of governors)
- Tradition (References to the history, traditions, values or culture of the institution or place)

3.2 ACADEMIC GOALS/PROCESSES (Intents, methods, processes, and outputs related to education and formal schooling)

***3.2B) SUSTAINABILITY ACADEMIC GOALS/PROCESS**

- Academic Freedom (The inherent freedom of faculty members to pursue their research and teaching interests)
- Co-Curricular (Student learning that occurs outside of the formal classroom or program requirements (or research), also known as extra-curricular activities, includes clubs and societies)
- Cultural Approaches (Non-Sustainability) (
- Curriculum (Instructional content)
 - Development (Developing/Development of curriculum)
 - FNMI (First Nations Métis Inuit curriculum)
 - Gap Between Curriculum and Practice (Any identified gaps between curriculum and practice)
 - Interdisciplinary (Curriculum is/should be inter/trans/cross disciplinary. Exclusion point: when interdisciplinary refers to research code as Interdisciplinary under Governance.)
 - Subject-Specific (Subject specific curriculum e.g., math, science, language arts, fine arts, health, social. Exclusion criteria: Do not code for Subject-Specific Frameworks, i.e., subject-specific documents)

- Knowledge (Orientations to knowledge)
 - Constructivist (Framework that knowledge is constructed by individuals, societies, or other social systems)
 - Impartial Knowledge (Positivist; framework that knowledge represents objective truth, and that observer and subject are separate; knowledge should be conveyed in a neutral manner, lacking value judgements)
 - Interconnected Knowledge Systems (Holistic; framework that acknowledges the interconnectedness of knowledge and knowledge production, avoids reducing systems and ideas to the sum of their parts; integrates two or more knowledge systems)
 - TEK (Framework that is based on Traditional Ecological Knowledge)
- Learning Context (The physical and social space in which learning occurs)
 - Flexibility (Allowing for personalized choice within education, including student/family choice, location choice, e.g., distance learning)
 - Learning Environment (The physical space where formal learning occurs)
- Pedagogy (Understanding of and styles of instruction)
 - Applied (Teaching and learning that link school to real life, e.g., participating in a city planning exercise)
 - Elder/Intergenerational (Teaching and learning from elders, family members, etc.)
 - Experiential (Teaching and learning through direct experience)
 - Community Service (Teaching and learning while working or volunteering in a community)
 - Study Abroad (Teaching and learning done outside the nation/territory of the participants)
 - Holistic View of Learning (Teaching and learning that encompass the intellectual, social, and emotional)
 - Inquiry Based (Teaching and learning that is based on the investigation of questions, scenarios, and problems)
 - Narrative (Teaching and learning through narratives, stories, parables.)
 - Outcomes Based (Teaching and learning aimed at specific curricular outcomes or tests)
 - Place Based (Teaching and learning that is rooted in a local context)
 - Student Centred (Teaching and learning that takes its cues from students vs. curriculum)
 - Teaching as a Skill (Constructions of teaching as a skill set that can be learned)
 - Transformative (Teaching and learning about processes that transform past beliefs)
 - Ways of Knowing (Teaching and learning that different knowledge systems exist)

- o Stakeholder Learning (Educating or raising awareness among students, staff, faculty, and community members)
 - Stakeholder Action (Teaching or learning about action)
 - Issues of Action (Issues, topics, or subjects that society, governments, and/or individuals act in response to)
 - ❖ Consumption (Issues relating to consumption of resources by either individuals or groups including governments and corporations, such as reducing, making ethical consumer choices, etc.)
 - ❖ Design (The design of infrastructure, such as city planning, green buildings, eco-cities, etc.)
 - ❖ Energy (Issues relating to the management, source and distribution of energy, such as fossil fuel use, alternative energies, energy efficiency, etc.)
 - ❖ Food (The management and protection of food sources, such as local sourcing, organic/non-organic food choices, ethical farming practices, etc.)
 - ❖ Other (Climate Change?)
 - ❖ Resource Management (The management and protection of renewable and non-renewable resources, such as timber, minerals, fossil fuels, etc.)
 - ❖ Transportation (Issues relating to transportation such as mass transit, alternative transit, fuel efficient vehicles, commute routes and times, etc.)
 - ❖ Waste Management (The management of physical waste, not related to GHG emissions e.g., recycling, cradle-to-cradle, pre-cycling, composting, etc.)
 - ❖ Water Conservation (The management and protection of water resources e.g., water efficient technology, protecting fresh water sources, etc.)
 - Locus of Change (The level at which change should take place)
 - ❖ Government (Changing governmental behaviours)
 - ❖ Personal Responsibility (Changing personal behaviours)
 - ❖ Society (Changing societal behaviours)
 - Modes of Action (The method of engagement for initiating change)
 - ❖ Activism (Direct action to achieve political or other goals)
 - ❖ Behaviour (Action to change individual behaviour)
 - ❖ Citizenship (Acting within the political or legal system, e.g., voting, etc.)
 - Cross-Competencies (Any reference to cross-subject or cross-discipline competencies such as critical thinking, problem solving, observation, collaboration. Exclusion criteria: Do not code for Cross-Curricular Competency Framework when the entire document is a Cross-Curricular Competency Framework)

- Land-based skills & knowledge (Any reference to the acquisition or handing down of land-based skills and/or knowledge) NOTE: Double code under Pedagogy when applicable.
 - Hunting (Any references to teaching or learning how to hunt or gather food, understand migration patterns, etc.)
 - Navigation (Any references to teaching or learning how to navigate on the land, water, ice, etc.)
 - Observation (Any references to teaching or learning how to observe the signs in nature, such as weather patterns, ice, fog, etc.)
 - Survival (Any references to teaching or learning how to survive in nature)
- Professional Development (
- Social-Emotional-Physical Health Skills (Any reference to mental or physical health or increased social capacity, such as self-reliance, etc.)
- Subject/Discipline-Specific Skills (Any reference to skills relating to any subject or discipline such as literacy/reading, science, math literacy)
- Stakeholder Thinking (Developing, assessing, or understanding student thought processes)
 - Attitude (Developing, assessing, or understanding student outlook on a given topic)
 - ❖ Hope (An attitude with an optimistic outlook on the future)
 - Perceptions (Developing, assessing, or understanding how students perceive other and/or the world around them, including world-views)
 - Values & Ethics (Developing, assessing, or understanding student values, beliefs, morals, ethics, etc.)
- Standards (Student assessments related to academic performance)
- Sustainability Approaches (Any reference to competencies related to the larger social context that do have an environmental component)
 - Animism/agency of nature (Teaching or learning about the spiritual essence of non-human entities, such as animals, plants, inanimate objects, phenomena, etc.)
 - Appreciating Nature (Teaching or learning about appreciating nature through any of the following lenses: Aesthetic, pragmatic, philosophical, spiritual)
 - Civic (Teaching or learning for understanding of or acting within political/legal systems)
 - Cultural Competency (Teaching or learning to navigate diverse cultural protocols; appreciation of diverse cultures)
 - Environmental Learning/Education (Teaching or learning about sustainability primarily related to environmental and/or ecological concepts)
 - ESD/E for S (Teaching or learning within the framework of Education for Sustainable Development or Education for Sustainability)
 - Peace (Teaching or learning to seek solutions to problems in a peaceful/non-violent manner include references to the environment)
 - Respect for/relationship to land & beings (Teaching or learning about respecting the land, nature, etc. Having a relationship with the land, beings, etc.)

- Social Justice (Teaching or learning to implement solutions and critically assess situations in an equitable and just manner)
 - Spiritual (Teaching or learning about connecting to the human spirit)
 - Stewardship (Teaching or learning to care for and/or tend a place, resource, or integrated system)
 - STSE-STEM (Teaching or learning within the frameworks of Science, Technology, Society or Science, Technology, Engineering, Math)
- o Transitions (Student matriculation thru various grade/schooling levels towards the goal of graduation)
- Workforce (Student entry from schooling into the workforce)

3.3 STAKEHOLDERS (General stakeholder interactions including stakeholders from both inside and outside the institution/ministry; potential two or multi way relationship – services out but also service in)

***3.3B) SUSTAINABILITY STAKEHOLDERS**

- o Methods of Engagement (Processes and ways ministry/institution engages with stakeholders)
- Advocate (Supporting or urging by argument to support a group(s))
 - Capacity-Building (Building capacity-skills and access to resources of stakeholders, including community groups, vulnerable community members, etc. Often refers to an unequal power relationship)
 - Collaboration (An informal partnership between the ministry/institution and stakeholders. Refers to a peer-to-peer relationship.)
 - Communication (Conveying information between actors)
 - Consultation/Outreach (Asking for opinion, consent or other information from stakeholders)
 - Identify (Establish or identify who the stakeholders to engage with will be)
 - Modelling Practices (Refers to instances where the stakeholder is modelling constructive sustainability actions to the wider community (or other stakeholders), this can also be known as leadership. Exclusion point: do not code this when the word leader or leadership is used in a context of competition. In that case, see competition.)
 - Partnership (A formal partnership between the ministry/institution and stakeholders. Refers to a peer-to-peer relationship.)
 - Service (Coming to aide to a stakeholder group; Ex. Community service)
- o Population to Engage
- Administration
 - Alumni
 - Business
 - Experts in the Field
 - Faculty or Teachers
 - Families
 - FNMI
 - Government

- NGOs
- Other PSEs/Ministries of Education
- Public/Community
- Researchers
- School/Campus Community
- Staff
- Students
- Sustainability Committee
- Sustainability Office

3.4 FACILITIES (The physical infrastructure, inputs, and outputs of an institution/ministry, also known as operations)

***3.4B) SUSTAINABILITY FACILITIES**

- Infrastructure Actions (Actions related to the physical running of the institution/ministry)
 - Air Quality (Issues relating to the air people breathe on facility and its physical attributes – usually is mentioned in relation to human health)
 - Consumption (Issues relating to consumption of resources by institution/ministry)
 - Design (Issues relating to institution/ministry infrastructure such as construction of new buildings, retrofits, repairs)
 - Emissions (Issues relating to the production of ANY greenhouse gas brought about by activities within or in conjunction with the institution; Example: May transport emissions but also composting emissions. Usually in relation to climate change/climate change policy.)
 - Energy (Issues relating to the management, source and distribution of energy in the institution/ministry.)
 - Food (Issues relating to the production and distribution of food within the institution/ministry)
 - Landscaping/Grounds (Issues relating to the modifications of institutional/ministry land, including living elements, terrain, or bodies of water, or creating areas for biodiversity/conservation)
 - Resource Management (Issues relating to physical inputs; everything but energy and emissions)
 - Technology (Integration of new technology into institution/Ministry to help ‘green’ entity; references to information technology, technology services, or resources on campus)
 - Transportation (Issues relating to transportation of students and staff to and from school, or fleet of institutional vehicles)
 - Waste Management (Issues relating to physical outputs; everything but energy and emissions. For now includes light pollution and odour, but these may become grandchild nodes upon further analysis)
 - Water Management (Issues relating to the management, conservation, and/or protection of water by the entity)

- o Operations' Standards (i.e., use of performance measures in relation to operations)
 - Achievement (Reference to goals achieved, either specific or general; mentions of specific outcomes)
 - Assessment or Evaluation (Measurement of operations performance, either comparative or stand alone)
 - Evidence (Allowing infrastructure actions to be guided by evidence of good practice or the latest scientific evidence)
 - Outcomes (Monitoring and reporting the outcomes of infrastructure actions)
 - Time Bound Goal (A time line to have an operations goal completed by)

3.5 RESEARCH (i.e., research goals/processes of the institution/Ministry)

***3.5B) SUSTAINABILITY RESEARCH**

- o Research Ethics (Ethical considerations of research within the institution)
- o Research Goals (Particular goals of research within the institution)
 - Alignment (Aligning research goals with institutional, provincial, or other goals and priorities)
 - Civic Involvement (Using research as a means for engaging with the community thru scholarship)
 - Competition (The need to position the institution's research activities so that they can maintain competition with other institutions researching the same area)
 - Core (Research areas that are priorities for the institution – may be stated formally or informally)
 - Economics (Core research area focusing on economics)
 - Energy (Core research area focusing on energy)
 - Environment (Core research area focusing on environment)
 - Health & Wellness (Core research area focusing on health & wellness)
 - Living Lab (Core research area uses campus as a living lab for sustainability)
 - Sustainability Literacy (Core research area is focused on literacy in sustainability)
 - Technology (Core research area focusing on technology)
 - Creating (Creating research features or facilities within the institution)
 - Centre of Excellence (Creating a centre of excellence for research)
 - Conference (Creating a new conference around a given area of research)
 - Field Station (Creating a new field station for research)
 - Graduate (Creating a new graduate program with a research component)
 - Program (Creating a specific program of research)
 - Research Chair (Creating a research chair)
 - Cross/Trans/Interdisciplinary (Research that needs to or does coordinate, supports, or facilitates the crossing of disciplinary boundaries)
 - Curiosity (Researching to satisfy curiosity or to explore possibilities without direct links to application of knowledge)

- Economy (Research into economic activity and productivity)
 - Development (Research examining economic development and entrepreneurship in the world's markets)
 - Diversified (Research examining diversification in the market)
 - Sustainability (Research examining how to make the economy more sustainable)
- FNMI (Pursuing research areas directly related to FNMI communities)
 - Relationships (Strengthening relationships to FNMI communities through shared research activities)
- Ground Breaking (Research that is ground breaking, new, innovative, or on the cutting edge of modern science)
- Large Impact (Research with a huge scope of impact on people or geographic regions with the knowledge it generates)
 - Areas (Research within specific areas of knowledge such as energy, technology, environment, etc.)
 - Transform (Research that will transform society at large)
- Partnerships (Partnerships between internal or external stakeholders on research activities)
 - Business/Government/NGO (Partnerships between the institution and a business, government agency, or NGO partner)
 - Departments (Partnerships between departments at a given institutions)
 - Institutions (Partnerships between different institutions)
 - Nations (Partnerships between different nations in research objectives)
- Progress (Tracking and reporting progress in research activities)
 - Creating (Creating a system to track and record research progress)
 - Reporting (Reporting on current research activities – successes and progress reports)
- Revenue – Needing (Needing revenue sources to implement or continue research activities)
- Revenue – Providing (Providing a revenue source for the institution thru job creation, patents, grants, etc.)
- Scales (Scale that the research is conducted at)
 - Local (Research conducted at the local scale)
 - National (Research conducted at the national scale)
 - Global (Research conducted at the global scale)
- Social Need (Research into topics related to social issues)
 - Quality of Life (Research that seeks to improve quality of life thru knowledge it generates)

- Students (Using research to facilitate the educational needs of students)
 - Educational Experience (Research opportunities for undergraduates or high school students, often through course work)
 - Sustainability (Research that facilitates student and faculty learning about sustainability)
 - Workforce (Training for the workforce through research opportunities)
- Sustainability (Research into topics, systems, and activities related to sustainability. References to researching sustainability as long as it follows the SEPN definition of this term)
 - Applied (The research looks to solve real world challenges around sustainability, i.e., the development of new technologies, strategies, and approaches to sustainability challenges)
 - Decision Making (Using sustainability research for evidence-based decision making)
 - Define (A definitive definition of what sustainability research is)
 - Greening (Greening the research process and/or conducting research more sustainably)
 - Policy (Research is mentioned specifically within the institution's sustainability policy and/or plan)
- Research Knowledge Mobilization (Dissemination and mobilization of research findings from the institution)