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Conserve and
sustainably use the oceans,
seas, and marine resources
for sustainable development

On _____, 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

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.

Aleksandra Balyasnikova-Smith	Kristen Lowitt
Simon Coppard	Ryan Mulligan (Moderator)
Brian Cumming	Athena Murray
Sandra Dusolt	Sonia Nobrega
Dixia Fan	David Rival
Tom Gallini (Staff Facilitator)	Elisabeth Steel
Aimee Hopton	Laura Swatridge (Student Facilitator)
Anne Johnson	Yuren Xia

- Education and research on the drivers of ecosystem degradation of marine and fresh-water environments (e.g., climate change, invasive species, habitat change, over-exploitation, pollution).
- Student involvement and hands-on activities related to SDG 14 such as field trips, beach clean-ups, and biodiversity monitoring, along with field courses and/or experiential learning.
- Activities and programs promoting stewardship for students and the community.
- Opportunities for student research projects related to water issues.
- Public engagement opportunities involving the Kingston community and local high schools.
- Awareness of the Queen's University Biological Station, limited resources, and a lack of funding for more widespread engagement.
- Awareness of sustainability efforts at Queen's.

One of the main issues discussed was the lack of interdisciplinary research on water related topics. As SDG 14 relates to many fields, it is essential that work at Queen's in this area makes use of a variety of perspectives.

Participants concluded that Queen's has a very strong base in water research. However, more collaboration between different disciplines is needed to effectively make progress towards sustainable use of the water resources.

- Educational opportunities with multiple perspectives, such as courses co-taught by representatives from different faculties.
- Interdisciplinary research on the topic of "Life Below Water" and limited

- Additionally, there is a lack of known coalitions to promote sharing between the different groups within Queen's and the community.
- Interdisciplinary field work opportunities.
- Entities (units of expertise) to encourage cross faculty participation.
- Opportunities to publish interdisciplinary research.

Room 14 brought together 16 individuals from across Queen's University to discuss approaches to addressing SDG 14.

As SDG 14 is such a broad topic, with a large range of interconnected and overlapping ideas, participants felt that one of the main barriers to achieving progress was the lack of interdisciplinary research.

Within the Queen's community, there are a multitude of research interests and topics focused on water related issues, but there should be more platforms to allow collaborations between different disciplines to find the existing knowledge gaps.

By de-siloing research, Queen's would be able to leverage connections between fields such social science, engineering, and biology as well as community groups (ex. Indigenous communities, the BISC community) to design innovative and value-driven responses to challenges identified in SDG 14.

- _____, fostering collaboration between different research groups, as well as with Indigenous communities, to discuss water management.
- _____, such as a new funding mechanism for cross disciplinary SDG research and seed funding (small 5-10k grants) to support collaborations in initial stages.
- _____ in classes from different departments.
- _____, and expand its mandate to bring it above the faculty level to help foster interdisciplinary collaboration and situate it as a cross-campus centre of expertise.

Queen's needs to create ongoing opportunities for interested community members to connect and develop proposals, accompanied by seed grant funding, and partnerships with Indigenous communities and municipalities (e.g., fisheries).

Proposed actions align with key recommendations from [Yakwanastahente'ha Aankenjigemi Extending the Rafters](#) including:

- relationships with Indigenous communities.
- Indigenous scholarship and traditional knowledge.
- of Indigenous research at Queen's.
- of conducting research with and by Indigenous communities.
- into curricula across academic programs.

These projects present opportunities to decolonize our research and actions by highlighting the importance of a framework that values and embraces Indigenous knowledge and communities as full partners in the co-creation of research, process, policy, and activities.

Furthermore, we should work together in sharing in the acquisition, analysis, and dissemination of knowledge, with outputs that meet the needs of Indigenous communities.