

GENERAL FACULTIES COUNCIL  
AGENDA

Meeting 627, March 7, 2024, 1:30 p.m.

Virtual Modality

Zoom link: <https://ucalgary.zoom.us/j/94694655412> passcode: 024931

Item	Description	Presenter	Materials	Estimated Time
1.	Conflict of Interest Declaration	Werthner	Verbal	1:30
2.	Inclusive Practice Moment	Gereluk <sup>1</sup>	PowerPoint	
3.	Safety Moment	Van Hee <sup>2</sup> /Davies <sup>3</sup>	Document + PowerPoint	
4.	Remarks of the Vice-Chair	Werthner	Verbal	
5.	Question Period	Werthner	Verbal	
	<b>Action Items</b>			
6.	Approval of the February 8, 2024 Meeting Minutes	Werthner	Document	
	<b>Discussion Items</b>			
7.	Community Mental Health and Well-Being Strategy: Renewal of the Campus Mental Health Strategy	Szeto <sup>4</sup> / Moon <sup>5</sup> /Wiens <sup>6</sup> / Thannhauser <sup>7</sup> /Lavoie <sup>8</sup>	Document	1:50
	<b>Information Items</b>			
8.	Institutes for Transdisciplinary Scholarship Update	Bryant <sup>9</sup>	Document + PowerPoint	2:20
9.	DORA and Research Impact Update	Tonelli <sup>10</sup>	Document + PowerPoint	2:35
10.	International Research Update	In Package Only	Document	2:50

Item	Description	Presenter	Materials	Estimated Time
11.	Standing Reports: a) Report on the February 14, 2024 GFC Executive Committee Meeting b) Report on the February 5, 2024 Academic Planning and Priorities Committee Meeting c) Report on the February 15, 2024 Research and Scholarship Committee Meeting d) Report on the February 13, 2024 Teaching and Learning Committee Meeting e) Report on the February 22, 2024 Senate Meeting	In Package Only	Documents	
12.	Other Business	Werthner		
13.	Adjournment Next meeting: April 11, 2024 (in-person, ST147)	Werthner	Verbal	2:50

**Regrets and Questions:** Elizabeth Sjogren, Governance Coordinator

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Courtney McVie, University Secretary

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**GFC Information:** <https://www.ucalgary.ca/secretariat/general-faculties-council>

#### Presenters

1. Dianne Gereluk, Dean, Werklund School of Education
2. Mike Van Hee, Vice-President (Services)
3. Mark Davies, Director - Environmental Health & Safety
4. Andrew Szeto, Director, Campus Mental Health Strategy
5. Michele Moon, Team Lead, WellBeing and WorkLife
6. Kevin Wiens, Director, Student Wellness, Accessibility and Support
7. Jennifer Thannhauser, Counsellor, Student Wellness Services
8. Sasha Lavoie, Senior Communications Specialist, Provost's Office
9. Steven Bryant, Academic Lead for Transdisciplinary Scholarship, Office of the Vice-President (Research)
10. Marcello Tonelli, Associate Vice-President Research (Health)



# **Safety Moment**

## **Pedestrian Safety Strategy**

General Faculties Council  
March 7, 2024

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## Pedestrian Safety Task Force

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Pedestrian Safety Task Force has established objectives to be implemented for reducing the risk of pedestrians being injured on campus.



# Areas of main concern for Pedestrian Safety



# Primary Campus Delivery Location (Mac Hall)



# Planned Initiatives

## Short/medium term

- **Crosswalk controls** – Create clearer (and fewer) crosswalks with better alternating flow of traffic and pedestrians.
- **Campus Signage** – Update and improve signage to reflect the pedestrian and vehicle hazard warnings and safety measures.
- **Education** – Develop an education and communications campaign for pedestrian safety and drivers.
- **Blackout Time for Deliveries** – Review opportunities with delivery companies to restrict deliveries. Limit deliveries during peak pedestrian intervals.

## Longer Term

- **Spotters** – Hire spotters at the loading bays to help safely maneuver vehicles.
- **Delineation of pedestrians and vehicles** – Conduct a traffic study to identify further patterns and opportunities for protection of pedestrians.
- **Traffic Calming** – Develop traffic calming measures on campus such as speed bumps.
- **Change Shipping/Receiving location for Mac Hall** – requires significant capital investment, but is the ultimate solution







The draft Minutes are intentionally removed from this package.

Please see the approved Minutes [uploaded separately on this website](#).





UNIVERSITY OF  
CALGARY

**GENERAL FACULTIES COUNCIL  
ACTION BRIEFING NOTE - For Discussion**

**SUBJECT:** Community Mental Health and Well-Being Strategy: Renewal and Relaunch of the Campus Mental Health Strategy

**PROPONENT(S)**

Penny Werthner, Interim Provost and Vice President (Academic)  
Andrew Szeto, Director, Campus Mental Health Strategy

**REQUESTED ACTION**

The General Faculties Council (GFC) is asked to discuss the Community Mental Health and Well-Being Strategy, including:

- How do we engage leaders on our campus to prioritize the new strategy and to implement in their units/faculty/dept?
- Shifting culture is tough given that many of our structures reinforce the status quo. How what are things we can do to shift our culture to a more caring and supportive one?

**KEY CONSIDERATIONS**

The Community Mental Health and Well-being Strategy (UCalgary's revised Campus Mental Health Strategy (CMHS) and renewed commitment to mental health and well-being) is the culmination of several years of consultations, engagements, reviews, and data collection and interpretation. The process began in Nov 2021 with an external review of the CMHS with a panel of post-secondary mental health practitioners and experts. The review indicated that the CMHS has accomplished much to fulfil its 28 recommendations and has been a leader in the post-secondary mental health space. Along with this, the panel also made a set of recommendations for the CMHS.

In addition to this review, the CMHS has also engaged in other assessment processes, including a survey and a set of consultations in 2021-22 to begin the implementation of the *National Standard for Mental Health and Wellbeing for Post-Secondary Students*. Similarly, there was also a set of consultations with faculty and staff through Excellence Canada for Gold Level status for UCalgary's implementation of the *National Standard for Psychological Health and Safety in the Workplace*. Additional data sources include our self-study that was created for the external review, as well as a process evaluation that was conducted to examine the inner workings for the CMHS. We also engaged in various surveys that provided data to inform the renewal of the CMHS, including the Graduate Mental Health Survey, the Canadian Campus Wellbeing Survey, and the UCalgary Faculty and Staff Mental Health and Wellbeing survey and follow-up focus groups. Finally, in collaboration with the Institutional Sustainability Strategy, we formed an Elders' Leadership Circle to inform the renewals of our respective strategies. This group of Elders were from Treaty 6 and Treaty 7 territories, including Elders Reg and Rose Crowshoe, Elder Kerrie Moore, Elder Virgile Stephans, Elder John Crier, and Elder Ollie Benjamin. All this data was analysed by the CMHS evaluation team and general themes were generated. Subsequently, we engaged J5 (a Calgary-based consultancy firm) to put all the feedback and data points together and come up with coherent overarching themes.

With these themes, the CMHS renewal team developed a draft Community Mental Health and Well-Being Strategy in July and August 2023. In August 2023, we started the engagement process to obtain feedback on the revised strategy from the UCalgary community. From August to December 2023, we conducted 30+ consultations with various groups

and individuals across campus. In addition, we set up 5 public engagements in the Taylor Family Digital Library and the Hunter Student Commons to broadly engage the UCalgary community and hear their feedback. Finally, we deployed a survey in October to November 2023 to further to broadly reach the UCalgary community and receive their feedback. From December 2023 to January 2024, the CMHS evaluation team analysed the feedback and developed recommended changes and additions for the draft Community Mental Health and Well-Being Strategy. The CMHS renewal team finalized the draft Community Mental Health and Well-being Strategy at the end of January 2024 and the latest draft is enclosed.

The new strategy is a refinement of the CMHS and will focus on 3 core areas as identified by the UCalgary community:

- A holistic approach to well-being – although mental health remains a priority and still a priority, it is important to acknowledge and address the various components that make up our wellbeing, including physical wellbeing, spiritual wellbeing, and social connection.
- A focus on the “upstream.” – Downstream supports and services (e.g., counselling, EFAP) are an important priority at UCalgary. However, it is also important to move upstream and broadly implement health and mental health promotion and illness prevention initiatives. Shifting upstream, while maintaining services, will enhance the development of skills and resilience which will lessen the demand on downstream services.
- Creating a supportive academic and workplace culture – our culture of excellence in teaching and learning and research has enabled UCalgary to excel. Continuing to build on this excellence while creating a caring, supportive, and respectful campus context will enhance interpersonal relationships, workplace engagement, collaboration, and lead UCalgary to greater productivity, creativity, and innovation.

The new strategy has 4 Guiding Principles, each with Core Components and Example Actions. This structure is based on our learning over the 8 years of the CMHS, to increase flexibility and better adapt to the changing needs of the UCalgary community and the ever-shifting post-secondary context. The 4 Guiding Principles map to 4 levels of influence: Guiding Principle 1 – organizational/cultural; Guiding Principle 2 - unit/faculty/department level; Guiding Principle 3 - interpersonal level; Guiding Principle 4 - individual level. The core components are specific actions that match the goals of the Guiding Principle, while the actions are examples of initiatives, projects, programs that exemplify the core components and the Guiding Principle. These actions exemplify past and current actions, as well as highlight possible actions in the future. It is important to note that the new strategy departs from the CMHS as there are no specific recommendations. This structure was determined to best balance between the resource and capacity of the strategy and its team, the need to be flexible and adaptable, and the needs of the UCalgary community.

Based on feedback and suggestions from the GFC Executive Committee discussion, we have revised some of the introductory portions of the Community Mental Health and Wellbeing Strategy to better articulate and clarify the strategy’s place at UCalgary and how it operates.

## **BACKGROUND**

The CMHS was launched in December, 2015 as UCalgary’s foundational commitment to the mental health of the UCalgary community. The development of the CMHS was led by the Mental Health Taskforce in Winter and Spring 2015 and approved by the GFC and Board of Governors in October, 2015.

The CMHS, with its 28 recommendations across 6 strategic focus areas, has been impactful in forwarding mental health at UCalgary and has garnered praise as being leaders in Canadian post-secondary mental health. A self-study conducted in 2021, identified that 24 of 28 recommendations were completed or addressed, with 4 recommendations that were being addressed at that time. Some highlights identified in this self-study include achieving gold level accreditation for our implementation of the *National Standard for Psychological Health and Safety in the Workplace*, and the development of an embedded certificate for Mental Wellbeing and Resilience (the largest embedded certificate on

campus). Some subsequent highlights include co-hosting the first national post-secondary mental health conference (Collaborations for Change in 2021 and 2023) and the success of the annual UFlourish event, which reaches over 2000 participants a year.

As with all institutional strategies, there is a 5-year cycle for renewal. The original beginning of the CMHS renewal was scheduled for mid-2020. However, the Covid-19 pandemic delayed the process until the 2021 with the beginning of the process being an external review of the CMHS in November 2021.

## RISKS

Mental health and wellbeing continue to be a priority at post-secondary campuses. The dominant narrative has suggested that there is a mental health crisis at post-secondary institutions. Although this narrative highlights the continued need to address mental health on campuses, the narrative fails to highlight the complexity of mental health. There have been calls for post-secondary institutions to take a whole campus approach and involves addressing cultural/organizational components, teaching and learning, and supporting the mental health and wellbeing of faculty and staff in addition to students. Although the CMHS has accomplished much of this, the post-secondary context continues to evolve, the needs of the campus community have shifted, and there are additional contextual factors (e.g., funding to post-secondary institutions) that impact mental health and wellbeing on campuses.

A renewal of the CMHS is necessary to address all these identified factors. The risk of not developing a new strategy at UCalgary is that we fail to best meet the needs of our campus community and supporting their success, cease to be leaders in this space across Canada, and negatively impact UCalgary's reputation, both internally and externally.

## ROUTING AND PERSONS CONSULTED

Progress	Body	Date	Approval	Recommendation	Discussion	Information
	General Faculties Council Executive Committee	2024-02-14			X	
	Human Resources and Governance Committee	2024-03-04			X	
X	General Faculties Council	2024-03-07			X	
	Board of Governors	2024-03-22			X	
	General Faculties Council Executive Committee	2024-04-17		X		
	Human Resources and Governance Committee (Special Meeting)	TBD April 2024		X		
	General Faculties Council	2024-05-09		X		
	Board of Governors	2024-05-24	X			

## NEXT STEPS

The Community Mental Health and Well-Being Strategy will move through the governance process as set out above. Following approval, the Community Mental Health and Well-Being Strategy will soft launch during Summer 2024, and fully launch Fall 2024 with specific launch events to be coordinated with UFlourish in November 2024. The Community Mental Health and Well-being Strategy team will begin to develop the annual action plan, set up the evaluation plan, and finalize the committee structures that will guide and implement the work of the new strategy.

**SUPPORTING MATERIALS**

1. Community Mental Health and Well-Being Strategy Draft for GFC Feb 27 2024

# Community Mental Health and Well-Being Strategy

University of Calgary - Draft Community Mental Health and Well-being Strategy

Submitted by the CMHS Renewal Team:

Andrew Szeto, Director, Campus Mental Health Strategy, Office of the Provost; Professor, Department of Psychology, Faculty of Arts

Sasha Lavoie, Senior Communications Specialist, Campus Mental Health Strategy

Michele Moon, Team Lead, WellBeing and WorkLife, Staff Wellness, Human Resources

Jennifer Thannhauser, Counsellor (Professorial), Student Wellness Services, Student and Enrolment Services

Kevin Wiens, Director, Student Wellness, Access & Support, Student Wellness Services, Student and Enrolment Service

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## Land acknowledgement

\*\*\*Placeholder for land acknowledgement – Currently consulting with OIE\*\*\*

## UCalgary’s Community Mental Health and Well-Being Strategy (CMHWS)

The Community Mental Health and Well-Being Strategy (CMHWS), the renewed and refocused Campus Mental Health Strategy, is a foundational commitment made by the University of Calgary to the mental health and well-being of UCalgary community.

UCalgary’s CMHWS is a systems-based holistic health promotion strategy. It is a call to action that requires the whole campus community’s engagement with, collaboration on, and commitment to its guiding principles and core components.

Our strategy is also positioned at the institutional or university level. The strategy is sponsored by the Provost, and the strategy team partners with leaders, faculties, units and the broader community on various mental health and well-being initiatives on campus.

### Ahead of Tomorrow and the CMHWS

As we move forward with *Ahead of Tomorrow*, the University of Calgary’s new strategic plan for 2023-2030, we also need a new, bold approach to creating a healthy and caring campus community that can support the goals of the plan. *Ahead of Tomorrow* outlines our commitment to excellence in teaching, learning, and research while also highlighting a key value: we strive for community-focused excellence and a sense of belonging where all can thrive.

Universities that are research-intensive require excellence, achievement, expertise, and focused work. It is imperative that we create, at UCalgary, a culture that can embrace both excellence and caring, so our community can flourish while contributing to our achievements.

For our students, postdoctoral scholars, staff, and faculty, to be thriving, successful and whole persons, they need an environment and structures around them that promote their well-being while they achieve the aims of a post-secondary institution.

## The importance of a university mental health and well-being strategy

Well-being, health, education, teaching, and learning are intertwined. Post-secondary institutions have the opportunity and responsibility to promote the health and well-being of the people who learn, work, and live within them.

UCalgary was one of the six original signatories to formally adopt the [Okanagan Charter: An International Charter for Health Promoting Universities and Colleges in 2015](#). The Charter calls on post-secondary institutions to make a commitment to health and well-being in all policies and practices and UCalgary has taken that commitment to heart through its Campus Mental Health Strategy.

The vision for the CMHWS is to create a UCalgary community where individuals can achieve well-being, thrive and excel. The strategy addresses well-being programs and resources, our connection with each other and to ourselves, as well as with the land, environment and our greater community. Finally, such a strategy helps build a culture that is respectful, supportive, and caring.

The revised strategy is UCalgary's overarching commitment to the well-being of its community. To do this work, the CMHWS acts at the university level to inspire, build connections across our campus, and serve as a catalyst for change. As well, the CMHWS collaborates with both those at UCalgary and in the broader Calgary community to achieve its goals, with impact at the broad university level, as well as at the individual level.

### We do this work together

The work of the strategy is a community effort and requires students, post-doctoral scholars, staff, faculty and executive leadership to contribute their own unique skills and positions of influence to forward the strategy's mandate.

*[CREATIVE SERVICES NOTE: BIRDSEYE CAMPUS GRAPHIC INCLUDING ALL CAMPUSES]*

\*\*\*This is a place holder for a statement that is being drafted by the leads for the institutional strategies\*\*\*

We also work alongside UCalgary's other long-term foundational commitments: Equity, Diversity, Inclusion (EDI) and Accessibility, Global Engagement, Indigenous Engagement (IE), and Sustainability. Mental health and well-being intersect with these areas in a myriad of ways.

To support our community's ability to thrive, we work in partnership with our colleagues in these Offices as well as with our students, postdoctoral scholars, staff, and faculty, and by listening to and collaborating with champions and experts across and beyond the university. To best support the UCalgary community, the work of the CMHWS must also reflect the values and goals of these institutional strategies, as well as be an advocate for these strategies.

## History of UCalgary's Campus Mental Health Strategy (2014-2023)

The Mental Health Task Force was formed in late 2014 to develop a comprehensive strategy with the goal of addressing the mental health needs of UCalgary students, postdoctoral scholars, staff, and faculty and creating a caring and supportive community. Acting on this commitment, the Task Force developed a comprehensive Campus Mental Health Strategy (CMHS) that contained 28 recommendations across six strategic focus areas. The CMHS was launched on Dec. 6, 2015. Subsequently, in 2016, a director was hired to lead the CMHS. As well, an implementation advisory committee and additional subcommittees were formed to advise on and address the specific recommendations of the CMHS.

Since the strategy was launched, UCalgary has seen stigma-reduction strategies positively impact our community. It supported burgeoning projects and collaborations, co-created innovative new roles and models in the mental health space, built capacity and participation in mental health-related training, new programs and educational offerings, and so much more. Not only has the CMHS been impactful at UCalgary, but has had positive impact locally, provincially, and nationally.\*

\*See an appendix of select activities at the end of this document.

## Development of the Community Mental Health and Well-Being Strategy, 2024-2029

The new CMHWS continues our journey towards cultivating a nurturing and empowering UCalgary community that promotes open dialogue and awareness about mental health and well-being and builds an environment where all students, postdocs, staff, and faculty can thrive.

The CMHWS is committed to promoting the mental health and well-being of the entire UCalgary community through a systems-based holistic health promotion strategy and CMHWS has been influenced by the following documents:

- the socio-ecological framework recommended by the National Standards for Mental Health and Wellbeing for Post-Secondary Students, 2020
- the five actions of health promotion in the Ottawa Charter for Health Promotion, 1986
- the calls to action outlined in the Okanagan Charter, 2015
- the findings of the engagement conducted at the University of Calgary by the Mental Health Task Force in 2015
- UCalgary Human Resources' Well-Being and Worklife Strategy, 2022

The revised strategy takes a community-based approach and looks beyond solely focusing on individual needs to offer a broader, more holistic approach to support student, postdoctoral scholars, staff, and faculty well-being.

### Engagement and consultation

The development of the revised strategy started with the external review of the CMHS in late 2021. An external review team, composed of clinicians, academics, and experts in campus mental health, met with various groups from the UCalgary community to discuss the work of the CMHS. Their report acknowledged the accomplishments of CMHS over its first six years and its standing as a national leader in post-secondary mental health. It also set aspirations for the CMHS as it moved forward in the future.

Although there has been continual engagement and listening over the years, gathering feedback and data from the university community has been a priority for the CMHS, particularly from 2020 to 2023. This feedback included various large surveys, such as the Canadian Campus Wellbeing Survey, the Graduate Mental Health survey, the Student Wellness Services Needs Assessment, and, most recently, the Faculty and Staff Mental Health and Well-Being Survey in 2022. An internal survey and a process evaluation of the CMHS was also conducted as a part of the data collection. In addition, UCalgary's implementation of both the *National Standard for Psychological Health and Safety in the Workplace* and the *National Standard for Mental Health and Well-Being for Post-Secondary Students* involved surveys, extensive consultations, and reviews that generated data and information on addressing mental health and well-being. All these data points and feedback were qualitatively analyzed by the CMHS evaluation team, generating broad themes.

## Elders' Leadership Circle

One of the most fundamental pieces that informed the direction of the revised strategy were stories and learnings from an Elders' Leadership Circle. This group of Elders was formed specifically to advise on the renewal of both the CMHS and the institutional Sustainability Strategy. Through multiple circles, we discussed the meaning of mental health, the meaning of well-being, our connection with the land, and how we can work together to embed Indigenous ways of knowing and being in what we do.

We are grateful to Elders Reg and Rose Crowshoe, Elder Kerrie Moore, Elder Virgile Stephans, Elder John Crier and Elder Ollie Benjamin for their wisdom and knowledge, guidance and willingness to share their stories.

## What we heard

Through all these consultations, engagements, and data points from the UCalgary community and the Elders' Leadership Circle, there were three clear and consistent themes:

**Holistic approach:** Although mental health continues to be a priority for UCalgary and the revised strategy, consideration of the other components that affect our overall well-being was clearly indicated in the data, such as physical health, spiritual wellbeing, and social connection.

**Upstream focus:** An upstream focus refers to a proactive and preventative approach to mental health and well-being. This approach focuses on identifying and addressing the underlying factors that support our well-being and prevent mental health problems. By focusing on creating supportive and nurturing environments that foster well-being, we can work as a community to reduce the likelihood of individuals experiencing more severe mental health problems.

*Even though the new strategy adopts an upstream focus, "downstream" mental health supports and services, such as counselling and clinical care, remain a priority and will continue to be offered, reviewed, and optimized, along with the creation of more-efficient pathways to community-based resources and services.*

**Shift academic and workplace culture:** The focus on growth, achievement, and excellence at UCalgary has brought about increased research funding, new infrastructure, and a strengthened global reputation. However, we must work to dispel the perception that an achievement-oriented culture makes it hard to cultivate a caring community. A university community that values respect, work-life balance, boundaries, interpersonal relationships, and supporting each other, as well as excellence is possible and necessary to create a better environment to work, study, and play, and acts as the foundation for achieving creativity and innovation.

## What guides us forward

Over the eight-year span of the CMHS, we have learned from the various initiatives, projects, and events

from the planning and implementation of an institutional strategy. These lessons will help the new strategy be successful and operate efficiently and effectively.

**Our position at the university-level:** Based on factors such as resources, capacity, reach, and scope, working at a broader institutional level will enhance the effectiveness of the new strategy. By this, we mean the actions and initiatives we engage in are applicable and influential across our university and will impact our community of students, post-doctoral scholars, staff, and faculty. Some examples of operating at this level include broad media-based initiatives to increase awareness of well-being resources and reduce stigma related to mental illnesses and working with university policy-makers to understand the mental health and well-being impact of a new policy.

Front-line resources, programs, and services (e.g., counselling services for students) are vital to supporting the well-being of the UCalgary community. The new strategy will continue to support the units that provide these vital initiatives.

**Collaboration:** Much of the work that has been done under the CMHS has been collaborations with various units, faculties, departments, groups, and individuals at UCalgary and in the broader community. Strong relationships have been built that facilitated the success of CMHS initiatives. Over the years, work has been initiated with various faculties and units to adopt the CMHS and prioritize mental health and well-being, for example, with Legal Services to review policies through a mental health lens, with the UCalgary Recovery Community, and various researchers and staff members for training and workshops for the university community. Student Wellness Services and Staff Wellness are two examples of the strong ties built over the span of the CMHS. In collaboration with these units, UFlourish, UCalgary's annual well-being initiative, has grown from a small wellness fair to a two-week expo with more than 50 events reaching thousands in the UCalgary community and broader public. Collaboration will continue to be important with the revised strategy.

**Evaluation:** Continuous measurement of progress and impact will guide the revised strategy as it moves forward in the future. Evaluation of programs and initiatives and understanding the well-being information that is being collected already at UCalgary, as well as having metrics and indicators that demonstrate effectiveness of the CMHWS, will lay the foundations for success. This approach will also allow us to better understand and adapt to the changing needs of the UCalgary community.

## The Community Mental Health and Well-Being Strategy: culture, education, support

The renewal of our strategy signals a shift in focus for mental health and well-being at UCalgary. This renewal involved extensive engagements, consultations, and data-point collection. The university community told us that we need to focus on moving UCalgary’s culture toward being more caring and supportive. All these themes are reflected in the new name and four Guiding Principles of the new strategy.

### The Community Mental Health and Well-Being Strategy draft development and feedback

In the summer of 2023, external consultants, J5 Design, helped piece together all the data points, the work of the CMHS evaluation team, and other relevant information (e.g., extensive conversations with the CMHS renewal team) into a coherent set of themes (e.g., need for more training). The renewal team revised this set of themes based on their institutional knowledge and understanding of the needs of the UCalgary community and developed four Guiding Principles. Subsequently, between August and December 2023, we engaged in more than 30 targeted consultations sessions with various groups and units at UCalgary to gather feedback. As well, there were five open-engagement sessions held at the university to capture feedback and ideas from the general UCalgary community. Finally, a survey was developed to obtain feedback on the draft Guiding Principles. Between December 2023 and January 2024, the CMHS evaluation team collated and analyzed feedback and data from the targeted consultations, open-engagement sessions, and renewal survey.

This feedback was used to update the four Guiding Principles, the Core Components, and Example Actions. These are outlined later in this document.

### About our new framework

The new strategy has moved away from specific recommendations to a principle-focused approach with four **Guiding Principles** at its centre.

Each of the Guiding Principles is a general goal for advancing well-being at UCalgary and is tied to one of four levels of influence in the nested socio-ecological model that the principle operates at (see Figure 1).

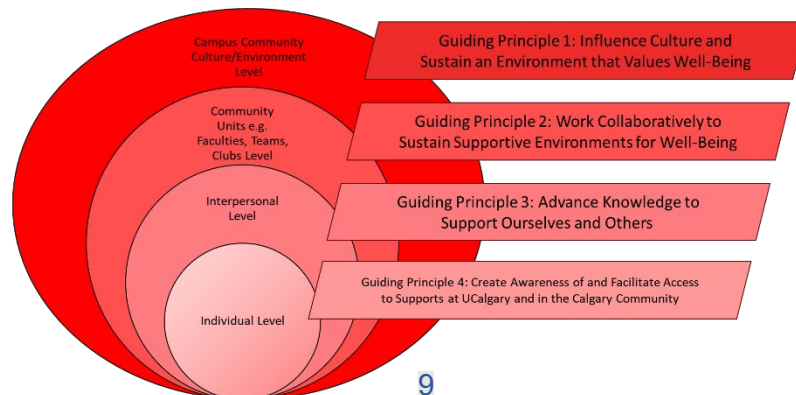


Figure 1.

Each Guiding Principle contains several **Core Components** or specific actions that support the overarching Guiding Principle. Finally, each Guiding Principle, with its core components, will have a series of **Example Actions**, which are initiatives or projections that illustrate work under each Guiding Principle.

## Guiding Principles

Influence Culture and Sustain an Environment that Values Mental Health and Well-Being	Work Collaboratively to Sustain Supportive Environments for Mental Health and Well-Being	Advance Knowledge to Support Ourselves and Others	Create Awareness of and Facilitate Access to Supports at UCalgary and in the Calgary Community
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### 1) Influence Culture and Sustain an Environment that Values Mental Health and Well-Being

To create sustainable, positive change in the mental health and well-being of all UCalgary community members, we must prioritize a holistic approach to creating and sustaining supportive environments.

#### *Core components*

1. Implement holistic frameworks that support the well-being of the UCalgary community and recognize multiple ways of being doing, knowing, and connecting.
2. Work with other UCalgary strategies and priorities to create an inclusive, supportive, and well-being-focused culture where diverse backgrounds and experiences are recognized, acknowledged, supported, and celebrated.
3. Embed mental health and well-being in institutional policies, processes, and procedures.
4. Build relationships with researchers and institutes to advance post-secondary mental health and well-being as a research priority, translating knowledge and informing practice.
5. Provide leadership and achieve excellence in the post-secondary mental health and well-being space at the local, provincial, and national levels.

#### *Example actions*

- Work with university and community partners to better understand the links between mental health, well-being and food, housing and financial insecurity. Create awareness of this linkage with our university and broader community.



- Prioritize and support implementation of the National Standard for Psychological Health and Safety in the Workplace and the National Standard for Mental Health and Well-Being for Post-Secondary Students, sharing accountability and actions with community partners.
- Build on the implementation of UCalgary’s Suicide Awareness and Prevention Framework, particularly through increased promotion and support to access to relevant training.
- Work with UCalgary partners and other subject-matter experts to assess UCalgary spaces for opportunities to better incorporate well-being, comfort, and safety into the built environment.
- In implementing the National Standard for Psychological Health and Safety in the Workplace, work with UCalgary leadership to advance the 13 psychosocial factors and apply evidence-based best practices, including in the areas of Civility and Respect, Clear Leadership and Expectations, and Workload Management.
- Work with the Office of Sustainability to forward the United Nations Sustainable Development Goals (e.g., Goal 3 - Good Health and Well-Being).
- Continue to work with Legal Services to examine policies, processes, and procedures through a mental health and well-being lens.
- Work collaboratively with the Mathison Centre to build capacity and opportunities for research in the post-secondary mental health and well-being space.
- Support, grow, and translate knowledge from the UCalgary and nationally-partnered Collaborations for Change conference on post-secondary mental health and well-being.

## 2) Work Collaboratively to Sustain Supportive Environments for Mental Health and Well-Being

Collaborate with faculties, units, classrooms, clubs, and various groups at our university to create and maintain environments where everyone can flourish.

### *Core components*

1. Enhance UCalgary’s community members’ ability to recognize and respond to early signs of distress in a supportive manner.
2. Promote protective factors and reduce risk factors that impact the mental health and well-being of the university community.
3. Continue to integrate mental health and well-being into teaching and learning processes and practices.

4. Partner with faculties and units in creating strategic mental health and well-being plans and initiatives.

#### *Example actions*

- Work with faculties, units, and departments to adopt and implement the revised strategy and prioritize and implement mental health and well-being initiatives that are relevant and contextualized to their settings.
- Create a yearly report to the community that celebrates faculties, units, and other collective networks for their efforts in championing a caring environment at UCalgary.
- Create relevant mental health and well-being-related tool kits, resources, and guides with Staff Wellness and Student Wellness Services and other subject-matter experts.
- Assess barriers to mental health services and participation in events, workshops, and training to better tailor delivery and communication to students, staff, faculty, and postdocs.
- Continue to promote the psychosocial factors outlined in the National Standards for Psychological Health and Safety in the Workplace and the National Standard for Mental Health and Wellbeing for Post-Secondary Students within faculties and units. For example, work with UCalgary leadership to advance civility and respect, according to evidence-informed best practices.
- Apply evidence and best practices to support faculties, units, and departments to promote workload management and work-life balance.
- Continue to expand enrolment in course offerings for the Embedded Certificate for Mental Wellbeing and Resilience.
- Work with UCalgary teaching and learning leaders to create and implement resources that support well-being in the classroom and various learning environments.

### 3) Advance Knowledge to Support Ourselves and Others

Develop mental health literacy, skills and understanding to support our own well-being and the well-being of the UCalgary community.

#### *Core components*

1. Increase mental health literacy for a diverse UCalgary audience.

2. Increase the availability of mental health and well-being training available to the university community.
3. Continually listen to UCalgary community members to understand their skill-development needs and develop programs, training, and workshops with a particular focus on upstream (i.e., health promotion and illness prevention) and holistic approaches.

#### *Example actions*

- Foster the skills development of UCalgary's community members through workshops, training, and programs offered by university partners, so they can support someone in distress by listening empathetically and referring to appropriate resources.
- Collaborate on the implementation of university-wide offerings that advance the well-being skills of the UCalgary community, such as the Summer Wellness Series and UFlourish.
- Work with partners on campus to identify opportunities to bring more fitness and movement-based activities to students, postdocs, staff, and faculty.
- Collaborate with UCalgary units on the implementation of suicide-intervention skills within the university community.
- Utilize the success and learnings from the Certificate of Mental Well-Being and Resilience to co-create more opportunities to develop student helpers, social changemakers, and community leaders.
- Continue to support and promote harm reduction and recovery-oriented resources (e.g., UCalgary Recovery Community).

#### **4) Create Awareness of and Facilitate Access to Supports at UCalgary and in the Calgary Community**

Improve awareness of and facilitate access to mental health and well-being services and supports that meet the varied needs of the UCalgary community.

#### *Core components*

1. Increase awareness of existing resources available at UCalgary and in the broader community.
2. Reduce the stigma related to mental illnesses.
3. Where appropriate and feasible, facilitate the expansion of existing resources and/or development of new resources with UCalgary and broader community partners.

### *Example actions*

- Promote university and broader community resources and services in collaboration with Student Wellness Services, Staff Wellness and other UCalgary partners.
- Find appropriate and relevant ways to inform the university community about the types and models of services and supports at UCalgary (e.g., clearly communicate the collaborative-care model, enhancing navigation of services, etc.).
- Increase use of social media as a tool to highlight resources and services, as well as to support the work of the revised strategy.
- Share and demonstrate the diverse lived experience of UCalgary community members by continuing awareness and anti-stigma campaigns.
- Expand available resources and programming for parents/families/caregivers of students.
- Support the development of peer-support initiatives focused on mental health and well-being for the university community.
- Work with campus partners to identify opportunities to broaden mental health and well-being access for international students and better understand barriers for accessing support.
- Continue to optimize the CMHWS ([ucalgary.ca/mentalhealth](http://ucalgary.ca/mentalhealth)) website and facilitate the optimization of other UCalgary well-being websites and content.

### Laying the foundations of success

In moving forward an institutional strategy, there are several key actions that need to be taken to lay the foundations for success. CMHWS

**Planning:** Annual implementation plans will set priorities and actionable goals, while allowing the strategy to be dynamic and adaptable to the needs of the whole university community. Plans will be updated each year to be responsive to current needs, as informed by ongoing evaluation. Implementation plans and progress updates will also be shared with the UCalgary community through diverse means, including annual updates to the General Faculty Council and Board of Governors. In addition to developing implementation plans, one early action to move the revised strategy forward will be developing a structure to advise on and support the implementation. This structure might involve a diverse group of voices that represent the UCalgary community. In addition, this structure must include leaders that are able to champion and support implementation in their facilities, units, and departments.

**Evaluation:** Evaluation will be an iterative, dynamic, and ongoing process. One of the first tasks will be to develop evaluation questions collaboratively with relevant university partners to assess how the Guiding Principles are contributing to a respectful, supportive, and caring university culture.

Evaluation of the CMHWS will involve the following:

- Occur at multiple levels (e.g., program, process, university);
- Assess short-term and long-term impacts;
- Serve as a feedback loop to continually inform actions and strategic decision-making of the strategy across UCalgary;
- Empower our community to take findings and engage in direct action.

Data will be gathered to allow for strategic response to the changing mental health and well-being needs of the university community.

Embedding evaluation in all we do will ensure we are making meaningful impact on the complex issues that shape our university culture.

**Community engagement:** Consistent with *Ahead of Tomorrow*, community engagement will be crucial to the success of the revised strategy. Developing new partnerships and collaborations with UCalgary, as well as local, provincial, and national groups will enable the strategy to explore new resources and supports that better meet the needs of the UCalgary community.

## Appendices

### Definitions

#### Health promotion

Health promotion is understood as “the process of enabling people to increase control over their health and its determinants, and thereby improve their health.” (Okanagan Charter, 2015).

Health promotion action builds upon the Ottawa Charter for Health Promotion, which emphasizes the interconnectedness between individuals and their environments, and recognizes that “health is created and lived by people within the settings of their everyday life: where they learn, work, play and love.” (Okanagan Charter, 2015).

The revised strategy recognizes the unique role that higher education plays in the development of individuals, communities, societies, and cultures (Okanagan Charter, 2015), and is taking an active role in the mental health and well-being promotion of its entire university community, including all students, postdocs, staff, and faculty.

#### Holistic approach

The revised strategy embraces and employs a holistic approach to mental health and well-being. This approach is inclusive of well-being related to emotional, social, psychological, physical, and spiritual aspects of an individual’s life. By acknowledging the interconnectedness of these elements, the revised strategy will foster and cultivate a more inclusive environment that addresses various mental health and well-being challenges faced by students, postdocs, staff, and faculty. This holistic approach integrates personal aspects of well-being, builds strong social networks, and promotes psychological and community resilience across UCalgary and beyond.

To ensure the strategy follows this holistic approach, it is rooted in a process that actively engages diverse groups within the university including undergraduate students, graduate students, postdocs, staff, and faculty. Through a series of focus groups, surveys and conducting a comprehensive needs assessment, insights can be gathered directly from those impacted by and involved with mental health initiatives at UCalgary.

The revised strategy not only reflects the input of the community, but also reinforces our commitment to cultivate a nurturing and empowering UCalgary community that promotes open dialogue and awareness about mental health and well-being, to build an environment where all can thrive.

#### Mental health and well-being

The revised strategy recognizes that the experience of mental health and well-being exist on a

continuum and are influenced by the interdependent factors of physical, social, psychological, and emotional determinants.

### **Mental health**

The World Health Organization defines mental health as “more than the absence of mental disorders. It [mental health] exists on a complex continuum, which is experienced differently from one person to the next, with varying degrees of difficulty and distress and potentially very different social and clinical outcomes.” (World Health Organization, 2022).

The National Standards of Canada (2020) defines mental health as, “a state of well-being in which the individual realizes their own abilities, can reasonably cope with the stresses of life, can live, study, and work well, and is able to make a contribution to the community.”

### **Well-being**

We see well-being as a multidimensional sphere of care that encourages a higher quality of life. While well-being often relates to mental wellness it also includes physical, spiritual, social and environmental wellness, among other facets of care. The National Standard for Mental Health and Wellbeing for Post-Secondary Students define well-being as, “the presence of the highest quality of life in its full expression in the following dimensions of; cultural, emotional, mental, physical, social; and spiritual”.

## **Past and ongoing activities**

### **2016**

#### **Mental health consultant role created**

The mental health consultant is a role within Staff Wellness that supports postdocs, faculty, and staff navigate resources and tools in the community. This role is the first of its kind in a Canadian post-secondary institution and bridges the gap between university and community resources. The CMHS provided guidance around the creation and development of the role.

#### **Central website [ucalgary.ca/mentalhealth](http://ucalgary.ca/mentalhealth) launched**

A central website has been created (and continues to be refined and added to) to house resources, support directories, news, events, and ways to further build mental health skills and education.

#### **Grants distributed to numerous projects across UCalgary**

The CMHS was able to fund 19 projects that demonstrated alignment to the strategy’s mission and vision. Projects also had evaluation components, demonstrated impact and staying power, as well as followed a realistic budget and timeline.

#### **UFlourish created | A partnership with Student Wellness Services and Staff Wellness**

UFlourish is an annual, university-wide initiative that promotes mental health awareness among students, staff and faculty. It aims to equip the UCalgary community with the tools and resources they need to flourish, academically and personally.

### **Launch of Thrive Priority Support Network**

A priority of the CMHS, Thrive is a custom early alert system developed by the Student Success Centre and Information Technologies. This program fosters a caring campus environment by promptly identifying and addressing academic challenges in students, supporting instructors, and streamlining referral processes.

### **Certificate for Mental Well-Being and Resilience | Partnership with the Faculty of Arts**

This certificate is an innovative program that equips students with practical knowledge and skills to navigate life's challenges. It exemplifies the university's commitment to experiential learning and holistic student development.

It has already won a University of Calgary Teaching Award for Curriculum Development. Courses within the certificate teach students to develop coping and personal resiliency skills, understand mental health issues through an intersectional and multidisciplinary lens, and apply problem-solving skills in communities.

Since the program started, 48 UCalgary students have graduated from the certificate, and 119 are currently enrolled.

### **Suicide Awareness and Prevention Framework | Created in partnership with Student Wellness Services**

Alongside community partners, UCalgary launched a long-term system-wide transformation, working together to prevent student suicides. The Framework is a proactive approach to prevent suicide through trainings and is an integral part of our commitment to creating a safe and supportive environment for everyone.

These programs have certified over 11,000 community members since 2015, growing participant numbers steadily year over year.

### **Building capacity to support more The Working Mind and The Inquiring Mind sessions**

In partnership with the Mental Health Commission of Canada, UCalgary expanded the ability to offer these mental health education and stigma reduction training sessions by training UCalgary professionals to administer these sessions. Over 1,600 people have attended so far.

## **2018**

### **Development of the Program Evaluation Tool Kit**

Created by students and guided by the CMHS, the toolkit aims to cultivate an academic environment of growth and evaluation at UCalgary. Initially created to enhance mental health programming, the toolkit is available for anyone to build capacity in evaluation efforts, thus spurring innovation and constant improvement in programs.



## **Summer Wellness Series | Partnership with the Taylor Institute for Teaching and Learning**

During the summer months, this initiative aims to help educators find support and community through a series of wellness webinars and other programming presented by the Taylor Institute for Teaching and Learning and the CMHS.

### **Launched multi-year awareness campaign**

A multi-year storytelling campaign was launched to destigmatize mental health and mental illness discussions and help-seeking, demonstrate the power of shared experiences, and foster a sense of community and solidarity.

## **2020**

### **Launched the Collaborative-Care Model at Student Wellness Services**

The CMHS supported the evaluation and change in service delivery at Student Wellness Services. The collaborative-care model fosters an integrated approach to mental health care, ensuring that every student's needs are met.

### **Creation of grief and loss workshops and resources**

UCalgary mental health professionals on the CMHS' implementation committee worked to create and expand grief and loss resources on campus. Workshops were developed and a resource webpage and worksheet were created and launched in order to help the UCalgary community gain more knowledge, helping skills and compassion for various experiences of grief and loss.

## **2021**

### **Wellness Classroom Visits**

Launched as a collaboration between the Campus Mental Health Strategy, Student Wellness Services, and campus partners including the Student Success Centre, Wellness Classroom Visits are five-minute presentations conducted in classrooms by peer helpers. These sessions offer various strategies for students in the hopes of improving study habits and personal wellness. Since the launch of the project, over 280 visits have been facilitated, with over 14,000 students reached.

### **Excellence Canada's Mental Health at Work - Gold level**

After several years of elevating through Excellence Canada's bronze and silver due in part to the creation of several supports and services, standards implementations, and creating opportunities for evaluation, UCalgary achieved the Mental Health at Work Gold level. Engaging in these certifications helps UCalgary gather meaningful feedback about mental health and well-being opportunities as well as inform and guide future efforts.

### **UCalgary *Mindfulness* podcast launched**

A partnership with UCalgary Nursing professionals and mindfulness practitioners was struck during the COVID-19 pandemic to support and upskill our community with mindfulness exercises and teachings. Currently, the UCalgary *Mindfulness* podcast houses 20 on-demand sessions with content ranging from

managing complex and challenging emotions and developing listening and leadership skills, to connecting to self, others and the greater world around us, and more.

### **Collaborations for Change (C4C) Conference**

C4C brings together changemakers to spark collaborations and meaningful dialogue on how to best integrate research and practice in post-secondary mental health and well-being. The biennial conference reflects the university's commitment to exchanging knowledge across disciplines, fostering innovation and change. It is a collaboration between the CMHS and Best Practices Network in Canadian Higher Education (BP-Net), with support from the Canadian Association of College and University Student Services (CACUSS).

### **UCalgary Recovery Community**

The strategy and its staff guided and supported Dr. Victoria Burns, PhD in securing funding, creating and launching UCalgary's Recovery Community (UCRC). UCRC is an inclusive, peer-driven space supporting all pathways to recovery, building community, and reducing addiction stigma on campus.

## **2022**

### **WellBeing and WorkLife Strategy**

Staff Wellness, in Human Resources, launched a WellBeing and WorkLife (WBWL) Strategy. The mandate of the WBWL division of Staff Wellness is to “support a UCalgary culture in which wellbeing is promoted, protected, practiced, and sustained and where faculty, staff and post-doctoral scholars have access to culturally relevant wellbeing supports and the capacity and skills, reciprocally, to support the wellbeing of others.” The strategy includes overarching goals that are aligned with a socio-ecological model and includes an evaluation framework and program components aligned with the goals.

### **Faculty and Staff Mental Health and Well-Being Survey**

The design, launch, evaluation and dissemination of our faculty and staff survey provided us with insights into the mental well-being of our community. We continue to share results with faculties and units and use learnings to shape and create well-being initiatives, helping us foster a healthy and supportive environment.

## **2023**

### **Creation of the *UFlourish Reflection Notebook***

The *UFlourish Reflection Notebook* is a tool co-created by the CMHS, Staff Wellness, Student Wellness Services and the Office of Advancement. It is designed to support students in their mental health journey. It encourages personal reflection and self-care, fostering resilience and mental well-being.

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Okanagan Charter: An International Charter for Health Promoting Universities and Colleges (2015).

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World Health Organization. 2022. Mental Health. June 17. Accessed July 31, 2023. <https://www.who.int/news-room/fact-sheets/detail/mental-health-strengthening-our-response>.



**UNIVERSITY OF  
CALGARY**

**GENERAL FACULTIES COUNCIL  
INFORMATION BRIEFING NOTE**

**SUBJECT:** Institutes for Transdisciplinary Scholarship Update

**PROponent:**

Dr. William Ghali, Vice-President (Research)

**PURPOSE**

To provide an update on initiatives of the Institutes for Transdisciplinary Scholarship (ITS) and next steps in advancing transdisciplinary initiatives at UCalgary.

**OVERVIEW**

Substantial progress has been made in all initiatives previously presented to the Research and Scholarship Committee.

**KEY POINTS**

Updates include:

- ITS support team in place (ITS Mgr, 5 Coordinators for Transdisciplinary Scholarship--one for each area of focus)
- Definitional work on what transdisciplinarity means to the UCalgary campus by the Calgary Institute for Humanities (CIH) and Dr. Jim Ellis and Dr. Petra Dolata nearing completion
- 15 Events to engage UCalgary Campus since November 2022
- 73 teams awarded funding through Transdisciplinary Connector Grants
- Awarded 22 UCalgary Research Excellence Chairs
- 46 EOIs received for 15 Academic Co-Leads with a transdisciplinary mandate for each area of focus
- Funding and approval for faculties to recruit 17 new transdisciplinary faculty members
- Undergrad, grad programs rolling out
- Synergy with current initiatives (CFREF, UNU Hub)

**BACKGROUND**

In Spring 2022, the Provost appointed Dr. Steven Bryant (former Canada Excellence Research Chair) as the academic lead for Transdisciplinary Scholarship with a mandate to engage with scholars to define transdisciplinarity and determine what it means for various types of scholars and disciplines at UCalgary, as well as defining barriers and potential enablers to transdisciplinary work. This was followed by an allocation of \$18.9M over 5 years provided by the President's Strategic Initiative Fund to support the development of transdisciplinary scholarship initiatives and programs.

As of Fall 2022, oversight of work on transdisciplinary scholarship was transferred to the Office of the Vice-President (Research). The importance of Transdisciplinary Scholarship to UCalgary was further highlighted with it being woven throughout the new strategic direction laid out in 'Ahead of Tomorrow'.

Formally recognised as the Institutes for Transdisciplinary Scholarship (ITS), ITS are a connection point for the UCalgary community, from research institutes to individual scholars. ITS signals the objective of transdisciplinary scholarship: to impact societal challenges and opportunities by facilitating collaboration, co-learning, and knowledge transformation informed by multiple perspectives. ITS provides resources and a collective approach to address barriers to working between, across, and beyond traditional academic disciplines and in partnership with communities.

Work undertaken by the Calgary Institute for the Humanities, under guidance of Dr. Jim Ellis and Dr. Petra Dolata, has resulted in the following definition of Transdisciplinary Scholarship (November 2023):

*Transdisciplinary scholarship is directed towards a complex issue or problem, most often one with a social dimension. Because of the complexity of the issue or problem, it is best addressed by teams of researchers from multiple disciplines. To address the social dimension of the question, transdisciplinary scholarship incorporates knowledges from outside the university, through theoretical or creative approaches to societal issues, and ideally by including societal actors who are implicated in the issue or problem in question. (A working definition proposed by the Calgary Institute for the Humanities through a deliberative process, 2023).*

The promotion of transdisciplinary research and scholarship will be advanced through a variety of initiatives to catalyze for increased connections and collaboration across Faculties and disciplines. Initiatives center around 3 principles:

1. Explore – what is it and what are the essential elements?
  - Defining Transdisciplinarity
2. Engage – collaborate within the campus and beyond.
  - Events, Workshops
3. Enhance – provide support of teams engaged in, or interested in, transdisciplinary work.
  - Connector Grants

The ITS organises its efforts to explore, engage, and enhance transdisciplinary scholarship around five Areas of Focus:

- Energy Futures (formerly Energy Transformation)
- Health and Life
- Cities and Societies
- Digital Worlds
- Democracy, Justice, and Sustainability (formerly Democracy and social change; or Just Societies)

This approach of creating campus-wide collaborative networks has previously been proven successful at UCalgary. The Areas of Focus simultaneously simplify the UCalgary research storefront, while also making it arguably more compelling and amenable to new philanthropy. This is particularly true for the contemporary and high priority areas of Energy Futures, Digital Worlds, and Cities and Societies.

Progress since the fall of 2022 has been substantial and includes:

- The hiring of a Manager and 5 Coordinators for each of the areas of focus, with the Coordinator for Health and Life having an additional focus on communications and marketing.
- Dr. Jim Ellis and Dr. Petra Dolata (Calgary Institute for the Humanities, Faculty of Arts) completed engagement with scholars to define transdisciplinarity and determine what it means for various types of scholars and disciplines at UCalgary, as well as identifying barriers and potential enablers to transdisciplinary work.
- Request for Academic Leads – 46 applications received for 15 positions; 3 leads for each Area of Focus (applications currently in review)

- 17 New Assistant Professor hires – scheduled to arrive Summer 2024
- 22 UCREC appointments with a potential for an additional round in 2024
- [Connector Grants](#) – 3 competitions to date with 118 applications received to date, 73 successful!
  - Focus on promoting initiatives that demand a transdisciplinary approach.
  - 2 Streams:
    - Initiating Connector Grants
      - Focus on building new, transdisciplinary connections.
      - Up to \$10,000
      - 6 months
    - Consolidating Connector Grants
      - Building on and deepening existing transdisciplinary connections.
      - Up to \$20,000
      - 12 months
  - 4 intakes per year (May 15, August 15, November 15, and February 15).
  - Timelines and administrative processes similar to Catalyst grant, distinct focus on transdisciplinary activities.
- [Website](#) and central e-mail address ([transdisciplinary@ucalgary.ca](mailto:transdisciplinary@ucalgary.ca)) for Transdisciplinary Scholarship launched
- Launch of Transdisciplinary Bulletin in February 2024, sent to subscribers for transdisciplinary updates (sign up through our website / at events!)
- Close collaboration with the Faculty of Graduate Studies, The Graduate College for Transdisciplinary Scholarship
- Launch of Transdisciplinary PURE awards for Undergraduate students
- 15 ITS organised events to engage our campus on transdisciplinary scholarship
  - Transdisciplinary Gatherings – signature events that speak to the general concept of transdisciplinarity
  - Topic specific events
- The possible establishment of a UCalgary “mega-project”, oriented toward to a societal grand challenge that emerges from the foundation of transdisciplinary activity.

## ROUTING AND PERSONS CONSULTED

<u>Progress</u>	<u>Body</u>	<u>Date</u>	<u>Approval</u>	<u>Recommendation</u>	<u>Discussion</u>	<u>Information</u>
	Research and Scholarship Committee	2024-02-15				X
X	General Faculties Council	2024-03-07				X

## NEXT STEPS

1. Finalization of Marketing and Communications plan
2. Appointment and onboarding of Academic Leads
3. Scheduling and content planning of Round 4 of Transdisciplinary Scholarship Gatherings
4. Development of Transdisciplinary Toolkit webinar series
5. Continued discussion with CSM health research institutes and One Health leads
6. Further discussion of meta-questions on transdisciplinarity, inviting interested faculty members to self-identify
  - i. What is transdisciplinarity?
  - ii. How can it be supported and catalyzed?
7. Run Connector Grants competitions

8. Next call for University of Calgary Excellence Research Chairs, Spring 2024
9. Developing a proposal for initiating a large-scale campus-wide grand challenge project

**SUPPORTING MATERIALS**

PowerPoint, to be shown at the meeting.







**UNIVERSITY OF  
CALGARY**

**GENERAL FACULTIES COUNCIL  
INFORMATION BRIEFING NOTE**

**SUBJECT:** DORA and Research Impact Update

**PROPONENT(S)**

Dr. William Ghali, Vice-President (Research)

**PURPOSE**

The proponent will provide updates on progress toward (1) implementing the recommendations of the Declaration on Research Assessment (DORA), which the University of Calgary signed in January 2021, and (2) realizing the research impact goals in the University's *Ahead of Tomorrow* Strategic Plan and Draft Research & Innovation Plan (2023).

**OVERVIEW**

In January 2021, the University of Calgary signed the Declaration on Research Assessment (DORA). DORA asks institutions, funding agencies, publishers, organizations that supply metrics, and individual researchers to improve the ways in which the output of research is evaluated. The University of Calgary has agreed to adopt DORA's recommended practices in research assessment, joining major Canadian funders (CIHR, SSHRC, NSERC, CFI, and Genome Canada) and over 3000 other individuals and organizations worldwide. Relevant recommendations for institutions include:

1. Moving beyond traditional journal-based metrics, such as the Journal Impact Factor, as a surrogate measure of the quality of individual research articles to assess an individual scientist's contributions, or in hiring, promotion, or funding decisions.
2. Being explicit about the criteria used to reach hiring, tenure, and promotion decisions, clearly highlighting, especially for early-stage investigators, that the content of a paper is much more important than publication metrics or the identity of the journal in which it was published.
3. For the purposes of research assessment, considering the value and impact of all research outputs (including datasets and software) in addition to research publications, and considering a broad range of impact measures including qualitative indicators of research impact, such as influence on policy and practice.

DORA affirms a university-wide commitment to societal impact, with validation of multiple forms of output from UCalgary research, scholarship, and innovation activities. DORA also emphasizes the university's accountability to rigorous assessment and reporting of impact to stakeholders both internal and external to the University.

DORA requires the University of Calgary to review institutional practices of research assessment, asking not just how we evaluate research now, but how we might deepen our definitions of research excellence and impact in the future. To accomplish this goal, the Vice-President (Research) has made available supports, including dedicated staff in the Knowledge Engagement unit and two Associate Vice-Presidents (Research), to guide and facilitate best practices in research assessment and research impact assessment.

**KEY POINTS**

- DORA encourages the University of Calgary to value, recognize, and reward the variety of outputs that research and scholarship initiatives produce; and the diverse impacts that UCalgary scholars deliver.
- With the guidance of two Associate Vice-Presidents (Research), the implementation is being led by three expert

staff members in the Knowledge Engagement unit in Research Services (Manager, Knowledge Engagement; Consultant, Research Assessment; and Specialist, Research Assessment).

- DORA principles have now been integrated into hiring, tenure, and promotion policies guided by the UCalgary GFC Academic Staff Criteria & Processes Handbook (for Renewal, Transfer, Tenure and Promotion, and Merit) updated July 2023
- Capacity-building activities, such as faculty visits and campus-wide webinars, have built awareness of DORA and initiated conversations that drive incremental change. Feedback from these interventions is also used to increase understanding of the barriers and facilitators to change.
- UCalgary scholars are equipped with knowledge and news through the new University of Calgary [DORA website](#), to support them in their transition. The website includes information on DORA related updates and changes happening internally and at major funding agencies, evolving best practices in the international community, resources on more responsible and inclusive research assessment practices, and addressing barriers to DORA implementation through FAQs. The website will be updated in early 2024.
- Consultation with key parties both internally and externally will continue, with the aim of creating recommendations that will support the integration of DORA best practices into hiring, tenure & promotion and funding policies
- UCalgary is seen as a leader in the research assessment space by many other Canadian universities and funders

#### **CURRENT STATUS:**

This initiative is led by the Office of the Vice-President (Research). Day-to-day tasks are carried out by the Knowledge Engagement team (soon to be rebranded as the Knowledge to Impact team). Since November 2021, Dr. Stephanie Warner has taken on the role of Manager, Knowledge Engagement, Dr. Fei Shu, who has deep expertise in scholarly communication and bibliometrics, has taken on the role of Consultant, Research Assessment, and Dr. Rachel Ratz-Lubashevsky joined the team as the Research Assessment Specialist in July 2023. The Knowledge Engagement team has formed strong links with relevant units across the University of Calgary, including individual Faculties, Human Resources, and other units within the Research Support Office.

An advisory Research Impact Assessment Working Group was created in December 2021 by the Vice-President (Research), and was composed of Associate Vice-Presidents Research, Associate Deans Research, faculty members, analysts, research facilitators, and others with an interest in research impact assessment. The Working Group met from December 2021 to January 2023. Expert guidance is provided by Kathryn Graham, Executive Director of the Impact Action Lab at Alberta Innovates and co-founder of the International School on Research Impact Assessment.

The Knowledge Engagement team delivers presentations and guidance on an on-going basis for specific circumstances to support units and individual faculty members to align practices with DORA recommendations. The team have consulted on the development of Faculty Guidelines, academic hiring practices, award and prize recognition, and merit assessment.

#### **NEXT STEPS:**

- Continue to develop resources and frameworks with internal and external groups.
- Create tools that equip UCalgary scholars and units with rigorous methods and indicators that articulate the impact of their work to relevant parties.
- Establish standardized RIA templates for regular and uniform reporting on research impact.
- Evaluation: Quantitative assessment of the effectiveness of DORA implementation (e.g., tracking the number and nature of awards and recognition received by faculty members that are using non-traditional approaches or transdisciplinary research; Examining changes in publication patterns; Examining the diversity of research outputs being reported in assessment applications; Examining changes in number of interdisciplinary collaborations).

- Continue to support DORA principles on diverse outputs and impact in the activities guided by the UCalgary GFC Academic Staff Criteria & Processes Handbook (for Renewal, Transfer, Tenure and Promotion, and Merit).
- Consultation of key parties both internally and externally with the aim of creating tools that will help committees to consistently apply transparent, inclusive, equitable, and sustainable assessment practices.
- Continuous monitoring: Implement monitoring mechanisms to ensure continuous improvement based on the experiences of the academic community (including surveys, focus groups, and town hall meetings).
- For consideration: Should the Vice President Research Office re-convene a working or advisory group to help ensure continuous improvement of UCalgary's approach to research impact assessment and DORA implementation.

### ROUTING AND PERSONS CONSULTED

<u>Progress</u>	<u>Body</u>	<u>Date</u>	<u>Approval</u>	<u>Recommendation</u>	<u>Discussion</u>	<u>Information</u>
	Executive Leadership Team	2020-08-14		X		
	Research and Scholarship Committee	2020-11-19				X
	General Faculties Council	2021-01-14				X
	Provost and Deputy Provost	2022-03-02			X	
	Associate Deans' (Research) Council	2022-03-09				X
	Research and Scholarship Committee	2022-04-21				X
	GFC Academic Staff Criteria and Processes Handbook Working Group	2023-02-01		X		X
	Research and Scholarship Committee	2024-01-18				X
X	General Faculties Council	2024-03-07				X

### SUPPORTING MATERIALS

- PowerPoint, to be shown at the meeting.
- Read the Declaration on Research Assessment at [sfedora.org/read/](https://sfedora.org/read/)
- Visit <https://research.ucalgary.ca/research/our-impact/DORA>
- DORA Movement in Canada (May 2023) <https://sfedora.org/2023/07/03/the-dora-movement-in-canada-working-together-to-advance-assessment-of-research-excellence/>





**UNIVERSITY OF  
CALGARY**

**GENERAL FACULTIES COUNCIL  
INFORMATION BRIEFING NOTE**

**SUBJECT:** International Research Update

**PROPONENT(S)**

William Ghali, Vice-President (Research)

**PURPOSE**

To provide an update on the activities, priorities, and highlights of international research undertaken during the last fiscal year (April 2023 to March 2024).

**OVERVIEW**

Under the Global Engagement Plan, Goal 3 – *Enhance Global Partnerships*, the Strategic Global Initiatives (SGI) unit within UCalgary International was established in 2021 to support international research and innovation partnerships. Two positions within the unit are cross appointed with Research Services Office.

SGI provides strategic and operational insight that supports the overall advancement of global research at the University of Calgary. SGI is responsible to develop and support international research and innovation partnerships and activities with the objectives of expanding innovation opportunities and global research connections; increase research revenue from international funding agencies; increase engagement of faculty in international research collaborations and enhance capacity for global partnerships and knowledge transfer.

**KEY POINTS**

The update covers the following:

- SGI Team & Purpose
- Update on International Research activities & progress
- Key Internal Stakeholders
- Emerging opportunities (external & internal)
- Outcomes and Impact

**BACKGROUND**

Since September 1, 2020, Dr. Ruwanpura has served as both the Vice-Provost and Associate Vice-President Research (International), as a dual report to both the Provost and Vice-President (Academic) and Vice-President (Research).

Through our existing research themes and our focus on matching our research strengths with opportunities, we leverage our expertise and entrepreneurial mindset to increase international collaborations, international research funding, strengthen our reputation and expand opportunities for knowledge transfer for global impact. The focus on our research themes supported by University's strategy to drive our global research partnerships is complemented by individual scholars who are global leaders in their fields.

The University of Calgary is committed to partnering with like-minded institutions that share our commitment to

innovation and entrepreneurship, and where possible, that have new research centres, institutes, and labs to be funded and supported by external and global industrial organizations, while fully dedicated to creating social change and scientific innovation that translate research excellence into positive societal and community impact. These partnerships are institutions that share our focus on increased connectivity between academia, industry, government, and non-government organizations and, like the University of Calgary, are fostering the next generation of talented thought leaders through innovation and entrepreneurial thinking and are transformational for the University of Calgary.

#### **ROUTING AND PERSONS CONSULTED**

<u>Progress</u>	<u>Body</u>	<u>Date</u>	<u>Approval</u>	<u>Recommendation</u>	<u>Discussion</u>	<u>Information</u>
	Research and Scholarship Committee	2024-02-15				X
X	General Faculties Council	2024-03-07				X

#### **SUPPORTING MATERIALS**

A Power Point Presentation slide deck



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# International Research Update

February/March 2024

Janaka Ruwanpura  
Vice-Provost and Associate Vice-President Research (International)

# Agenda

- SGI Team & Purpose
- Update on International Research activities & progress
  - International Research Data & Intelligence Tools
  - Faculty Consultations, Collaborations and Roadshow Sessions
  - Strategic Alliance with Curtin University & University of Aberdeen
  - Int'l Research Delegations and Missions / Visits
  - Int'l Partnership Research Workshop Grant
  - Int'l Research Proposals
  - National Community of Practice on Int'l Research (CBIE)
- Key Internal Stakeholders
- Emerging opportunities (external & internal)
- Outcomes and Impact



# Strategic Global Initiatives (SGI)



(NEW)  
**GLOBAL ENGAGEMENT  
PLAN 2020-25**

1. Increase diversity of the campus community
2. Improve global and intercultural capacity within our campus communities
3. Enhance global partnerships

**FOUNDATION**  
Research & Academic Priorities

The priorities of the Academic and Research Plans drive the strategic foundation for all global partnerships, including academic, research and global development.

## Goal #3 - Enhance Opportunities for Global Partnerships

- ✓ research & innovation partnerships
- ✓ global development partnerships
- ✓ training & professional development partnerships (*revenue generation*)

## International Research Team:

- **Buffy St-Amand**, Director, Strategic Global Initiatives, UCalgary International
- **Dr. Kirsten Exall**, Director, Institution Programs, RSO
- **Dr. Nishan Sharma**, Manager, International Research Partnerships & Innovation
- **Nicole Puccinelli-Martin**, Int'l Research and Innovation Facilitator



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# Update on International Research Activities & Progress



# International Research Intelligence and Innovation Suite (IRI<sup>2</sup>S)



# Country Collaboration Scorecard

## Research, Development and Innovation (RDI)

### Country Collaboration Score Card

Research, Development, and Innovation

#### Countries by Rank

Methodology used for OECD and Non OECD countries are kept separate and hence two ranking systems



#### OECD Countries

Rank

#### Non OECD Countries

United States

United Kingdom

Switzerland

Australia

France

South Korea

Netherlands

Germany

Japan

Italy

Austria

Finland

Norway

Denmark

Spain

Ireland

Sweden

New Zealand

Iceland

Belgium

2

5

8

11

14

17

20

China

Singapore

India

Qatar

China - Hong Kong

Malta

Cyprus

Bulgaria

Croatia

Romania

Argentina

Uruguay

Serbia

Mauritius

Georgia

Montenegro

North Macedonia

Armenia

Brazil

Albania



[Click here to know details on OECD countries](#)



[Click here to know details on OECD countries](#)

#### Goal:

Evidence based decision making tool that enables selection of countries for Global Engagement in research, development and innovation.

#### Purpose:

- Data driven decision making
- Creates awareness on key factors considered while int'l partnerships are established or renewed
- Help guides UC International research strategic direction

# Faculty Consultations, Collaborations & Roadshow Sessions



- **Faculty Consultations**
  - **27** consultations in **10** faculties/schools
  - **65** int'l funding opportunities shared
- **Roadshow Sessions**
  - **10** Roadshow Stops in **6** faculties/schools
  - **140** attendees in total
  - **New** Horizon Europe Roadshow *launch event on March 12*
- **Strategic Collaborations**
  - Advised on **World University Rankings** with VPRO including development of Visiting Scholars Program, UCalgary Canadian Rockies Summer Training Program & QS World University Rankings Academic Survey
  - **World Petroleum Congress** – UCalgary Open House with Researchers & 52 external attendees from 35 countries
  - Maintain key relationships with **Consulates/Embassies**
- **Research Collaborations**
  - Brought together UCalgary and **University of Liverpool** researchers in immigration and migration
  - Working with School of Public Policy on **GESDA** Science & Diplomacy curriculum
  - Connecting **Research Security with German Embassy** on research security for German universities
  - Hosted meeting of **energy researchers** at UCalgary & **NUS (Singapore)**
  - Working closely with **French Consulate** in Vancouver to connect several of our researchers on initiatives related to health, water, quantum, one health & energy
  - Negotiating several collaborations in **Qatar** with Sidra Medicine & Aspetar

# Strategic Alliance with Curtin University (Australia) & the University of Aberdeen (UK)



## **Bold, modern, industry and people-focused**

The existing strategic alliance between Aberdeen and Curtin has expanded to accommodate the additional strengths of UCalgary. These three universities are leading champions of the energy transition and share mutual strengths and goals for a sustainable future.

Through **education and research**, we seek to work together in partnership to have a positive impact locally, nationally and globally

## **Spanning three continents, the alliance will:**

- Support local, national & global stakeholders in the delivery of a just energy transition and a sustainable future for the world
- Make a positive impact across the communities we serve
- Develop engaged, globally competent citizens by providing them with opportunities to study and research

**UCI facilitates all activities in support of the Alliance while Faculties take the lead**

# Research Delegations & Missions / Visits



## Incoming Delegations

- UK Chief Science Advisor & British Consulate in Calgary Roundtable
- UKRI-UCalgary Meeting
- Ambassador, Consul General and Honorary Consul of Switzerland Meeting
- British Parliamentary Undersecretary of State (Minister for Energy Efficiency and Green Finance) and British Consulate in Calgary
- ABBY-Net Research Workshop
- Virtual meeting with Tec de Monterrey
- Meeting with Canadian Ambassador to Saudi Arabia
- CIFAR Virtual Meeting
- Japanese Industry Wastewater Delegation
- DFG Research Delegation (20 UC researchers, multiple lab visits, – 40 German delegates from 28 universities)
- Coordinator of Transatlantic Cooperation at the Foreign Office of the Government of the Federal Republic of Germany
- Ambassador of Mongolia to Canada, Honorary Consul for Mongolia and UCalgary CSM Researchers Meeting
- Regular meetings with Dr. Géraldine Dantelle, Science & Higher Education attaché, Consulate General of France in Vancouver

## Missions / Visits

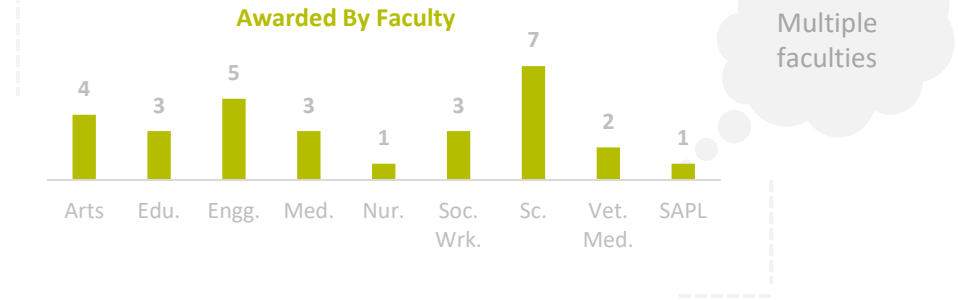
- **Switzerland** - GESDA, EPFL, University of Geneva
- **Ottawa** - European Research Day
- **Qatar** – Sidra Medicine, Aspetar and Kinesiology
- **Singapore / Toronto** - NUS Enterprise
- *Upcoming mission to Singapore & Perth, Australia (Feb/March 2024)*

# International Partnership Research Workshop Grant

2021-24



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## Partner Locations



## Strategic Alignment to UCalgary

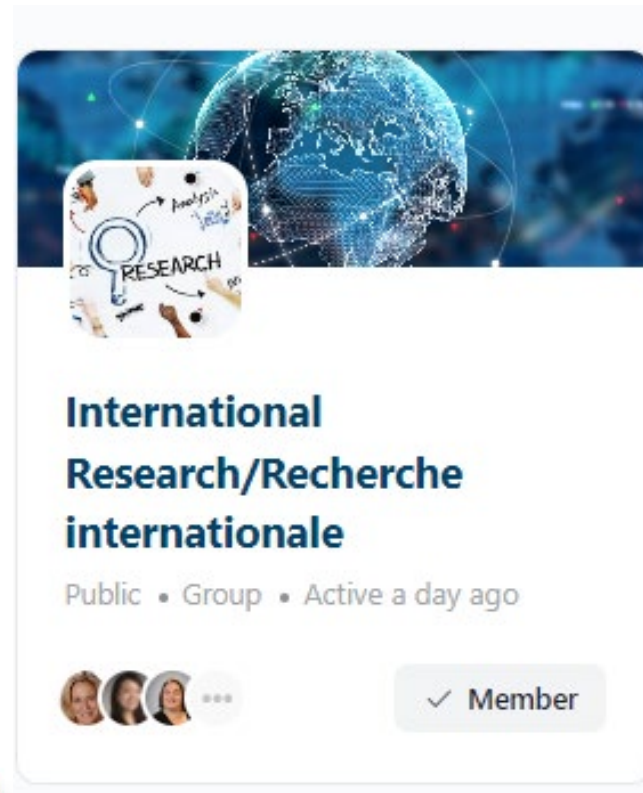




# International Research Funding Proposals

- Coordinated funding proposal to **IDRC KIX call: Knowledge and innovation for inclusive early learning and school readiness** (UCalgary Dr. Aamir Jamal, Dr. Roswita Dressler & Dr. Kimberly Lenters) Global Partner: Help Humanity Organization of Afghanistan - **Pending**
- Coordinated Strategic Alliance submission of **National Science Foundation Global Centres Grant** (UCalgary: Dr. Ian Gates, Dr. Getachew Assefa) – **Not Selected / re-use for other possible grants**
- **National Institutes of Health** (NIH), USA – currently working with CSM to determine best approach.

## **NEW** Community of Practice through the Canadian Bureau of International Education (CBIE)

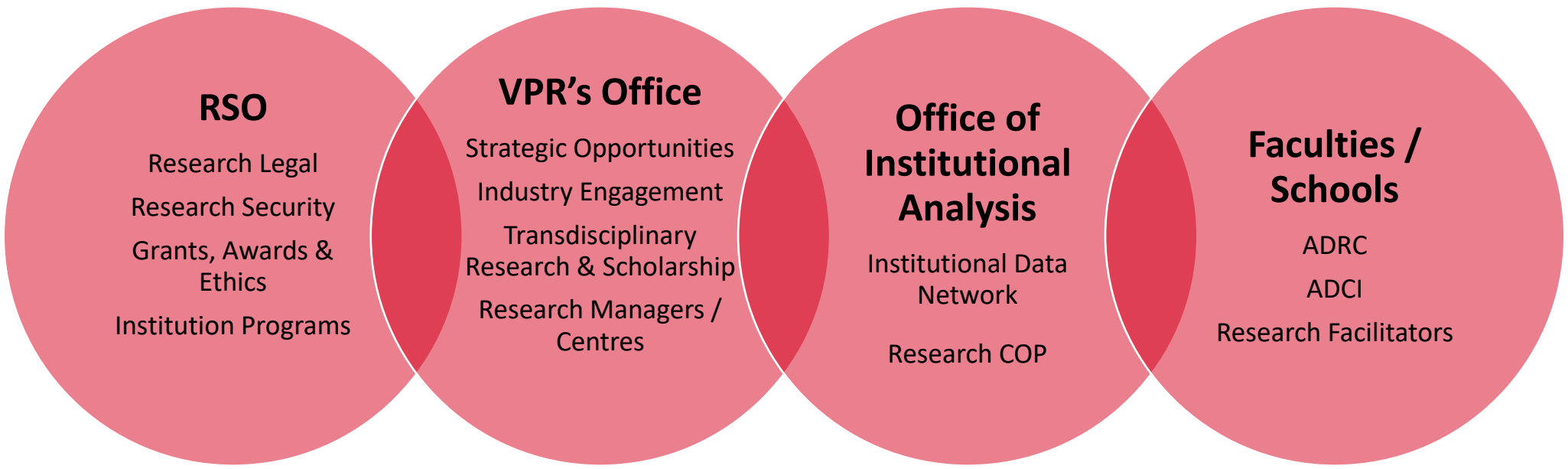


- Focused on **International Research**
- **Pan-Canadian** Representation
- **17** Universities / **40+** participants
- Hosted **4** virtual sessions
- Co-chair is **Dr. Nishan Sharma**
  - *with colleague from Dalhousie University*

# Key Internal Stakeholders in Support of Int'l Research



## UCalgary International





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# Strategic Beginnings: Ahead of Tomorrow

Harness the power of research and innovation to tackle society's biggest challenges



# Ahead of Tomorrow

UCalgary's 2023-30 Strategic Plan

# Emerging Internal Opportunities

## Research Collaboration, relationship building with UCalgary International

- One Child, Every Child
- One Health
- UNU Water Hub
- UNESCO Chair
- Transdisciplinary Research & Scholarship
- Quantum City
- Energy – GRI
- Smart Cities

## Strategic Global Initiatives

- UCalgary & Canada's Indo-Pacific Strategy
- Nordic Countries Initiatives
- Advancement of SDGs & Research

# Emerging External Opportunities



## • Canada's Indo-Pacific Strategy

- The Indo-Pacific comprises 40 countries and economies:
- 50% of world GDP by 2040
- 50% of global greenhouse gas emissions
- 65% of world's population
- 67% of world's Indigenous peoples
- 37% of the world's poor
- 1 in 5 Canadians have family ties to the region
- PRC, Japan, India, ROK, Australia: 5 of the region's largest economies
- US\$29.3T combined GDP of top 5 compared to US\$17.2T for whole EU-27

Securing Canadian prosperity through the new Indo-Pacific Strategy



## • Horizon Europe

- The world's largest research and innovation funding program involving countries around the globe.
- As one of the most ambitious funding programs, it gives Canadians access to even more opportunities to elevate their research & innovations through global partnerships.
- Through Horizon Europe, Canada's talented research and innovation communities can help develop solutions to some of the world's most pressing challenges.
- **It is built on three pillars:**
  - **Pillar 1: Excellent science** – supports advanced research training, breakthrough innovations and research infrastructure.
  - **Pillar 2: Global challenges and European industrial competitiveness** – includes six thematic clusters, each tackling a specific and broad societal issue and strengthening Europe's industrial competitiveness.
  - **Pillar 3: Innovative Europe** – supports breakthrough innovations & collaboration between industry, academia and the public sector.

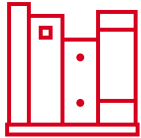
# Outcomes and Impact

## International Research



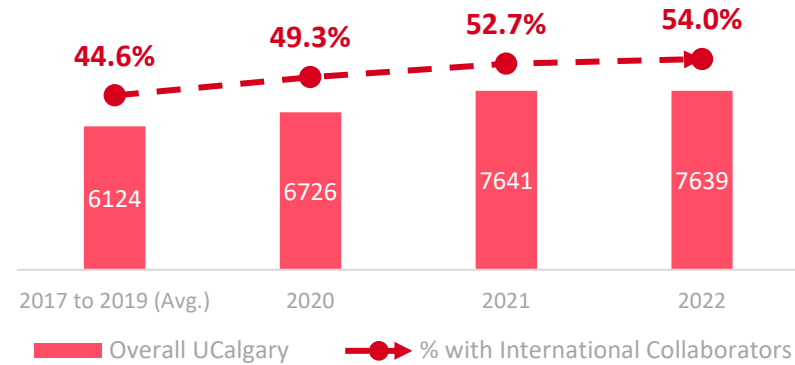
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### International Publications



**5%**

increase in International  
publications since 2020



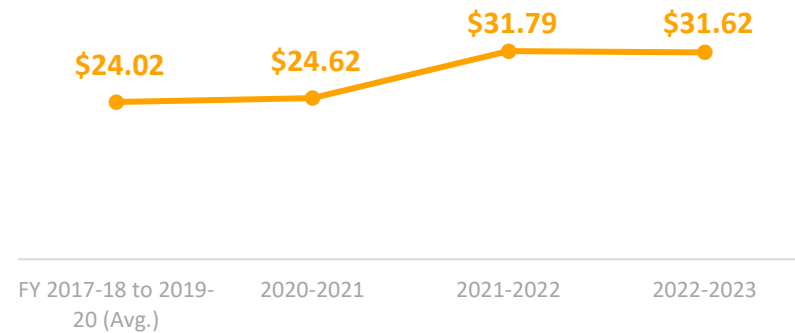
**760+**  
International  
Research  
Agreements in  
2022-23

### International Revenue (Millions)



**29%**

increase in Int'l Research  
Revenue since FY 2020-21







**GENERAL FACULTIES COUNCIL EXECUTIVE COMMITTEE**  
**Report to General Faculties Council**  
**for the meeting held February 14, 2024**

The following report is submitted on behalf of the General Faculties Council (GFC) Executive Committee (EC).

**Community Mental Health and Well-Being Strategy: Renewal of the Campus Mental Health Strategy**

The EC received a presentation on the development of the Community Mental Health and Well-Being Strategy, an overview of its themes and guiding principles, the differences between it and its predecessor, the Campus Mental Health Strategy, and the specific feedback being requested at this time.

Discussion included:

- Whether students feel that they have sufficient access to supports, and specifically, to doctors and counsellors
  - It was reported that the Students Legislative Council was included in the consultation process and the feedback, including about the need for access to supports, is reflected in the current draft. Advocacy by the Students' Union has called for improved delivery of services, including increased numbers of professionals, increased time with professionals, easier access to professionals, and more direct access to professionals.
  - It was reported that a service delivery review was conducted
- Concern that the focus of efforts on the 'upstream' through health and mental health promotion and illness prevention initiatives could take away from the delivery of needed downstream services such as counselling and may not achieve the hoped for lessening of demand on downstream services
  - The proponents emphasised that the focus on the upstream will not deprioritise or replace other supports and services and noted that a broad and holistic approach to mental health and wellness at the University is needed. This is explicitly stated on page 6 of the Community Mental Health and Well-Being Strategy, but this could be made more prominent.
- The need for increased medical and counselling professional services is not just a University issue but is a societal issue
- The University's Academic Leadership Academy includes content for Deans, Department Heads, and future leaders relating to the importance of fostering mental health and wellness and leading within a culture of kindness, care, civility, and respect
- It is valuable to embed mental health and wellness information in course outlines and first day of class presentations, and to include information about this in staff onboarding sessions
- Communicating regularly and individuals participating in mental health and wellness activities will help to change the culture at the University
  - The proponents reported that efforts will be made to increase awareness of the supports and services available

- The proponents noted that the components and actions under Guiding Principle 1 (Influence Culture and Sustain an Environment that Values Well-Being) and Guiding Principle 2 (Work Collaboratively to Sustain Supportive Environments for Well-Being) speak to this
- The proponents observed that leaders having awareness of workload is important, as this is a risk factor for trauma and stress of students, faculty, and staff, and that the proponents are studying research publications, partnering with the Mathison Centre for Mental Health Research, and pursuing grants to study and attend conferences about this
- It is important to review the University's policies, procedures, and practices with a lens of mental health and wellness
- In response to a question, it was reported that a ½-time person has been seconded to use metrics to evaluate the University's upstream efforts toward mental health promotion and illness prevention to see if this work is demonstrably successful. It is intended that there will be more reporting to the University community under the Community Mental Health and Well-Being Strategy than there was under the Campus Mental Health Strategy.
- It was suggested that:
  - The Community Mental Health and Well-Being Strategy could speak more about the Student Wellness Services and Staff Wellness units, about the importance of Faculties and units in fostering mental health and wellness, such as in monitoring and managing workload, about the need to study and address the financial barriers to wellness, and about the University's commitment to review service delivery models in light of the changing needs of students
  - The example actions within each of the strategy's four Guiding Principles could be even bolder

### **2024 GFC Member Survey**

The EC reviewed the proposed 2024 GFC member survey, hearing that the GFC Bylaws require that an assessment of the GFC's performance and operations be held at least every two years, that GFC member evaluations have been held in a variety of formats in recent years, and that it is considered that a survey will be the most effective tool at this time. It was reported that the proposed survey questions were developed in consideration of recent Academic Planning and Priorities Committee, Board of Governors, and GFC surveys, that there is an attempt to balance between asking useful questions and keeping the survey short, that the survey will be in Qualtrics, and that the survey will be deployed to members in April (before the student representatives turnover in May).

In response to questions, it was reported that:

- It is hoped that deploying the survey in Qualtrics will increase response rates, as Qualtrics works well on mobile devices
- The University Secretariat will investigate a way of deploying the survey through Qualtrics such that the first proposed question (the responder's name) is not necessary
- The University Secretariat prepares a thematic report to GFC on the survey responses, and this report will be included with the meeting materials for the June 2024 GFC meeting. The report also identifies actions that can be undertaken in response to the feedback received.

Discussion included:

- That the University Secretariat should emphasise to GFC members that any identifying information

will be kept strictly separate from the assessment responses and that responses will be anonymised

- The proposed survey does not ask the members to offer feedback on the meeting space. The University Secretary reported that a meeting space solution is underway and it is felt that asking members about ST147 is not necessary.
- It was suggested that, in addition to emailing a Qualtrics survey link to members, time be provided during the April 11, 2024 GFC meeting for members to complete the survey, as this may improve the response rate

#### **Review of the Draft March 7, 2024 GFC Agenda**

The EC reviewed the draft March 7, 2024 GFC agenda. There was no discussion.

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Prepared by the University Secretariat on behalf of Ed McCauley, Chair





**ACADEMIC PLANNING AND PRIORITIES COMMITTEE**  
**Report to General Faculties Council**  
**for the meeting held on February 5, 2024**

This report is submitted on behalf of the Academic Planning and Priorities Committee (APPC).

**Approval of the Revisions to Graduate Academic Regulations Section A.3 Admission Categories**

The APPC learned that the proposed revisions to the 'Joint PhD Students' graduate admission category, which was initially developed in tandem with the closure of the Cotutelle program, are to allow for the development of joint degree agreements for students at both the Master's and doctoral levels.

The Committee heard that this change was prompted by the launch of the University's partnership with the United Nations University Institute for Water, Environment and Health (UNU-INWEH).

The Committee requested an amendment to allow flexibility regarding joint degree arrangements and to clarify that these would be at the discretion of the Dean of the Faculty of Graduate Studies. With this amendment, the APPC approved the revisions to create the 'Joint Thesis-based Graduate Student' admission category.

**Approval of the Termination of the Master of Social Work/Master of Business Administration (MSW/MBA) Combined Degree**

The Committee reviewed the proposal for the termination of the MSW/MBA combined degree. The Committee learned that the primary reason for termination was lack of interest from students, with only three students in total completing the program over the course of fourteen years. The Committee discussed lessons that can be learned from unsuccessful programs, noting the importance of considering the value proposition to students and ensuring there is Faculty-wide interest in the proposal.

The APPC approved the termination of the MSW/MBA combined degree, effective immediately.

**Approval of the Termination of the Graduate Certificate and Graduate Diploma in Mental Health and Addictions**

The Committee reviewed the proposal for the termination of the Graduate Certificate and Diploma in Mental Health and Addictions. The Committee learned that these programs were developed in partnership with Alberta Health Services as an inter-Faculty initiative, but due to subsequent changes in the funding landscape were never launched or opened for admission.

The Committee heard that the redesigned MSW program includes mental health and addictions content in its new curriculum and the Faculty of Social Work also offers Interprofessional Health Education (IHPE) courses on these topics.

The APPC approved the termination of the Graduate Certificate and Diploma in Mental Health and Addictions, effective immediately.

### **Approval of Revisions to the Faculty of Social Work's Undergraduate Admission Regulations**

The Committee reviewed proposed revisions to the admission regulations for the Bachelor of Social Work (BSW) program which centered on changing the Social Work (SOWK) 201 course to be a program requirement instead of an admission requirement. The Committee heard that the intention of the change is to decrease barriers to entry. Students will be required to complete the course by the end of the Winter term of their admission year and can still choose to complete it prior to admission to the program.

The APPC approved the revisions to the Faculty of Social Work's undergraduate admission regulations.

### **Approval of Revisions to Undergraduate Admission Regulations**

The Committee reviewed proposed revisions to the regulations for undergraduate admissions pertaining to deferrals of admission, transfer requirements, the Indigenous Admission Supplementary Process, and Open Studies. The majority of the revisions were updates for alignment with previously approved changes, such as the Undergraduate Admission Guarantee in the University Entrance Program (previously the Open Studies Pathway to Degree).

The Committee learned that the implementation of deadlines for students to have submitted study permit applications to be considered for a deferral of admission on grounds related to the same is intended to provide a more structured process and support system for students. The Committee requested an amendment to remove the term "normally" from the statement regarding deferral requests after the start of the admission term, and to instead add language clarifying that such requests would be considered in exceptional circumstances only.

With this amendment, the APPC approved the revisions to the undergraduate admission regulations.

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Prepared by the University Secretariat on behalf of Robin Yates, Co-Chair, and Dawn Johnston, Academic Co-Chair.



**RESEARCH AND SCHOLARSHIP COMMITTEE**  
**Report to General Faculties Council**  
for the meeting held February 15, 2024

This report is submitted on behalf of the Research and Scholarship Committee (RSC).

**University Innovation Quarter Update**

The RSC received a presentation on the University Innovation Quarter (UIQ), including an overview of the UIQ history, the UIQ vision and mission statements, the corporate organizational structure (the University of Calgary Properties Group, University District Trust, and University Innovation Quarter Trust), the collaboration between the University of Calgary, University of Calgary Properties Group, Innovate Calgary, and Alberta government, the planned innovation districts and communities of innovation, and UIQ maps.

In response to questions, it was reported that:

- The proximity of the UIQ to the University's main campus is a strong positive, and it is unusual for an institution to have an innovation hub so close to the main campus and this is a significant advantage
- Renovation and construction will include office, meeting, and laboratory spaces. It is anticipated that the UIQ will also include coffee shops and mixed housing, which will go toward creating a vibrant community environment.
- The optimistic plan is that the UIC will be complete in ten years. The first major phase, including renovation to produce the Quantum-City facility, will be done in three years.
- The leasable areas and the anticipated future increase to the value of the land will benefit the University, however the UIQ is not intended to be a revenue property in the way that the University District is

**Social Innovation Initiative Update**

The RSC received a presentation on the University's Social Innovation Initiative, including an overview of what social innovation (SI) is, the emergence of SI at the University, current priorities, and recent accomplishments in SI, including:

- Developing a University definition of SI
- Hosting a SI community engagement event in May 2022, at which community agencies presented their challenges and connected with University researchers to establish collaborations to co-create solutions
- Building SI capacity at the University through Translating Research to Action (TR2A) innovative research support services
- Integrating the University's Social Innovation Week with Innovation Week YYC in November 2023, to avoid duplication and enhance collaboration with community partners

In response to questions, it was reported that:

- The Canadian Forum on Innovation and Societal Impact 2024 is an invitation-only national thinktank to understand how institutions can better mobilize SI knowledge. The International Social Innovation

Research Conference and the Social Innovation Impact Measurement Consensus Conference are open to interested persons.

- The SI team is working with Faculties, including the Faculty of Nursing, Cumming School of Medicine, Faculty of Arts, Faculty of Law, and Faculty of Social Work, to explore opportunities relating to SI, including involving students in meaningful term-sized projects

### **Institutes for Transdisciplinary Scholarship Update**

The RSC received a presentation on transdisciplinary scholarship at the University, including an overview of the Institutes for Transdisciplinary Scholarship (ITS) mission, investment in transdisciplinary scholarship through the President's Strategic Initiatives Fund, the ITS coordinating team and areas of focus Academic Leads, current ITS initiatives and events, the Transdisciplinary Scholarship Connector Grants program, the University of Calgary Research Excellence Chairs program, and new transdisciplinary hires.

In response to questions, it was reported that:

- Seventeen funded Chairs have been awarded to Faculties, and hiring searches are currently underway
- The Transdisciplinary Graduate Certificates program is currently in development. It is expected that the certificates will ladder to a course-based Masters in Transdisciplinary Research/Scholarship program in the Faculty of Graduate Studies.
- The ITS bulletin will raise awareness of transdisciplinary scholarship news and activities

This presentation will be provided at the March 7, 2024 GFC meeting.

### **International Research Update**

The RSC received a presentation on international research at the University, including an overview of the Strategic Global Initiatives team, 2023 international research activities and initiatives, emerging internal and external opportunities, and data relating to international research collaborations, revenue, and publications.

This presentation will be provided at the March 7, 2024 GFC meeting.

Janaka Ruwanpura was acknowledged on this occasion of his last visit to the RSC, as his time as Vice-Provost and Associate Vice-President Research (International) is ending soon.



**TEACHING AND LEARNING COMMITTEE**  
**Report to General Faculties Council**  
for the meeting held February 13, 2024

This report is submitted on behalf of the Teaching and Learning Committee (TLC).

**Appointment of Two Academic Staff Members to the Course Feedback Implementation Working Group**

The TLC reviewed a list of names of persons who had previously expressed interest in serving on the Course Feedback Implementation Working Group (CFIWG), and also added to this list of names. The TLC assigned to the TLC Co-Chair and Academic Co-Chair the responsibility to rank order this list of nominees, to be approached in rank order by the University Secretariat to serve as members of the CFIWG and for those persons who agree to serve to be deemed appointed by the Committee for terms to end June 30, 2026.

*Scribe's note: Following the meeting, Arti Modgill, Arts, and Nelson Wong, Science, agreed to join the working group and are deemed appointed by the TLC.*

**UCalgary Teaching Awards Review**

The TLC heard that the University of Calgary Teaching Awards is a robust and successful program, that the program helps position people to apply for external awards, that the program has recently been reviewed, and that there are five changes to the program being proposed to optimize engagement and address barriers to participation:

- Streamline the number of criteria included for each teaching award category
- Ensure that the award criteria align with the University's commitments to equity, diversity, inclusion, and accessibility
- Outline a process for adjudication committees to identify more than one outstanding awardee when warranted
- Outline a parallel oral submission process for all awards
- Remove the requirement for letters of support

The TLC discussed that:

- If it is chosen to include letters of support in a nomination package, it would be helpful to have guidelines around what adjudicators would find useful (e.g. describing the nominee, highlighting key parts of the package)
- People value having guidance in preparing a nomination package. Having less criteria will reduce structure and increase flexibility, but a balance between clear expectations and flexibility is needed.
- Some people will write their nomination letter using the criteria of the award almost as a rubric, providing evidence of how the nominee meets or exceeds each criterion, and so streamlining the number of criteria and also communicating that it is sufficient to speak to how a nominee meets or exceeds only one or two of the criteria will be an improvement to the process

- Whether introducing the option for an adjudication committee to choose more than one awardee in a category could impact high standards. The presenters noted that adjudicators are provided training and support for conversations about how nominees meet or exceed the award criteria which ensures quality awardees.
- Learning how to produce a good teaching dossier is valuable
- Having a parallel submission pathway and a mechanism for oral submission within the University of Calgary Teaching Awards program is remarkable and can serve as a model for other awards program submission processes at the University
- Building community around the University of Calgary Teaching Awards program, including the Teaching Academy network of award recipients who can mentor others, and the opportunity for colleagues to be involved in the nomination process, is beneficial
- Some Facilities have hired staff to write nomination letters, and it was questioned if this impacts the value of the nomination letter.
- Requesting a nomination letter could be an unintended barrier to engaging in the program. It was suggested that removing the requirement for a nomination letter could be trialed, to see if the ability to self-nominate increases participation in the program

In response to questions, it was reported that:

- A nomination letter will still be required, and it is only the two letters of support that will no longer be required. In order to keep the nomination process flexible and accessible, it has been decided not to develop an online nomination form.
- Nomination package requirements are different for external awards, such as the 3M National Teaching Fellowship, and so the proposed changes to the University of Calgary Teaching Awards program will not make nominating for external awards more difficult for people. It is being awarded a University of Calgary Teaching Award that is a critical boost to being considered for an external award, not the internal nomination package.
- The award category for the Professor (Teaching) rank does not receive as many nominations as hoped
- The University of Calgary Teaching Awards program is considered to be robust and successful for reasons including: the number of awards categories, that teaching outside the classroom is recognised, the celebration event and wall recognising awardees, the adjudication committees process, and that the General Faculties Council reviews and approves the awards terms of reference

Members of the TLC were encouraged to use the [UCalgary Plan for Equity, Diversity and Inclusion in Research and Teaching Awards](#) in their own units.

### **Teaching and Learning Updates and Emerging Issues Roundtable**

The Committee was given an opportunity to discuss matters currently impacting teaching and learning, and discussion included that:

- Revisions to Calendar regulation M.1. *Supporting Documentation* are in development and will be brought to the TLC for discussion in March
- Conversations are happening regarding the lack of a standard grading scale within a Faculty and across the University
  - Instructors have varying practices, such as for assigning grades and rounding up, and this is an

issue that can create an unfair landscape within a unit

- Letter grades mean different things in different disciplines
- The University of Calgary is unusual in that it does not have a common grading scale
- Some instructors are experiencing increased requests from students seeking grade rounding
- It was reported that a formal review of the University's grading scale is expected to occur in the near future, and the University of Calgary Assessment Principles Working Group can also discuss this

### **Standing Reports**

The TLC received reports on the current activities of the Taylor Institute for Teaching and Learning and the Students' Union.

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Wendy Benoit, Co-Chair, and Barbara Brown, Academic Co-Chair



## Senate Report for General Faculties Council

Senate Meeting: February 22, 2024, 4:30PM

Prepared and submitted by: Olive Chapman, GFC Representative

1. Welcome (Chancellor)
2. Territorial acknowledgement (Chancellor)

### DECISION

3. Agenda: Approved
4. Senate meeting minutes, December 14, 2023: Approved
5. Honorary Degrees and OTUCs Update (Colleen Pound)
  - Update and approval of honorary degrees and Order of the University of Calgary nominees for inclusion in pool for spring 2024 convocation.

### DISCUSSION

6. Update from the Vice-Chancellor
  - The presentation addressed the recent Quantum event, update on international student visas, call for federal government to invest in research.
  - Questions and answers focused on the international student visa situation and impact on the university.
7. Senate Recruitment Process Update (Katherine Wagner)
  - The presentation provided an update on the recruitment process for new senators to be appointed in 2024.
8. Mental Health Strategy (Andrew Szeto, Sasha Lavoie, Michelle Moon)
  - The presentation outlined the UCalgary Community Mental Health and Well-Being Strategy.
9. Engagement Tracking at University of Calgary – Measuring Tool BBCRM (Sangeetha Varghese, Scott Zimmer, Peggy Parviainen)
  - The presentation highlighted the engagement score model, engagement segmentation, and Blackbaud Constituent Relationship Management (BBCRM).
  - Senate proposed use of BBCRM: Record Senate members' engagement activities; Identify members of Senate to UCalgary staff at event check-in; Improved information and reporting.
10. **Other business:** None.
11. **Adjournment**