



# Making a Mark

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EMBEDDING MENTAL HEALTH AND  
WELLBEING IN THE LEARNING  
ENVIRONMENT

# Land Acknowledgement

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We would like to acknowledge that today we are presenting to you from Toronto which is the traditional territory of the Wendat, the Anishnabek Nation, Haudenosaunee, and the Mississaugas of the New Credit First Nation and London which is the traditional territory of Anishnabek Nation, the Mississauga and the Attiwoonderock.

These acknowledgements, though imperfect, provoke us to consider the ongoing impact our work has on Indigenous people, and to reflect on whether our work will maintain the status quo, reinforcing the colonial legacy or instead, will serve to improve shared decision making, access, experience and outcomes for First Nations, Inuit and Metis people in Ontario

# Nadine de Gannes

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Nadine de Gannes is an Assistant Professor in Managerial Accounting and Control, and Sustainability at the Ivey Business School. In taking a sociological perspective in both her research and teaching, Nadine explores the interrelationships between accounting, power, and perceptions of worth. Her research interests now encompass the integration of ESG metrics into executive compensation, internal control systems and organizational culture.



# Cecilia Amoakohene

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Cecilia is the Community Partnership Coordinator at the Centre for Innovation in Campus Mental Health. She is the lead on the Campus/Community Partnership Project and provides organizational and project management support to campuses and community organizations looking to build intentional partnerships that support positive student mental health. She consistently aims to bring an equity lens to all her projects. Prior to beginning her work at the Centre for Innovation in Campus Mental Health, Cecilia worked for several years in health promotion at the University of Toronto's St. George Campus.

# Chris Pankewich

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Chris Pankewich is the Research & Knowledge Lead at the CICMH and a Practicum Therapist at a private therapy clinic in Toronto. The focus of his work through the CICMH is to study and identify key intersections of individual and systemic factors that contribute to the mental health of our campus communities. Chris has worked in the post-secondary system as both an administrator and more recently as a faculty member. This included managing faculty led research initiatives focused on improving student and faculty engagement in the classroom. Chris looks forward to continuing his work via knowledge sharing and a growing private therapeutic practice.



# How the world continues to change...

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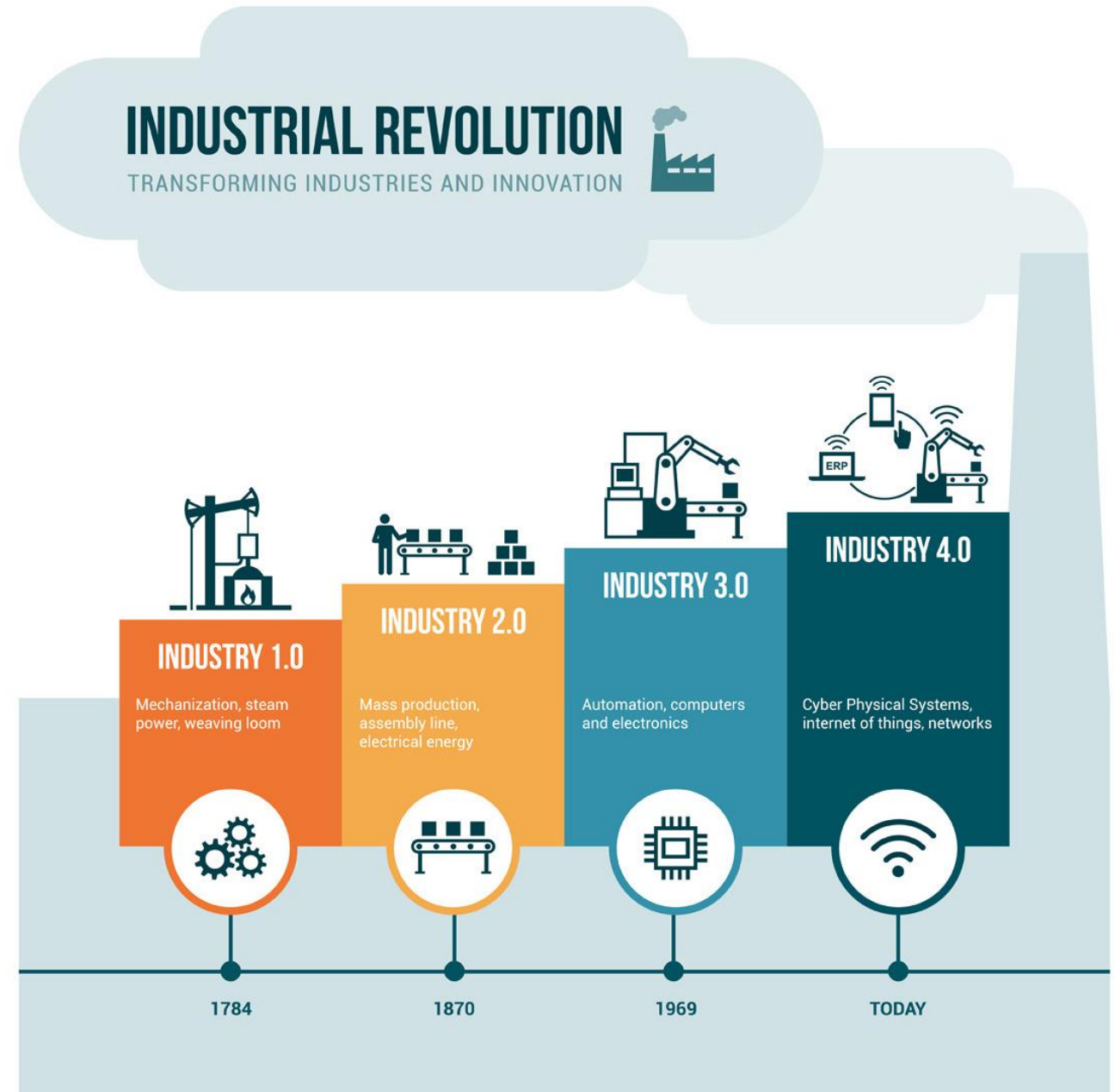
*“The changes are so profound that, from the perspective of human history, there has never been a time of greater promise or potential peril.”*

- KLAUS SCHWAB, FOUNDER AND EXECUTIVE CHAIRMAN OF THE  
WORLD ECONOMIC FORUM.



# The 4<sup>th</sup> Industrial Revolution.

A way of describing the blurring of boundaries between the physical, digital and biological worlds. It's a fusion of advances in artificial intelligence (AI), robotics, the Internet of Things (IoT), 3D printing, genetic engineering, quantum computing and other technologies.



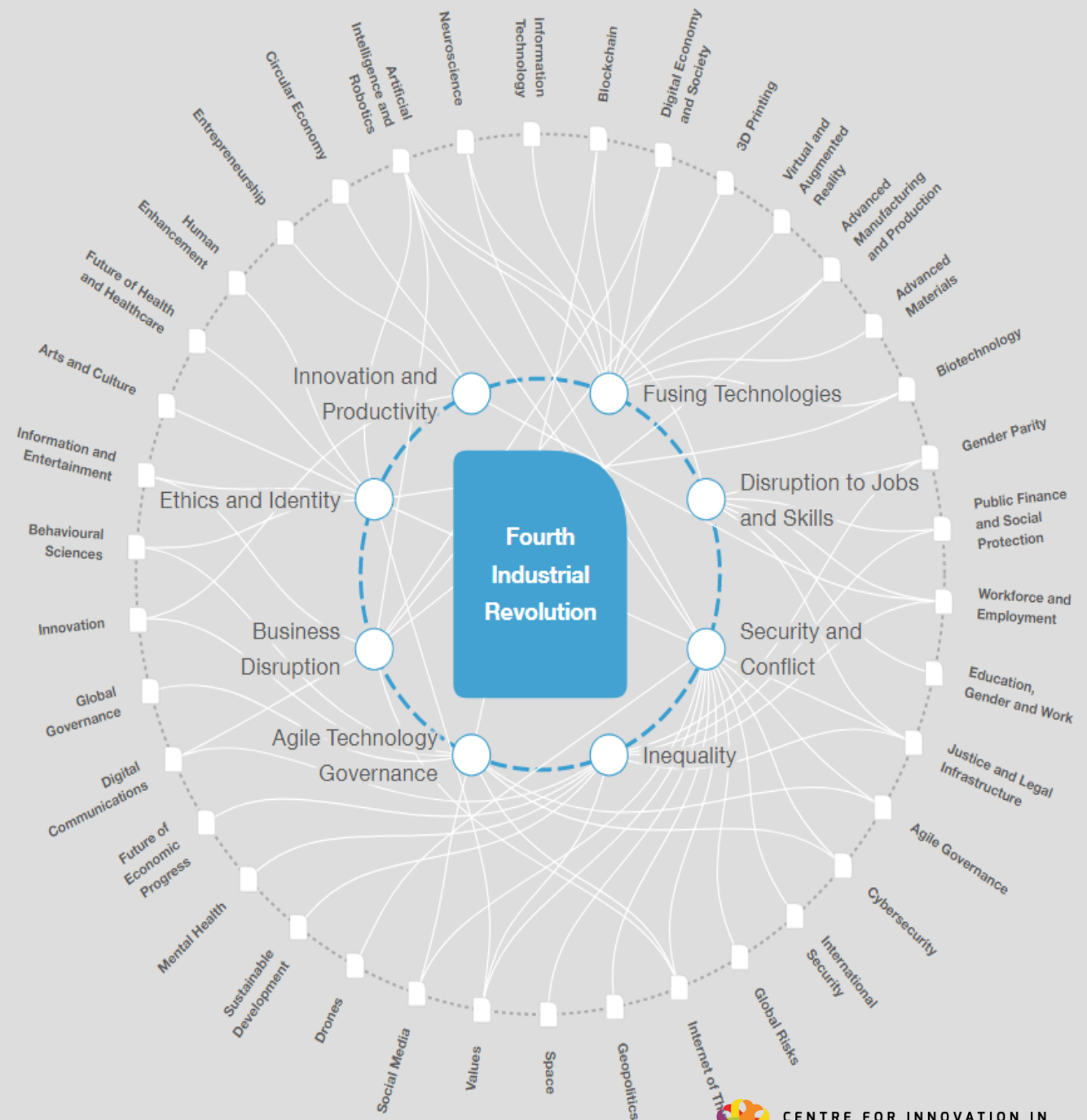


# The 4<sup>th</sup> Industrial Revolution

What is the role of the post-secondary institution?

What is your role as a faculty member?

What is your role as a human being?



# The Transforming Institution

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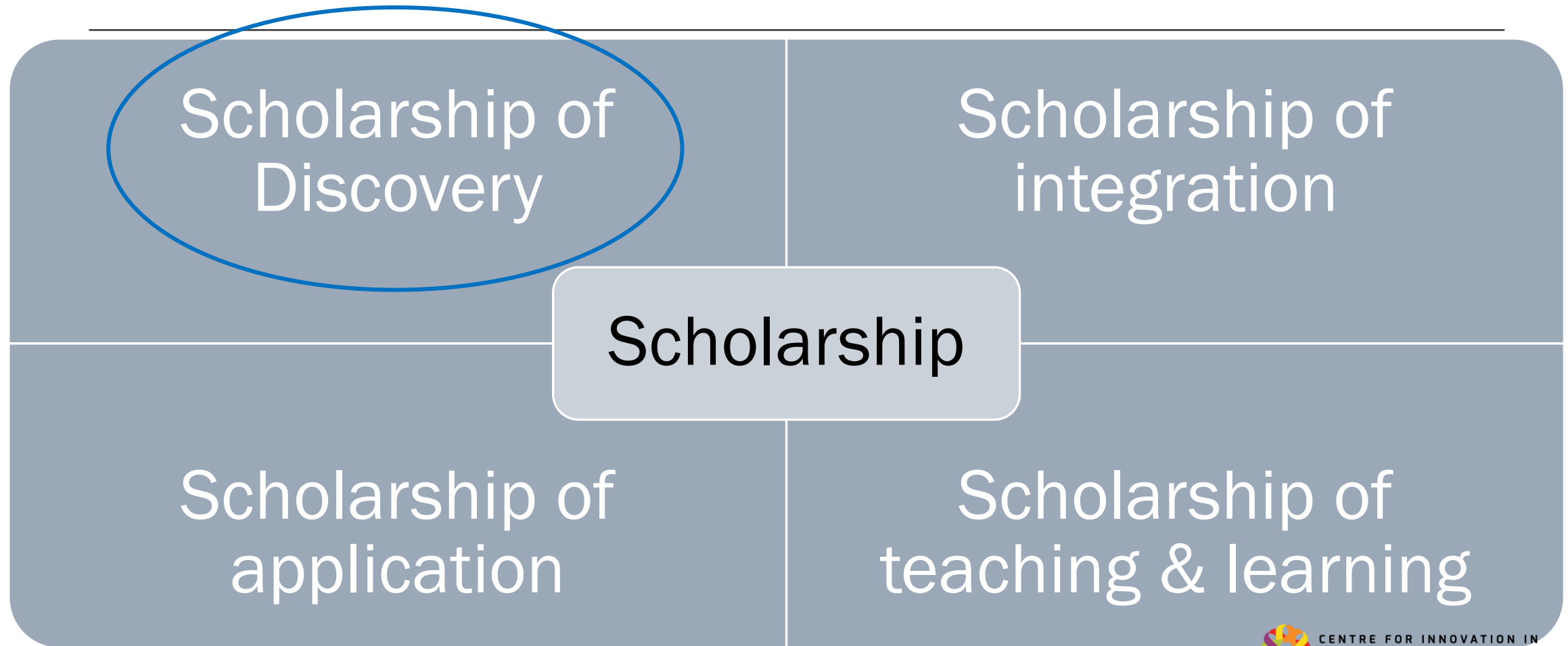


*“The future of higher education institutions will be determined by how well they adjust and adapt their classrooms for **technological** and **global social changes** now taking place.”*

- (PENPRASE, 2018).



# Boyer's model of scholarship (1990)



# The Transforming Role of Faculty

10 years in the future...

Successful transformation will mean that our faculty are versed in varied and critical strategies to integrate technology to engage students as well as ways to accommodate diverse student needs.



CENTRE FOR INNOVATION IN  
**CAMPUS MENTAL HEALTH**



# What our students are asking for.

- Relationship
- Communication
- Collaboration
- Technology & Course Design

Meaningful engagement  
(OCUFA, 2020)

Focus on big questions and core concepts.  
(Theodosiou & Corbin, 2020)

Peer groups including reflective writing.  
(Theodosiou & Corbin, 2020)

Instructors' social presence in the class.  
(Theodosiou & Corbin, 2020)

Practice equity awareness when designing a course  
(Partington, 2020)

Serve diverse populations via flexible and frequent engagement  
(Partington, 2020)

Build curriculum that demonstrates cultural competence / understanding (Frawley, Russell & Sherwood, 2020)

# In Summary

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Create Content that engages students directly – quality over quantity

Commit to empower and influence student learning – including institutional commitment to allow faculty to be invested and immersed in relevant fields and disciplines.

Increase attention to detail of delivery – the details are what leads to student involvement, participation and interest.

A desire to foster an invigorating learning environment – transformative teaching requires desire.



# Helpful Tools

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[CICMH's 'Mental Health and the Learning Environment' toolkit](#)

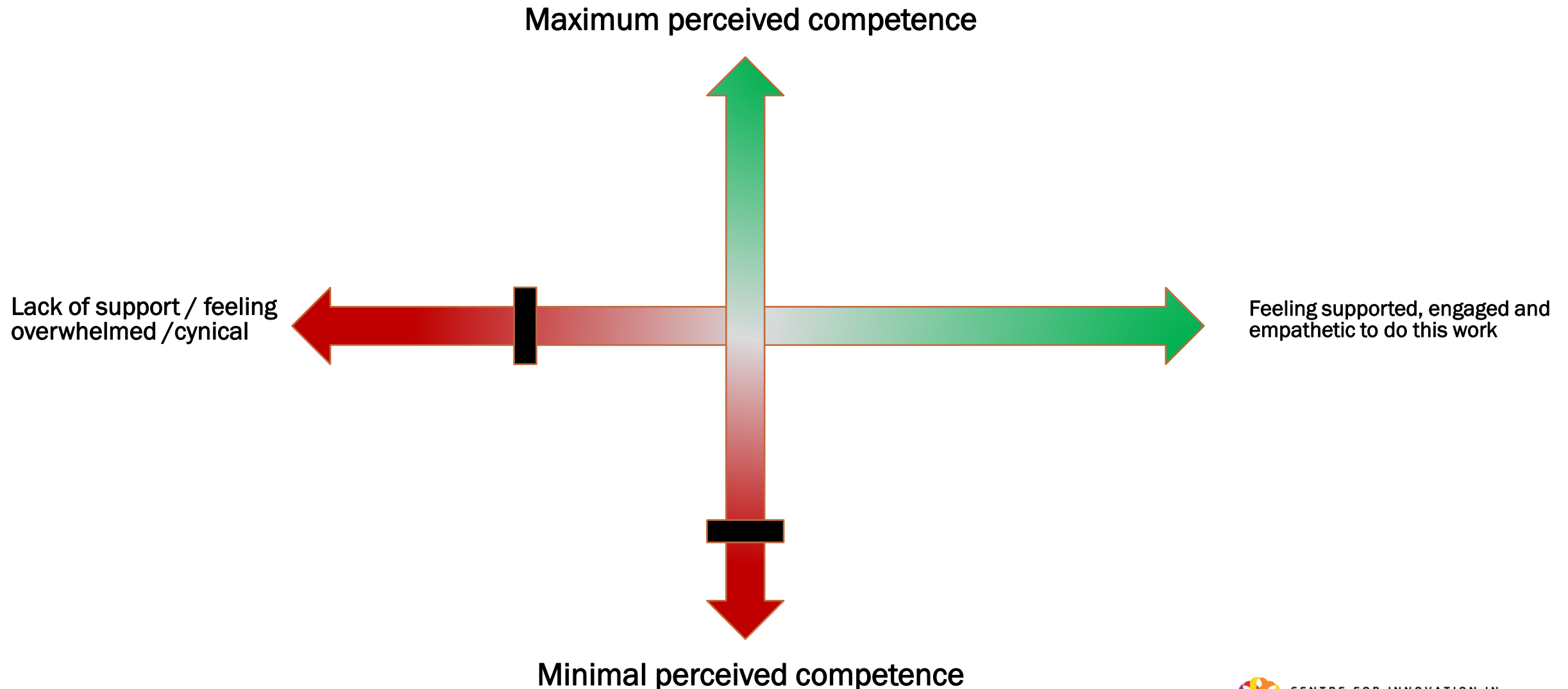
[CICMH's EDI toolkit](#)

[The Social Identity Wheel](#)

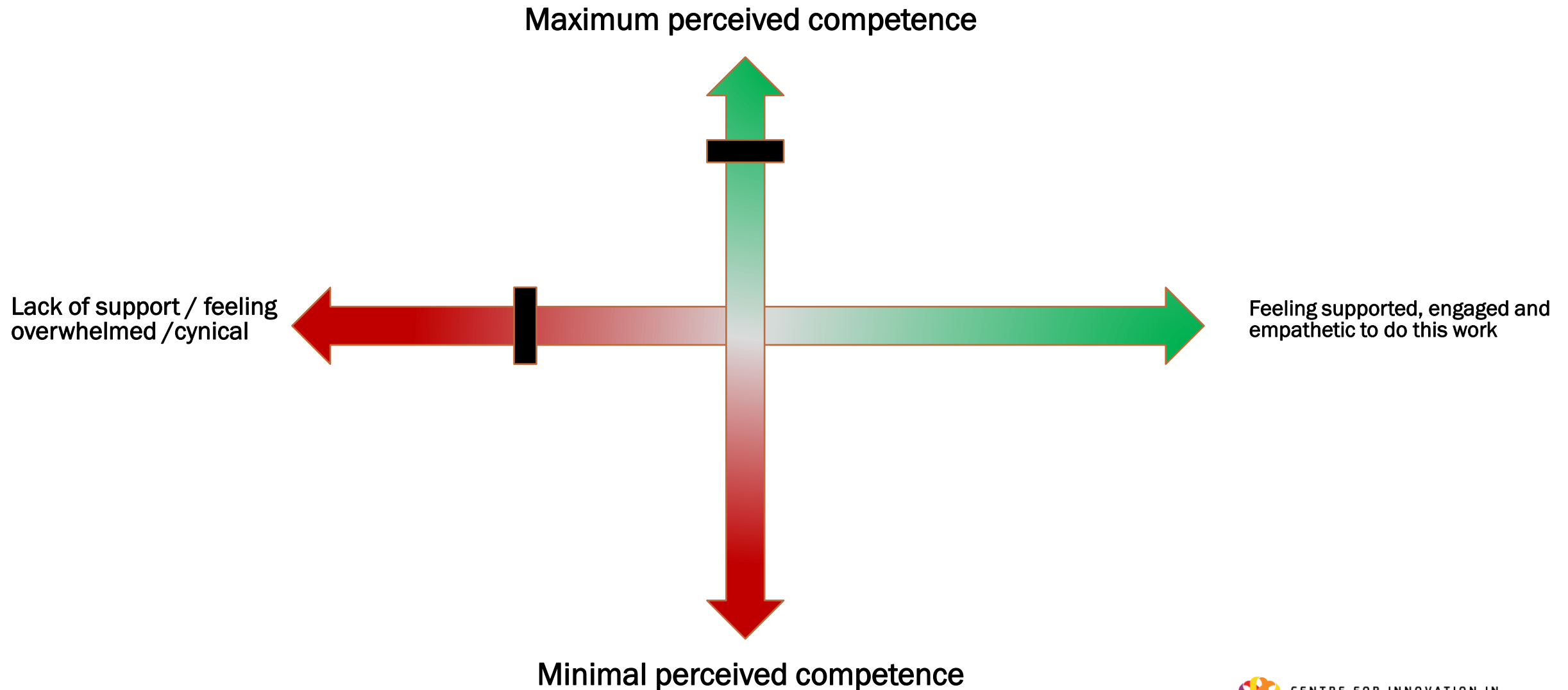
- [Instructions for use](#)



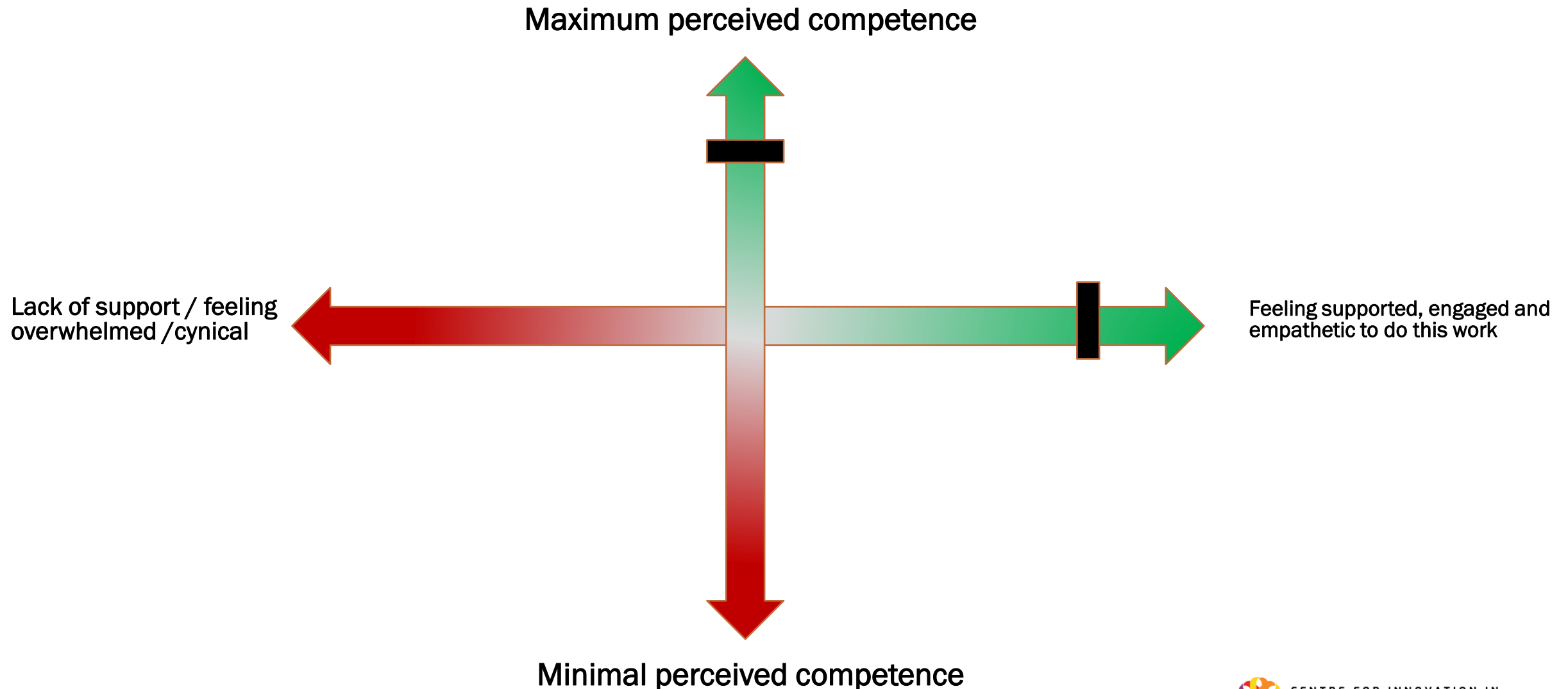
# How it can feel as a faculty member



# How it can feel as a faculty member



# How it can feel as a faculty member



# Case-based teaching & Positionality

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CONSIDERATIONS TO ENHANCE 'MEANINGFUL CONNECTION'



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**CAMPUS MENTAL HEALTH**

# Case-based Teaching & Learning

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## KNOWLEDGE

- Who is knowledge created for?
- Who does knowledge benefit?

## CASE METHOD

Case studies used by 14,000 Business Schools

Immersing 'students in real-life situations, allowing them to develop their business skills by analyzing realistic situations, applying business theories and tools, and making substantiated recommendations.



# Positionality

## INTERSECTING IDENTITIES

Language for identity

Curiosity for learning

Space for difference

