3 GOOD HEALTH AND WELL-BEING

Moderation Team

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SDG 3: Ensure health and well-being for all, at every stage of life

Event Description

On **June 21, 2021**, Queen's University hosted its first [17 Rooms](#) event, which brought together Queen's faculty, students, and staff to identify next steps for advancing the [UN Sustainable Development Goals (SDGs)](#) at the university.

Participants were divided into 17 virtual rooms, one per SDG, and asked to identify actions **that Queen's University could take in the following 12 to 18 months to advance their specific goal.**

Rooms participants were also asked to identify:

- The most important issues related to their SDG that Queen's should address,
- Connections and common themes amongst these issues,
- How their SDG connects with reconciliation/conciliation, decolonization, and Indigenization,
- How their SDG connects with other SDGs.

Each room had two hours to brainstorm ideas before presenting their recommended actions to all participants. Following the event, each room's moderation team authored a summary report.

Room Participants

Ishita Aggarwal (Staff Facilitator)	Andrea Hiltz
Oyedeji Ayonrinde	Klodiana Kolomitro
Scott Berry	Pourousha Marandi (Student Facilitator)
Erin Burns	Michael McDonnell
Amanda Collier	Martha Munezhi (Moderator)
Alyssa Comfort	Beth Richan
Qingling Duan	Jennifer Ross
Elizabeth Eisenhauer	Andra Weilson
Gabor Fichtinger	Rosemary Wilson
Nazik Hammad (Moderator)	Tammy Wu

Section 1: Summarized Recommendations

Room 3 brought together 20 individuals from across Queen's University to discuss approaches to addressing SDG 3. The group identified four areas for action.

Areas of Action	In the next 12-18 months, Queen's should:
	1. **Support the establishment** of Queen's Global Health Institute utilizing a Sustainable Development Goals (SDGs) lens. 2. **Raise awareness** and address the knowledge gaps regarding the SDGs. 3. **Prioritize fundraising** opportunities to support SDG activities through the Office of Advancement. 4. **Identify champions** and ambassadors to lead SDG awareness efforts.
Problem Statement	Health inequities and disparities have worsened locally and globally due to the COVID-19 pandemic. The pandemic has also significantly slowed down progress on attaining all SDGs. At Queen's, we need to raise awareness of the SDGs and incorporate SDGs in teaching, learning, research, communications, recruitment of faculty and learners, accreditations, partnerships with local and international communities, and other academic and non-academic activities utilizing an Equity, Diversity, Inclusion, and Indigenization (EDII) lens. SDG 3 is interconnected to all the SDGs. An SDG 3 lens requires deliberate interconnectedness to other SDGs and commitment to decolonization and bidirectional learning to improve health and well-being and close the equity gap locally, nationally, and internationally.

	We need to commit to mapping and harnessing our known areas of SDG 3 strengths, such as non-communicable diseases (NCDs), training the health workforce, sexual health, and to tapping into the already robust local and global heath partnerships. This should be accompanied by strengthening our contributions to other SDG 3 targets in areas where we can potentially contribute meaningfully to global health.
Resources Required	• **Hiring an SDG Coordinator** and/or creating an SDG unit at the university level. This person/unit can function as a hub for SDG activities and for facilitating collaborations across the university and with partners. • **Soliciting and assigning SDG Ambassadors** and SDG Leads across departments.

Section 2: Discussion Summary

The group discussed general issues the university faces in achieving SDG 3.

Common themes which arose include:

- Need for greater awareness of the SDGs and their role in addressing health inequities and disparities.

- Integration of the SDGs in teaching, learning, research, and advocacy, in addition to university operations, policies, and procedures.

- Encouraging greater cross-faculty collaboration to target issues where SDG 3 intersects with the other SDGs.

- Ensuring a greater collaboration effort between Queen's University and local and international communities/organizations to achieve SDG 3 targets.

- Commitment to EDII, decolonization, and social justice.

SDG 3 participants acknowledged that the first issue requiring improvement is the lack of awareness and incorporation of the SDGs in teaching, learning, curricula, research, and overall academic activities. **The knowledge gap must be addressed:**

- Faculty will benefit from greater awareness and understanding of how the SDGs relate to their work.

- Students need local and global opportunities to act on the SDGs.

- Greater effort must be made to utilize an EDII lens to address the SDGs and start conversations on decolonization.

- The lack of cross-faculty collaboration was also discussed as most SDGs interconnect with each other. Cross-faculty collaboration is particularly required for SDG 3 to promote health and well-being and to close the equity gap locally, nationally, and internationally.

In addition to pursuing international partnerships, the university must seek and strengthen local partnerships to address issues arising locally such as homelessness, substance abuse, lack of access to appropriate use of pain management, and the lack of diversity of the health workforce.

Participants noted that, for many, the SDGs are an intimidating concept that feels foreign and unattainable. Many people in the Queen's community believe that their work is not related to the SDGs or is "not important enough" to make a meaningful contribution to achieving the SDG targets. Despite the misconceptions, nearly all work that takes place at the university can and does have an impact on one or more of the SDGs in some way, shape, or form.

To ensure, faculty, staff, and students buy-in and to encourage continued efforts on the SDGs, it is important to address these misconceptions and facilitate ownership of the SDGs by the entire Queen's community.

Queen's University Strengths

The group discussed current Queen's areas of strengths in contributing to SDG 3 targets. These include:

- non-communicable diseases (NCDs),

- sexual health,

- mental health,

- child and maternal health,

- training of the healthcare workforce locally and in partnerships with low-and-middle income countries (LMIC), and

- universal health coverage.

There are also areas of strength at Queen's that would greatly enhance our contributions if they were linked to SDG 3. These include:

- health quality research,

- health policy,

- and competency-based medical education.

Additionally, the group discussed the benefits of adopting an SDG lens to invigorate research, promote a culture of critical inquiry, and propose innovative solutions to address urgent health system challenges locally and globally.

Actionable Solutions

The participants discussed potential actionable solutions Queen's University can pursue to contribute to SDG 3:

- **Integrate the SDGs** into university procedures, policies, and overall culture. This can be done through various means including integration of the SGDs in curricula, teaching, learning, research, communications, hiring practices, and linking university publications and presentations to the SDGs.

- **Solicit ambassadors** and/or assign specific department SDG leads to locally disseminate knowledge and passion about the SDGs.

- **Provide greater institutional support** for the establishment of the Queen's Global Health Institute utilizing an SDG lens. This will aid in the promotion and integration of the SDGs in teaching, learning, research, and service.

- **Create an accountability framework** to guide progress in meeting SDG 3. This framework could be created by the Faculty of Health Sciences or the Queen's Global Health Institute and will allow for better integration of SDG 3 and the other SDGs into the culture of Queen's University.

Overarching Themes

Throughout the discussion, several overarching themes emerged.

- First, many participants pointed out that **"local is global."** While Queen's does a considerable amount of equity and advocacy work internationally, participants emphasized a need to address healthcare disparities that exist in our own backyard, many of which have their roots in colonialism.

- This work requires us to make an active effort to understand the **historical foundations of inequities** that exist across numerous university and societal systems. This first step will empower us to address the underlying social justice issues that we face, rather than generate quick, band-aid solutions that make little impact in the long run.

- **Community consultation and stakeholder engagement** are key components to ensuring that the solutions we create are ones that address the needs of the populations we are aiming to serve. Community consultation should be done in a selfless manner, offering those who share their life experiences some form of compensation or benefit for engaging in this work.

- **SDG 3 includes the health concerns faced on a local level,** such as the high smoking rates in Southeastern Ontario, to the SDGs. While Queen's University has made strides in furthering SDG awareness, we must now 'walk the talk' especially as it relates to SDG 3.

- **SDG 3 is interconnected to the rest of the SDGs.** Many participants acknowledged that health is a product of many other SDGs such as ending poverty and hunger, providing decent education and clean water, and achieving gender equality. Consequently, without simultaneously addressing the other SDGs, tackling SDG 3 on its own is likely to have a short-term, finite, and insufficient impact on the health of individuals and communities.

- Moving forward, it is crucial for us to **consider and raise awareness on where and how SDG 3 interconnects with other SDGs** and work together with the Queen's community to increase opportunities for people to lead healthy lives.

- Finally, participants agreed that **this event was critical** for brainstorming, critical reflection and bringing SDG 3 to a wide interdisciplinary audience. The participants expressed the need for follow-up, frequent exchange of ideas and evaluation of actions proposed.