

Number:	RHR-233
Title:	Institutional Wellness
Person responsible for enforcement:	Secretary General
Entered into force:	April 22, 2026
Approved:	April 22, 2026, by the Board of Governors <i>This document replaces all previous regulations on this subject.</i>
Exception:	No exception to this regulation without prior written authorization from the Board of Governors

In this document, the masculine form is used without prejudice and for conciseness purposes only.

1. Objective

The University promotes a culture of holistic wellness by addressing the various dimensions of well-being among faculty members, academic and administrative staff, and the university community.

In doing so, the University is committed to pursuing its strategic objectives and fulfilling its obligations in a way that promotes individual health in all its facets, while taking into account the social determinants of personal health, with the aim of fostering participation, appreciation, recognition, support, resilience, connections, engagement, and a sense of individual well-being, and to reduce negative factors such as stress, anxiety, depression, and absenteeism.

2. Definition(s)

The following definitions have been adopted:

- a) wellness, defined as a holistic approach that promotes a sense of individual well-being. It involves nourishing the body, stimulating the mind, and cultivating the spirit;
- b) well-being, defined as the sense of having an optimal individual quality of life that is fully expressed through the pillars of well-being;
- c) the pillars of well-being, which are: social health, intellectual health, financial health, emotional health, spiritual health, occupational and workplace health, physical health, and environmental health;
- d) social determinants of health, which refer to the non-medical factors that influence health—these are the conditions in which people are born, grow up, work, live, and age, and the broader forces and systems that shape the conditions of daily life;
- e) the Okanagan Charter, an international charter adopted at the 2015 International Conference on Health Promoting Universities and Colleges to create healthier campuses and communities;
- f) the Limerick Framework for Action, launched in December 2025, which is a complementary tool to the Okanagan Charter and serves as a global roadmap aimed at strengthening the shared commitment to advancing the movement toward health-promoting campuses;

- g) social health, which refers to the quality of social relationships and interactions—this involves fostering meaningful connections, maintaining a supportive social network, and participating in positive social activities that contribute to a sense of belonging and community;
- h) intellectual health, defined as engagement in activities that stimulate mental growth, creativity, and lifelong learning—intellectual health encompasses critical thinking, problem-solving, continuous learning, exploring new interests, and expanding knowledge and skills;
- i) financial health, defined as the effective management of finances, making informed financial decisions, and maintaining stability and security in personal and professional financial matters;
- j) emotional health, which refers to the understanding, expression, and effective management of emotions—this involves developing resilience, coping mechanisms, self-awareness, and healthy emotional boundaries leading to a balanced emotional state and better overall mental health;
- k) spiritual health, which refers to the search for meaning and purpose in life, the development of personal values, beliefs, and practices that provide a sense of fulfillment—this involves seeking harmony and balance in the mental, emotional, and spiritual aspects of life;
- l) occupational and workplace health, which refers to the creation of a supportive and fulfilling work environment that encourages professional growth, satisfaction, and a healthy work-life balance—this involves initiatives aimed at promoting a positive work culture and opportunities for development;
- m) physical health, which refers to maintaining a healthy body through regular physical activity, a nutritious diet, adequate rest, and preventive care measures—this encompasses practices that support optimal bodily function and overall wellness;
- n) environmental health, which refers to the creation and maintenance of a healthy and sustainable environment in which individuals live and work, constituting an exercise in fostering institutional wellness—this involves promoting practices that support ecological balance, safety, and wellness within the physical environment.

3. Regulation

- 3.1 Creating an environment of wellness is a shared responsibility among members of the university community. Together, these stakeholders aim to foster a culture of individual well-being and build a self-reliant, supportive, and resilient community.
- 3.2 By signing the Okanagan Charter, stakeholders in the institutional wellness initiative recognize that lived experiences—whether on campus, in an academic setting, or elsewhere—impact the stress levels, well-being, and inclusion of members of the university community. These experiences must therefore be identified, analyzed, and addressed through thoughtful intervention to create an institutional environment and culture that fosters student success and well-being, as well as the personal fulfillment of other members of the university community. This framework is a context-based approach that serves as the foundation for developing strategic measures and implementing a comprehensive health and wellness strategy.

3.3 Those involved in the institutional wellness initiative commit to:

- a) creating a culture of care that prioritizes relationships, respect, reciprocity, flexibility, compassion, connections, equity, and a sense of belonging;
- b) strengthening collective health in all its aspects;
- c) support the efforts of the Institutional Wellness Committee.

3.4 The Institutional Wellness Committee examines the overall structural functioning of the University.

4. Institutional Wellness Committee (IWC)

4.1 The IWC ultimately reports to the Secretary General.

The IWC will consist of up to ten members representing the following groups:

- faculty
- administrative staff
- management staff
- student body
- campus partners

The groups thus represented will select the individuals who will serve on the committee. There will be a maximum of two people per group, thereby ensuring a diversity of perspectives and expertise in areas related to well-being. The committee will appoint a chair who will report to the Secretary General.

4.2 The role of the IWC is to:

- a) periodically review internal and external resources and data, including those provided by the Canadian Mental Health Association, particularly the Healthy Minds Healthy Campuses initiative, which promotes the principles of the Okanagan Charter and the Limerick Framework for Action;
- b) identify wellness needs and concerns within the university community, related to the eight pillars of well-being;
- c) develop an action plan and an activity plan to subsequently implement initiatives, programs, and resources to support holistic wellness;
- d) collaborate with relevant stakeholders to promote a culture of wellness and address specific wellness challenges;
- e) evaluate the effectiveness of wellness initiatives and make recommendations for their improvement;
- f) communicate and promote information and resources related to wellness to faculty, staff, and the university community;
- g) support the Institutional Committee on Equity, Diversity, and Inclusion (see Regulation RHR-226) upon its request;
- h) report annually to the Administration Committee;
- i) propose amendments to this regulation as needed.

4.3 Meetings and Performance Metrics

The committee will meet at least three times a year, or more often as needed, to discuss wellness-related issues, monitor progress, and report on initiatives and results.