

A group of people are enjoying a ride on a wooden bridge at sunset. In the foreground, a man with a large green backpack is walking away from the camera. To his right, a woman in a red tank top and blue jeans is walking and looking back over her shoulder with a smile. Further ahead, another woman in a red tank top is riding a bicycle. On the far right, a man in a blue t-shirt is also riding a bicycle. The bridge has a metal railing and is surrounded by lush green trees. The sun is low in the sky, creating a warm, golden glow and long shadows on the bridge deck.

# A Health Promoting Campus: What's Your Role?

CENTRE FOR INNOVATION IN CAMPUS MENTAL HEALTH | DECEMBER 10, 2019 | WEBINAR



THE UNIVERSITY OF BRITISH COLUMBIA

**GOODYCLANCY**  
ARCHITECTURE / PLANNING / PRESERVATION



USC University of  
Southern California



# PRESENTERS



---

**Paula Lee  
Swinford,  
MS, MHA**

Director, Health Promotion  
Strategy

USC Student Affairs and USC  
Student Health

University of Southern  
California



---

**Matt Dolf, PhD**

Director, Strategic Support,  
UBC Wellbeing

University of British Columbia

Chair, Canadian Health  
Promoting Campuses Network



---

**Dennis J.  
Swinford, ASLA**

Higher Education Planning  
Practice Leader

Goody Clancy



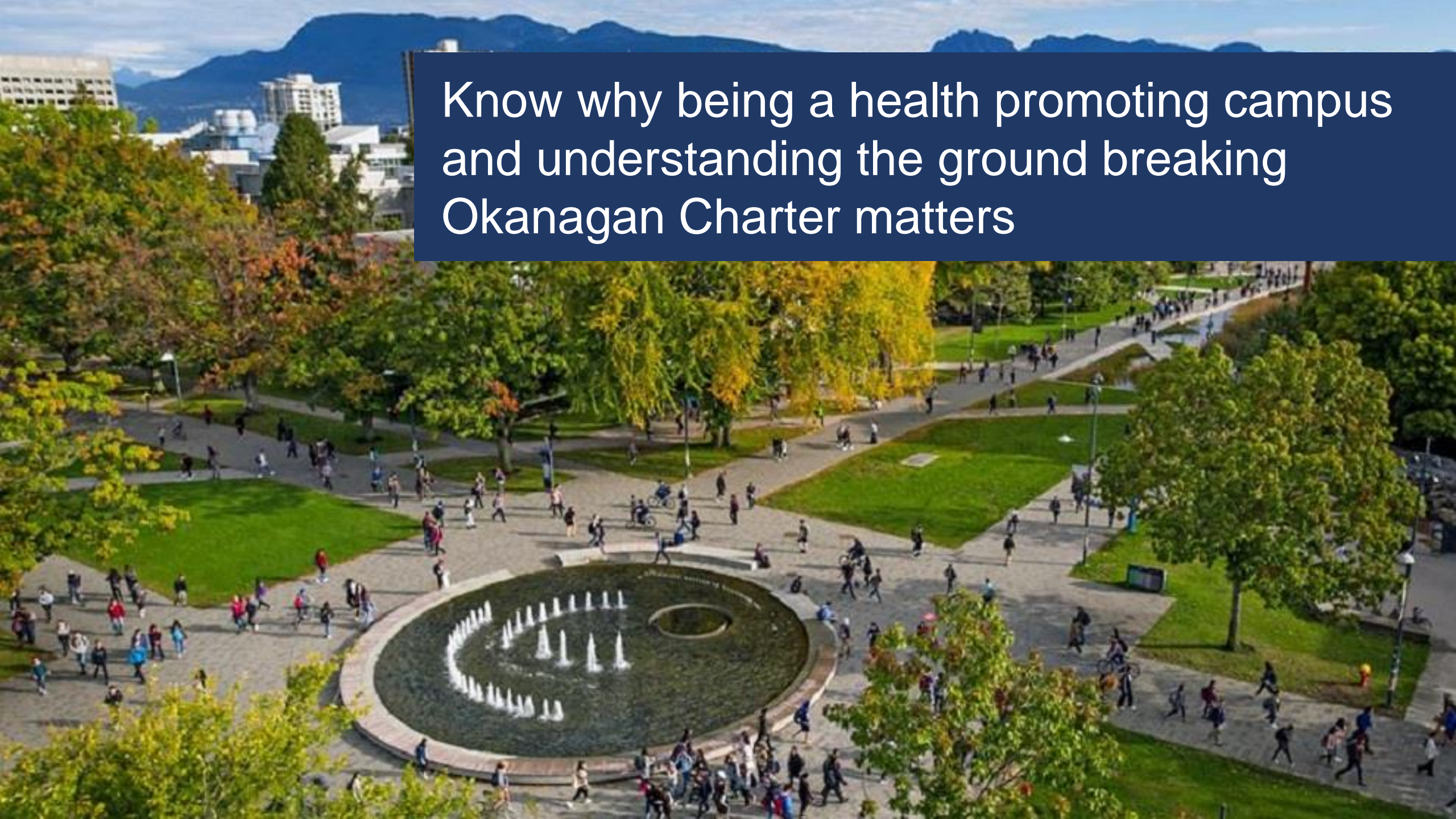


# LEARNING OUTCOMES

- Know why being a health promoting campus understanding the ground breaking Okanagan Charter matters
- Articulate how the campus physical environment plays a major role in becoming a health promoting campus
- Advocate for a collective impact frameworks, policies, and campus master plans for creating well-being in settings, communities, and individuals



Know why being a health promoting campus  
and understanding the ground breaking  
Okanagan Charter matters







# UNIVERSITIES ARE UNIQUE SETTINGS FOR PROMOTING HEALTH AND SUSTAINABILITY

We teach and we do research

We are owner-occupiers of significant building stock and operations

We are a public institution with a public mandate to create new knowledge for community benefit

We can plan over long time horizons

We are places where students undergo life transition—exploring and experimenting, developing independence and life skills, and facing particular health challenges





# OKANAGAN CHARTER

AN INTERNATIONAL CHARTER  
FOR HEALTH PROMOTING  
UNIVERSITIES & COLLEGES





## **VISION**

Health promoting universities and colleges transform the health and sustainability of our current and future societies, strengthen communities and contribute to the wellbeing of people, places and the planet





## **CALLS TO ACTION**

1. Embed health into all aspects of campus culture, across the administration, the academic mandate and operations.
2. Lead health promotion action and collaboration locally and globally.






# PRINCIPLES

1. Use a settings-based and whole system approaches
2. Act on an existing social responsibility
3. Ensure a comprehensive and campus-wide approach
4. Utilize participatory approaches and engage the voice of students and others
5. Develop interdisciplinary collaboration and cross-sectoral partnerships
6. Promote research, innovation, and evidence-informed action
7. Build on strengths
8. Value local and indigenous communities, context and priorities



A close-up photograph of a green frog with large, dark eyes and a white underbelly, sitting in a pond. The frog is surrounded by large, green lily pads. The water is clear, and the background is slightly blurred, showing more lily pads and water.

“If the frogs in a pond started behaving strangely, our first reaction would not be to punish them or even to treat them. Instinctively, we'd wonder what was going on in the pond.”

**DAN REIST**  
UVIC, CANADIAN INSTITUTE FOR  
SUBSTANCE USE RESEARCH





# Canadian Health Promoting Campuses

Engaging higher education institutions to advance the health-promoting campuses movement within Canada

*[healthpromotingcampuses.ca](http://healthpromotingcampuses.ca)*





20 CAMPUSES

5 ORGANIZATIONS



# What are Institutions doing? University of British Columbia







## UBC AT A GLANCE

**61,000** students

(Vancouver: 53,000; Okanagan: 8,000)

**15,000** faculty and staff

**20,000** community residents on University lands

**500** buildings

**\$2.3** billion annual operating budget



**1,000 acres** on the traditional, ancestral, and unceded territory of the **Musqueam people**.

**500 acres** on the traditional, ancestral, and unceded territory of the **Okanagan Nation**.





# Wellbeing Strategic Framework

University of British Columbia  
Vancouver and Okanagan Campuses

## UBC's Commitment to Wellbeing

---

UBC is a health- and wellbeing-promoting university where all people, places, and communities can flourish.



THE UNIVERSITY OF BRITISH COLUMBIA



# A whole university approach to embedding wellbeing







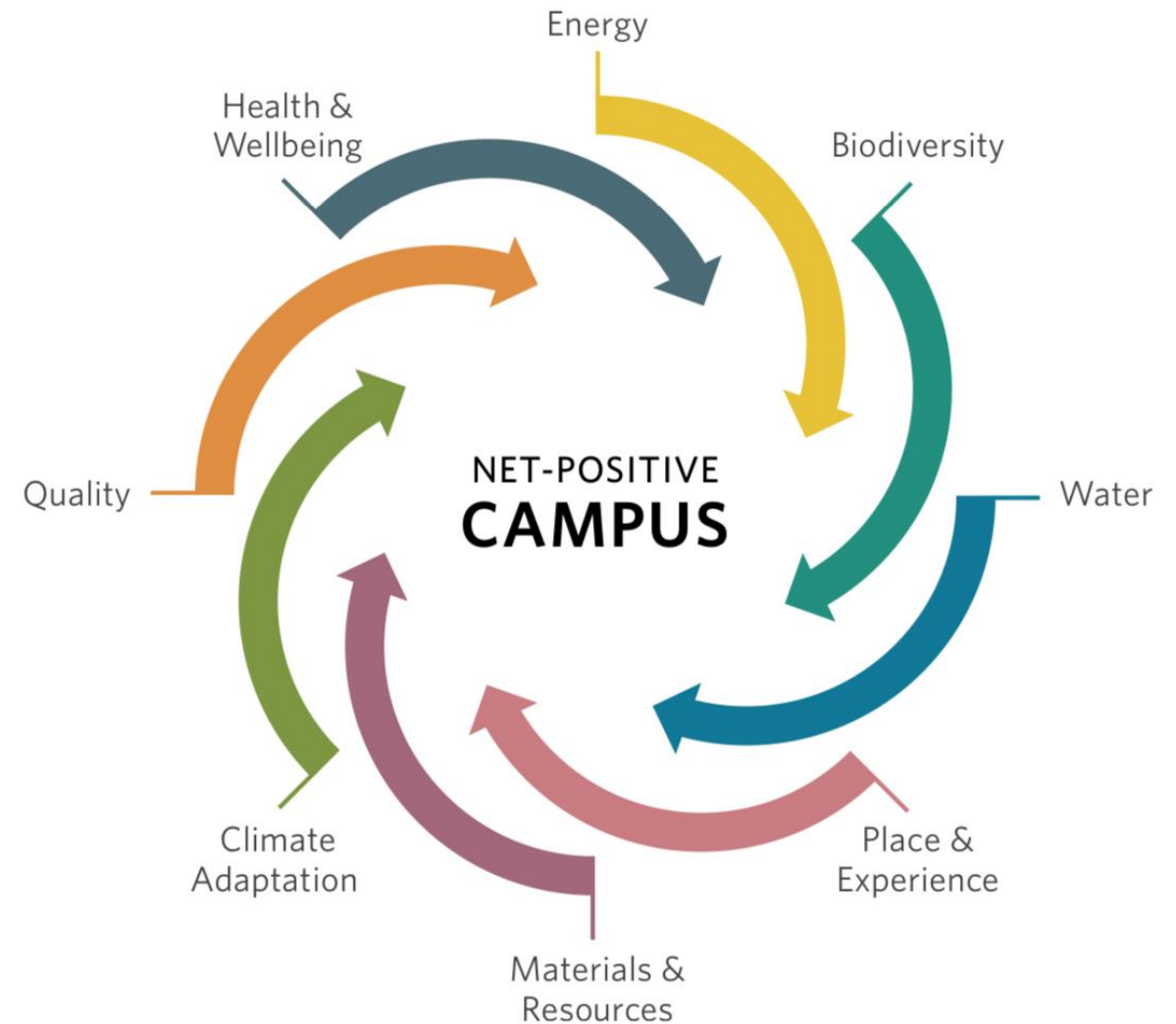
## COLLABORATIVE LEADERSHIP

- UBC is Committed to Wellbeing
- Community members feel UBC is committed to wellbeing of its people, places, and community
- All Faculties & Units Take Action
- All faculties and units have included wellbeing in their plan and report on progress annually



# GREEN BUILDING ACTION PLAN

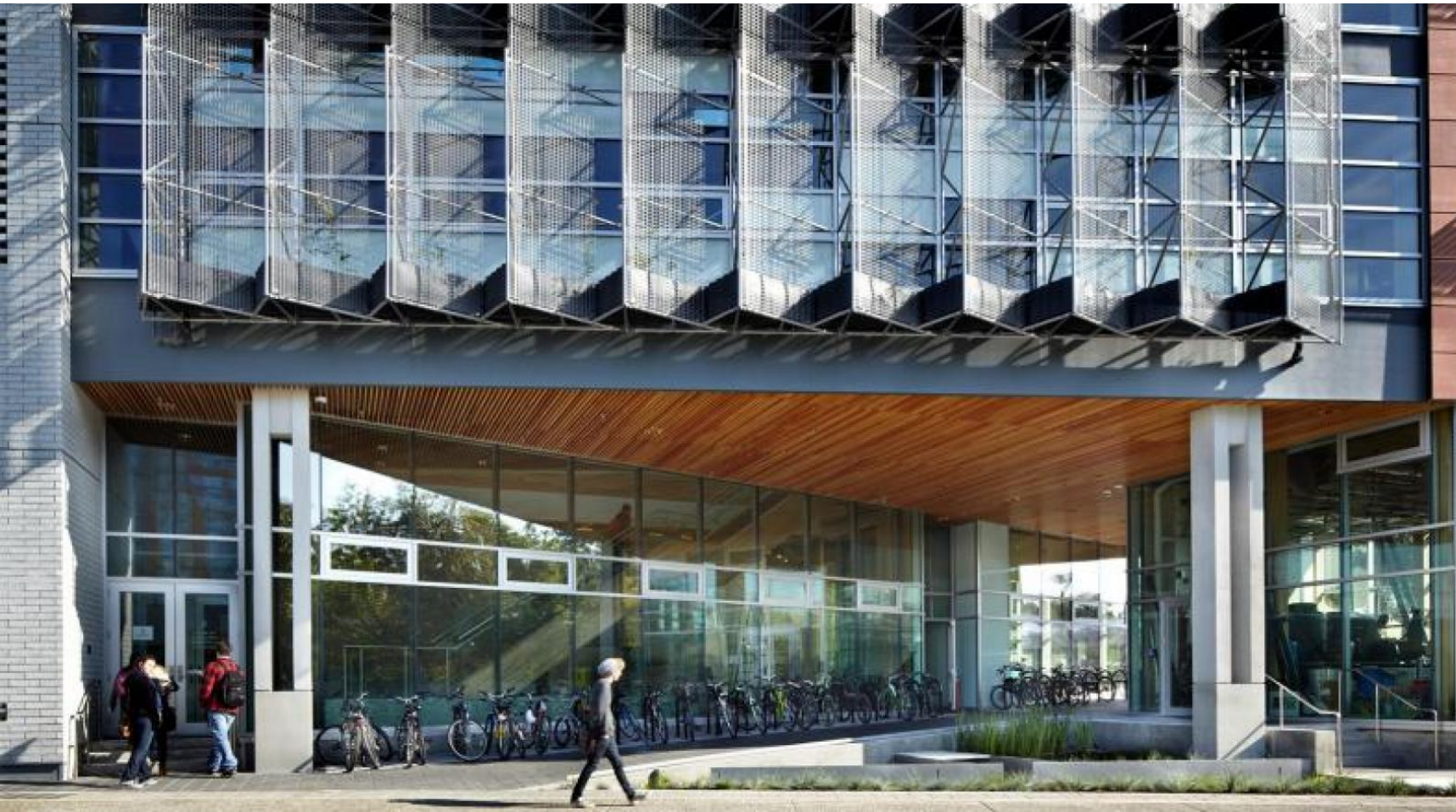
**By 2035**, UBC's buildings will make net positive contributions to human and natural systems.



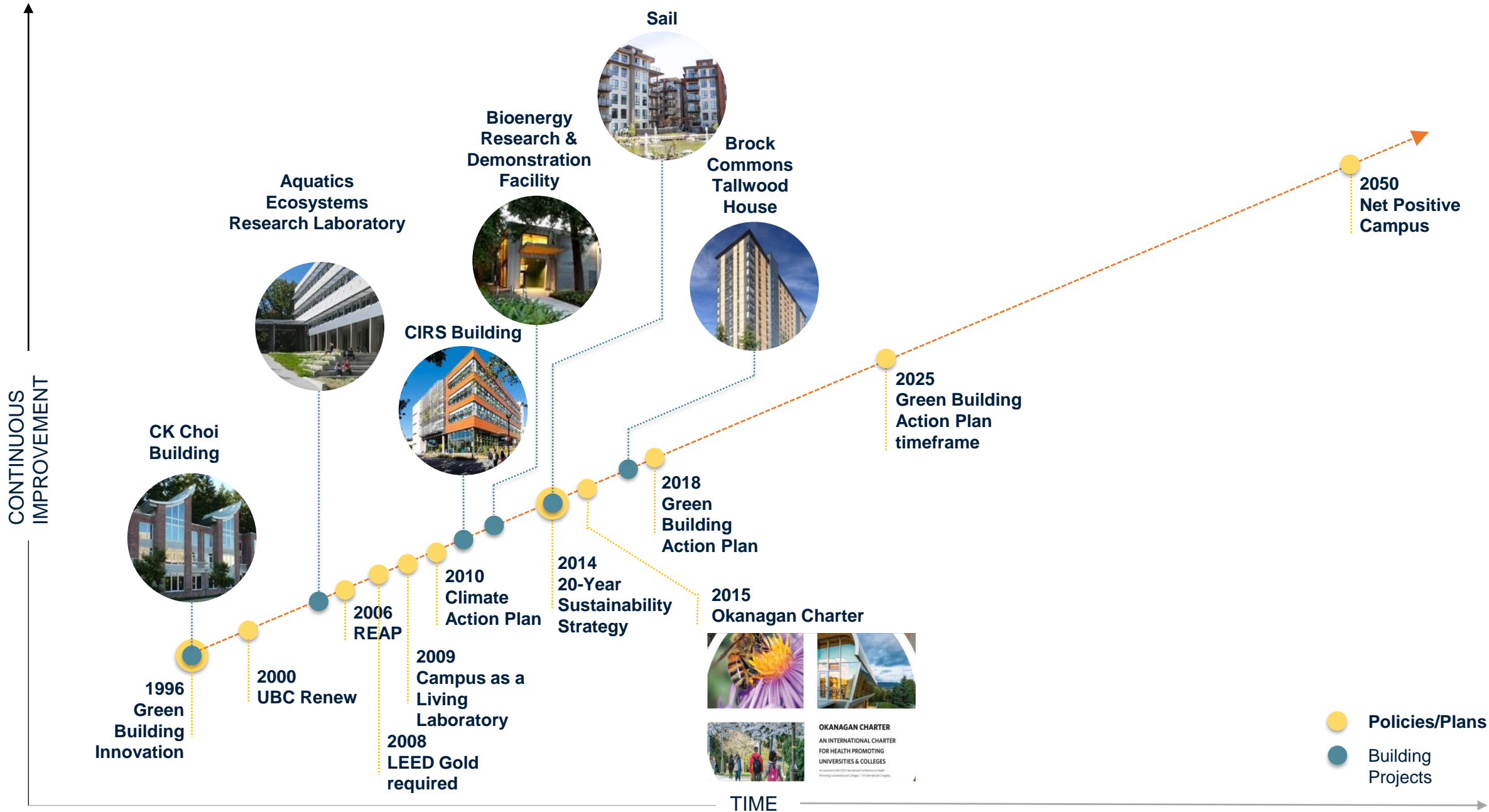


**“CAMPUS AS A LIVING LAB”**

**“AGENT FOR CHANGE”**









Articulate how the campus physical environment plays a major role in becoming a health promoting campus







# PRINCIPLES

1. Use a settings-based and whole system approaches
2. Act on an existing social responsibility
3. Ensure a comprehensive and campus-wide approach
4. Utilize participatory approaches and engage the voice of students and others
5. Develop interdisciplinary collaboration and cross-sectoral partnerships
6. Promote research, innovation, and evidence-informed action
7. Build on strengths
8. Value local and indigenous communities, context and priorities



# Space and Behavior

- Architectural probabilism – behavior is not predictable but the probability of behavior responses can be enhanced with thoughtful design.
- Formal learning which occurs in the classroom is fundamental to the mission of colleges and universities often forgotten is that learning and community development also occur in informal setting outside the classroom (Banning, 1995)





# Planning for Wellbeing

## I Background

---

- Why
- What
- Who
- How

## II Systems Investigation

---

- Physical
- Campus Programs
- Community Program

## III Program Identification

---

- Focus groups
- Stakeholder interviews
- List of existing and new programs

## IV Implementing Program & Phasing

---

- Alternative investigation
- Plan for matching program with settings
- New spaces



# PLAN

HOW "IT" HAPPENS

WHY

WHAT

WHO

HOW

RESULT







# WHY

- Match facilities with Mission of Institution
- Guide financial and time investment
- Accumulate small strategic steps to achieve vision
- Accomplish goals

# WHY







# WHAT

## CAMPUS MASTER PLAN

- One of the largest assets and expenditure
- A document that sets the future for campus development
- A policy on how matching financial, physical, academic, research, and campus life values is accomplished
- Most place based higher education institutions develop policy documents that include a campus master plan





# WHO

## GOVERNANCE

- Board of Trustees
- President
- VPO and Finance
- Campus Planning—creating and steward of plan and process





Open campus charrette for SUNY Master Plan

# WHO

## YOUR COMMUNITY

- Getting there is half the fun
- Build a planning culture
- Inclusive and transparent – brings values and perspectives of community of learners







# HOW

## PROCESS

- Use settings and whole systems approaches
- Ensure comprehensive and campus-wide approaches
- Use participatory approaches and enable the voices of students and others
- Value local and indigenous communities' context and priorities

– **OKANAGAN CHARTER KEY PRINCIPLES**



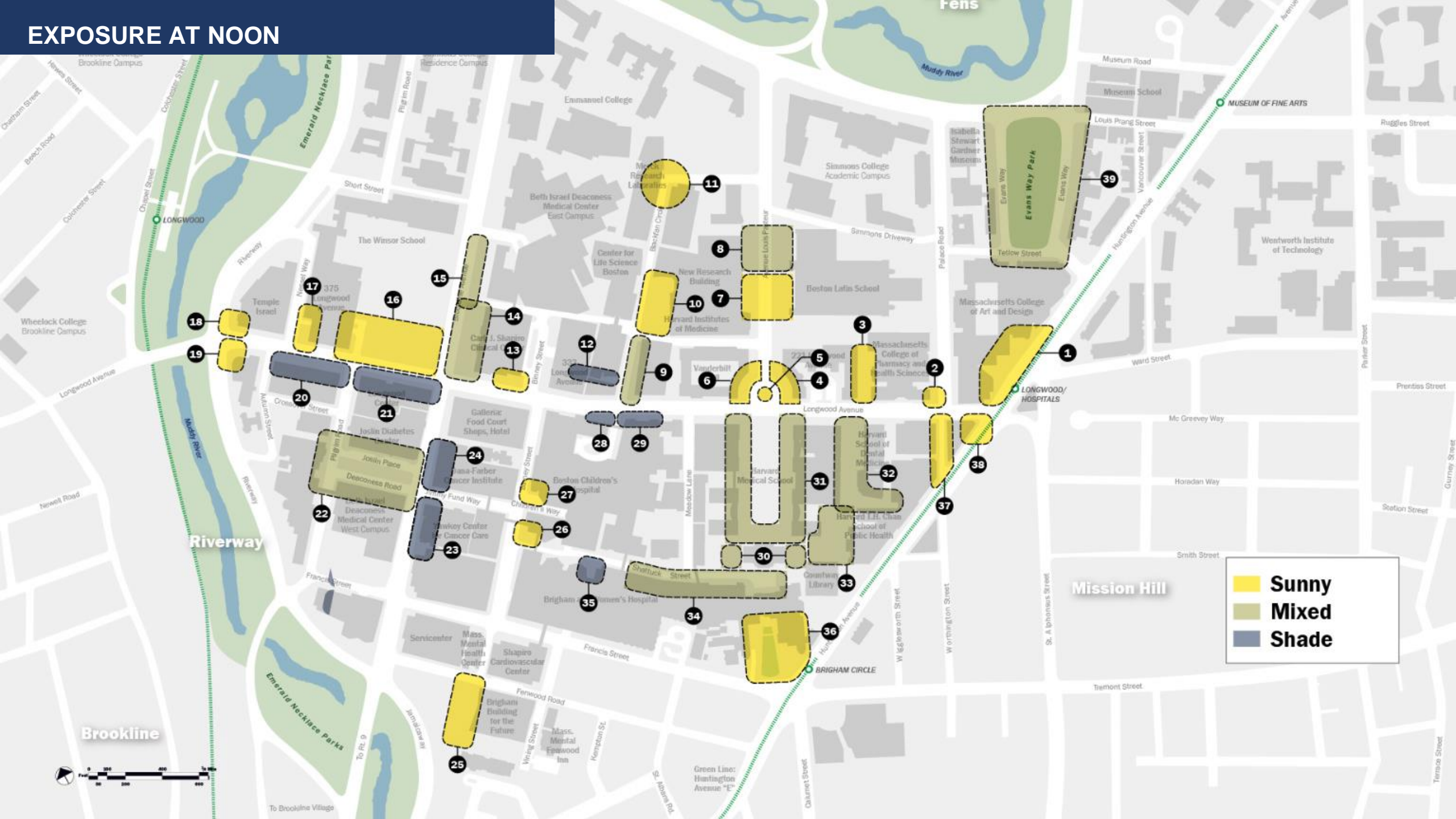
An aerial photograph of a city, likely Chicago, showing a dense urban core with numerous skyscrapers and commercial buildings. The city is surrounded by green spaces, including several baseball fields and parks. The image is used as a background for a presentation slide.

# WHAT ARE INSTITUTIONS DOING?

Medical and Scientific Community Organization (MASCO)



# EXPOSURE AT NOON





**PEDSTRIAN VOLUMES**

This map illustrates the Longwood Medical Area, highlighting pedestrian volumes, MBTA bus stops, and rail/light rail ridership. The map includes the following data points:

- MBTA Bus stops—Weekday riders on and off (2016):** Represented by blue circles with numbers indicating ridership volume.
- Rail/light rail ridership\* (2012):** Represented by green circles with numbers indicating ridership volume.
- Building entrance:** Represented by red dots.
- Pedestrian volume:** Represented by orange lines and numbers indicating volume along specific routes.

\*Ridership numbers calculated by doubling boardings at rail stops

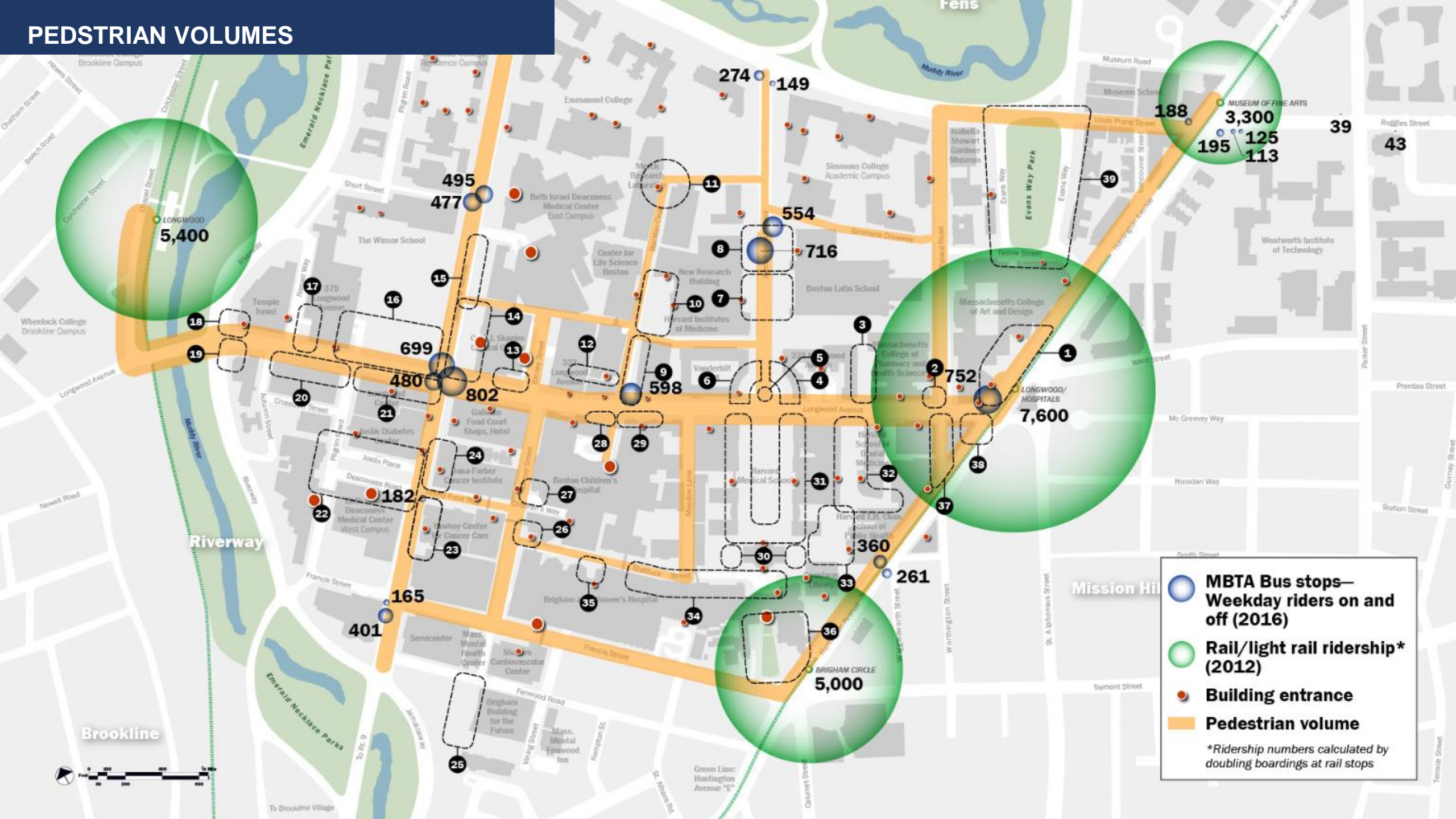
**Key Locations and Features:**

- Longwood Medical Area:** Includes the Harvard Medical School, Massachusetts General Hospital, and various research and clinical buildings.
- Brookline:** Located to the west of the Longwood Medical Area.
- Riverway:** A major thoroughfare running through the area.
- Emerald Necklace Parks:** Green spaces located along the Riverway.
- MBTA Bus Stops:** 35 numbered stops are shown, with ridership volumes ranging from 11 to 716.
- Rail/Light Rail Stations:** 3 numbered stations are shown, with ridership volumes ranging from 113 to 3,300.
- Pedestrian Volume:** Orange lines and numbers indicate volume along major routes, with values ranging from 39 to 5,400.

**Legend:**

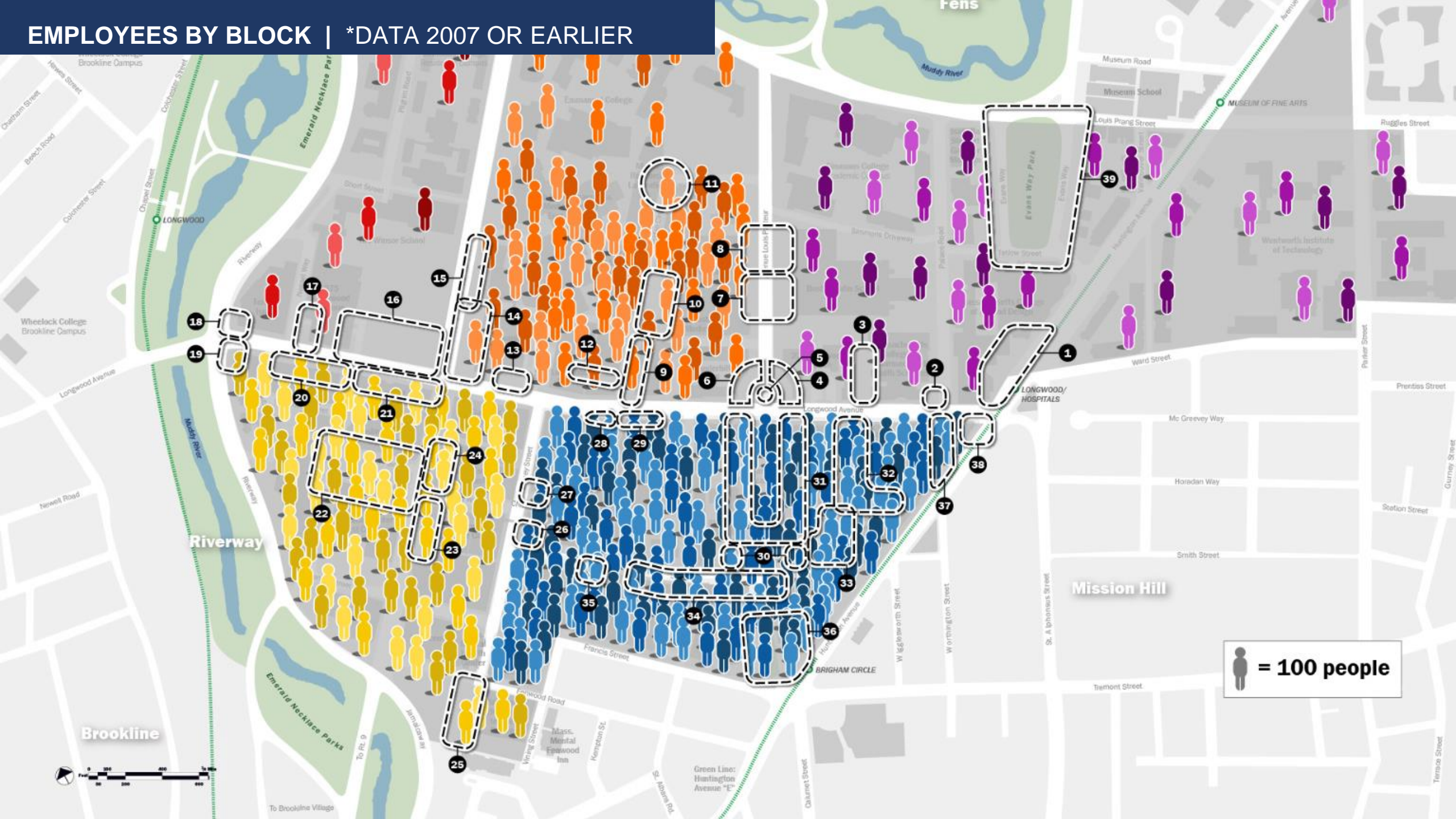
- MBTA Bus stops—Weekday riders on and off (2016)
- Rail/light rail ridership\* (2012)
- Building entrance
- Pedestrian volume

**\*Ridership numbers calculated by doubling boardings at rail stops**





EMPLOYEES BY BLOCK | \*DATA 2007 OR EARLIER





[illegible]

**XX = Average decibels**

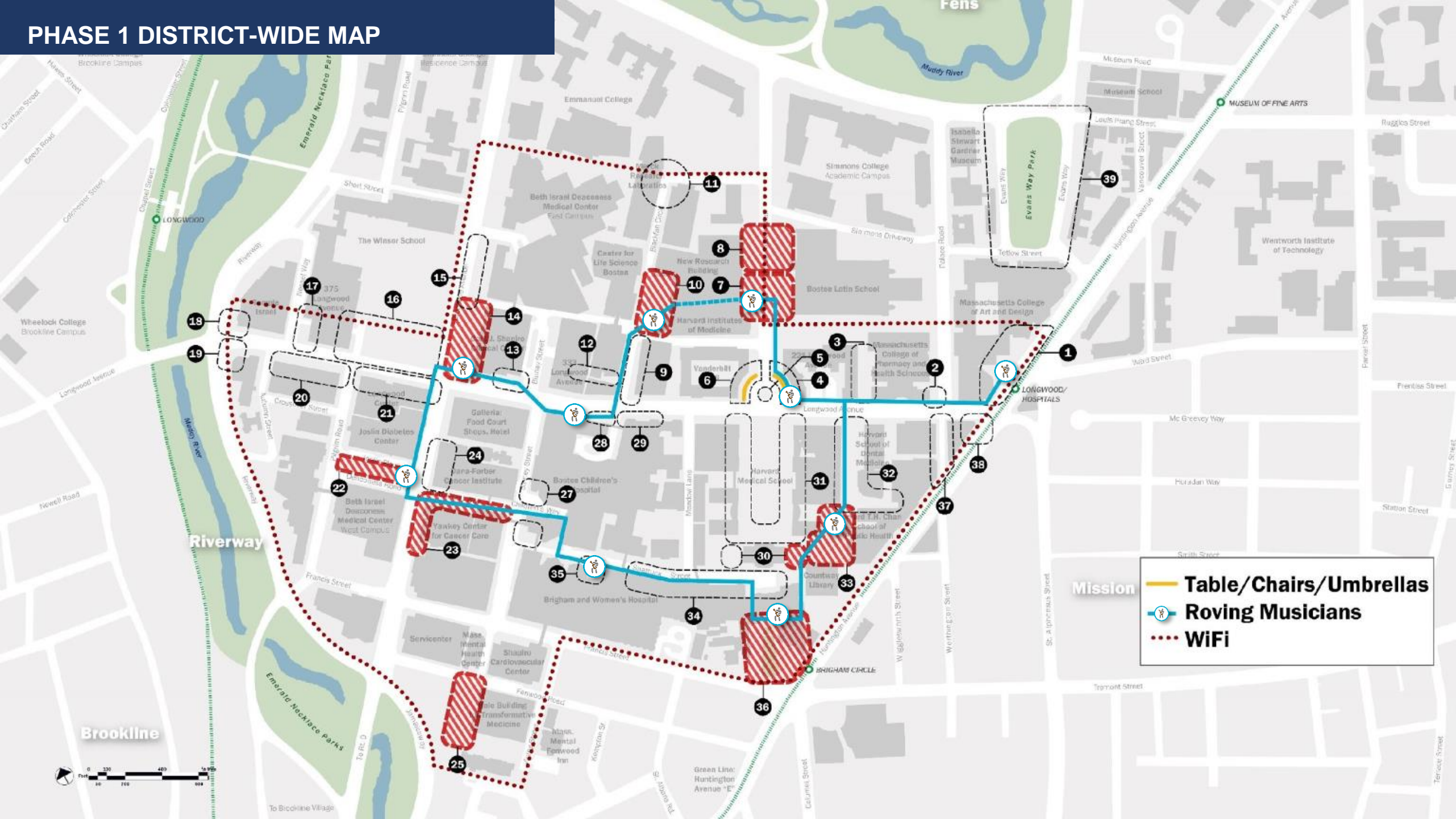


## FOCUS GROUP & STAKEHOLDER INTERVIEWS





# PHASE 1 DISTRICT-WIDE MAP













# “Building Campus”

## **Helps to Heal** – *Ulrich 1984*

- Views to Nature patients recovered faster

## **Helps us Work** – *Kahn 2008*

- Windows to nature lowers Blood Pressure increases focus and productivity

## **Helps us Develop** – *Dadvand 2015*

- Superior working memory for students with greenspace in their environment





## “Building Campus”

**Longer Life**—*Kardan ET All, 2015*

- 10 More trees per city block improves health equivalent to an increase in \$10,000 annual income, or being 7 years younger

**Restorative Benefits**—*Kaplan 1995*

- “Direct attention fatigue” limits ability to focus on a task at hand.
- Time spent viewing nature can reduce mental fatigue and improve concentration





Advocate for collective impact frameworks, policies and campus master plans for creating well-being in settings, communities, and individuals





## THE LAST INNOVATION ...

- Student health services seem to have originated out of the growing **credibility of medicine** after the confirmation of the bacteriological theory and the resulting rapid growth of public health activities.
- Few Colleges or Universities had more than a college physician prior to 1900.
- A 1934 survey of New York state schools demonstrates the rapid expansion of separate clinically staffed health service: **prior to 1900, not one of the major schools had a separate health service; by 1934 they all did**, and so did many smaller colleges and universities.




# Prerequisites for Health

—

## WHO Ottawa Charter 1986

**The fundamental conditions and resources for health are:**

peace,  
shelter,  
education,  
food,  
income,  
a stable eco-system,  
sustainable resources,  
social justice, and equity.



Improvement in health  
requires a secure  
foundation in these basic  
prerequisites.

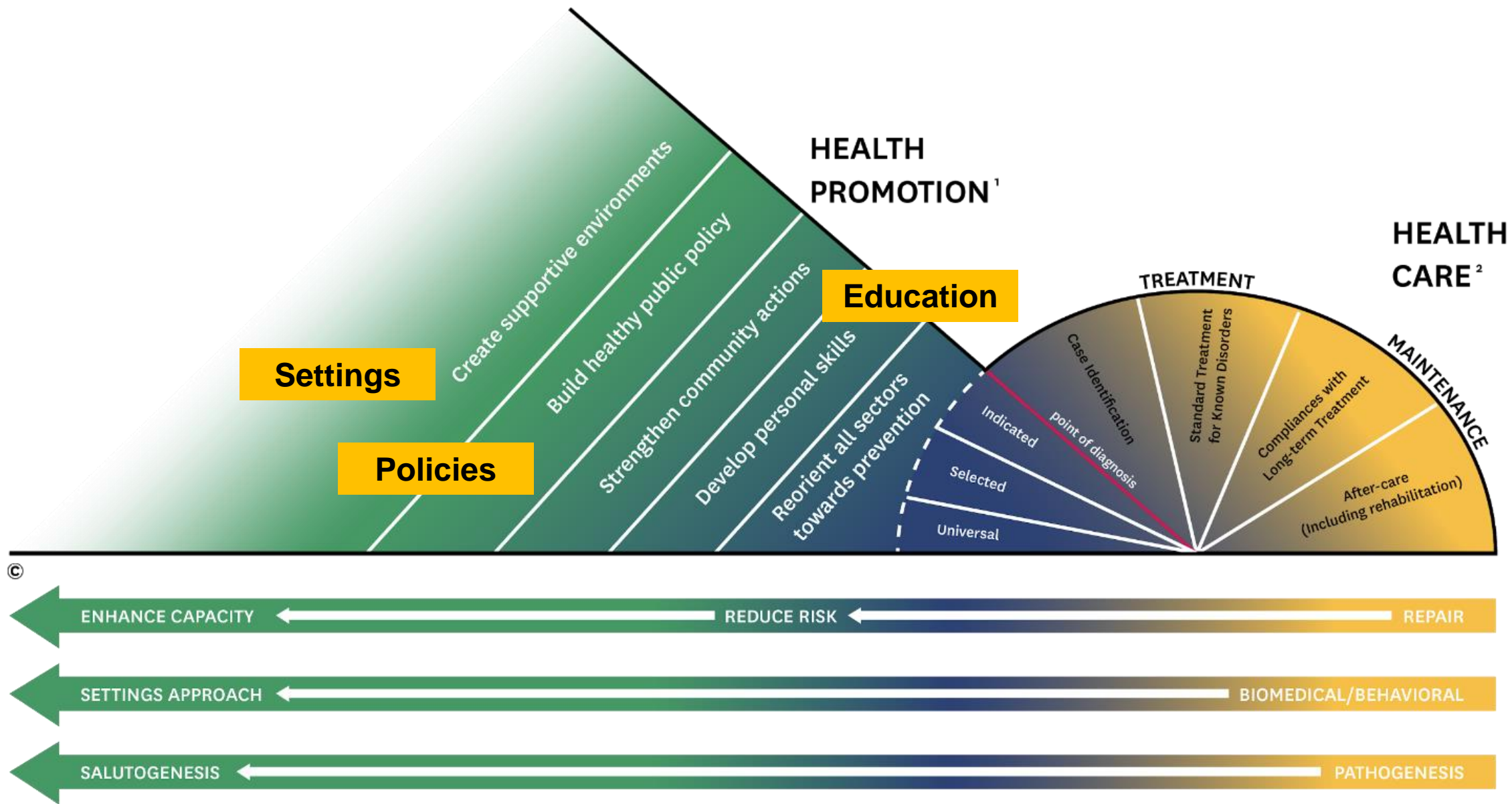


# HEALTH PROMOTION IS...

- **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.”** Health is viewed holistically, reflecting “physical, mental and social well-being and not merely the absence of disease or infirmity.”
- **Health promotion** requires a positive, proactive approach, moving **“beyond a focus on individual behavior towards a wide range of social and environmental interventions”** that create and enhance health in settings, organizations and systems, and address health determinants. As such, health promotion is not just the responsibility of the health sector, but must engage all sectors to take an explicit stance in favour of health, equity, social justice and sustainability for all, while recognizing that the well-being of people, places and the planet are interdependent.

...“the process of enabling people to increase control over their health and its determinants, and thereby improve their health.”





In development: "Health Promotion Beyond Health Care" Office for Health Promotion Strategy, University of Southern California (2018)

1) Okanagan Charter (2015)

2) IOM (1997)





# PRINCIPLES

1. Use a settings-based and whole system approaches
2. Act on an existing social responsibility
3. Ensure a comprehensive and campus-wide approach
4. Utilize participatory approaches and engage the voice of students and others
5. Develop interdisciplinary collaboration and cross-sectoral partnerships
6. Promote research, innovation, and evidence-informed action
7. Build on strengths
8. Value local and indigenous communities, context and priorities



# COLLECTIVE IMPACT: DEFINITION

A **framework** to tackle deeply entrenched and **complex social problems** through **cross-sector coordination** rather than isolated intervention of an individual organization.



# COLLECTIVE IMPACT: **CONDITIONS**

Collaboration or community development become collective impact by meeting these five conditions.





## Backbone Organization

**A defining feature of the Collective Impact approach is the role of a backbone organization:**

- Dedicated staff separate from the participating organizations
- Plans, manages, and supports the Collective Impact initiative

**Structured to support the Collective Impact initiative through:**

- Ongoing training & facilitation
- Community Engagement
- Communication Support
- Data collection
- Logistical and administrative details



# Strengthen a culture driven by student wellbeing

Our commitment is to enhance student wellbeing by aligning mutual efforts in all areas of the Trojan experience.



**OUR  
SHARED  
GOAL**



# Together, we aim to:

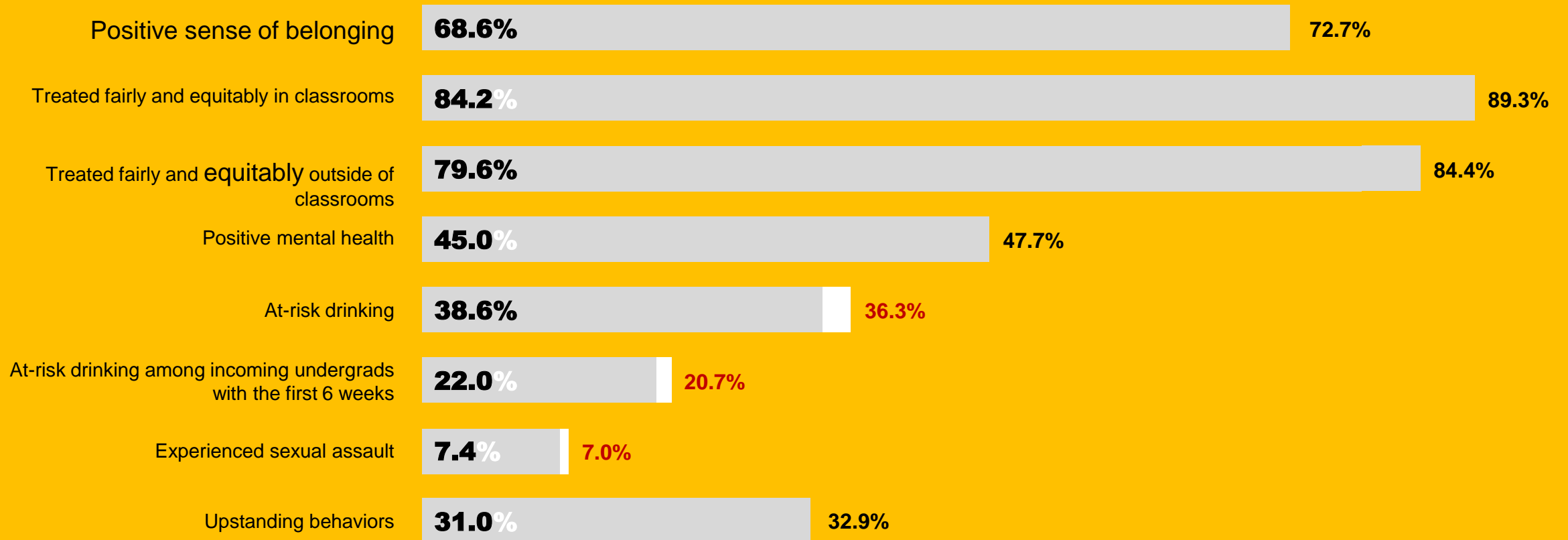
- Enhance the culture of equity and inclusion
- Cultivate a culture where individuals and communities thrive
- Disrupt the culture of at-risk substance use
- Foster a culture of consent and healthy relationships





## KEY PERFORMANCE INDICATORS

### TARGET GOALS\*



\* These goals represent a 6% change by 2025 as modeled from the American College Health Association Health Campus 2030 Goals



## Intermediate Outcomes

## Sample Indicators | Systems Change

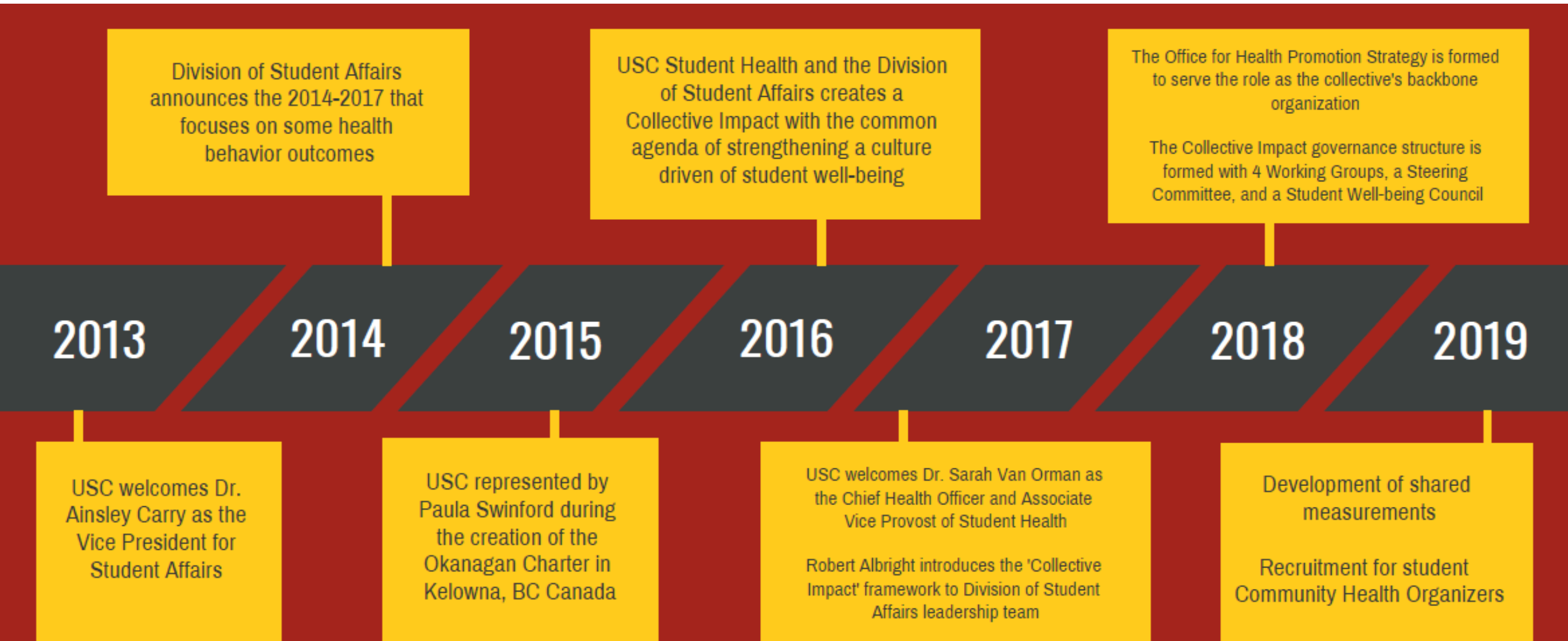
### SETTINGS-LEVEL

- Funding Flows
- Cultural Norms
- Public Policy
- Built environment

- % budget for health promotion
- narrative at onboarding
- Assignment turn in time
- Physical distance to intervention
- Acres allocated for recreation
- Square feet of glass
- Distance to flowing water



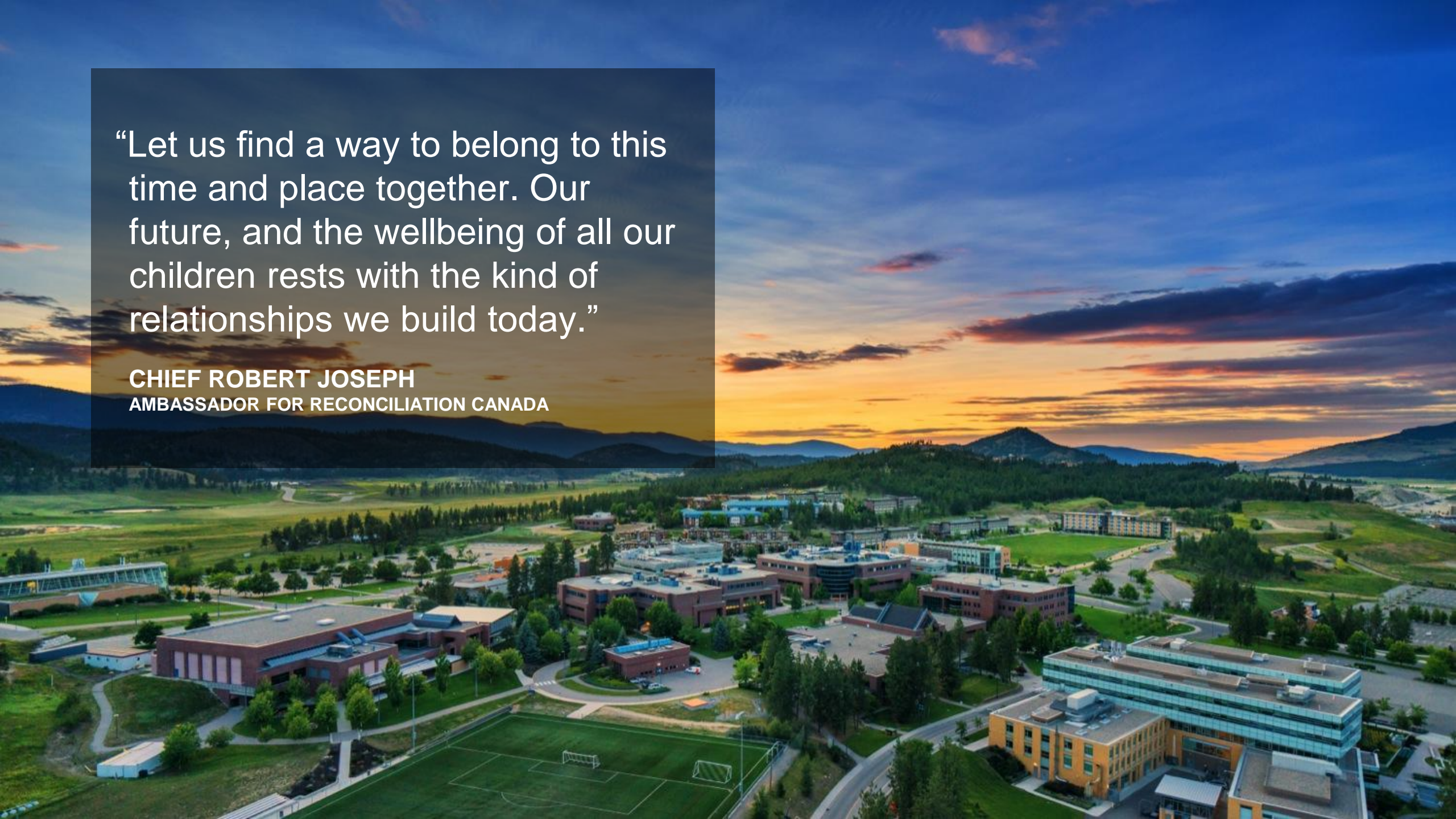
# HISTORY OF THE USC WELLBEING COLLECTIVE





“Let us find a way to belong to this time and place together. Our future, and the wellbeing of all our children rests with the kind of relationships we build today.”

**CHIEF ROBERT JOSEPH**  
AMBASSADOR FOR RECONCILIATION CANADA





A photograph of a Stanford University campus scene. In the background, a large, historic brick building with arched windows is visible. In the foreground, a paved plaza with a checkered pattern is populated by many people walking. To the right, there is a large, multi-tiered stone fountain with water cascading over the steps. The sky is clear and blue. A large, solid red rectangular box is superimposed over the center of the image, containing the text "Questions? Comments?" in a bold, yellow, sans-serif font.

**Questions?  
Comments?**



# References

## **Canadian Health Promoting Campus Network**

[www.healthpromotingcampuses.ca](http://www.healthpromotingcampuses.ca)

## **MASCO Outside**

<https://www.masco.org/programs/placemaking>

## **FSG**

<https://www.fsg.org/collective-impact-forum>

## **Tamarack Institute**

<http://www.tamarackcommunity.ca/collectiveimpact>

## **UBC Wellbeing and the Okanagan Charter**

<https://wellbeing.ubc.ca/okanagan-charter>

## **Goody Clancy**

<http://goodyclancy.com>

## **Terrapin Bright Green**

<https://www.terrapinbrightgreen.com/>