

**Governance Executive Summary**  
**Action Item**

<b>Agenda Title</b>	Centre for Healthy Schools (C4HS)
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**Motion**

THAT the GFC Academic Planning Committee, acting with delegated authority from General Faculties Council, approve the establishment of the Centre for Healthy Schools (C4HS) as an academic centre at the University of Alberta.

**Item**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Jennifer Tupper, Dean, Faculty of Education
Presenter(s)	Lynn McGarvey, Vice Dean, Faculty of Education Doug Gleddie, Associate Professor, Faculty of Education

**Details**

Responsibility	Faculty of Education
The Purpose of the Proposal is <i>(please be specific)</i>	The proposal is before the committee for approval after being approved by the Centres and Institutes Committee.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<ul style="list-style-type: none"> <li>The mission of the C4HS is to serve the public good as a community of researchers, students and partners who play a critical and collaborative role in supporting, creating and researching healthy schools – “K-PhD”. Our research and practice in Alberta, Canada and beyond encompass comprehensive school health, health and physical education curriculum and pedagogy, health and physical literacy, mental health, physical and health education teacher education, school-based physical activity, faculty/ institutional wellness and health promoting universities.</li> <li>We encourage and advocate for excellence across the above areas in the following ways: innovative and collaborative research; multi-faceted dissemination and knowledge mobilization strategies; professional development and education; leadership and advocacy; effective networks for collaboration.</li> <li>The C4HS seeks to become an important connection space for those outside of the Faculty (e.g. Agriculture, Life and Environmental Science; Kinesiology, Sport and Recreation; School of Public Health) who seek to work collaboratively with educators and schools in the above areas.</li> <li>The Faculty of Education will have administrative and financial responsibility for the Centre, and assumes associated financial risks. As the Centre grows, revenue will be generated through research grants, professional development and event hosting. The Centre, in collaboration with the Faculty’s Assistant Dean, Advancement, will also pursue private fundraising from individuals and corporations.</li> </ul>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

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**Engagement and Routing** (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p>&lt;For information on the protocol see the <a href="#">Governance Resources section Student Participation Protocol</a>&gt;</p>	<p><b><u>Those who are actively participating:</u></b></p> <ul style="list-style-type: none"> <li>• Faculty of Education</li> </ul>
	<p><b><u>Those who have been consulted:</u></b></p> <ul style="list-style-type: none"> <li>• Chairs of the Healthy University Strategic Plan Committee</li> <li>• Dean of Kinesiology, Sport and Recreation</li> <li>• Precision Health Signature Area</li> <li>• Director, Centre for Healthy Communities</li> </ul>
	<p><b><u>Those who have been informed:</u></b></p> <ul style="list-style-type: none"> <li>• Chair, Health Science Council</li> <li>• Dean, School of Public Health</li> </ul>
<p>Approval Route (Governance) (including meeting dates)</p>	<p>Centres and Institutes Committee (July 2019) Academic Planning Committee (October 23, 2019)</p>

**Strategic Alignment**

<p>Alignment with <i>For the Public Good</i></p>	<p>The C4HS will welcome and encourage diversity as we include ALL in the development of healthy communities. Our work will be innovative and transformational in both teaching and learning - resulting in successful, healthy citizens. The C4HS will seek out excellence and foster a culture of distinction in research, education and service. We will be outward facing and place a priority on community engagement and action. The C4HS views health as an elemental factor that is critical to the sustenance of self, community, work, play and environment. Specifically, the Centre can contribute to <i>Objective 19: Prioritize and sustain student, faculty, and staff health, wellness, and safety by delivering proactive, relevant, responsive, and accessible services and initiatives</i>. As well, the Centre aligns with the proposed <i>Healthy University Strategic Plan</i> which is based on the four goals of Health Promoting Universities: 1) <i>Fostering healthy working, learning and living environments for students, faculty and staff</i>, 2) <i>Embedding health in all aspects of teaching, research and knowledge exchange</i>, 3) <i>Contributing to the health of the wider community and</i>, 4) <i>Evaluate, build evidence of effectiveness and share learning</i>.</p>													
<p>Alignment with Institutional Risk Indicator</p>	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0"> <tr> <td><input type="checkbox"/> Enrolment Management</td> <td><input checked="" type="checkbox"/> Relationship with Stakeholders</td> </tr> <tr> <td><input type="checkbox"/> Faculty and Staff</td> <td><input checked="" type="checkbox"/> Reputation</td> </tr> <tr> <td><input type="checkbox"/> Funding and Resource Management</td> <td><input checked="" type="checkbox"/> Research Enterprise</td> </tr> <tr> <td><input type="checkbox"/> IT Services, Software and Hardware</td> <td><input type="checkbox"/> Safety</td> </tr> <tr> <td><input type="checkbox"/> Leadership and Change</td> <td><input type="checkbox"/> Student Success</td> </tr> <tr> <td><input type="checkbox"/> Physical Infrastructure</td> <td></td> </tr> </table>		<input type="checkbox"/> Enrolment Management	<input checked="" type="checkbox"/> Relationship with Stakeholders	<input type="checkbox"/> Faculty and Staff	<input checked="" type="checkbox"/> Reputation	<input type="checkbox"/> Funding and Resource Management	<input checked="" type="checkbox"/> Research Enterprise	<input type="checkbox"/> IT Services, Software and Hardware	<input type="checkbox"/> Safety	<input type="checkbox"/> Leadership and Change	<input type="checkbox"/> Student Success	<input type="checkbox"/> Physical Infrastructure	
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<p>Legislative Compliance and jurisdiction</p>	<p>Post-secondary Learning Act GFC Academic Planning Committee terms of reference Centres &amp; Institutes Policy and Establishment Procedure</p>													

1. Attachment 1 (Proposal for the establishment of C4HS)
2. Attachment 2 (Letter of support – Chairs, Healthy University Strategic Plan Steering Committee)
3. Attachment 3 (Letter of support – Dean, Faculty of Kinesiology, Sport and Recreation)
4. Attachment 4 (Letter of support – Associate Dean, Research, Faculty of Education)
5. Attachment 5 (Letter of support – Assistant Dean, Advancement, Faculty of Education)

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6. Attachment 6 (Letter of support – Executive Director & CEO, Physical and Health Education Canada)
7. Attachment 7 (Letter of support – Dean, Faculty of Education)

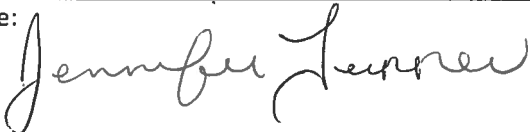
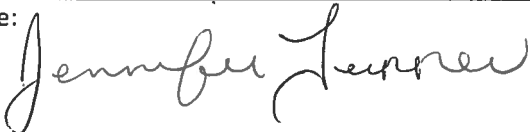
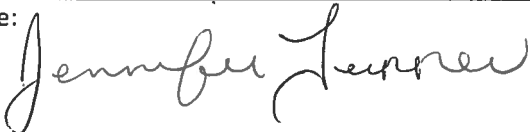
*Prepared by:* Doug Gleddie, Associate Professor, [dgleddie@ualberta.ca](mailto:dgleddie@ualberta.ca)

## University of Alberta Template for Proposals to Establish New Academic Centres and Institutes

Proposers will complete and submit this template to the Office of the Provost for approval in accordance with UAPPOL Policy. This template may be used in two ways:

- 1) As a cover document attached to a completed proposal which has already been approved by the University for submission for external funding. In this case, the template must present the academic arguments for establishing an academic centre or institute, and provide required information that is absent from the original proposal.
- 2) As an expandable template to be completed. In this case, the completed template may be up to 8 to 10 pages in length (not including letters of support or other appendices relevant to the proposal).

Before developing a proposal and completing this template, please contact the Office of the Provost to discuss the scope of the proposed initiative and to discuss steps for review under the UAPPOL Centres and Institutes Policy, as well as associated procedures for academic centres and institutes – [www.uappol.ualberta.ca](http://www.uappol.ualberta.ca).

1.	<p><b>Faculty Dean Signature</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%; padding: 5px;"> <p>Signature: </p> </td> <td style="width: 30%; padding: 5px;"> <p>Date: 09/13/19</p> </td> </tr> </table>	<p>Signature: </p>	<p>Date: 09/13/19</p>
<p>Signature: </p>	<p>Date: 09/13/19</p>		
2.	<p><b><u>Name of the Proposed Centre or Institute</u></b></p> <p style="text-align: center;"><b>Centre for Healthy Schools (C4HS)</b></p>		
3.	<p><b><u>Academic Justification for Establishment of a Centre or Institute</u></b>  <i>Define the vision and purpose of the proposed unit:</i>  <b>VISION:</b>            Through research, education and action, the Centre for Healthy Schools will heighten awareness and understanding of issues and opportunities surrounding health and wellness in the K to PhD education system and contribute to the collective development of a healthy, active society.  <b>MISSION:</b>            The Centre for Healthy Schools serves the public good as a community of researchers, students and partners who play a critical and collaborative role in supporting, creating and researching healthy schools. Our research and practice in Alberta, Canada and beyond encompass comprehensive school health, health and physical education curriculum and pedagogy, health and physical literacy, mental health, physical and health education teacher education, school-based physical activity, faculty/ institutional wellness and health promoting universities. We encourage and advocate for excellence across these areas in the following ways:</p> <ul style="list-style-type: none"> <li>• Innovative and collaborative research</li> <li>• Multi-faceted dissemination and knowledge mobilization strategies</li> <li>• Professional development and education</li> <li>• Leadership and advocacy</li> <li>• Effective networks for collaboration</li> </ul> <p><b><i>Demonstrate that the proposed Centre/Institute does not duplicate other efforts at the University</i></b>            Although the University of Alberta currently has a number of other units and faculty members working with schools and research in the broad area of healthy schools (e.g. Kinesiology, Sport and Recreation; School of Public Health and; Agriculture, Life and Environmental Science) there is no</p>		

other dedicated centre for healthy schools on the University of Alberta campus. The Centre for Healthy Schools can become an important connection space for those outside of the Faculty who seek to work collaboratively with educators and schools.

Specifically, the Centre would engage in sustainable dialogue with *The School of Public Health (SPH - Centre for Healthy Communities)* and the emergent *Precision Health Signature Area* to align, synergize and amplify connecting work with schools as appropriate. The mission of the Centre for Healthy Communities (SPH) is to: *To promote thriving, healthy communities across Alberta and Canada through multi-sectoral collaboration, cross-disciplinary engaged research and capacity building, and by contributing to evidence-informed policies and practices.* The *Precision Health* signature area is an emerging healthcare model that leverages data, new technologies, and the study of factors such as genomics, metabolomics, nutrition and environment, to better understand and address diseases and disabilities. Given the complementary nature of these three units, the Centre for Healthy Schools would seek to engage in regular communication and sharing as we seek potential areas of collaboration.

At present, there is also nothing like the Centre provincially or nationally. The opportunity for a Centre to promote health from 'K-PhD' encompasses the broad idea of school and health and includes health promoting schools, universities and societies.

***Document the emerging or established excellence of the group of faculty involved, and describe how the proposed Centre or Institute will position the University of Alberta as a national and international leader.***

Our founding members (Drs Gleddie, Sulz and Morrison) have over 40 years of collective experience working in this field. Together, we bring the following established and emerging areas of excellence:

#### Impact in the Field

- Funding - \$1,588,918
- Refereed Publications - 41
- Non-refereed Publications - 27
- Books - 3
- Book Chapters - 4
- Manuscripts in Preparation - 23
- Academic Presentations: 44 International & 43 National
- Keynotes and Invited Presentations - 76
- Student Involvement: 1 Mitacs Elevate PDF; 5 PhD students; 2 MEd Thesis students; a Health & Physical Education MEd (course-based) Cohort (24 students in 2018; 2020 recruitment underway); undergraduate student research (Roger Smith Awards, various student research projects)

#### Memberships and Affiliations:

- Institutional Membership in the *Association Internationale des Écoles Supérieures d'Éducation Physique (AIESEP)*: International Conference (2021) Co-Chair and Committee
- Members of Physical and Health Education Canada and the Research Council
  - Physical & Health Education Canada President-Elect (2019-2022)
  - Research Council Chair (2019-2020)
  - Board Member (2013-2015)
  - National Conference Co-Chair (2015)
  - Chair of the Health Promoting Schools Program Advisory Committee (2008-2012)
- Healthy Schools Alberta (formerly Active Healthy Kids Canada)

	<ul style="list-style-type: none"> <li>○ Chair (2018-present)</li> <li>○ Board members (2018 - present)</li> <li>● Alberta Teacher Educators of Health and Physical Education <ul style="list-style-type: none"> <li>○ Chair (2016-18, 2013-2015)</li> <li>○ Members</li> </ul> </li> </ul> <p>Building on the foundation and reputation shared above, the Centre for Healthy Schools will establish itself as a National leader through:</p> <ul style="list-style-type: none"> <li>● Ongoing involvement with National organizations, conferences and collaborations</li> <li>● Publishing research in respected National academic and professional journals</li> <li>● Establishing an online and social media presence as a 'go to' source for healthy school praxis</li> </ul> <p>Further, to position the University of Alberta and the Centre as International leaders in healthy schools we will:</p> <ul style="list-style-type: none"> <li>● Host international events such as the 2021 AIESEP International Scientific Conference in Banff, Alberta (June 9-12)</li> <li>● Initiate project collaboration with International colleagues and Institutions</li> <li>● Publish research in respected International academic and professional journals</li> </ul>
4.	<p><b>Provide a statement of the priority of the proposed centre or institute within the overall priorities of the Faculty and/or the University of Alberta. Include a statement of benefits the University of Alberta could expect to receive through creation of the proposed centre or institute, including benefits to students.</b></p> <p>The priorities of the C4HS align with the following <i>Strategic Priorities and Objectives of the Faculty of Education</i>:</p> <p><i>TRANSFORMATIVE TEACHING, LEARNING and LEADING: Our programs will prepare our graduates to excel as critical, thoughtful and ethical professionals and citizens who work in and contribute to increasingly complex and diverse contexts locally, regionally, nationally and internationally.</i></p> <p>The C4HS will work with faculty members and students at all levels to ensure health is integrated and foundational to the education experience in the Faculty. We will provide support and leadership to develop a sense of community and belonging for all who work and play in the Faculty. We will provide professional development opportunities to enhance both teaching and learning. Teaching Quality Standard Competency 4 includes, “(d) being aware of and facilitating responses to the emotional and mental health needs of students;”. A focus on health literacy encompasses mental health as part of whole child health and education and will assist our graduates in this area personally and in their teaching.</p> <p><i>KNOWLEDGE CREATION, MOBILIZATION &amp; ENGAGEMENT: We will support and foster high quality, ethical, mutually beneficial, innovative and impactful research, scholarship and creative activity that informs disciplines, professional practice, shapes policy, engages communities and contributes to the public good.</i></p> <p>The C4HS will both create and mobilize knowledge through innovative and collaborative research projects; student engagement in research and dissemination; academic and professional publications; social media presence and direct connections with the community. We will seek funding from a variety of sources that benefit the Faculty, University and most importantly, the public. Our Centre will be a place for collaboration with the field to address critical issues in the broad area of healthy schools.</p>



*RESPECTFUL RELATIONS, HEALTH & WELL-BEING: We will create and support a safe, healthy, welcoming and affirming community within the Faculty of Education that is accessible, respectful, reflective of diversity and inclusive.*

The C4HS will contribute to the creation and support of a healthy community within the Faculty to benefit students, staff and faculty. Through interdisciplinary research and dissemination, teaching, event coordination and professional development we will assist students in developing the knowledge, skills and understanding they need to be healthy - for self and others.

The priorities of the C4HS also align with the *University of Alberta's Strategic Plan: For the Public Good*:

*BUILD a diverse, inclusive community of exceptional students, faculty, and staff from Alberta, Canada, and the world.*

*EXPERIENCE diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success.*

*EXCEL as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service.*

*ENGAGE communities across our campuses, city and region, province, nation, and the world to create reciprocal, mutually beneficial learning experiences, research projects, partnerships, and collaborations.*

*SUSTAIN our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.*

The C4HS will welcome and encourage diversity as we include ALL in the development of healthy communities. Our work will be innovative and transformational in both teaching and learning - resulting in successful, healthy citizens. The C4HS will seek out excellence and foster a culture of distinction in research, education and service. We will be outward facing and place a priority on community engagement and action. The C4HS views health as an elemental factor that is critical to the sustenance of self, community, work, play and environment. Specifically, the Centre can contribute to *Objective 19: Prioritize and sustain student, faculty, and staff health, wellness, and safety by delivering proactive, relevant, responsive, and accessible services and initiatives*. As well, the Centre aligns with the proposed *Healthy University Strategic Plan* which is based on the four goals of Health Promoting Universities: 1) *Fostering healthy working, learning and living environments for students, faculty and staff*, 2) *Embedding health in all aspects of teaching, research and knowledge exchange*, 3) *Contributing to the health of the wider community and*, 4) *Evaluate, build evidence of effectiveness and share learning*.

The University of Alberta will benefit from the Centre for Healthy Schools in the following ways:

Benefits to the University of Alberta as an Institution:

- Enhanced reputation as a leader and major contributor to the field of healthy schools
- Elevated national and international profile as a major research centre for the study of healthy schools; enhanced opportunities for national and international partnerships
- Improved inter-faculty engagement and inter-disciplinary interactions
- Development of a collaborative, interdisciplinary process for arriving at common goals and understandings with respect to healthy schools in the Faculty of Education and the University of Alberta
- Conduct research into the most effective and appropriate practices relating to health in postsecondary institutions, schools, and communities.

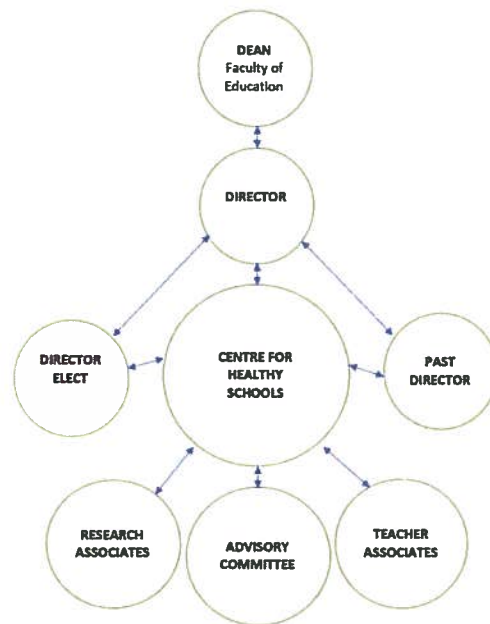
	<ul style="list-style-type: none"> <li>• Access to outstanding resources and professional learning for healthy Faculties and Universities</li> </ul> <p>Benefits to the University of Alberta through C4HS Community Partners:</p> <ul style="list-style-type: none"> <li>• Enhanced access to school communities to share research evidence</li> <li>• Increased networking and collaboration opportunities</li> <li>• Leadership for professional development</li> <li>• Improved connections to organizations (local to international) engaged in activities related to healthy schools, teacher education, and curriculum and pedagogy</li> <li>• Opportunities for community partners to access space for learning and research resulting in a greater sense of connection to the University</li> </ul> <p>Benefits for Faculty members (both within Education and without):</p> <ul style="list-style-type: none"> <li>• A focus on the intersection of theory and practice in the fields of education and health</li> <li>• Opportunities to engage in national and international exchanges regarding the study and practice of healthy schools</li> <li>• Attractive opportunities for postdoctoral studies</li> <li>• Enhanced opportunities for interdisciplinary interactions among those with interests in the field of healthy schools</li> <li>• Interaction with diverse faculty members commonly connected by healthy schools</li> <li>• Opportunities to interact, learn from and work with international academics and education practitioners</li> </ul> <p>Benefits for Students:</p> <ul style="list-style-type: none"> <li>• Students will have opportunities to learn about, practice and enhance health for self and others both on campus and in the community</li> <li>• Undergraduate and graduate students will have opportunities to participate in projects related to healthy schools and will have access to resources to further their own work in this area</li> <li>• Graduate students at both Masters and PhD levels interested in healthy schools will have a home and place of support to interact, collaborate and excel</li> <li>• Opportunities to interact with faculty members and other students as partners</li> <li>• Enhanced links with partners from the education community</li> <li>• Ongoing exchanges and partnerships (e.g. summer programs) with other centers and institutions locally, nationally, and in other parts of the world</li> </ul> <p>Benefits for the Community:</p> <ul style="list-style-type: none"> <li>• Clear connections between research and practice</li> <li>• Opportunities for collaboration and cooperation</li> <li>• Increased access to research evidence</li> <li>• Advocacy materials for healthy schools</li> <li>• Support for resource and curriculum development</li> <li>• Opportunities for formal and informal professional development and growth</li> </ul>
5.	<p><b>Provide a description of the proposed centre/institute governance structure/reporting lines. Include a diagram of organizational structure.</b></p>



The Centre for Healthy Schools is an initiative of the University of Alberta, proposed and developed by the Faculty of Education. The Centre Director will report to and be accountable to the Dean of the Faculty of Education (or designate).

**Administrative Structure:**

- Dean of Education (designate)
- Director (Elect & Past)
- Program Coordinator (future position)
- Advisory Committee
- Research Associates
- Teacher Associates



The Centre will be managed by a Director in coordination with either a Director-Elect or a Past-Director (see below) who are full-time faculty members and who will be accountable to the Dean of the Faculty of Education. The Advisory Committee will advise (but not control) the policies and activities of the centre to ensure alignment with research, education and practice. The Director will oversee the overall operations of the centre and supervise the Program Coordinator who will be hired to carry out the day-to-day tasks associated with the Centre. The Director-Elect will support the Director on special projects and student engagement as they learn the workings of the Centre. The Past-Director will mentor the Director and take a primary leadership role for fund development and outreach. All three of these Director positions will form the Executive structure of the C4HS which is accountable to the Dean of Education (or designate).

**Director Progression and Selection**

- The founding *Director* will serve a two-year term and be directly accountable to the Dean (or designate)
- Before the end of the founding Director’s first year, a *Director-Elect* will be selected (see Faculty of Education process below) to serve alongside the Director during year two
- In year three, the *Director-Elect* will become the Director and the former Director will move to *Past-Director* in order to support the new *Director* in their first year
- Before the end of year three, a new *Director-Elect* will be selected to be mentored by the Director
- In this way, the term of *Director* lasts for 4 years (1 year as Elect, 2 years as Director and 1 year as Past) and there are always two people in leadership positions for both support and mentoring. ***The type of leadership progression described above is followed by both the provincial and national health and physical education bodies in this field and has been proven to be viable and sustainable.***

***(From the Faculty of Education Process, which also align with UAPPOL policies for recruitment and selection of centre directors) Prior to the end of the incumbent’s term the Vice Dean will issue a call for interest to the academic Faculty members. A Selection Advisory Committee will be established to determine additional members and to guide the selection of a new Director (Elect). Following the end date for the call for interest, the Committee will meet to review the submissions and propose a***

	<p><i>short list of candidates. Candidate submissions should include a current curriculum vitae and a cover letter. When the Selection Committee has reached a decision on the selection of a candidate, it will submit its recommendation to the Dean. If the Dean accepts the recommendation, the Dean will formally advise the candidate. In the event that the Dean is unable to accept the Committee's recommendation, they can ask for an alternative recommendation from the short list or, if necessary, appoint an individual who was not included on the short list. Appointments of an individual not from the short list should normally be as Acting Director, until such time as a further selection process can take place.</i></p> <p>Advisory Committee (Terms of Reference in Appendix A): responsibilities will be to provide guidance and direction to the Directors with respect to the Centre's vision, mission, budget and strategic plan. This is an advisory committee only and has no authority or control over Centre budget, activities and structure. The Advisory Committee will meet twice a year and consists of:</p> <ul style="list-style-type: none"> <li>• Up to three full-time (minimum of one) University of Alberta faculty members from the areas related to the work of the Centre</li> <li>• A Graduate student representative</li> <li>• An Undergraduate student representative</li> <li>• Two members from community organizations</li> </ul> <p>Research Associates: affiliated with and housed in the C4HS. The Research Associate responsibilities will be to:</p> <ul style="list-style-type: none"> <li>• Participate in the advisement and general guidance on research issues related to the Centre's activities</li> <li>• Actively contribute to the research conducted by the Centre via seminars, position papers, collaborative research, and related tasks</li> <li>• Could include scholars from within the Faculty or University, Post-doctoral Fellows or Visiting Scholars</li> </ul> <p>Teacher Associates:</p> <ul style="list-style-type: none"> <li>• Master teachers from the local community</li> <li>• Affiliated w the Centre to support professional development, knowledge mobilization, student connections and school networking</li> </ul>
6.	<p><b><u>Provide a statement of the role and qualifications of the centre/institute lead of the proposed centre or institute.</u></b></p> <p>The Director's responsibilities will be to:</p> <ul style="list-style-type: none"> <li>• Provide leadership to the Centre in alignment with its goals and objectives</li> <li>• Coordinate the Centre's activities with community partners</li> <li>• Facilitate the development of research, education and service activities</li> <li>• Promote the Centre within the University of Alberta community, provincially, nationally and globally as well as ensure that the centre's goals are aligned with the priorities of the Faculty and the University</li> <li>• Pursue funding opportunities for research, education and community engagement</li> </ul> <p>Douglas L. Gleddie, PhD, is an Associate Professor in the Department of Elementary Education in the Faculty of Education at the University of Alberta. He teaches physical education curriculum and pedagogy to undergraduate students. He also teaches graduate courses in health and physical education, reflective practice, physical literacy and research methods. Dr. Gleddie has won Faculty and University level teaching awards as well as National and Provincial awards for his work in health and physical education. His research foci include: narratives of physical education; school sport; physical literacy praxis; meaningful physical education and; teacher education. He has published numerous articles in academic and professional journals and co-authored three books including the</p>

	<p>most recent – <u>Healthy Schools, Healthy Futures</u>. Dr. Gleddie’s career has included 10 years as a K-12 teacher, 6 years as the Director of the <i>Ever Active Schools Program</i> (a provincial healthy school organization) and 2.5 years as an Assistant Professor at MacEwan University. At the Department level, he has served as the Associate Chair (Graduate) for three years and is currently the Acting Vice-Dean and Associate Dean Academic for the Faculty. Dr. Gleddie is a graduate of Gold College (Cohort 10, 2018) and has engaged in extensive leadership development.</p>																												
7.	<p><b>Employees</b></p> <p><i>a) Provide a statement of the employment status of employees (i.e., are they University of Alberta employees?)</i></p> <p>All employees will be University of Alberta Employees</p> <p><i>b) Specific source(s) of any “University funding” must be identified</i></p> <p>None at this time.</p> <p><i>c) Personnel expenditures must include adequate provisions for benefit costs, salary settlements, and other escalating factors.</i></p> <p>Any expenditures (eventual) for University employees will include such provisions.</p>																												
8.	<p><b>Financial Plan</b></p> <p><i>a) Include key sources of operating funds, and include revenue sources and expenditures for [ideally] 5 years projected.</i></p> <table border="1" data-bbox="292 777 1396 1428"> <thead> <tr> <th><i>Year</i></th> <th><i>Revenue</i></th> <th><i>Expenditures</i></th> <th><i>Rationale</i></th> </tr> </thead> <tbody> <tr> <td><b>1</b></td> <td>\$5,000</td> <td>\$4,000</td> <td>Y1 will not include a course release for the director. Funds will come in from professional development (PD) and be expended for events, promotion and website development.</td> </tr> <tr> <td><b>2</b></td> <td>\$75,000</td> <td>\$20,000</td> <td>Y2 includes a course release for the Director, GRA funds, social media and conference travel. Funds will come in through PD, keynotes and hosting the 2021 AIESEP Conference.</td> </tr> <tr> <td><b>3</b></td> <td>\$50,000</td> <td>\$80,000</td> <td>Y3 includes a course release, hiring a program coordinator and GRA funds. Revenue will include PD, grants and contracts.</td> </tr> <tr> <td><b>4</b></td> <td>\$65,000</td> <td>\$80,000</td> <td>Y4 includes a course release, program coordinator and GRA funds. Revenue will include PD, grants, events and contracts.</td> </tr> <tr> <td><b>5</b></td> <td>\$80,000</td> <td>\$80,000</td> <td>Y5 includes a course release, program coordinator and GRA funds. Revenue will include PD, grants, events and contracts.</td> </tr> <tr> <td><b>Total</b></td> <td>\$275,000</td> <td>\$264,000</td> <td></td> </tr> </tbody> </table> <p>NOTES – The Faculty of Education is currently in a process of centralizing Centre budget (1 over 1 signing authority) and human resources support with the Dean’s Office. As such, the Centre budget will be under the authority of the Dean. Key sources of revenue include: providing professional development to teachers/ school authorities on a fee-for-service basis (e.g. Teachers’ Convention sessions); hosting events such as forums or conferences (e.g. 2021 AIESEP Conference which is already booked); opportunities through our Faculty’s advancement office (see letter of support from Sean Mowat) and; other sources such as government grants and contracts.</p> <p><i>b) State specific source(s) of any “University funding”</i></p> <p>None at this time</p>	<i>Year</i>	<i>Revenue</i>	<i>Expenditures</i>	<i>Rationale</i>	<b>1</b>	\$5,000	\$4,000	Y1 will not include a course release for the director. Funds will come in from professional development (PD) and be expended for events, promotion and website development.	<b>2</b>	\$75,000	\$20,000	Y2 includes a course release for the Director, GRA funds, social media and conference travel. Funds will come in through PD, keynotes and hosting the 2021 AIESEP Conference.	<b>3</b>	\$50,000	\$80,000	Y3 includes a course release, hiring a program coordinator and GRA funds. Revenue will include PD, grants and contracts.	<b>4</b>	\$65,000	\$80,000	Y4 includes a course release, program coordinator and GRA funds. Revenue will include PD, grants, events and contracts.	<b>5</b>	\$80,000	\$80,000	Y5 includes a course release, program coordinator and GRA funds. Revenue will include PD, grants, events and contracts.	<b>Total</b>	\$275,000	\$264,000	
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	<p><b>c) Provide a plan for the sustainable funding of the operation of the centre or institute (salaries, equipment and maintenance, IT support [data management, web design, etc.]</b></p> <p>The plan for funding for the Centre is to start small and manageable with a goal to build for a sustainable and productive future. The C4HS will also work closely with the newly established <b>Professional Learning Unit</b> in the Faculty to identify and maximize opportunities for revenue generation. See the above budget estimate and notes for details.</p> <p><b>d) Escalation factors must be built into expenditure projections (i.e. escalation due to inflation, future salary settlements, etc.)</b></p> <p>See above budget estimate.</p> <p><b>e) If in-kind support is identified, the specifics of that support must be listed separately.</b></p> <p>None at this time.</p>
<p>9.</p>	<p><b><u>Space Requirements.</u></b></p> <p>Space required?      Yes <input type="checkbox"/>    No <input checked="" type="checkbox"/></p> <p>If “No” selected, where is current space?</p> <p>Current space is located on the 2<sup>nd</sup> floor of the Education South Tower (the office and meeting space above the Education Gym).</p> <p>If “Yes” selected, complete the following:</p> <p><input type="checkbox"/> On-site at the University of Alberta</p> <p><input type="checkbox"/> Awaiting allocation</p> <p><input type="checkbox"/> Rent/lease required</p> <p>If rent/lease is required, has this been budgeted for?    Yes <input type="checkbox"/>    No <input type="checkbox"/></p> <p>N/A</p> <p>Is funding required?    Yes <input type="checkbox"/>    No <input checked="" type="checkbox"/>    Reasons: The preferred space has recently been renovated and will not require work at this time.</p> <p>N/A</p> <p>Address the following questions:</p> <p>a) If rent/lease or license is required, what is the University of Alberta’s commitment?</p> <p>N/A</p> <p>b) If new space or modifications to existing space are required, has Facilities and Operations been contacted and has this been included in the budget?</p> <p>N/A</p>
<p>10.</p>	<p><b><u>Potential Risks to the University of Alberta</u></b></p> <p><b>a) State any reputational, financial, and/or operational risks to the University of Alberta.</b></p> <p>Reputational risks are minimal as the founding faculty members have a well-founded, positive reputation in the Faculty, University and the community and can build on that status. Operational risks are also low as the Director will only have a course release if the funds are there and likewise, staff will only be hired if funds are available. There is a higher associated with the financial aspects of the Centre as there could be a possibility of running a deficit. To mitigate this risk, the Director will prepare detailed reports on budgeting expenses and future plans for Faculty as per policy.</p> <p><b>b) Outline plans to mitigate/manage those risks.</b></p> <p>Reputational: our structure (advisory committee, research associates, director progression, teacher associates) will assist in keeping the Centre’s reputation high and worthy of the University. Oversight by the Dean as well as support from the groups and positions named will help ensure the best quality research, education, dissemination and planning. Prior to engaging in any school-based PD on or off campus, the Director will consult w General Counsel and the Faculty’s Professional</p>

	<p>Learning Unit to ensure alignment with Faculty and University policies and procedures for risk management.</p> <p>Operational &amp; Financial: see above</p> <p><b>c) Risk Management Services may be consulted.</b></p> <p>As required.</p>
11.	<p><b><u>Annual Reporting and Strategic Review: In accordance with UAPPOL Policy</u></b></p> <p>a) State a provision for annual reporting to the Reporting Dean</p> <p>As per the Faculty of Education policy, an annual report will be provided to the Vice-Dean. The report will include the vision and mission, objectives, projects, activities and people. The Centre will also provide an annual report to the Dean, stakeholders and community partners.</p> <p>b) State a provision for annual reporting to the Office of the Provost</p> <p>Faculty Centre reports will be shared with the Office of the Provost by the Vice-Dean each year according to UAPPOL policy.</p> <p>c) State a provision for strategic and operational review by the Reporting Dean (or delegate) at no less frequency than every five years.</p> <p>The Faculty of Education schedules each Centre for 5-year Strategic Reviews according to Faculty and UAPPOL policy. The Vice-Dean initiates the review process with support from governance staff. Centre Directors submit a report (alignment to the Faculty strategic plan, members, recognition, budget, risk assessment, UofA strategic review report for Centres), feedback from Faculty members is solicited and a meeting is held to discuss the report and the feedback. Final documents are submitted to the Provost's Office.</p>
12.	<p><b><u>Intellectual Property (IP) and Copyright</u></b></p> <p>a) Will any copyright or patentable IP be created, and if so, how will it be handled?</p> <p>Copyrighted and/ or patentable IP created will follow the UAPPOL Patent Policy.</p> <p>b) How will ownership and commercialization of IP be handled?</p> <p>Ownership and commercialization of created IP will follow the UAPPOL Patent Policy.</p>
13.	<p><b><u>Termination Plan/Provisions</u></b></p> <p>a) Exigency plan for termination: If physical and/or financial resources will remain upon termination, a plan for consultation with donors or agencies associated with the centre or institute must be included in the dissolution plan.</p> <p>Upon dissolution, physical and financial resources will revert to the Faculty of Education. All contracts and donor agreements will include this contingency. Any endowments that may be set up for long term funding will include an alternate purpose in the Statement of Trust, making it easier to potentially alter the use of the funds if the C4HS ceased to exist.</p>
14.	<p><b><u>Letters of Support:</u></b> Attach letters from relevant on- and off-campus sources</p> <ul style="list-style-type: none"> <li>• Dean, Faculty of Education – Dr. Jennifer Tupper</li> <li>• Associate Dean Research, Faculty of Education – Dr. Denise Larson</li> <li>• Assistant Dean Advancement, Faculty of Education – Sean Mowat</li> <li>• Dean, Kinesiology, Sport &amp; Recreation – Dr. Kerry Mummery</li> <li>• Chairs – Healthy University Strategic Plan Committee – Dr. Andre Costopoulos (Dean of Students) &amp; Wayne Patterson (Vice-Provost &amp; AVP – HR)</li> <li>• Executive Director and CEO, Physical and Health Education Canada - Melanie Davis</li> </ul>
	<p>Provide, if applicable, any <b><u>agreements and/or memoranda of understanding between the University of Alberta and its partner(s)</u></b> to establish, fund and operate the proposed academic centre or institute.</p> <p>N/A</p>

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## **Appendix A: Draft Advisory Committee Terms of Reference**

### **1.0 Purpose:**

To advise the Centre for Healthy Schools (C4HS) and thus, help achieve the mission of *heightening awareness and understanding of issues and opportunities surrounding health and wellness in the K to PhD education system and contributing to the collective development of a healthy, active society.*

### **2.0 Responsibilities**

The Advisory Committee will:

- Advance the vision and mission of the Centre.
- Advise the members of the C4HS Executive on program development, needs identification and funding development.
- Be responsible for taking information to their representative organizations and providing feedback as necessary.
- Prioritize program funding.
- Form partnerships to support program work.

### **3.0 Membership:**

The following categories will form the membership of the Advisory Committee:

- Up to three full-time (minimum of one) University of Alberta faculty members from the areas related to the work of the Centre
- A Graduate student representative (Faculty of Education)
- An Undergraduate student representative (Faculty of Education)
- Two members from community organizations related to the work of the Centre

### **4.0 Structure:**

As the structure of this committee is advisory, recommendations will be provided to the Executive of the C4HS. The Advisory Committee has no decision making power.

### **5.0 Meetings:**

The Advisory Committee will meet twice a year. Each member will inform the C4HS Director if they are unable to attend meetings. The Director will facilitate meeting times, locations and provide agendas. Informal meeting notes will be taken by a volunteer and shared electronically. Terms of reference will be reviewed as required by the Executive of the C4HS.

*This version of the Terms of Reference has been established on September 12, 2019.*



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& DEAN OF STUDENTS**

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**OFFICE OF THE VICE-PROVOST &  
ASSOCIATE VICE-PRESIDENT (HUMAN RESOURCES)**

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Fax: 780.492.6929  
[www.hrs.ualberta.ca](http://www.hrs.ualberta.ca)

June 17, 2019

Centres and Institutes Committee  
University of Alberta  
Edmonton, AB

Re: Centre of Healthy Schools Proposal

As co-chairs of the University of Alberta Healthy University Strategic Plan (HUSP) Steering Committee, we are pleased to provide our support to the development of a Centre for Healthy Schools (C4HS). We recognize that integrating health into the culture of the university and for our students, faculty and staff is necessary for the success of the people who work, research, live, and learn at the UofA and for the success of the university as a whole. In "*For the Public Good*", Objective 19 emphasizes the need to prioritize and sustain student, faculty and staff health, wellness and safety by delivering proactive, relevant, responsive and accessible services and initiatives. Embedding a health perspective in our day-to-day living requires commitment among our leadership to raise the profile of health within our community and the development of The Centre for Healthy Schools will actively demonstrate that commitment.

The HUSP outlined a number of ways to leverage existing strengths at the university and to create action that will benefit the health and well-being of the entire university community. Foundational to this plan was the Okanagan Charter: An International Charter for Health-Promoting Universities and Colleges, which calls for post-secondary institutions to "embed health into all aspects of campus culture, across the administration, operations and academic mandates, and to lead health promotion action and collaboration locally and globally." By setting a clear vision, goal, strategic directions, and objectives, the HUSP was intended to set health as a key priority for the institution, to provide a mechanism for understanding all the health-related work already being done at the university, and to continually improve the university's capacity to foster health for all.

By actively engaging a community of researchers, students and partners to heighten awareness and understanding of issues and opportunities regarding health and wellness within the entire education system, the Centre for Healthy Schools will uniquely align to the five strategic directions of the HUSP and will strengthen the University's ability to create and support health within the University and education community. The Centre's work will enhance our reputation as a leader in the study of integrated health and allow for collaboration within our research, teaching and learning environments, each of which will contribute to a healthier university.

We jointly agree to endorse the creating of this centre and we recommend that the members of the Centres' and Institutes Committee support this proposal.

Sincerely,



Dr. Andre Costopoulos  
Vice-Provost and Dean of Students



Wayne Patterson  
Vice-Provost and Associate Vice-President (Human Resources)

3-108 University Hall  
8840 – 114 Street  
Edmonton, Alberta, Canada T6G 2J9  
Tel: 780.492.3364  
Fax: 780.492.1008

June 13, 2019

Doug Gleddie, PhD  
Faculty of Education  
University of Alberta


RE: Support for the Centre for Healthy Schools

Dear Dr. Doug,

Thank you for providing me with the documentation supporting your application for approval of a Centre for Healthy Schools (C4HS) in the Faculty of Education. On behalf of the Faculty of Kinesiology, Sport, and Recreation I am pleased to provide a support for this initiative. A Centre focusing on the issues of child and adolescent health is both needed and timely.

I encourage you to continue to work with our Faculty members who work in the area of physical activity and health promotion. I see many opportunities for collaboration that will enhance the efforts of all involved.

Best wishes



Kerry Mummery, PhD FASMF  
Professor and Dean

845 Education Centre South  
Edmonton, Alberta, Canada T6G 2G5  
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Fax: 780.492.0236  
[www.education.ualberta.ca](http://www.education.ualberta.ca)

June 12, 2019

**Re: Letter of Support Centre Application: Centre for Healthy Schools (C4HS)**

As Associate Dean Research in the Faculty of Education, I am pleased to offer strong support for the proposed Centre for Healthy Schools (C4HS). The importance of focusing on health and wellness in schools, and more broadly across educational contexts, is a recognized need from elementary school to post-secondary education. Within the past two years, both Federal and Provincial governments to have made specific calls to focus on and enhance student, teacher, and school leader health. The proposed Centre for Healthy Schools is a direct response to the need for applied research on effectively fostering healthy learning environments. Creation of the centre capitalizes on an exceptionally strong research team from the Faculty of Education with a specific strength in and focus on healthy schools. The intersectoral experience and extensive network this team possesses presents the perfect opportunity to leverage established professional and academic relationships, building upon this synergy to establish a centre of applied, collaborative research excellence. This is a unique and timely opportunity given that within Canada there currently exists no centre dedicated to school health, this despite the fact that school-based interventions are recognized as an effective and preferred focus for effective and expansive health impact.

This application for the C4HS aligns with and directly addresses several aspects of the Faculty of Education Strategic Plan (2019) - *Education for the Public Good*. Specifically, the proposed centre is dedicated to *Transformative Teaching Learning and Leading (Strategic Priority 1)* by championing and teaching about the integration of health and wellness philosophy and activities within the Faculty of Education. This includes professional learning opportunities that benefit students, faculty, and staff. The C2HS is committed to *Knowledge Creation, Mobilization and Engagement (Strategic Priority 2)* across sectors. Endemic to educational research is an intersectoral research commitment, i.e., working with and across sectoral boundaries from educational research institutions to schools to school districts to provincial teachers' associations to provincial government ministries of education to federal funders of educational research. Knowledge mobilization is inherent in the educational research endeavour and very clearly built into the C2HS proposal. *Respectful Relations, Health, and Well-being (Strategic Priority 4)* is very clearly a fit with the proposed new center. Indeed, the centre is a direct response to this Faculty strategic priority.

This application to establish the Centre for Health Schools (C4HS) also closely aligns with the University Strategic Plan, *For the Public Good*.

Applied educational research required strong field connections and collaborations. The centre is committed to excellence in research, education, and service (EXCEL) with a strong focus on engagement with educational communities and collaborative action for healthy change (ENGAGE). At its heart, C2HS is focused on building healthy learners, teachers, leaders in the context of healthy learning communities (BUILD). Most specifically, the centre will offer a model of how *prioritizing and sustaining student, faculty, and staff health, wellness, and safety* (Objective 19) can be effectively operationalized and implemented through applied research excellence.

The C4HS will be a focus point for healthy schools based research, including both collaborations and funding opportunities. The faculty members, Gleddie, Sulz, Morrison, submitting this application are a dynamic team of accomplished researchers each with an exceptionally strong research granting, publication, and knowledge mobilization record. They bring to the centre an expansive and outstanding network of academic and professional relationships. The applicants possess the relationships necessary to fully realize the intent of centres to foster creative research collaborations. As such the centre will begin from a point of strength with an established network of research-tested and research-ready relationships both within the university, (e.g., across Faculties such as the School of Public Health, the Faculty of Kinseology, Sport, and Recreation, and the Precision Health Signature Area), as well as intersectoral relationships, (e.g., Physical Health and Education Canada, and Ever Active Schools). The applicants submitting this proposal have a strong history of graduate student recruitment, graduate student awards, post-doctoral recruitment, and research supervision in the area of healthy schools. The launch of C4HS will only enhance the draw of strong graduate students both nationally and internationally to the Faculty of Education/University of Alberta. Once here, graduate students will benefit from exceptionally rich research learning opportunities focused on healthy educational environments while learning about applied research with commitments to intersectoral and trans-disciplinary work.

In closing, I am pleased to offer my strong support for this innovative application for a new centre, the Centre for Healthy Schools (C4HS).

Sincerely,



Denise Larsen, Ph.D., R. Psych.  
Associate Dean Research, Faculty of Education  
Professor, Counselling Psychology  
Fellow, Canadian Psychological Association



May 28, 2019

Dr. Steven Dew  
Provost and Vice-President (Academic)  
2-40 South Academic Building (SAB)  
University of Alberta  
Edmonton, AB T6G 2G7

**Re: Letter of Support for the Centre for Healthy Schools**

Dear Dr. Steven Dew,

I'm providing this letter of support for the establishment of the Centre for Healthy Schools proposed by Drs Gleddie, Sulz and Morrison. I'm offering my support from an advancement and external relations perspective, although I fully recognize that the academic and societal benefits of this centre will be significant.

One of the three Campaign priorities for the Faculty of Education is mental health and well-being, as it has been identified by teachers, alumni, donors and the community as an area of critical importance and one that the Faculty is well recognized for its research and community outreach.

Health has been identified as one of the top 5 campaign themes and almost every faculty has one or more priorities under this umbrella. A Centre for Healthy Schools would augment the U of A's already strong position in this realm, and provide added value to conversations with potential donors.

In my discussions with donors, many have identified health as their leading concern and they recognize that the earlier exercise and healthy choices are introduced from a participatory and educational perspective to individuals, the more likely healthy living will be a lifelong practice. Our donors also know how closely linked physical health is to an individual's mental health. Being able to demonstrate our strength in both these areas significantly increases our stock in the eyes of our supporters.

Having a dedicated research and advocacy centre for healthy schools would add a critical piece of the health education and preventative medicine puzzle, and donors would support a centre committed to promoting health in children and adolescents.

Sincerely,

Sean Mowat  
Assistant Dean, Advancement

May 30<sup>th</sup>, 2019

To Whom It May Concern,

I would like to support the Faculty of Education's proposal for a *Centre for Healthy Schools* going forward to the University of Alberta's Office of the Provost.

PHE Canada is a national charitable association that champions healthy, active kids by promoting and advancing quality opportunities and healthy learning environments. Supporting community champions with quality programs, professional development services, and community activation and convening opportunities, PHE Canada helps children develop the knowledge, skills, and attitudes to be healthy and active for life. Our vision is one in which each and every young person in Canada lives a healthy, physically active life.

Our approach is rooted in a whole child, whole school, and whole community philosophy. As such, we support health equity, social development, and a comprehensive school health approach and socio-ecological approach.

I truly believe that a *Centre for Healthy Schools* at the University of Alberta can become an important connection space for researchers, students and partners across Canada who seek to work collaboratively to support healthy schools. It's mission "to encourage and advocate for excellence" will benefit from the credibility and collective experience of the faculty members involved. Drs. Gleddie, Sulz and Morrison have been nationally recognized for their contributions to healthy schools and are uniquely placed to lead the first centre of this kind in Canada.

As a result, the *Centre for Healthy Schools* will be positioned to innovatively link to research, practice and back again. In this way, the latest pedagogical research, theories and approaches can be structured to reflect the realities faced by today's educators and school staff. At present, there is also nothing like the Centre provincially or nationally.

I truly hope you will support their application,

A handwritten signature in black ink, appearing to read "MD", with a long horizontal stroke extending to the right.

**Melanie Davis**

Executive Director | Chief Executive Officer

Physical & Health Education Canada | Éducation physique et santé Canada  
Tel/Tél : 613-523-1348 x 2330 | Fax/Télé : 613-523-1206

[melaniedavis@phecanada.ca](mailto:melaniedavis@phecanada.ca) | [melaniedavis@eps-canada.ca](mailto:melaniedavis@eps-canada.ca)





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Date: June 11, 2019

To: Dr. Steven Dew  
Provost & Vice-President Academic

From: Dr. Jennifer Tupper,  
Dean, Faculty of Education

**RE: Letter of Support for the Establishment of a Centre for Healthy Schools**

---

The proposed Centre for Healthy Schools (C4HS) comes at a time when physical literacy, physical education, and wellness are front of mind for educators across the country. In the 2012 study "Seeking Wellness", researchers noted the growing body of literature regarding the increasingly complex work of teachers and reported on, among other factors physical and mental health. More recently, the WellAhead initiative funded by the McConnell Foundation is seeking to improve child and youth mental health by integrating social and emotional wellbeing into K-12 classrooms. Along with mental health and wellness, physical health and wellness in education is a national focus given the importance of supporting students to realize their full potential as learners and as productive members of society.

The Centre for Health Schools (C4HS) will be the first of its kind in Canada, and is well positioned to advance health and wellness research and practice locally, nationally and internationally. The Faculty of Education is the ideal location for the Centre. Our strategic plan *Education for the Public Good* prioritizes transformative teaching, learning and leading and respectful relations, health and well-being. C4HS will enable the Faculty to more fully realize these goals through its inward and outward facing work. Further, we have very strong scholars and researchers in this area who will lead the Centre's development, and who have well-established collaborations with partner organizations such as Ever Active Schools, the WellAhead Initiative, PHE Canada, and the Joint Consortium for School Health. The Centre will also be well positioned to support pre and in-service teachers in meeting the new Teacher Quality Standards (TQS), and in particular TQS #4 (d) *Establishing Inclusive Learning Environments*: being aware of and facilitating responses to the emotional and mental health needs of students. Finally, the Faculty of Education has a strong record of successful centres, and I have no doubt that the C4HS will be equally successful.

Dr. Doug Gleddie, Dr. Lauren Sulz, and Dr. Hayley Morrison along with colleagues across the Faculty and University are uniquely qualified to provide a hub of support for innovative and collaborative research, knowledge dissemination, professional development and education, leadership and advocacy, and broader networks for collaboration. Both Dr. Gleddie and Dr. Morrison were recent recipients of national awards through PHE Canada recognizing their outstanding research and service in physical education and physical literacy. Dr. Gleddie received the R. Tait MacKenzie Honour Award (PHE Canada's most prestigious award), and Dr. Morrison received the Research Council Emerging Scholar Award. Dr. Sulz has established a strong SSHRC funded research program and will provide important leadership in the development of the Centre.

I am truly inspired by the work of these faculty members that has led to the development of this proposal, which is timely, urgent and important. This initiative has my full support.

Sincerely,

Dr. Jennifer Tupper, Dean  
Faculty of Education

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& DEAN OF STUDENTS**

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June 17, 2019

Centres and Institutes Committee  
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Re: Centre of Healthy Schools Proposal

As co-chairs of the University of Alberta Healthy University Strategic Plan (HUSP) Steering Committee, we are pleased to provide our support to the development of a Centre for Healthy Schools (C4HS). We recognize that integrating health into the culture of the university and for our students, faculty and staff is necessary for the success of the people who work, research, live, and learn at the UofA and for the success of the university as a whole. In "*For the Public Good*", Objective 19 emphasizes the need to prioritize and sustain student, faculty and staff health, wellness and safety by delivering proactive, relevant, responsive and accessible services and initiatives. Embedding a health perspective in our day-to-day living requires commitment among our leadership to raise the profile of health within our community and the development of The Centre for Healthy Schools will actively demonstrate that commitment.

The HUSP outlined a number of ways to leverage existing strengths at the university and to create action that will benefit the health and well-being of the entire university community. Foundational to this plan was the Okanagan Charter: An International Charter for Health-Promoting Universities and Colleges, which calls for post-secondary institutions to "embed health into all aspects of campus culture, across the administration, operations and academic mandates, and to lead health promotion action and collaboration locally and globally." By setting a clear vision, goal, strategic directions, and objectives, the HUSP was intended to set health as a key priority for the institution, to provide a mechanism for understanding all the health-related work already being done at the university, and to continually improve the university's capacity to foster health for all.

By actively engaging a community of researchers, students and partners to heighten awareness and understanding of issues and opportunities regarding health and wellness within the entire education system, the Centre for Healthy Schools will uniquely align to the five strategic directions of the HUSP and will strengthen the University's ability to create and support health within the University and education community. The Centre's work will enhance our reputation as a leader in the study of integrated health and allow for collaboration within our research, teaching and learning environments, each of which will contribute to a healthier university.

We jointly agree to endorse the creating of this centre and we recommend that the members of the Centres' and Institutes Committee support this proposal.

Sincerely,



Dr. Andre Costopoulos  
Vice-Provost and Dean of Students



Wayne Patterson  
Vice-Provost and Associate Vice-President (Human Resources)

3-108 University Hall  
8840 – 114 Street  
Edmonton, Alberta, Canada T6G 2J9  
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June 13, 2019

Doug Gleddie, PhD  
Faculty of Education  
University of Alberta

RE: Support for the Centre for Healthy Schools

Dear Dr. Doug,

Thank you for providing me with the documentation supporting your application for approval of a Centre for Healthy Schools (C4HS) in the Faculty of Education. On behalf of the Faculty of Kinesiology, Sport, and Recreation I am pleased to provide a support for this initiative. A Centre focusing on the issues of child and adolescent health is both needed and timely.

I encourage you to continue to work with our Faculty members who work in the area of physical activity and health promotion. I see many opportunities for collaboration that will enhance the efforts of all involved.

Best wishes



Kerry Mummery, PhD FASMF  
Professor and Dean

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June 12, 2019

**Re: Letter of Support Centre Application: Centre for Healthy Schools (C4HS)**

As Associate Dean Research in the Faculty of Education, I am pleased to offer strong support for the proposed Centre for Healthy Schools (C4HS). The importance of focusing on health and wellness in schools, and more broadly across educational contexts, is a recognized need from elementary school to post-secondary education. Within the past two years, both Federal and Provincial governments to have made specific calls to focus on and enhance student, teacher, and school leader health. The proposed Centre for Healthy Schools is a direct response to the need for applied research on effectively fostering healthy learning environments. Creation of the centre capitalizes on an exceptionally strong research team from the Faculty of Education with a specific strength in and focus on healthy schools. The intersectoral experience and extensive network this team possesses presents the perfect opportunity to leverage established professional and academic relationships, building upon this synergy to establish a centre of applied, collaborative research excellence. This is a unique and timely opportunity given that within Canada there currently exists no centre dedicated to school health, this despite the fact that school-based interventions are recognized as an effective and preferred focus for effective and expansive health impact.

This application for the C4HS aligns with and directly addresses several aspects of the Faculty of Education Strategic Plan (2019) - *Education for the Public Good*. Specifically, the proposed centre is dedicated to *Transformative Teaching Learning and Leading (Strategic Priority 1)* by championing and teaching about the integration of health and wellness philosophy and activities within the Faculty of Education. This includes professional learning opportunities that benefit students, faculty, and staff. The C2HS is committed to *Knowledge Creation, Mobilization and Engagement (Strategic Priority 2)* across sectors. Endemic to educational research is an intersectoral research commitment, i.e., working with and across sectoral boundaries from educational research institutions to schools to school districts to provincial teachers' associations to provincial government ministries of education to federal funders of educational research. Knowledge mobilization is inherent in the educational research endeavour and very clearly built into the C2HS proposal. *Respectful Relations, Health, and Well-being (Strategic Priority 4)* is very clearly a fit with the proposed new center. Indeed, the centre is a direct response to this Faculty strategic priority.

This application to establish the Centre for Health Schools (C4HS) also closely aligns with the University Strategic Plan, *For the Public Good*.

Applied educational research required strong field connections and collaborations. The centre is committed to excellence in research, education, and service (EXCEL) with a strong focus on engagement with educational communities and collaborative action for healthy change (ENGAGE). At its heart, C2HS is focused on building healthy learners, teachers, leaders in the context of healthy learning communities (BUILD). Most specifically, the centre will offer a model of how *prioritizing and sustaining student, faculty, and staff health, wellness, and safety* (Objective 19) can be effectively operationalized and implemented through applied research excellence.

The C4HS will be a focus point for healthy schools based research, including both collaborations and funding opportunities. The faculty members, Gleddie, Sulz, Morrison, submitting this application are a dynamic team of accomplished researchers each with an exceptionally strong research granting, publication, and knowledge mobilization record. They bring to the centre an expansive and outstanding network of academic and professional relationships. The applicants possess the relationships necessary to fully realize the intent of centres to foster creative research collaborations. As such the centre will begin from a point of strength with an established network of research-tested and research-ready relationships both within the university, (e.g., across Faculties such as the School of Public Health, the Faculty of Kinseology, Sport, and Recreation, and the Precision Health Signature Area), as well as intersectoral relationships, (e.g., Physical Health and Education Canada, and Ever Active Schools). The applicants submitting this proposal have a strong history of graduate student recruitment, graduate student awards, post-doctoral recruitment, and research supervision in the area of healthy schools. The launch of C4HS will only enhance the draw of strong graduate students both nationally and internationally to the Faculty of Education/University of Alberta. Once here, graduate students will benefit from exceptionally rich research learning opportunities focused on healthy educational environments while learning about applied research with commitments to intersectoral and trans-disciplinary work.

In closing, I am pleased to offer my strong support for this innovative application for a new centre, the Centre for Healthy Schools (C4HS).

Sincerely,



Denise Larsen, Ph.D., R. Psych.  
Associate Dean Research, Faculty of Education  
Professor, Counselling Psychology  
Fellow, Canadian Psychological Association



May 28, 2019

Dr. Steven Dew  
Provost and Vice-President (Academic)  
2-40 South Academic Building (SAB)  
University of Alberta  
Edmonton, AB T6G 2G7

**Re: Letter of Support for the Centre for Healthy Schools**

Dear Dr. Steven Dew,

I'm providing this letter of support for the establishment of the Centre for Healthy Schools proposed by Drs Gleddie, Sulz and Morrison. I'm offering my support from an advancement and external relations perspective, although I fully recognize that the academic and societal benefits of this centre will be significant.

One of the three Campaign priorities for the Faculty of Education is mental health and well-being, as it has been identified by teachers, alumni, donors and the community as an area of critical importance and one that the Faculty is well recognized for its research and community outreach.

Health has been identified as one of the top 5 campaign themes and almost every faculty has one or more priorities under this umbrella. A Centre for Healthy Schools would augment the U of A's already strong position in this realm, and provide added value to conversations with potential donors.

In my discussions with donors, many have identified health as their leading concern and they recognize that the earlier exercise and healthy choices are introduced from a participatory and educational perspective to individuals, the more likely healthy living will be a lifelong practice. Our donors also know how closely linked physical health is to an individual's mental health. Being able to demonstrate our strength in both these areas significantly increases our stock in the eyes of our supporters.

Having a dedicated research and advocacy centre for healthy schools would add a critical piece of the health education and preventative medicine puzzle, and donors would support a centre committed to promoting health in children and adolescents.

Sincerely,

Sean Mowat  
Assistant Dean, Advancement



May 30<sup>th</sup>, 2019

To Whom It May Concern,

I would like to support the Faculty of Education's proposal for a *Centre for Healthy Schools* going forward to the University of Alberta's Office of the Provost.

PHE Canada is a national charitable association that champions healthy, active kids by promoting and advancing quality opportunities and healthy learning environments. Supporting community champions with quality programs, professional development services, and community activation and convening opportunities, PHE Canada helps children develop the knowledge, skills, and attitudes to be healthy and active for life. Our vision is one in which each and every young person in Canada lives a healthy, physically active life.

Our approach is rooted in a whole child, whole school, and whole community philosophy. As such, we support health equity, social development, and a comprehensive school health approach and socio-ecological approach.

I truly believe that a *Centre for Healthy Schools* at the University of Alberta can become an important connection space for researchers, students and partners across Canada who seek to work collaboratively to support healthy schools. It's mission "to encourage and advocate for excellence" will benefit from the credibility and collective experience of the faculty members involved. Drs. Gleddie, Sulz and Morrison have been nationally recognized for their contributions to healthy schools and are uniquely placed to lead the first centre of this kind in Canada.

As a result, the *Centre for Healthy Schools* will be positioned to innovatively link to research, practice and back again. In this way, the latest pedagogical research, theories and approaches can be structured to reflect the realities faced by today's educators and school staff. At present, there is also nothing like the Centre provincially or nationally.

I truly hope you will support their application,

A handwritten signature in black ink, appearing to read "Melanie Davis", with a stylized flourish at the end.

**Melanie Davis**

Executive Director | Chief Executive Officer

Physical & Health Education Canada | Éducation physique et santé Canada  
Tel/Tél : 613-523-1348 x 2330 | Fax/Télé : 613-523-1206

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Date: June 11, 2019

To: Dr. Steven Dew  
Provost & Vice-President Academic

From: Dr. Jennifer Tupper,  
Dean, Faculty of Education

**RE: Letter of Support for the Establishment of a Centre for Healthy Schools**

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The proposed Centre for Healthy Schools (C4HS) comes at a time when physical literacy, physical education, and wellness are front of mind for educators across the country. In the 2012 study “Seeking Wellness”, researchers noted the growing body of literature regarding the increasingly complex work of teachers and reported on, among other factors physical and mental health. More recently, the WellAhead initiative funded by the McConnell Foundation is seeking to improve child and youth mental health by integrating social and emotional wellbeing into K-12 classrooms. Along with mental health and wellness, physical health and wellness in education is a national focus given the importance of supporting students to realize their full potential as learners and as productive members of society.

The Centre for Health Schools (C4HS) will be the first of its kind in Canada, and is well positioned to advance health and wellness research and practice locally, nationally and internationally. The Faculty of Education is the ideal location for the Centre. Our strategic plan *Education for the Public Good* prioritizes transformative teaching, learning and leading and respectful relations, health and well-being. C4HS will enable the Faculty to more fully realize these goals through its inward and outward facing work. Further, we have very strong scholars and researchers in this area who will lead the Centre’s development, and who have well-established collaborations with partner organizations such as Ever Active Schools, the WellAhead Initiative, PHE Canada, and the Joint Consortium for School Health. The Centre will also be well positioned to support pre and in-service teachers in meeting the new Teacher Quality Standards (TQS), and in particular TQS #4 (d) *Establishing Inclusive Learning Environments*: being aware of and facilitating responses to the emotional and mental health needs of students. Finally, the Faculty of Education has a strong record of successful centres, and I have no doubt that the C4HS will be equally successful.

Dr. Doug Gleddie, Dr. Lauren Sulz, and Dr. Hayley Morrison along with colleagues across the Faculty and University are uniquely qualified to provide a hub of support for innovative and collaborative research, knowledge dissemination, professional development and education, leadership and advocacy, and broader networks for collaboration. Both Dr. Gleddie and Dr. Morrison were recent recipients of national awards through PHE Canada recognizing their outstanding research and service in physical education and physical literacy. Dr. Gleddie received the R. Tait MacKenzie Honour Award (PHE Canada’s most prestigious award), and Dr. Morrison received the Research Council Emerging Scholar Award. Dr. Sulz has established a strong SSHRC funded research program and will provide important leadership in the development of the Centre.

I am truly inspired by the work of these faculty members that has led to the development of this proposal, which is timely, urgent and important. This initiative has my full support.

Sincerely,

Dr. Jennifer Tupper, Dean  
Faculty of Education