

RESPONSIBLE FUTURES FEEDBACK REPORT

A report for Mohawk College and Mohawk Students'
Association

December 2024



STUDENTS
ORGANISING FOR
SUSTAINABILITY
UNITED KINGDOM



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“Education for sustainable development (ESD) gives learners of all ages the knowledge, skills, values and agency to address interconnected global challenges including climate change, loss of biodiversity, unsustainable use of resources, and inequality.

It empowers learners of all ages to make informed decisions and take individual and collective action to change society and care for the planet. ESD is a lifelong learning process and an integral part of quality education.

It enhances the cognitive, socioemotional and behavioural dimensions of learning and encompasses learning content and outcomes, pedagogy and the learning environment itself.”

UNESCO 2023

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Responsible Futures

Responsible Futures is certification of a whole institution's commitment to holistic sustainability, and ensuring an enabling environment for it to thrive, rather than an endpoint.

1.0 Introduction

1.1 Responsible Futures

Responsible Futures is a whole-institution approach to embedding holistic sustainability across the formal, informal and subliminal curriculum across both HE and FE. It is a

supported change programme and accreditation mark that works to put sustainability at the heart of education.

The framework facilitates a close working Partnership between students' unions and their institutions and was developed with significant guidance from an advisory group made up of representatives from NUS Sustainability Direction and Oversight board, the EAUC, People and Planet, UCU, SOCVEN, HEA (Advance HE), AOC, Learning for Sustainability Scotland, and the Knowledge Transfer Network, as well as individual institutions and students' unions. The criteria represent best practice not only within the UK, but internationally. The programme is delivered by SOS-UK.

Responsible Futures was created because, for the last ten years, SOS-UK surveying of students has consistently shown that c60% of students have either agreed or strongly agreed with the statement 'Sustainable development is something which I would like to learn more about', and c85% with the statement 'Sustainable development is something which Universities should actively incorporate and promote' (base c15k students)¹.

Responsible Futures was first piloted in 2014-15 by 13 institutions, including five Further Education institutions and eight Higher Education across England and Scotland. Following feedback from the pilot cohort, significant developments were made to the programme, and it was launched in 2015. An international pilot was launched in 2023, in which Mohawk College was invited to participate.

To date, 43 Partnerships across the UK and 10 Partnerships globally have joined Responsible Futures and collectively, they represent over 1,100,000 students.

¹ Survey results can be found here: <https://www.sos-uk.org/research/sustainability-skills-survey>

1.2 Overview of the Audit



SIX OF THE TEN STUDENT AUDITORS LEADING MOHAWK'S 2024 AUDIT

As part of the accreditation process, each Responsible Futures Partnership must undergo a two-day student-led audit. The purpose of the audit is to determine the Partnership's score, accreditation level, and conduct in-depth research on the impact of Responsible Futures through:

- A documentary review of evidence to verify score,
- Interviews with key individuals,

There are 51 total criteria, of which 9 are mandatory and must be completed to achieve accreditation and 41 are optional. Three criteria are self-defined meaning that the Partnership can highlight unique actions they have taken which are not discussed through other criteria.

To achieve the Responsible Futures Accreditation Mark, the Partnership must meet or exceed the score threshold of **230 points**, out of the maximum 256 points.

If the Partnership does not meet the threshold of 230 points but their score exceeds 120 points, they will be awarded the "Working Towards" Accreditation.

Prior to the audit, each Partnership has submitted documentary evidence through the online framework tool².

² <https://toolkit.sos-uk.org/responsible-futures>

1.2.1 Documentary Evidence Review

In keeping with the student-centred nature of the scheme, SOS-UK train teams of student auditors at each institution to lead the audit. This begins with a documentary review of evidence. Through this process, students determine scores for each criterion, with support from the SOS-UK facilitator.

1.2.2 Interviews

A key component of the audit is three student-led interviews with key individuals, including: one interview with representatives from the students' association, one with staff from the institution, and one interview with College leadership. These informed the audit process as well as providing insights which have contributed to this report and the broader research conducted on the programme.

Results and Feedback

“We have strong support to keep this going from the College. This sense of belonging and community provides nourishment for students' work, helping them feel valued and motivated in their sustainability contributions.”

Student Auditor, 2024

2.0 Your Results

2.1 Your Accreditation

Mohawk College and Mohawk Students' Association gained the Responsible Futures Accreditation with a score of **260**.

2.2 Score Overview

Section	Your Score	Total Possible
Baselines and Benchmarks	17	37
Partnership and Planning	18	19
Leadership and Strategy	41	50
Policy and Commitment	36	53
Interventions	39	59
Impacts and Outcomes	66	91
Outreach	12	17
Self-Defined Criteria	30	30
Total	259	356*

**Points threshold for accreditation is 220*

2.3 Explaining Your Accreditation

Mohawk College and Mohawk Students' Association, referred to in the report as a "Partnership" was awarded the "Responsible Futures Accreditation." This means that you have exceeded the score threshold of 220 and have demonstrated and evidenced your Partnership's commitment and progress for embedding sustainability and social responsibility across the whole institution. This accreditation will be valid for two years, December 2026, at which time another audit will be required to re-validate your accreditation.

“Congratulations to Mohawk College and Mohawk Students' Association on this fantastic achievement following condensed engagement with the framework during the international pilot! Thank you for your commitment to empowering students to access the skills and knowledge they need to forge a more sustainable education system and more sustainable and just world.”

Quinn Runkle, Director of Education,
Students Organising for Sustainability

2.4 Key Findings

On October 16th and 17th 2024, ten students audited Mohawk College and Mohawk Students' Association (referred to as a "Partnership") on their progress on embedding sustainability in all student learning. Through the experience, auditors gained valuable employability and education for sustainable development (ESD) skills while playing a leadership role in supporting their institution and students' union to advance sustainability in informal, formal, and subliminal learning.

Throughout various points in the audit, student auditors were supported to reflect on their experiences. At the end of the audit, they shared their thoughts on the auditing process the Partnership's work.

Here are some of their thoughts on the Partnership's efforts to attain Responsible Futures accreditation. Further feedback and reflections from the auditors can be found in section 2.8 of this report.

- "This has been very exciting - I hope to hear more about it and how it progresses."
- "I believe the Partnership's efforts to attain and retain Responsible Futures accreditation are commendable, particularly in their focus on student engagement and co-creation of sustainability initiatives. The partnership has made significant strides in embedding sustainability into the curriculum, providing students with hands-on opportunities to shape their learning and contribute to sustainability projects. The collaboration between students, faculty, and the administration is a strong foundation for long-term success. Moving forward, expanding these initiatives across all programs and enhancing visibility will further solidify the college's commitment to sustainability."
- "They made considerable effort that aligned with the core and cultural values of Responsible Futures."
- "This initiative is directly linked to student wellness, so it should be recognized at the accreditation level. That way, students will feel that their efforts are truly making a difference and contributing to something meaningful."
- "I feel like [the Partnership] is on the right track and it's clearly making an effort to attain the accreditation but also making a relevant impact on the community."

"[This opportunity] is valuable to us as students. We dedicated a lot of time to lead this audit, but it is incredibly valuable and worth it." - Student auditor

2.5 Feedback

2.5.1 Baselines and benchmarks (BB001 to BB007)

Criteria Number	Criteria	Maximum Score	Student Auditors' Score	Student Auditors' Comments
BB001	Within the last two years, the Partnership has completed an institution-wide survey of students on their attitudes towards, expectations on, and awareness of sustainability and published the findings.	4	3	<p>Positives:</p> <p>The Partnership conducted a “Student Sustainability Survey” between September 16th and October 6th, 2024. Around 2000 students responded to the survey.</p> <p>In addition, the survey was developed by representatives from across the College, including academic, and Indigenous representatives, and built on past results from a 2021 survey.</p> <p>The response rate was around 6% of the student body, which we can consider as good. In addition, responses have been increasing since the previous survey in Fall 2021, which indicates both the demand and increased efforts to capture students' input.</p> <p>Moreover, working with students directly and collaborating with different departments to build the survey shows that a diverse group of people were involved.</p> <p>Recommendations:</p> <p>Auditors would like to see a continued focus on increasing the response rate in follow-up surveys.</p> <p>Additionally, auditors are interested in how additional questions, particularly around cost of living and sustainability, can be included in the survey to provide further insights into barriers students may face.</p> <p>Auditors understand there are plans to publish the findings and ensure key and relevant stakeholders have access to the findings and encourage the Partnership to continue with these plans.</p>
BB002	The Partnership has completed a follow-	4	0	<p>Positives:</p>

	up to the survey conducted in BB001 and published the findings.			<p>A follow-up survey will be published within 2-3 years - around 2026/2027.</p> <p>Recommendations:</p> <p>Auditors recommend exploring whether any longitudinal trends between the 2021 and 2024 survey can be uncovered as they may be useful for informing future surveys, as well as work related to Responsible Futures.</p>
BB003	Within the last five years, the Partnership has carried out a thorough baseline curriculum review or audit on sustainability and Education for Sustainable Development (ESD) and published the findings.	10	6	<p>Positives:</p> <p>Baseline analysis of the Sustainable Development Goals (SDG) was conducted using a key word search on course descriptions. Initial data evidence the need to add more sustainability content to the curriculum. Sustainability-related targets are public on Mohawk College’s website.</p> <p>Recommendations:</p> <p>To earn a higher score, increase student involvement in SDG curriculum reviews/audits.</p> <p>Ensure that the review is institution-wide and covers all teaching and learning.</p> <p>Consider including criteria beyond SDG content, to include how it is taught (education for sustainable development pedagogies) and skills students are supported to develop to contribute to sustainability. Explore how students can be involved in updating this methodology or planning the dissemination of results.</p> <p>Where and how have the survey findings been shared? Are they accessible to interested staff and students?</p>
BB004	The Partnership has completed a follow-up curriculum review or audit conducted in BB003 on sustainability and published the findings.	5	3	<p>Positives:</p> <p>The Partnership has conducted a follow up review of the keyword search. The methodology was updated to follow a more outcomes-based tracking model focusing on student activities and outcomes, which is more aligned with education for sustainable development.</p>

				<p>Positive to see how results from an initial curriculum review have led to many changes.</p> <p>Recommendations:</p> <p>Auditors would like to better understand the updated methodology focused on outcomes - is it still an SDG keyword search but for student outcomes as opposed to course descriptions? How can it be replicated in a follow-up survey to better understand trends and progress?</p> <p>Auditors recommend further incorporating student leadership into these initiatives - for example, how can students lead on a curriculum review by reflecting on their own outcomes in their courses?</p>
BB005	The Partnership routinely asks students about sustainability in evaluation surveys.	5	1	<p>Positives:</p> <p>Students have opportunities to provide feedback on their courses during pre-determined survey periods, including a course evaluation tab on MyCanvas.</p> <p>Recommendations:</p> <p>While evidence submitted demonstrates a range of ways students feed into the curriculum, this criterion is looking at how questions around sustainability can be embedded into existing mechanisms for student course evaluation to ensure that sustainability is embedded across all aspects of teaching and learning, including existing mechanisms that may not originally focus on sustainability. Often, course evaluation surveys have good response rates due to the way in which they are disseminated - how can this be harnessed to learn more about sustainability in courses?</p> <p>Auditors would like to see evidence of what questions are normally included in evaluation surveys, and how sustainability can be included into these surveys.</p>
BB006	Within the last two years, the Partnership has developed an	5	3	<p>Positives:</p> <p>The Partnership captures staff knowledge, confidence and progress towards professional</p>

	<p>understanding of teaching staff’s knowledge and confidence with sustainability at the institution and informed their practices with these findings.</p>			<p>development goals both formally and informally through professional development opportunities, and events like the Great Idea for Teaching (GIFT) which recently focused on “Sustainability, the Climate Action Plan and Greening the Curriculum.”</p> <p>Recommendations:</p> <p>Auditors would like to see evidence of how many staff attended GIFT and fed back on their experience in relation to their confidence with and knowledge on sustainability. Was this information shared with relevant channels?</p> <p>We recommend exploring how to embed questions around sustainability into existing staff surveys to have a clear approach to formally understanding how well-equipped staff feel to embed sustainability in their subject. For example, how can the Curriculum Committee, in their work to ensure quality in each course/program, systematically evaluate staff knowledge and understanding of sustainability? Additionally, how can performance plans be used to monitor progress on staff confidence around sustainability? How can this information be collated and used to regularly monitor progress in confidence with sustainability for all staff?</p>
BB007	<p>The Partnership has completed a follow-up survey to the survey conducted in BB006 and published the findings.</p>	4	1	<p>Positives:</p> <p>The Partnership used feedback from the previous year’s GIFT event to focus the event on sustainability.</p> <p>Auditors highlight the excellent team of professionals featured on the “GIFT 2024 Keynote Speakers” on Great Ideas For Teaching (GIFT) webpage. Their work aligns well with issues related to Responsible Futures framework.</p> <p>Recommendations:</p> <p>Explore how to create a systematic understanding of staff confidence on sustainability and measure it over time through comparable benchmark data.</p>

2.5.2 Partnership and Planning (PPL001 to PPL003)

Criteria Number	Criteria	Maximum Score	Student Auditors' Score	Student Auditors' Comments
PPL001	The Partnership has a working or coordinating group that leads on sustainability.	5	5	<p>Positives:</p> <p>Mohawk has an established Responsible Futures Planning Team with a range of students and staff from across different programs and departments, with students outnumbering staff to ensure student leadership and meaningful involvement. The outcomes of the group will be regularly reported into Climate Action Plan governance structure at the College, with clear meeting agendas and action points. A structure in this kind of team encourages grassroots innovation and links to high-level strategic objectives.</p> <p>Recommendations:</p> <p>Are there leadership structures within the group, for example, chairs? If so, auditors would like to see students playing a leadership role in the operations of the groups, as co-chairs.</p> <p>Additionally, auditors recommend improving transparency by sharing access to meeting minutes and action points coming out of meetings with the wider student body.</p>
PPL002	The Partnership has a SMART action plan progressing actions for issues related to Responsible Futures.	5	4	<p>Positives:</p> <p>The Partnership has established several SMART action plans, like the EDI Action Plan and Climate Action Plan, endorsed by senior leadership. Correspondingly, these are specific, measurable, and time-bound plans with clear targets and strategies for achieving equity, diversity, inclusion, and climate-related goals. Evidence of the SMART objectives in these plans is provided on the EDI Action Plan and on the Climate Action Plan.</p> <p>For Responsible Futures specifically, the Responsible Futures Planning Group has established a SMART course of action with a rough timeline and student-determined</p>

				<p>priorities. While some criteria were pre-selected by staff to focus students' efforts on areas where they could make a meaningful impact, the planning process was designed to foster accountability and student empowerment.</p> <p>Recommendations:</p> <p>Following the audit results, the Responsible Futures Planning Group can use the report to develop more concrete and defined KPIs and metrics to track progress and attainment against the criteria that students select. It can also be clearer who is responsible for what criteria.</p>
PPL003	<p>Within the current academic year, the Partnership has proactively engaged key stakeholder groups in the issues related to Responsible Futures.</p>	9	9	<p>Positives:</p> <p>Evidence demonstrated how the Partnership engaged with stakeholder groups to work on the issues related to Responsible Futures. The College clearly places importance on partnerships and strategic support not only institution-wide but also at a regional and national level, as well as with Indigenous partners. A strategic plan was developed featuring stakeholder engagement with timelines and a good amount of individuals participating such as staff and students.</p> <p>Recommendations:</p> <p>Auditors recommend broadening sustainability engagement with alumni, for example, through events, green careers discussions etc.</p> <p>Auditors are interested in the idea of the College hosting sustainability forums to bring together the vast array of stakeholders working with Mohawk on sustainability and issues related to Responsible Futures.</p> <p>What role can MSA play in engaging more student stakeholder groups?</p>

2.5.3 Leadership and Strategy (LS001 to LS007)

Criteria Number	Criteria	Maximum Score	Student Auditors' Score	Student Auditors' Comments
LS001	The Partnership has gained the support of a high-level champion within both the students' union and institution for their efforts to attain Responsible Futures.	7	7	<p>Positives:</p> <p>Mohawk College and MSA has secured significant support at the highest levels from champions within the College and student association toward Responsible Futures Accreditation. This is truly driven by commitment shown by President Paul Armstrong and Vice President Ceibert Adamson, who have been vocal in proclaiming that the college is committed to embedding sustainability into all its curricula.</p> <p>This leadership has been publicly recognized for their commitment and reinforces the College's objective of educating students for a low-carbon economy.</p> <p>Recommendations:</p> <p>Consider how to embed sustainability into leadership roles, to ensure continuity, for example in the face of role turnovers.</p>
LS002	The institution's learning and teaching strategy, academic strategy, or equivalent, includes supportive references to issues related to Responsible Futures, or it will do after the next review.	10	9	<p>Positives:</p> <p>Mohawk College has made significant strides in incorporating issues related to Responsible Futures into its academic plan, in consultation with stakeholders across the College. The plan aligns well with the principles of Responsible Futures, addressing key areas such as Indigenous knowledge, sustainability, and access to education.</p> <p>The inclusion of the "Two-Eyed Seeing" approach demonstrates a commitment to integrating diverse perspectives, particularly Indigenous knowledge, which is essential for advancing climate action and reconciliation. The clear ambitions laid out in the plan, such as integrating sustainability across all programming and developing the School of Climate Action, show a proactive stance in embedding these issues within the College's curriculum.</p> <p>Additionally, the annual Great Ideas for Teaching (GIFT) conference focusing on</p>

				<p>sustainability indicates a commitment to continuous improvement and faculty engagement in these critical areas.</p> <p>Recommendations:</p> <p>To further enhance the alignment of the Academic Plan with Responsible Futures, and evidence implementation, Mohawk College could align existing curriculum review to assess the implementation of the plan in practice. This would involve tracking specific courses or programs that effectively integrate sustainability and Indigenous knowledge, ensuring that the ambitions outlined are being realized.</p> <p>Additionally, creating a feedback mechanism to gather insights from both students and faculty on the effectiveness of these integrations would provide valuable information for future revisions of the Academic Plan.</p>
LS003	The Partnership has gained the support of their highest level of governance on the issues related to Responsible Futures and their efforts to achieve accreditation.	6	6	<p>Positives:</p> <p>The Mohawk College Board of Governors supports sustainability and efforts towards Responsible Futures accreditation. Support evidenced by approval of strategic goals on climate action, truth and reconciliation, and future-ready education and the approval of the 2024-25 business plan identifying Responsible Futures as a priority. This has also been further evidenced through their annual retreats, which centre climate action and Indigenous reconciliation. Additionally, the MSA Board has unanimous support for involvement in the Responsible Futures program to evidence cohesive commitment at governance levels.</p> <p>Recommendations:</p> <p>Clearer documentation of the Board's discussion of those efforts to attain Responsible Futures, and work related to Responsible Futures would enhance the evidence for the criterion for the next audit.</p> <p>Increasing the publicity of the Board's commitment through public statements and</p>

				events can further make visible to prospective staff, students and partners, all the work taking place around sustainability, and the College's strong vision.
LS004	The Partnership has developed a statement on sustainability through a consultative process that defines what it means to the institution in relation to its educational purpose and values.	7	3	<p>Positives:</p> <p>Mohawk College has made great progress in plans to develop a statement on sustainability and what it means to the College. Approval by the Executive Group of the taskforce demonstrates an institutional commitment to sustainability as purposed and valued in education. The membership of the taskforce is from different departments and the MSA, hence an all-inclusive approach toward the development of the statement. The timeline for the consultative process entailing environmental scanning and stakeholder engagement through surveys and events represents a structured approach to meaningful engagement.</p> <p>Recommendations:</p> <p>Auditors are unable to give full marks as this is still in progress.</p> <p>Explore how the Partnership can use external frameworks or look at other college/university statements as best practice.</p> <p>Added to this would be the value of a formal endorsement by the highest governance level, such as the Board of Governors, to really anchor the statement in terms of legitimacy and integration into the strategic plan.</p> <p>Consider where the statement may be shared, or how it can be used to provide a clear, cohesive vision for sustainability at the College.</p>
LS005	The institution's overall strategic plan and/or the publicly-stated learning outcomes include supportive references to whole-institution engagement with sustainability.	10	8	<p>Positives:</p> <p>The College's 2022-2027 Strategic Plan substantively references whole-institution engagement with holistic sustainability, in particular through key aspirations around climate change, reducing education barriers, EDI, future ready education and advancing Truth and Reconciliation.</p>

				<p>Recommendations:</p> <p>How have students been involved in shaping the strategy and what could future student involvement look like in the development of the next strategy?</p> <p>Auditors would like to see more concrete evidence of implementation to demonstrate how this strategy is driving the sustainability agenda, for example action plans, case studies etc.</p>
LS006	The institution and student leadership group have whole institution sustainability strategy (or equivalent).	5	4	<p>Positives:</p> <p>Mohawk College launched the Climate Action Plan in November 2023. It is great to see the plan is signed off by both the College and MSA. The plan focuses on net zero through estates, education and training and research and partnerships.</p> <p>Recommendations:</p> <p>How can the links between the Climate Action Plan, EDI and other strategies be made clearer? For example, the Climate Action Plan is focused strongly on net zero, but how can it be communicated that work related to EDI, and Truth and Reconciliation, is also part of sustainability? - How might the next iteration of the plan extend to include biodiversity, fairtrade etc.</p> <p>Auditors would like to see more evidence on how students, and the Student Association were involved in the development and dissemination of the plan. For example, an action plan from the CAP implementation group.</p>
LS007	The institution and students' union's marketing and communications teams (or equivalent) are fully engaged with and supportive of the Partnership's sustainability work.	5	4	<p>Positives:</p> <p>The Director of Public Affairs sits on the Steering Group of the CAP. Accordingly, the Sustainability Office has adopted a pro-active approach, and this is done through periodic follow-ups with the Communications team and delivering sustainability-related content. The use of different media, such as on digital TV screens, Instagram, and student e-blasts, promotes the culture of sustainability</p>

				<p>among both students and staff.</p> <p>Recommendations: Develop a joint communication strategy to align messages and coordinate efforts between the College and MSA. Involvement of student representatives within the communications strategy would further amplify this effect and make the messages even more relevant to students.</p> <p>How can marketing and communications further demonstrate to students and staff the link between sustainability and all student learning/aspects of the College by doing more to include sustainability messaging in communications not directly about sustainability?</p>
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2.5.4 Policy and Commitment (POC001 to POC010)

Criteria Number	Criteria	Maximum Score	Student Auditors' Score	Student Auditors' Comments
POC001	The institution has provided professional development and dedicated support for relevant personnel on the issues related to Responsible Futures.	7	5	<p>Positives:</p> <p>Staff at Mohawk Colleague have access to a wide range of support to develop both professionally and personally, including the self-learning management system providing learning sessions completed 98,000 times by employees across the College.</p> <p>Specific to sustainability, employees were given the opportunity to attend GIFT focusing on sustainability. There are also a range of training on cultural immersion, trans-inclusive spaces, and Corporate Services Day.</p> <p>Recommendations:</p> <p>How can staff who are not already engaged in sustainability access these opportunities? How are these opportunities proactively shared with staff?</p> <p>Auditors recommend exploring tailored opportunities for staff to understand how they can use their role at the college to progress sustainability. In particular, can all</p>

				<p>personal development plans include nudges around sustainability?</p> <p>There is high take up for workshops offered through the self-serve learning management system - how can further sustainability workshops be offered there to make use of the high traffic/engagement with the platform?</p>
POC002	The students' union has formally passed and publicised a policy commitment to embedding sustainability in the formal and informal curriculum.	5	2	<p>Positives:</p> <p>Evidence includes a quote of support for Responsible Futures by the MSA Executive Director, as well as a mention of environmental sustainability.</p> <p>Recommendations:</p> <p>How does MSA decide its focus? Is there a democratic approach to passing motions and policies involving the student body? If so, how might the MSA pass a formal and public endorsement for sustainability in both the formal, and informal curriculum, not just by MSA leaders, but students as well.</p> <p>MSA governance policies references environmental sustainability - how can this be expanded to include holistic sustainability in student learning?</p>
POC003	One or more named elected student officer has agreed to lead on sustainability issues for the students' union this academic year.	4	3	<p>Positives:</p> <p>MSA has eight appointed Directors at Large who are elected by students. Francis Ray Bansil has formal responsibility for sustainability and involvement in the Responsible Futures planning team. They are supported by a full-time member of staff, the Governance and Advocacy Specialist.</p> <p>Really interesting proposal to participate in Responsible Futures, and proactive approach to engaging MSA by the College.</p> <p>Recommendations:</p> <p>Please provide evidence that this is formally agreed upon for Francis Ray Bansil. Once the trial period is over in April 2025, how might the College and MSA continue to work</p>

				together? Consider continuity and longevity of this partnership amidst student turnover by including responsibility for sustainability formally in a role profile.
POC004	The Partnership has made sufficient staff or student resource available to substantively progress the issues related to Responsible Futures.	10	10	<p>Positives:</p> <p>There are a number of staff within the College and MSA who have work to substantively progress issues related to Responsible Futures, both in the Responsible Futures planning team and the Climate Action Plan implementation steering group.</p> <p>The various employees and students do not work in silos but are instead linked up through the wider CAP initiative.</p> <p>Evidence on how these roles have progressed the agenda is clear and inspiring.</p> <p>Recommendations:</p> <p>Continue partnership working on issues related to Responsible Futures. Continue considering longevity of the group amidst changing workloads, turnover and graduation.</p>
POC005	The Partnership has made effective use of the relevant quality framework and/or outcome agreements to progress the issues related to Responsible Futures.	5	5	<p>Positives:</p> <p>Brilliant use of the Two Eyed Seeing framework as a way to link the Climate Action Plan, quite focused on net zero, to wider, and holistic sustainability.</p> <p>Recommendations:</p> <p>Explore how ESD frameworks, and climate justice can be used alongside existing frameworks.</p>
POC006	The Partnership has embedded the issues related to Responsible Futures into their human resource, induction, and training processes for all types of new starters (students, student representatives, staff, senior leaders, etc.).	7	4	<p>Positives:</p> <p>There are a number of different ways sustainability is embedded into aspects of the induction processes for both students and staff including events for new employees and accessibility onboarding training for all new staff.</p> <p>The Sustainability Office is present at student orientation sessions, emphasising the value the College places on sustainability. Through these sessions, the</p>

				<p>Office has reached 1,459 students over a two-year period.</p> <p>Recommendations:</p> <p>Auditors would like to see evidence of tailored sustainability inductions for staff that are regular and not “one off.” For example, do new teaching staff attend specific training on embedding sustainability in teaching and learning? Do new corporate services staff receive training on how their role can contribute to sustainability?</p> <p>Are the employee events, on topics including sustainability, EDI and Truth and Reconciliation inductions mandatory? How can we encourage all staff to attend the employee events on issues aligned with Responsible Futures?</p> <p>Additionally, auditors would like to see evidence of how many new staff attend these sessions to understand scope and impact.</p> <p>Are student orientation sessions with the Sustainability Office mandatory? If not, how are they shared to reach as many students as possible?</p> <p>Explore how sustainability can be referenced in all role profiles and aligned to tailored inductions.</p> <p>Explore how MSA Board of Directors’ induction can have a more substantive learning around how their roles contribute to holistic sustainability.</p>
POC007	The Partnership has worked with the institution's student recruitment and/or widening participation department(s) to incorporate issues relating to sustainability into their work.	4	3	<p>Positives:</p> <p>Strong outreach within the local community, and local high schools.</p> <p>The College’s commitment to sustainability is clearly stated in the programme handbook shared with prospective students.</p> <p>Evidence submitted for other criteria demonstrate a range of activity in widening participation.</p>

				<p>Recommendations:</p> <p>Work with marketing and communications colleagues to make sustainability work and achievements clearer on the website for prospective students.</p> <p>How is MSA involved in outreach to prospective students? Can MSA play a role in communicating the Partnership's commitment to sustainability.</p>
POC008	The partnership's careers team have committed to promoting careers, internships and placements that incorporate sustainability, and/or supporting and encouraging students to take sustainability values into any future career or career decisions.	2	0	<p>Positives:</p> <p>The College's Student and Graduate Employment department, and Workforce Partnerships team deliver a range of programs and services to support students in their future careers, but also to support employers and the economic development of the community.</p> <p>Recommendations:</p> <p>Auditors would like to see evidence of the Student and Graduate Employment proactively highlighting sustainability in both existing, and new initiatives.</p> <p>This doesn't necessarily need to be delivering new work, but instead explicitly stating where existing opportunities can support students to play a role in shaping a more sustainable world in their careers.</p> <p>Some institutions choose to spotlight specific opportunities related to sustainability on career portals or deliver workshops on sustainability skills in future careers.</p> <p>Explore how a colleague from Student and Graduate Employment can join the Responsible Futures planning team, or feed into it, for a coordinated approach.</p>
POC009	The Partnership has critically considered their relationships with harmful industries (e.g. fossil fuel companies, arms companies) and reflected on how these impact on	6	2	<p>Positives:</p> <p>The Partnership engages and leads Canadian industry in a transition to a low-carbon economy. The Partnership also uses sustainable purchasing guidelines.</p> <p>Recommendations:</p>

	students' learning, for example through research, career services or other funding arrangements.			<p>How are students supported to understand, or engage critically in navigating local industry needs and climate action? How are student supported to manage, and understand the tension that may arise between harmful industries and their impact on the climate, but positive impact on local economies? How does the Partnership hold industry accountable whilst also working with them for a better future?</p> <p>Auditors and SOSUK would like to see more evidence of the SMEs that Mohawk College supports through the Centre for Climate Change Management to provide more recommendations for this criterion.</p>
POC010	The Partnership has ensured there are opportunities to celebrate and recognise good practice amongst students and staff on work related to Responsible Futures.	3	2	<p>Positives:</p> <p>The College celebrates and recognises sustainability achievements through a range of different awards, events and initiatives, including the Mohawk College Celebration of Learning, the Co-Curricular Record and the Health and Wellness Expo. Written communications, including the climate action news website and two College magazines highlight stories of good work.</p> <p>Recommendations:</p> <p>The co-curricular record is brilliant. Many institutions use their internal transcript awards to specifically encourage getting involved in sustainability.</p> <p>Explore how to also celebrate staff achievements on sustainability - are there existing staff awards? How can a sustainability award be included?</p>

2.5.5 Interventions (IN001 to IN010)

Criteria Number	Criteria	Maximum Score	Student Auditors' Score	Student Auditors' Comments
IN001	Within the current academic year, the Partnership has run one or more internal event bringing	5	2	<p>Positives:</p> <p>The Partnership is planning to deliver a "Responsible Futures Forum" to introduce Mohawk College to Responsible Futures. It is</p>

	together staff and students on the issues related to Responsible Futures.			<p>very positive that the event will be run by nearly all levels of leadership and the draft event plan is clear.</p> <p>Recommendations:</p> <p>Auditors are unable to give full marks as this is still in progress.</p> <p>Auditors recommend ensuring there are ways to understand the reach and impact of the event through post-event evaluation and reporting. For example, capturing informal feedback by noting discussions, follow-up surveys, voting on new ideas etc.</p> <p>Are there any other events that took place within the academic year that brought together staff and students on issues related to Responsible Futures? What was the impact of these events?</p> <p>Auditors recommend delivering supplementary events on sustainability to the Responsible Futures event. This can be hosted, or co-hosted by different departments including the Sustainability Office, MSA, Student and Graduate Employment etc.</p>
IN002	There are good levels of informal curriculum activity that support the aims of Responsible Futures.	8	5	<p>Positives:</p> <p>Mohawk College does a lot through informal curriculum activities in support of sustainability, engaging over 115 students through its Green Team Volunteer Program, contributing over 360 volunteer hours since 2022. The Sustainability Initiatives Fund enables students to actively lead projects themselves, such as a secure bike cage and community garden. Its Sustainability Office engages students on campus all year round through activities such as Earth Day events, reaching over 4,500 student interactions and 63 events in 2023.</p> <p>Recommendations:</p> <p>Auditors recommend engaging with MSA to lead on more grassroots student opportunities, for example, campaigns or</p>

				<p>student-led projects.</p> <p>Auditors would like to see more promotion of opportunities for students to get involved and to highlight and celebrate efforts.</p>
IN003	<p>Within the last five years, the Partnership has taken part in an external change programme, or network, on issues related to Responsible Futures.</p>	3	2	<p>Positives:</p> <p>Mohawk College has participated in more than one external initiative program in the past few years, including AASHE STARS, UN SDG Accord and CICan's ImpAct-Climate and have evidenced their achievements.</p> <p>Recommendations:</p> <p>Who is involved in these change programmes? Are these programmes led by different areas of the College for a whole-institution approach? Are students engaged through these change programmes?</p>
IN004	<p>Within the current academic year, the institution has made funding, or related resources, available to staff and students so that they can develop their own projects that support the aims of Responsible Futures.</p>	7	5	<p>Positives:</p> <p>Mohawk College collaborated with the Mohawk Students' Association and a Sustainability Initiatives Fund to help foster sustainability projects on campus. A committee comprised equally of students and staff-the SIF Committee-meets quarterly to approve funding. Since the Idea Bank campaign has generated over 25 student-led projects, some foster collaboration.</p> <p>It is especially positive that the funds are not only ring-fenced for student-led projects, but the selection committee also involves students.</p> <p>Recommendations:</p> <p>To increase your score, consider how the projects that are funded are not only based off student ideas, but are student led with staff support.</p> <p>Auditors ask for more evidence on how the fund is promoted, and how students are encouraged to input ideas and get involved, to better understand reach and impact.</p> <p>Explore how to monitor and evaluate the</p>

				impact of projects on student and staff confidence on sustainability.
IN005	During the last 12 months, four or more schools or departments have integrated innovative pedagogical approaches to their sustainability teaching, learning, and assessment.	8	7	<p>Positives:</p> <p>Innovative teaching methods have been effectively integrated throughout many departments at Mohawk College to engage students in sustainability, including a broad range of experiential learning experiences across a broad range of subjects.</p> <p>Recommendations:</p> <p>Increase presence of case studies on more areas of the website to make information on their outcomes, and how to get involved more easily accessible to students. Encourage more interdepartmental collaborations to increase the integration of sustainability.</p> <p>The Shell Eco Electric Car Motor Design is an interesting opportunity to engage students in meaningful conversation on the Fossil Fuel industry, and challenges/opportunities to their role in climate justice (see POC009).</p>
IN006	The institution's non-academic and research/academic teams routinely collaborate to create educational and/or research opportunities through their sustainability-related work. Some institutions would call this a Living Lab approach.	7	5	<p>Positives:</p> <p>Some of the many varied Living Lab projects include the following from Mohawk College: Campus-Based Projects, Community Projects.</p> <p>Recommendations:</p> <p>Auditors would like more information on how many students are involved in living lab opportunities and the impact of participation on their learning.</p>
IN007	Within the current academic year, the Partnership has actively made use of student coursework and/or dissertations.	4	0	<p><i>This criterion is incomplete.</i></p> <p>Recommendations:</p> <p>Explore how students can contribute to the Responsible Futures Planning Group through their courses and programmes. For example, as part of their assessment, can they contribute to designing and delivering sustainability events, or monitoring and</p>

				evaluating the impact of work related to Responsible Futures?
IN008	There are wide reaching structured interdisciplinary experiences, linked to the issues related to Responsible Futures, through the formal curriculum for students across the institution.	6	4	<p>Positives:</p> <p>Mohawk College provides formal curriculum initiatives for students from different programs and intentionally offers general education electives in an interdisciplinary way.</p> <p>Recommendations:</p> <p>Auditors would like more evidence that the initiatives have reached a good number of students relative to the size of the institution.</p> <p>Auditors recommend organising an event that displays the interdisciplinary projects and opportunity available to students - this can even be led by students as part of their coursework.</p>
IN009	There is demonstrable positive progress in embedding sustainability across the subliminal curriculum.	6	5	<p>Positives:</p> <p>There is a lot of effort in subliminal messaging about sustainability around campus as shown in the Subliminal Sustainability Photo Project. As well as policies and strategies related to sustainability, including reducing emissions and widening access to education and Truth and Reconciliation.</p> <p>Recommendations:</p> <p>Explore ways to further boost collaboration between departments. For example, cross-departmental ways of facilitating sustainable behaviour and wider cultural change.</p> <p>Further understand how these the subliminal curriculum including initiatives, signage, acknowledgement and endorsement for sustainability and climate justice influence student values.</p>
IN010	Within the last 1-3 years, there have been opportunities for students to co-create teaching, learning	5	4	<p>Positives:</p> <p>Mohawk College shared a range of examples about students co-creating teaching and learning, including the research topic course</p>

	and/or assessment approaches or content in the formal curriculum with their educators.			<p>which allows for students to create their own experience and research into an area of their choice.</p> <p>Recommendations:</p> <p>While the opportunity for self-study and learning is apparent in the courses such as the students creating their own commitment to reconciliation, it is still a requirement of the course. How are students contributing to the way courses are designed through the Comprehensive Program review process, or the Program Advisory Committee?</p> <p>Auditors recommend documenting how student feedback is used to inform the development of courses.</p> <p>Auditors would like to see further expansion of co-creation opportunities into additional programs.</p>
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2.5.6 Impacts and Outcomes (IO001 to IO005)

Criteria Number	Criteria	Maximum Score	Student Auditors' Score	Student Auditors' Comments
IO001	The Partnership has reflected on and identified demonstrable positive progress in embedding sustainability across the formal curriculum.	20	14	<p>Positives:</p> <p>Mohawk is making positive progress in embedding sustainability across the formal curriculum. Similar to BB003, baseline analysis was conducted, and a big effort to involve educators and curriculum developers, as well as sharing information on sustainability strategies and needs is clear. Happy to see the IKLO implementation plan.</p> <p>Recommendations:</p> <p>It would be good to see reflection on how this work has progressed, what has worked and what has not. To achieve the top score, auditors want to see sustainability embedded across the whole formal curriculum - how do the IKLOs, GIFT and contribute to this?</p>

IO002	The Partnership has reflected on and identified demonstrable positive progress in relation to its institution-wide collaborative approach.	20	17	<p>Positives:</p> <p>The Partnership has reflected on and identified demonstrable positive progress in its institution-wide collaborative approach. From the Responsible Futures Planning Team to the Summary of the Climate Action Plan Steering Group Reflection, the collaboration is both active and efficient, clearly following the CAP structure. It's easy to see how each stakeholder is working together to advance the agenda. I can also see the collaboration and implementation of work with the MSA on food and waste management every day on campus.</p> <p>Recommendations:</p> <p>Continue highlighting these collaborations in a transparent way, as it strengthens understanding and engagement among stakeholders.</p> <p>Expanding updates on this collaborative process could further enhance the visibility and impact of the whole-college approach.</p> <p>Auditors are interested in how these collaborations can be expanded further to other campuses as well.</p> <p>Auditors recommend communicating positive progress on the college-wide approach and showing stakeholders the impact of their contributions and using this to engage even more participants and reinforce the value of these efforts.</p> <p>How can students be involved in reflective exercises on whole-college approaches?</p> <p>Are there plans to expand groups and bring in more stakeholders?</p>
IO003	The Partnership has reflected on and identified their short-term impacts and outcomes in relation to positive outcomes for students.	20	17	<p>Positives:</p> <p>The Partnership has identified and reflected on short-term impacts and outcomes in relation to positive outcomes for students.</p>

				<p>This reflection document is thorough as it covers positive collaborative outcomes, strengths of implementation, student engagement, opportunities for enhanced collaboration, areas for improvement and communication and coordination. Another reflection report was the Student Feedback Booths Report in April 2024. They identified the appropriate numerical KPIs such as student attendance and using a voting methodology to understand students' specific interests and concerns.</p> <p>Recommendations:</p> <p>Auditors highlight an opportunity to implement a standardized reporting methodology to access data on students' year-long experiences. This would provide the Partnership with a more macro perspective rather than an event specific perspective. Perhaps this can be trialed with students involved in the Responsible Futures Planning Group reflecting on their experience of their courses alongside their involvement in the program.</p>
IO004	The Partnership has reflected on and identified their long-term impacts and outcomes in relation to positive outcomes for students.	20	13	<p>Positives:</p> <p>The Partnership has highlighted a few ways they understand long term positive outcomes on students, this includes KPI surveys mandated by Ministry of Colleges and Universities and alumni and sustainability showcases.</p> <p>It is a great idea to include questions in the Student Sustainability Survey about long-term positive outcomes, as the Partnership will be able to capture interesting data over time.</p> <p>Recommendations:</p> <p>How can sustainability be embedded into existing mechanisms for understanding student - like KPI surveys mandated by the Ministry of Colleges and Universities?</p> <p>Auditors recommend a coordinated and consistent approach to showcasing alumni sustainability spotlights, so it is not ad hoc.</p>

IO005	The Partnership has reflected on and identified their impacts and outcomes in relation to positive outcomes for staff.	10	4	<p>Positives:</p> <p>The Partnership has identified a range of initiatives that contribute positive outcomes for staff, and it is presented in a detailed manner. Examples of this include the free, self-serve Learning Management System (LMS), Winningtemp Feedback, and other initiatives. The New Employee Event also includes presentations from departments like Security, Sustainability, Athletics, Mohawk College Foundation, EDI, and Indigenous Services.</p> <p>Recommendations:</p> <p>Auditors would like to see more evidence on how the Partnership has captured information from these initiatives to better understand positive outcomes on staff from work related to Responsible Futures. This can go beyond staff understanding and confidence with sustainability, to exploring staff wellbeing and satisfaction in their role, sense of belonging etc.</p> <p>Auditors recommend intentionally exploring sustainability in follow-up surveys of events, or feedback mechanisms, for example including questions around sustainability and quality of experience in professional development.</p> <p>The Partnership’s work on Truth and Reconciliation, EDI, and access to education is brilliant. What are the outcomes of this work on staff with protected characteristics?</p> <p>How might access to sustainability training impact overall wellbeing in the role?</p>

2.5.7 Outreach (OU001 to OU005)

Criteria Number	Criteria	Maximum Score	Student Auditors’ Score	Student Auditors’ Comments
OU001	The Partnership has embedded the issues	4	3	Positives:

	related to Responsible Futures into their community outreach activities.			<p>The Sustainability Office, and other parts of the College, has continued to embed the themes of sustainability into its community outreach programs and has shown genuine commitment to issues related to Responsible Futures. It is highly commendable how the Partnership has been integrating sustainability themes into various programs and also encouraging the active involvement of the community in planning and delivery.</p> <p>Recommendations:</p> <p>Outreach can be more impactful by sharing success stories from and with the community. This can build awareness and gain support for such programs. Furthermore, there is a need to have greater community voice involvement in the planning and execution process of outreach activities. I believe that sharing testimonials or case studies from community members and their experience out on the social media can enhance awareness and support for sustainability initiatives.</p> <p>Auditors recommend sharing more information on how students can get involved, and monitoring and evaluating the impact of these activities.</p>
OU002	Within the last two years, the Partnership has proactively engaged one or more students' union or educational institution on the issues related to Responsible Futures.	3	1	<p>Positives:</p> <p>The Partnership has provided lots of examples of how they have engaged student groups, or educational institutions locally, nationally and internationally.</p> <p>Recommendations:</p> <p>Auditors recommend exploring how engagement work with student groups externally can be led by student groups within Mohawk College.</p> <p>What role can MSA play in engaging other students' associations for sustainability? To increase the score, auditors would like to know more about the Partnership's role in these engagement examples. How has the Partnership specifically contributed to</p>

				positive outcomes for these institutions and student groups?
OU003	Within the last two years, the Partnership has presented on their work relating to the Responsible Futures agenda at a sector event.	3	2	<p>Positives:</p> <p>The Partnership presented work relating to Responsible Futures at a CIGan workshop.</p> <p>Recommendations:</p> <p>What was the outcome of the event? Who was in attendance?</p>
OU004	The Partnership has published case studies highlighting sustainability-related achievements, impacts and outcomes.	5	4	<p>Positives:</p> <p>Over the past two years, the College has shared five case studies on work related to Responsible Futures including on the SDG Accord and Bee City Canada and work towards net zero. These case studies cover holistic sustainability.</p> <p>Recommendations:</p> <p>Auditors recommend the Partnership increase the reach of such case studies through webinars, and community forums. This can be done through a coordinated sustainability communications plan.</p> <p>Additionally, engaging students and the community in developing case studies can bring diverse opinions and insights that deepen the impact of these initiatives and how they are remembered and discussed.</p> <p>Lastly, to achieve a higher score, the Partnership could further enhance the visibility of these case studies and ensure that they are easily accessible to a wider audience. More emphasis on specific measurable outcomes in each case study could also strengthen the overall impact.</p>
OU005	Within the last two years, the Partnership has sought out opportunities to learn from a range of educational institutions on how to progress sustainability in learning.	2	2	<p>Positives:</p> <p>Mohawk College has actively sought chances to learn from various institutions to advance its sustainability agenda.</p> <p>In the last two years, the College has engaged in various consultative platforms that include participation in Program Advisory Committees and site visits with leading institutions like McMaster</p>

				<p>University, Arizona State University, Wilfred Laurier University, and Dickinson College.</p> <p>These partnerships have brought their expertise to the development of the new School of Climate Action, set to open in 2025, especially in the integration of Indigenous practices and sustainable programming. College staff have participated in numerous relevant webinars and conferences, such as the SEE Global Sustainability Summit and the S'enistolw Conference, demonstrating their commitment to staying abreast of best practices in sustainability education.</p> <p>Recommendations:</p> <p>Continue learning from best practice across the world and publicise this commitment to learning.</p> <p>Are MSA engaged with other student associations? How do they learn from best practice?</p>
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2.5.8 Self-defined Criteria (SD001 to SD003)

Criteria Number	Criteria	Maximum Score	Student Auditors' Score	Student Auditors' Comments
SD001	Self-defined (Indigenous Knowledge Learning Outcomes, the Centre for Indigenous Relations, Learning and Knowledge [CIRKL] and Indigenous student services)	10	10	<p>Positives:</p> <p>The Mohawk College Indigenous Knowledge Learning Outcomes (IKLO), The Centre for Indigenous Relations, Learning and Knowledge (CIRKL), and Indigenous Student Services have done an excellent job highlighting the innovative, creative, and unique practices to further Truth and Reconciliation. The progress from the 2023 IKLO Consultation Report to the 2024 Indigenous Knowledge Learning Outcomes Consultation Report is significant.</p> <p>Recommendations:</p> <p>This is a truly unique and brilliant initiative. Auditors recommend expanding the visibility</p>

				of these outcomes, as the work is impactful and deserving of wider recognition. It can also be helpful to other institutions in Canada, the United States and Australia who also need to do important work on Truth and Reconciliation and supporting Indigenous staff and students' wellbeing.
SD002	Self-defined (Access Strategy, including City School by Mohawk College)	10	10	<p>Positives:</p> <p>City School is a brilliant initiative to ensure access to education and reduce barriers for all and part of a wider access strategy by the College. There is research on the webpage highlighting some of the impact.</p> <p>Recommendations:</p> <p>Share best practice with our institutions across Canada. How are local communities involved in shaping this strategy and initiative?</p> <p>Can students be involved in City School as part of their coursework?</p>
SD003	Self-defined (Canadian Colleges for a Resilient Recovery)	10	10	<p>Positives:</p> <p>Mohawk College is leading the Canadian Colleges for a Resilient Recovery group (C2R2), a cross-Canada initiative bringing together 15 colleges, institutions, polytechnics and CEGEPs across Canada to address both climate change action and post-pandemic economic recovery.</p> <p>There are clear outcomes and impacts of the initiative so far.</p> <p>It is great to see climate action linked so closely with associated challenges like cost of living and housing,</p> <p>Recommendations:</p> <p>Auditors would like to see the groups work expand to other fields and sectors that are important in climate action, including the fashion sector and food and farming. SOS-UK would support the sharing of best practice from C2R2 with other Responsible Futures institutions who may be interested</p>

				in how this can look in their national contexts.
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2.7 Staff Interviews Summary

On day two of the audit, student auditors explored the purpose of interviews in an audit and learned how to formulate helpful questions and conduct meaningful interviews to enhance their understanding of the Partnership’s efforts for Responsible Futures accreditation. Students were then supported to interview key staff leading on progressing work related to Responsible Futures within the Partnership.

The purpose of these interviews was for students to capture and understand the story and narratives behind the plethora of work to embed sustainability in all learning at the Partnership. All reflections shared in this section are quotes from the student auditors that have been paraphrased.

Interview 1: Nair Lacruz (Senior Director, Academic Initiatives & CSSIC Manager) and Allison Maxted (Manager, Sustainability at Mohawk College)

The auditors were impressed by...

- “How much work they do on a day-to-day basis.”
- “Both of them emphasized that getting students’ perspectives and feedback and sharing it with leadership, and the partnership with Mohawk Students Association have been the most effective strategies for progressing this work. This shows the value and care they have for students and how partnerships and teamwork are important for this work.”
- “I was impressed by the collaboration between Allison and Nair. They work hard and put a lot of effort into this together.”
- “The ongoing work to embed sustainability into courses.”
- “I was impressed by how their work around sustainability can be impactful on students’ careers. The culture they create at Mohawk around sustainability nourishes students and can spread across the world when students leave the college and join the workforce.”
- “Both interviewees highlighted how the Responsible Futures partnership is different from other initiatives they had worked with previously. They showed excitement in how they can hear students’ voices and engage with them, have meaningful conversations and share experiences about different sustainability subjects.”

The auditors were surprised by...

- “The interactive elective courses that exist, such as those incorporating capstone projects, are making a tangible impact by inspiring students to become more involved in sustainability. These projects not only build awareness but also foster student interest in joining sustainability initiatives.”
- “I was impressed by the capstone projects. I didn’t know much about them, but now I am eager to take part.”

- “I didn’t know much about their work before the audit, so it is all nice and surprising.”
- “The relationship they have is very surprising, because usually in big institutions there are a lot of silos. However, they work strongly together on their shared goals.”

In the future, the auditors would like to see...

- “How the complete implementation of sustainability learning will turn out. It is important to ensure students from all programs will welcome this learning, how might this be impactful if they are not electives but mandatory?”
- “It is important they understand the impact of their work, and how it is engaging students and changing their perspectives.”
- “I’d like to see them promote the work they are doing - to students and staff, through posters and social media so everyone knows about their work.”
- “More communications so students can get involved and lead projects - I haven’t seen many promotions of this work.”
- “Before the audit, I felt really unaware about a lot of the work Mohawk is doing around sustainability. I only knew about things like Friendlier because I live in residence, but I didn’t know about the Responsible Futures team or GLO.”
- “Yesterday, I found out through the documentary evidence review during the audit that there are parking spaces for bikes - this is helpful to me, and I didn’t know about this. I only know about it now since I am involved in the audit.”
- “One area for improvement would be the online presence of sustainability projects and activities. Making these more visible could help students better understand current initiatives and learn how they can contribute to these efforts.”

"Student engagement is getting deeper. Through a range of initiatives including Responsible Futures, we're starting to build a community of students who want to be in a leadership role in this." - Allison Maxted (Sustainability Manager, Mohawk College)

Interview 2: Mel Extance (Governance & Advocacy Specialist) and Pedro Nemezio Campos Silva (MSA President)

The auditors were impressed by...

- “I was impressed by Mel’s portfolio and the scope of her experience.”
- “Their focus on not doing new things but incorporating sustainability into existing things.”
- “All the work that happens offline, or behind the scenes that MSA plays a role in.”
- “Pedro mentioned he is ‘aggressively and fiercely’ passionate about sustainability.”

- “The way MSA is helping empower student leaders who can take the narrative around sustainability forward.”
- “That they are in the ‘front line.’ They know what students think and feel - they are focused on and committed to supporting students.
- “Mel was the one who introduced me to Cassi [Brennan] and Mohawk Sustainability and encouraged me to take part.”

The auditors were surprised by...

- “Needing to be mindful of how resources are allocated. Sometimes people working on sustainability are separate to people making financial decisions, so it can be interesting.”
- “Pedro’s emphasis on using a ‘shock approach.’ Meaning, teaching about sustainability through repercussions or consequences. For example, a coffee cup tax if you use a disposable coffee mug. I don’t see this a lot in formal education settings, and it would be interesting to see it more.”
- “I was surprised a bit by Pedro talking about how business focused sustainability can be. How everyone’s first instinct is to make a device to solve the problem. It makes you think about how we’re forgetting about the reuse part of [reuse, reduce, recycle].”

In the future, the auditors would like to see...

- “I’d like to see them continue to invest in students’ mental health initiatives as it pertains to sustainability.”
- “I want to see more student voice in this work. They say they are overwhelmed with all the data they are getting saying students are interested in this work.”
- “When I was on the Responsible Futures Planning team, I didn’t think I was doing anything super impactful - I would just show up to meetings. But now I can see it is a big deal, and I feel very proud. I want more students to have this opportunity and have this feeling, and I think MSA can help with that.”

Interview 3: Paul Armstrong (President, Mohawk College) and Cebert Adamson (Vice-President Academic)

The auditors were impressed by...

- “I was impressed by how they were mindful that Mohawk’s sustainability mission is something that the entire college needs to be involved in.”
- “They love what they do. They are interested in planning and organising for sustainability, and care about the College. We can see this from the student outcomes, most students from Mohawk College are employed.”
- “I was impressed at how they work so effectively - it is not easy to run a big school.”
- “They really showed their understanding of challenges in prioritising whatever will move the needle toward sustainability. It is not a tick box for them.”

The auditors were surprised by...

- “I did not know there was so much interest in sustainability from the student perspective. I'm glad their voices are heard by the College leadership.”
- “I was surprised that College leadership is looking into ways to embrace and embed sustainability principles related to the different programs instead of just adding another course.”
- “They shared some good questions and tips they ask themselves, for example ‘How do we teach a sustainability mindset and leadership skills?’”
- “I was surprised by their efforts to keep an open dialogue with students, they mentioned they are always trying to get feedback by doing surveys and I think that is really impressive.”
- “They collaborative directly with certain initiatives - because of their senior role, this was surprising to me. They seem to be very active, and pro-active in this. In my other jobs, with senior leadership active involvement is not common.”

"You need to listen, and you need to listen carefully. You can't just listen to the people who you think will tell you what you want to hear. It is important to listen authentically and not being afraid to be challenged." - Paul Armstrong (President, Mohawk College)

In the future, the auditors would like to see...

- “I have been at Mohawk for a while, the previous president had a lot of visibility. It would be nice to see Paul continue this trend - being active and visible on campus for students, where possible.”
- “I have only one suggestion: to conduct one or two open conferences with students where the students can ask them, and other leaders, questions and also get the guidance and insight from their roles and expertise.”
- “Both Paul Armstrong and Cebert Adamson being accessible to students on campus and having candid conversations with students.”

2.8 Key Recommendations

The following recommendations summarise key themes that auditors noted during the documentary evidence review and interviews.

Monitoring and evaluation

Auditors were impressed by the significant number of initiatives and activities progressing work related to Responsible Futures across all areas of the College. To better understand the impact of these initiatives, auditors would like to see a coordinated approach to monitoring and evaluating. There can be both formalised, and informal methods.

Auditors noted a broad range of interdisciplinary experiences, living labs and other innovative types of teaching and learning. Auditors would like to see stronger understanding of the impact of these experiences on students, including their skills development and overall experience and enjoyment of these initiatives (IN005, IN007). Auditors are interested in understanding how students who access living lab and

interdisciplinary opportunities feel equipped to contribute to sustainability. Auditors believe capturing, and sharing this information, will support more students to get involved. To respond to IN006, staff leading living labs and interdisciplinary experiences can work with students develop a methodology for monitoring and understanding impact. Similar

Auditors also note the plethora of events and outreach activities (IN001, OU004) and recommend developing a great understanding of the impact of these initiatives on students, staff and local community. For example, through the GIFT event, how many staff attended and fed back on their learning experience? How can these findings be used to inform sustainability learning. There are also a broad range of induction activities, some of which relate to sustainability. How does participation at these activities impact a staff member or students' experience at Mohawk College positively (IO005)?

For Baselines and Benchmarks, follow up surveys can be done to uncover longitudinal trends on student attitudes towards sustainability. The current 2024 survey can also be expanded to reach more students (BB002). A follow up curriculum review exploring not just what students are learning in relation to the SDGs, but how they are learning and the skills they are developing can provide additional insights (BB004). Additionally, there is an excellent opportunity to include questions around sustainability in course evaluation as there is already an established mechanism to capture student feedback (BB005).

Additionally, staff perspective of and confidence in teaching sustainability and SDGs can be measured informally, through workshops and meetings, or more formally in training, a survey or line management (professional development plans).

Over time, capturing and understanding longitudinal trends amongst staff, students and in the curriculum can support the College and MSA to reflect on what has worked, what has caused barriers or challenges and how to overcome them.

Embedding sustainability into existing mechanisms and initiatives

Auditors believe there are a wide range of successful evaluation processes, and initiatives where sustainability can be embedded to not re-invent the wheel and have sustainability link to all aspects of the College.

For example, there are a number of interesting processes to capture feedback from both staff and students on their learning and work experience. The evaluation surveys sent to students through pre-determined survey periods can be updated to include questions about sustainability and how students perceive sustainability to be incorporated into their learning - this can also contribute to curriculum reviews (BB005, BB003).

For staff, processes including personal development plans can have sustainability and issues related to Responsible Futures embedded into them. For example, how can each personal development plan include a section on skills that can support sustainability and the SDGs through staff roles (BB006)?

There are also a wide range of trainings and learning events offered to staff, including a self-learning platform where modules have been completed 98,000 times by staff across the college. How can sustainability be embedded into popular modules to make use of the high take-up, or how can sustainability related modules be shared through the platform (POC006)?

Additionally, while this year's GIFT focus was on sustainability, how can the College ensure

subsequent GIFT's support staff development around confidence with sustainability, even if the theme isn't explicitly on sustainability? For example, can the Curriculum Committee, in their work to ensure quality in each course/program, systematically evaluate staff knowledge and understanding of sustainability (BB005, IO005)?

For MSA, how might existing mandatory training for directors can have a more substantive focus on sustainability, tailored to the range of roles on the board (POC006).

Auditors note the strong relationship the College has with industry, and the plethora of opportunities, and tools, offered by Student and Graduate Employment/Career Services for students to connect with industry. Auditors recommend embedding sustainability into these existing approaches and mechanisms.

For example, there is a strong co-operative education program offered by the College - there are a number of programs that align with Responsible Futures. How can all programs include topics related to Responsible Futures and sustainability? Consider how students can be supported, after completion of their co-op experience, to reflect on their skills and how they may be used to shape sustainable societies (POC008).

The Workforce Partnerships team delivers a range of sessions, workshops and courses to help students explore in-demand industries in the community - can these sessions be tailored to include conversations around sustainability skills and bringing sustainability skills into in-demand industries regardless of whether or not they directly contribute to sustainability (POC008). There is also interesting opportunity to have engaging conversations with students on managing what might be in-demand by local industry, versus what might be needed for climate action, and how to navigate this any points of contention (POC009).

“I was impressed by [MSA’s] focus on not doing new things but incorporating sustainability into existing things.” - Student auditor

Communicate sustainability efforts and initiatives more widely

Many auditors were impressed by the level of activity around issues related to Responsible Futures, and felt they would not have otherwise known about these efforts had they not led the Responsible Futures. Auditors recommend exploring different ways to further communicate sustainability work, including sharing case studies and student experiences of living labs, interdisciplinary learning etc. These can be shared using posters across campus, or online.

While there are articles and case studies shared, this can at times feel ad hoc. For example, the alumni magazine occasionally publishes sustainability spotlights. A coordinated approach with colleagues in marketing and communications can help to reach more students by offering consistency and regular messaging. Some Responsible Futures institutions choose to create a sustainability communications plan aligned with the general plan for a coordinated approach (LS007).

Auditors also note that visibility from staff working on sustainability, and College leadership can help to communicate these messages to students through another approach. For example, dropping into classes, or meeting students on campus.

There are many initiatives at Mohawk College that contribute greatly to sustainability and the Responsible Futures agenda, many indirectly. While this is positive, as it shows sustainability concepts as embedded into a broad range of initiatives and practices, explore how to more directly highlight, through communications, how work contributes to the overall goal of sustainability. This can help staff and students understand how their courses, the work they are doing, or their professional development goals contribute to the College's wider sustainability vision. For example, how Truth and Reconciliation and the Mohawk City school contributes to climate justice. To support linking roles, disciplines and initiatives to sustainability, use the consultative statement on what sustainability means to Mohawk as a way to communicate the broad range of work related to sustainability.

There are unique and inspiring initiatives taking place at Mohawk College - explore how to more widely share best practice with institutions nationally, and internationally to communicate work not just to staff and students from the college, but externally as well.

“One area for improvement would be the online presence of sustainability projects and activities. Making these more visible could help students better understand current initiatives and learn how they can contribute to these efforts.” - Student auditor

2.9 Auditor reflections and summation

At the close of each day of the audit, students participated in reflection activities to track their development over the two days. At the end of the audit, they had the following to say about their personal experience:

What has surprised you most through your role as an auditor?

- “I would have not known about everything that is happening at Mohawk around sustainability without being a part of the Responsible Futures audit.”
- “What surprised me most in my role as an auditor was how deeply integrated sustainability already is within Mohawk College's curriculum, particularly through interactive elective courses and capstone projects. I didn't expect the extent to which students are given opportunities to shape their learning experiences and contribute directly to sustainability initiatives. Additionally, I was surprised by the genuine enthusiasm from faculty and staff about co-creating sustainability efforts with students, emphasizing partnerships and student-led initiatives in ways I hadn't fully anticipated.”
- “The number of documents that we were given access to was surprising.”
- “I was surprised by how much my interests and passions already aligned with the Sustainable Development Goals.”
- “I didn't know I could do this type of work. I'm very glad I had the opportunity to be educated about sustainability more in depth, but also auditing and conducting interviews.”
- “I was surprised by how many things the Partnership has been implementing and developing to make sure students have a good sustainability education.”

What change implemented by the Partnership do you think has achieved the most impact?

- “The subliminal messaging about sustainability, for example, about recycling.”
- “The change implemented by the Partnership that I believe has achieved the most impact is the creation of sustainability-focused courses and the integration of student-led projects into the curriculum. By allowing students to actively participate in shaping their learning experiences—through projects, elective courses, and capstone initiatives—Mohawk College has significantly increased student engagement with sustainability. This hands-on, interactive approach has not only raised awareness but has also empowered students to take ownership of sustainability initiatives, fostering a stronger sense of responsibility and commitment to environmental and social change.”
- “The implementation of micro credential programs to provide sustainability skill training to students.”
- “They all move as one team, with everyone supporting and standing for sustainability. It takes a lot to make it a reality, but they’ve made it happen. This effort will be passed on to future students, ensuring its lasting impact.”
- “Continuously working towards greening the curriculum. They already started years ago and continue investing resources to implement the right changes that will move the needle.”
- “The implementation of learning tools that all students can access.”

What would you recommend the Partnership focuses on next?

- “Promotion of work. I didn't know a lot of the things Mohawk College does for sustainability.”
- “I would recommend that the Partnership focuses next on expanding sustainability initiatives across all programs by integrating sustainability into mandatory courses, not just electives. This would ensure that all students, regardless of their field of study, engage with sustainability principles.
- “Improving the online presence of sustainability projects and activities could help raise awareness and encourage more students to participate. Creating more visibility for ongoing initiatives and offering clear ways for students to get involved would enhance engagement and support for the college’s sustainability goals.”
- “Continuing with their current modality of innovation and recruiting more Canadian post-secondary schools into the Responsible Futures initiative to have a shared experience.”
- “Need to recruit more students to be involved in this work and gather more voices to strengthen the impact.”
- “Balance investing in short-term, “quick wins” while preparing for the long-term.”
- “Making sure that their goals are being reached and having students give feedback on how they think these changes are affecting them.”

Is there anything else you’ve learnt through your experiences as an auditor?

- “I learned about the GLO which is something I'm interested in!”

- “On day two, I learned the importance of multi-stakeholder collaboration in advancing sustainability initiatives. I gained a deeper understanding of how cross-departmental teamwork, especially involving students, faculty, and administration, can drive meaningful change. Additionally, I developed skills in active listening and questioning during interviews, which helped me gather detailed insights and evaluate sustainability efforts more effectively. This experience also reinforced the value of clear communication and accountability in ensuring the success of long-term sustainability goals.”
- “I have learned that we have strong support to keep this going from the College. This sense of belonging and community provides nourishment for students' work, helping them feel valued and motivated in their sustainability contributions.”
- “I learned about skills for auditing and how to put this into practice, how to identify different aspects of sustainability based on the SDGs and how we can have an impact on different SDGs. I also learning about interviewing techniques and how to use them.”
- “I liked having the opportunity to talk and connect with leaders and learn more about sustainability.”

How, if at all do you think you might use the knowledge and skills you've developed during this experience?

- “This auditing experience has equipped me with valuable skills in critical analysis, collaboration, and communication, which I can apply in both academic and professional settings. The ability to assess evidence, conduct interviews, and evaluate institutional processes will help me approach future challenges with a more structured and analytical mindset. Additionally, my understanding of sustainability practices and how to integrate them into various sectors will be highly beneficial as sustainability becomes an increasingly important focus in business and education. The teamwork and leadership skills I developed will also enhance my ability to work effectively in diverse professional environments.”
- “I will use the knowledge and skills I learned to help me be more selective with my co-op. I have learned that there are many institutions that are oriented around sustainability and that there is space in the software development field to make a change, therefore I will keep that in mind when looking for a co-op role.”
- “This is definitely helpful for my future goals, as it gives me a solid reason to pursue my ideas and efforts with confidence.”
- “As a Product Manager I often have to interview users and stakeholders, so all the interview skills and insights that I got from this experience are really valuable. Also working on teams with people you just met and having to deliver something in such a short time, it's such a nice opportunity to test my adaptability skills. I've been able to practice and improve a lot in this opportunity.”
- “As I want to work in sustainability in the future, I believe this was a great start on my career path, I developed skills and was able to learn a lot about sustainability.”

“Thank you, Mohawk College and Mohawk Students’ Association, for your dedication, passion and leadership shown not only during this audit process, but during the whole Responsible Futures international pilot. You have worked hard towards this achievement, and it is so well deserved. I have been particularly impressed by the commitment for sustainability enthusiastically shown across all levels of the College and MSA, as well as your strong integration of work towards Truth and Reconciliation. Your contributions to the cohort and the pilot have been invaluable and I look forward to continuing to support you in ensuring all students at the Partnership leave their studies equipped with skills and competencies to create positive change.”

Sonya Peres (Senior Project Manager - Education)

Further Information

3.0 Further Information

3.1 What does my accreditation mean?

The “Responsible Futures Accreditation” means that you have gained the full accreditation by exceeding the score threshold of 220 (out of 356) and have demonstrated and evidenced your Partnership’s commitment and progress for embedding sustainability and social responsibility across the whole institution.

3.2 How long will the accreditation last?

Accreditation is valid for two years, so until December 2026, at which time another audit will be required to re-validate your accreditation.

3.3 How do we use the logo?

Each institution will be given the appropriate logo - please use this widely to recognise your accomplishment and your Partnership’s commitment to sustainability and social responsibility. If you would like to provide further information about the programme, please link to www.responsiblefutures.org.uk

3.4 What’s next?

After achieving accreditation, the annual membership fee will cover all future audits to maintain accreditation as well as ongoing support. This membership fees and sign-up form can be found here: <https://www.sos-uk.org/programme-sign-up>

3.5 How do we keep improving?

We encourage you to use the feedback from this report and through the audit process to inform your work moving forward.

In conducting your next audit, we would hope to see progress against the recommendations outlined in this report.

The Responsible Futures accreditation will push the sector for continuous improvement, and we hope you will continue to actively engage with other institutions in the cohort to share learning and good practice.

3.6 How do we compare?

Responsible Futures is not a league table and therefore individual scores will not be published. SOS-UK will not share your scores; however, you are welcome to share them with others if you wish.

3.7 I would like to be re-assessed, what can I do?

If you do not agree with your score/accreditation and would like to be re-assessed, please contact the Responsible Futures team on responsiblefutures@sos-uk.org.

The documentary review can be re-conducted if the Partnership feels that the assessment is inaccurate.