Department Council Meeting

February 19, 2016

Department Head Report
Dr. Brenda Hemmelgarn
• Employee Recognition Strategy 2 mins
• Impact of Recognition 1 mins
• UMatter, eNotes, Tools & Resources 2 mins
• How Can Science Help? 7 mins
• Questions 3 mins
GOAL #1
Promote and enhance a strong culture of recognition within the University Community at all levels.

GOAL #2
Create, maintain and enable a coherent set of formal and informal recognition practices and guidelines which support the University’s strategic plan.

GOAL #3
Improve University wide awareness of recognition opportunities.
It’s Simple!
Send a personal eNote I Give a recognition card
Recognition that Matters

UMatter

ANNOUNCEMENTS
The My eNotes, My University winning phrase will be featured in the 2010 circulation of eNotes. Unveiling of the new eNote featuring the winning slogan will occur in March 2010.

The University of Calgary Teaching Awards program recognizes and celebrates outstanding contributions to student learning by our faculty, staff, and graduate students. Their dedication supports our Eyes High commitment to enriching the quality and breadth of student learning at the University of Calgary. The awards are comprised of 11 categories, recognizing the diverse ways we create deep and lasting learning experiences.

Good News to Share!
The University of Calgary has been presented with two highly respected workplace recognition awards for the second year running: the Worklife Alliance for Worklife Progress (AWLP) Seal of Distinction, and Alberta’s Top Employers for 2016.

Employees are encouraged to share the good news announced on

ucalgary.ca/recognition
eNotes and Print Cards

YOU MAKE A DIFFERENCE

YOU’RE AWESOME

CONGRATS!

GLAD YOU’RE ON THE TEAM

NICE WORK

THANK YOU
Overall Engagement

Overall results have again improved significantly and now exceed the outside norms.
Positive Improvements. Sit back and relax?
Access survey results by visiting: [http://www.ucalgary.ca/hr/](http://www.ucalgary.ca/hr/)

Reports available include:

a. Executive Leadership Team portfolios
b. Faculty and business units
c. Staff Groups (academic, AUPE, MaPS, SLT)
Access survey results by visiting: [http://www.ucalgary.ca/hr](http://www.ucalgary.ca/hr)

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What if we asked leaders the following questions?

Q: As a leader at the University, how do we feel knowing the following...

1. Over 55% of our Academics don’t wish to comment on, don’t have to time to comment on, or don’t believe their opinions will lead to change
2. < 1 in 2 (49%) of your team believes the University makes an effort to collect their ideas and opinions
3. 1 in 2 members (51%) of your team believe the University’s consultation processes allow them to adequately express their views
### 2015 Engagement Survey - DRIVER CORRELATION

<table>
<thead>
<tr>
<th></th>
<th>Faculties/Schools</th>
<th>Staff</th>
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<tbody>
<tr>
<td>Engagement</td>
<td>0.79</td>
<td>0.87</td>
</tr>
<tr>
<td>Enablement</td>
<td>0.65</td>
<td>0.69</td>
</tr>
<tr>
<td>Supervision</td>
<td>0.58</td>
<td>0.81</td>
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<tr>
<td>Faculty/ Institute/ Administrative Unit</td>
<td>0.75</td>
<td>0.76</td>
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<tr>
<td>Clear &amp; Promising Direction</td>
<td>0.77</td>
<td>0.49</td>
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<tr>
<td>Confidence in Leadership</td>
<td>0.88</td>
<td>0.71</td>
</tr>
<tr>
<td>Image &amp; Reputation</td>
<td>0.84</td>
<td>0.84</td>
</tr>
<tr>
<td>University Governance</td>
<td>0.34</td>
<td>0.80</td>
</tr>
<tr>
<td>Learning &amp; Research Focus</td>
<td>0.86</td>
<td>0.80</td>
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<tr>
<td>Development Opportunities</td>
<td>0.83</td>
<td>0.96</td>
</tr>
<tr>
<td>Equity &amp; Diversity</td>
<td>0.61</td>
<td>0.66</td>
</tr>
<tr>
<td>Pay &amp; Benefits</td>
<td>0.61</td>
<td>0.68</td>
</tr>
<tr>
<td>Performance &amp; Work Demands</td>
<td>0.65</td>
<td>0.90</td>
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<tr>
<td>Authority &amp; Empowerment</td>
<td>0.76</td>
<td>0.76</td>
</tr>
<tr>
<td>Resources</td>
<td>0.55</td>
<td>0.65</td>
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<tr>
<td>Collaboration</td>
<td>0.72</td>
<td>0.88</td>
</tr>
</tbody>
</table>

#### Value vs. Relationship

- **Value**
  - <0.2: Very low correlation
  - <0.5: Low correlation
  - <0.7: Average correlation
  - <0.9: High correlation
  - <1: Very high correlation
  - 1: Perfect correlation

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**Source:** University of Calgary
Academic Engagement Pathway

- **Engagement 68**
  - Authority & Empowerment 71
  - University Governance 49
  - Clear Direction 64
  - Pay & Benefits 60
  - Leadership 53
  - Supervision 59

- **Enablement 66**
  - Learning & Research 55
  - Collaboration 51
  - Equity & Diversity 67
  - Respect & Recognition 50
  - Resources 51
  - Development Opportunities 60
  - Performance & Work 55

- **Image & Reputation 57**
  - Faculty, Institute, Unit 62
  - Resources 51
  - Development Opportunities 60
  - Performance & Work 55
Academic Engagement Pathway

- Authority & Empowerment 71
  - University Governance 49
  - Clear Direction 64
  - Pay & Benefits 60
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- Faculty, Institute, Unit 62
  - Resources 51
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  - Performance & Work 55

- Supervision 59
- Leadership 53

Image & Reputation 57
Engagement 68
Enablement 66
Top Work Unit Awards

Other?

University Research Awards

Best Places to Work Awards
Questions?
COMMUNITY HEALTH SCIENCES | Cumming School of Medicine

OUR STUDENTS, OUR STRENGTHS
SURVEY RESULTS & DEPARTMENTAL RETREAT REPORT

FEBRUARY, 2016
Welcome: New Primary Appointments

Dr. Rebecca Saah
Assistant Professor
January 1, 2016

Dr. Eldon Spackman
Assistant Professor
December 21, 2015

Dr. Pierre-Gerlier Forest
Professor
Director, School of Public Policy
March 1, 2016
Welcome: New Support Staff

Kristina Wheeler

Joined the Department on January 1.

Supporting Drs. Eldon Spackman and Colin Josephson.
Drs. Billie Thurston and Lynn McIntyre Retirement Celebration

Celebrating a long and successful academic career!

114 RSVPs were received for the February 18 event.
Recruitment

Community Rehabilitation and Disability Studies (CRDS)
- 2 Instructor positions

Cumming School of Medicine
- 25 Assistant Professor positions
Promotions

Dr. Fiona Clement
Associate Professor

Dr. Gavin R. McCormack
Associate Professor

Dr. Frank W. Stahnisch
Professor
Promotions

Dr. Bonnie Lashewicz
Associate Professor

Dr. Elizabeth Oddone Paolucci
Associate Professor
Promotions

Dr. Cheryl C. M. Barnabe
Associate Professor

Dr. Matthew James
Associate Professor

Dr. Eddy S. Lang
Professor
Promotions

Dr. Tamara M. Pringsheim
Associate Professor

Dr. Sachin R. Pendharkar
Associate Professor

Dr. Robert R. Quinn
Associate Professor
Congratulations to Dr. Tom Noseworthy who is the 2016 recipient of the Dr. Jill M. Sanders Award of Excellence in Health Technology Assessment!
Congratulations to Drs. William Ghali and Michael Hill who are two of six faculty members to receive the Citation Award. This award honours faculty members who have accumulated more than 10,000 citations over the course of their career. Less than 0.1 percent of researchers will accumulate 10,000 citations.
Congratulations!

Jennifer Yamamoto is the recipient of the Dr. Lynn McIntyre Book Award. She was selected from among the 2015 cohort of graduate students, based on academic merit.

We congratulate Jennifer for completing 3 courses in her first term of study and maintaining the highest GPA (4.00).

Congratulations Fartoon Siad!
TOP 30 UNDER 30 Youth from Alberta and the Global South who are making a difference in the world.
Congratulations!

2015 SPOR Graduate Studentships in Patient Oriented Research

Chelsia A. Gillis  
Marta Shaw  
Kyle A. Kemp  
Stephanie Garies
AIHS Graduate Studentships 2016

30 Students Registered + 21 faculty/peer reviewers

Databank with recent successful applications available

Tips & Tricks Workshop: February 26 at 2:00 pm (HS Theatre 4)
Facilitator: Hude Quan
Panel: Deborah Marshal, Brenda Hemmelgarn, Ann Toohey, Erin Hetherington

Peer Reviewers:
Dave Campbell
Fartoon Siad
Karen Tang
Sarah Lynn Lacny
Robin Walker
Jenine Leal
Khara Marissa Sauro
Ann Madeline Toohey
Helen Tam-Tham
Kelsey Lucyk
Erin Hetherington
Zaheer Damani

Faculty Reviewers:
Fiona Clement
Eldon Spackman
Jason Cabaj
Khokan Sikdar
Glen Hazlewood
Andrew McRae
Pamela Roach
Bijoy Menon
Rebecca Saah

THANK YOU!
The New Open Suite of Programs and Peer Review Process – Project Scheme

Overview and Objectives

The Project Scheme is designed by the Canadian Institutes of Health Research (CIHR) to capture ideas with the greatest potential to advance health-related knowledge, health research, health care, health systems, and/or health outcomes. It supports projects with a specific purpose and a defined endpoint. The best ideas may stem from new, incremental, innovative, and/or high-risk lines of inquiry or knowledge translation approaches. The Project Scheme is expected to:

- Support a diverse portfolio of health-related research and knowledge translation projects at any stage, from discovery to application, including commercialization;
- Promote relevant collaborations across disciplines, professions, and sectors;
- Contribute to the creation and use of health-related knowledge.

The Project Scheme will be supported by a two-stage competition and application-focused review process. Stage 1 focuses on assessing a project's concept and feasibility, which is founded on selecting projects with a sound and important idea supported by a feasible plan of execution. Stage 2 focuses on the selection of applications close to the funding cut-off, also known as "grey zone" applications.

Grant Value and Duration

Project grant values and durations will be commensurate with the requirements of the project proposed, and will vary depending on the field, proposed approach, and scope of activities. There is currently no cap on Project Scheme grants. CIHR anticipates that Project grants will reflect the wide variety of projects presently funded in various Open programs with values ranging from approximately $50,000 to $750,000 per year and grant durations ranging between approximately 1 to 5 years.
Department Approval Form

For research undertaken by University of Calgary faculty, staff or students, or using University of Calgary resources, approval must be obtained from the Principal Investigator’s Department Head. Complete and upload this form in the Document section 'Other Documents' at the end of the application.

<table>
<thead>
<tr>
<th>Study Title and/or Ethics ID:</th>
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<tbody>
<tr>
<td>Principal Investigator (PI) Name:</td>
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</tbody>
</table>

By signing this document, the Department Approver certifies that:

- They are aware of the proposal and support its submission for REB review
- The application is considered to be feasible and appropriate
- Internal (Departmental) requirements have been met
- The Researcher is qualified and has the experience and expertise to conduct this research
- The Researcher has sufficient space and resources to conduct this research

<table>
<thead>
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<th>Department Head Name:</th>
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<tbody>
<tr>
<td>Signature:</td>
<td></td>
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<td>Date:</td>
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Why Community Health Sciences? Collapsing Field Page

Biostatistics

Biostatistics is the application of statistics to biological or medical data. The science of biostatistics includes the design of biological experiments, the collection, summarization, and analysis of data from those experiments, and the interpretation of, and inference from, the results. Biostatistics in the public health context interfaces closely with epidemiology in the assessment of the overall health and well being of a population through such measures as birth, death, and infant death rates; disease incidence and prevalence; and trends of this data over time.

Faculty
- Tou Baboi (Specialization Chair)
- Guannin Chen
- Gordon Plot
- David Musini
- Nathaniel Hui
- Albert Netea-Aguire
- Lu Pei Ching Che-Fringscher
- Tyler Williamson
- Warren Wilson

Community Rehabilitation and Disability Studies

Community Rehabilitation and Disability Studies (CRDS) employs the social justice framework to examine the intersection between community and disability, chronic illness, and other marginalizing conditions within a social justice framework. The goal is to generate and influence research theory, leadership, capacity, innovation, policy, and partnerships that advance knowledge, policy and practice. Our graduate programs attract professionals across disciplines and sectors, as well as student pursuing an academic career.

Faculty
- Karina Misney (Specialization Chair)
- Denise Bucher
- Cheryl Gruber
- Anne Hughson
- Bonnie Leshner
- Beth Parrott
- Greg Phillips

Epidemiology

Epidemiology is the study of the distribution of diseases in populations and of factors that influence the occurrence of disease. Epidemiology examines epidemic (cess) and endemic (always present) diseases; it is based on the observation that most diseases do not occur randomly, but are related to environmental and personal characteristics that vary by place, time, and subgroup of the population.

Faculty
- Tam Fenton (Specialization Chair)
- Herman Barkens
- Andrew Bulloch
- Darren Davy
- James Dickinson
Tanya Beran
Professor, Full Time Faculty

+1 (403) 220-5557
Teaching Research & Wellness 3D14C
tnberan@ucalgary.ca

Profile
Dr. Beran has two primary programs of research. The first is the application of robotics to pediatric pain management. Human-robot interaction is a medium that has the potential to transform the way pediatric care is being delivered. Our research goal is to examine the integration of interactive robots in four aspects of pediatric care including pain coach, educator, companion, and care coordination. The second research area is how healthcare professionals make decisions within team environments. Our research team has published several empirical studies of how students in the health professions do conform to inaccurate information. We continue to examine how this behavior affects medical errors and patient care.

She has taught Research Design and Statistics courses as well as many courses in psychology.

She will not be able to accept students at the MSc or PhD level for 2016-17.
Committee Chair: Jesse Hendrikse (Instructor)

Members: Chelsea Doktorchik (CHSSE)
Charlene Fouqueray (AUPE)
Jocelyn Lockyer (Professor)
Heather McIntosh (CSM Partnerships & Engagement)
Mariko Roe (OIPH)
Leda Stawnychko (MaPS)
Billie Thurston (Adjunct)

Thank you for helping us Make a Difference!
Important Dates

April 8  Departmental Council
May/June  Individual Meetings with Faculty
June 17  Departmental Council

Stay Tuned for our Summer BBQ!
FACULTY OF GRADUATE STUDIES

Renewal of Supervisory Privileges

Dave Hansen, Assistant Dean, Supervisory Development
- Dean of Faculty of Graduate Studies grants Supervisory privileges
- For new to UCalgary Supervisors, requires attendance at onboarding workshop
- In past, supervisory privileges granted for length of time at UCalgary, unless revoked.
- New policies, now approved at all levels, include five year renewal of supervisory privileges.
Five year renewal of Supervisory Privileges

1. Provide opportunity for Supervisors to reflect on their supervisory practices

2. Have a discussion with GPD on supervision that may include strengths, as well as advice on areas to improve and resources available

3. Identification and support of supervisors who could benefit from increased assistance
Five year renewal of Supervisory Privileges

1. FGS provides list of supervisors up for renewal -- provides all forms and information sheets
2. Program sends forms and information to supervisors, including deadlines
3. Supervisor completes form 1 and sends to GPD
4. GPD meets with supervisor to discuss supervisory record
5. In consultation with ‘Administrative Delegate’ (Dept. Head, Assoc. Dean), makes recommendation.
6. If recommend for renewal, send form to FGS (most)
7. If recommend for Formal Review, Dean of Home faculty reviews recommendation and determines if will initiate Formal Review
Form 1- Questions to be completed by Supervisor

1. Please list and discuss any supervisory development activities you have undertaken in the past 5 years, if applicable:

2. Please comment on outcomes (completions, withdrawals, etc.) for students in the past 5 years and your approach to graduate supervision:
Formal Review (rare)

- Can only be initiated by Dean of Home Faculty
- Administrative Delegate (Dept. Head, Associate Dean) will conduct review (may talk to current and former students, current and former GPDs, etc.)
- Has meeting with Supervisor
- Dean and Administrative Delegate make recommendation to Dean FGS
- Supervisor responds to recommendation before decision is made
Potential Outcomes of Formal Review

1. Renewal for 5 years
2. Conditions placed on supervision (e.g. # of students)
3. Supervisory Development Activities
4. No Renewal
5. Other

If not Renewal, will be reviewed yearly by Dean of FGS
Desired outcomes of process

1. Increase the quality of the graduate student experience
2. Increase the quality of the supervisor experience
3. Increase self-reflection of supervisory practices
4. Increased awareness of resources and training opportunities for supervisors
5. Identification and support of supervisors who could benefit from increased assistance