

SUSTAINABLE DEVELOPMENT GOALS (SDG) IMPLEMENTATION COMMITTEE
THURSDAY, 11th SEPTEMBER 2025, 1:30-3pm– Rm 340, Richardson Hall

Date and time	Thursday 11 th September 2025, 1:30-3pm
Detail	Meeting of the Sustainable Development Goals, Implementation Committee
Additional documents	SDG IC Terms of reference SDG Framework Working Group Mandate Committee Membership List

	Discussion items	Time assigned	Notes
1.	Introduction: including introduce Principal	5 min	Chair
2.	Principal's address	5 min	
3.	Awards Working Group update	10 min	
4.	Communication and Reporting Working Group update	10 min	
5.	Events Working Group update	10 min	
6.	Operational Pillars Working Group update update	10 min	
7.	Open Forum	25 min	Discussion and exchange of ideas: chance to ask the questions of the Principal, Chair, and Working groups members.
8.	Action items/next-steps	10 min	
9.	Next meeting:		
	TBC: Tuesday 25 th November 2025, 1.30-3pm		

Meeting Minutes: 11 September 2025

- Land Acknowledgement
- Chair welcomed new members
- Chair welcome Principal Deane and thanked him for his support
- Principal Deane provided address to the group

- Gratitude to the council's contribution and recognition of time commitment – both the new council, as well as the advisory council that created the SDG Framework that new council is now implementing.
- Note how important operationalizing SDGs and embedding them in our in our activities and awareness and as an institution.
- Recognition of the challenges of achieving SDGs, particularly in light of recent geopolitical developments, but also current global context is what makes the work we are doing all the more important.
- International Association of Universities is building itself around the SDGs.
- Threats remain to this work, and grateful for everyone's ongoing commitment.

Working Group Updates:

Course tagging working group will not brief today as they only met yesterday. The remaining working groups will give updates today. We also struck **Community Engagement working group**, but in the conversations, and at the first meeting, we recognized that there is great work being done around Community Engagement, including with our community partners, and we don't want to duplicate effort. So we dissolved that group and invited community partners and others into the **Communication and Reporting working group**.

Awards working group update:

Group has met a couple of times. In those meetings:

- Members discussed how they examined existing suite of teaching awards and discussed how recent efforts have explicitly embedded consideration of SDGs into them. **Working group suggests and from a teaching and learning point of view, creating another SDG only for teaching award would not be advisable, rather SDGs have been embedded across all awards when possible.**

- Queen's Principal's office has also worked to get a question about SDGs into the special recognition of staff awards and is looking at other ways to embed SDGs into existing staff awards.
 - Queen's Special Recognition for Staff Award (administered through Human Resources): updates as part of the application form and scoring rubric. Targeting for HR leadership to review this in September, October and being able to roll this out as part of the upcoming. Staff award cycle later this year.
 - Other two staff awards: From AMS and SGPS. Principal's office will let AMS and SGPS contacts know about the work and the proposed updates on the special recognition for staff award and see if they'd be willing to align and use the similar SDG criteria with their scoring process as well.
 -
- Suggestion from the group that a next step will be to map major SDG-related awards globally and map backwards to an internal SDG award, similar to what was done for major awards for teaching and learning (mapping to external teaching awards).
- Mapping exercise for a future SDG award focused on research or impact on SDGs (or both) open to faculty, staff or students may open up pathways for Queen's community to get further recognition on a global scale.
- Brainstorming about a **standalone SDG award**, that would not overlap with any teaching, learning or existing staff award will continue after the mapping exercise is completed. Rosie in the Principal's office will connect with Denise Stockley about the T&L mapping and, in consultation with Heather, will report back to working group on findings. So these are in early brainstorming stages and others are welcome to join the work of the group.
- Suggestion from the group to also have Principal's Office and Working Group explore and benchmark similar SDG related awards at other institutions (e.g., U of T)
- Standalone SDG award would be open to all (not just restricted to faculty, also students and staff), however likely would not be scope for student scholarships within this initiative.

Communications and Reporting Working Group:

- **The mandate of our group is to consider and to find efficient mechanisms for collecting information on SDG related activities across the institution** so that this council can **track, report and amplify or heighten the visibility of activities** that are happening at the institution.
- Group met twice over the summer. We agreed the purpose of reporting at this stage should be less on KPIs and evaluating. Emphasis should instead be on encouraging collaboration, identifying opportunities for people to partner and to share information and to.
- Trying to develop an institutional habit around sharing and collaborating and advancing SDGs. The overall objective being to gather information that is going to help this council to review, coordinate and to utilize pan institutional activities.
- WG is proposing that summary information packages will come to these meetings that consolidate information that has been gathered across the university using a regular reporting mechanism, and that is what we're trying to figure out.
- Major questions:
 - Who is expected to do info gathering work at unit and faculty level, considering workload, positionality, and who actually has access to the information that we would need.
 - How can we be efficient and reduce the amount of burden on whoever those administrative representatives are and are there?
 - Are there other reliable information sources at local levels that we can just tap into? (e.g., in the form of course tagging that already exists, or regular reports that the Principal makes to the Board of Trustees.)
 - Can we piggyback on existing things to supplement information that may be gleaned through the mechanism that we developed?
- With Jodie Magee's guidance and expertise, we are in the process of drafting a reporting survey. Lots of opportunities for considering things like the length of the

survey, the type of questions that are being asked, the number of questions. Do we want more questions with shorter answers drop down?

- This working group proposes is that the information gleaned from survey we are developing would be packaged up and included in a consent portion of our council agendas that can be pulled out or highlighted as desired. Could also be a mechanism for shared communication with community partners like United Way or City of Kingston or others. Thinking about it for internal purposes, but also that external bridge building purposes.

Events working group update:

- Representatives from Advancement from University Relations, from the Principal's office, from Grad Studies and also the AMS in our group. Group has a number of really great conversations.
- Planning **an institutional event aligned with SDG Month in March 2026**
- 2025 SDG month event was Co-hosted with DSA and the Principal's office, and had great traction. We're looking at how we can make that bigger, more inclusive. In the last two years they've grown.
- Potentially bring in a keynote speaker that could draw a significant crowd from the university, and it is also important to position the university as kind of a facilitator of conversations around the SDGS.
- We would like to include community partners, the other academic institutions in the city and even beyond. So we are looking at a larger scale event this year and the kind of the next steps for the committee are putting the pieces together to start planning that.
- There are recent discussions on the WG about how to tag all of the events that are happening across campus that are SDG related or adjacent utilizing the Queen's Events calendar. This will help with both tracking and promoting SDG events on campus. Could be a really great example of utilizing that something that already exists and shaping it so that we would have better examples of reporting.

Operational Pillar working group update:

- This operational pillar working group was established after feedback from consulting around the operational framework. We intentionally set it up around the Principal's strategic vision for the university. The feedback we got was that it was very academic focused and we'd miss setting a goal around the operational impact of the university as related to SDGs.
- The group met three or four times over the course of the summer to create a new operational pillar for the framework, but didn't have a full quorum, because of schedules.
- Working group is framing the goals and looking at **three major themes: Energy, Procurement, and Waste, and Transportation/Commuting**
- Aligning with existing climate action plan
- Currently working on refining the goals specifically to share with this group.

Open Forum:

- How do we get the message to students about the SDGs? And also tie-in with the Student body who are already engaged with these issues and kind of linking their and activities to ours?
- **AMS Commissioner of Environmental Sustainability:** the AMS has passed a sustainability policy recently. They do implement some SDG values and there it is in the document. The sustainability goal plan for all of our AMS senior leadership across all offices, commissioned services. So in doing consultations for their goal plans for the year, I've been teaching a lot of them about SDGs. Almost all of them include some sort of collaboration with my commission. And in doing that, I'm forcing them to incorporate SDGs and sustainability in general into their outreach, into the way that they're advertising products to students, that sort of thing. So we're starting with that. And so far we've seen some pretty good results specifically within commissions as they're planning out events. We've had some good implementation within the Social Issues Commission of them incorporating

sustainability of more of a holistic approach to it, including it in like diversity and Equity work as well.

- **Leadership culture change:** Could SDG awareness be incorporated into orientation? Could student leaders be involved in United Way community tours, to learn about the community and sustainability in the community? Explaining why people should care about sustainability and showing them is way more impactful. Embedding acknowledgement of environmental impact in theses?
- **Inquiry about existing commitments, and incorporation of SDG work into existing work:** We have a climate action plan, we've had it for a while, which says for 2040 Queens has the huge ambition to be carbon neutral. We also have a 2041 bicentennial vision of what Queens can and should be. Trying to bring those together because when we want to lead by example to our students and teach hundreds of students at the undergraduate level, etcetera, they are actually really into this. The ambition is there, but those kind of really big kind of commitments are the kind of things that can inspire our students, both the ones that are here now and the ones that we want to have here over the next 15 years.

Update on SDG related groups and initiatives:

- IUCN, the Inter University Climate Network
- UC3, the University Climate Change Coalition: Oct. 29 event: An online forum called Communicating Climate Research in an Uncertain Climate.

Closing note from Chair: If you were inspired or motivated by any of the conversations, please reach out to Rosie and join those working groups. You are very in this work.

Next meeting 25th November 2025