

Best Practices: Health and Wellness Programming in Post-Secondary Institutions

Prepared for Lethbridge College

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Best Practices: Health and Wellness Programming in Post-Secondary Institutions

Executive Summary

Over the last decade, a significant number of strategies have been designed and implemented across various post-secondary institutions in Canada with the purpose of improving the wellbeing of all community members. This report summarizes some of the best practices identified in universities and colleges' current and previous health and wellness-related strategies. 31 plans/strategies were reviewed along with a number of other background documents and grey literature.

This report highlights some of the contextual, programmatic and conceptual challenges identified in the current literature such as the diversity of needs and enrolment, the changing of learning methods, and the issues related to help-seeking behaviours, accessibility, scope, policies/protocols and evaluations.

Six different areas were identified as key characteristics of good practices of health and wellness-related strategies at universities and colleges across Canada, namely:

1. Comprehensive & Holistic
2. Focused & Staff and Student-Directed
3. Inclusive & Engaging
4. Creative
5. Proactive & Iterative
6. Diverse & Safe

In addition, this report provides examples of health and wellness practices that prioritize unique needs and characteristics of the population at post-secondary campuses. Some of the main populations to be considered in a comprehensive health and wellness programs are: Indigenous, international students and faculty, LGBTQ2S+, students and other community members with disabilities.

Finally, iterative evaluation is also viewed as a best practice. Performance monitoring frameworks can help health and wellness staff to better adapt to unforeseen circumstances, and understand the need for off-campus collaboration and establishment of strategic alliances to improve the health and wellness of everyone at Canadian campuses.

Acknowledgement of Siksikaitsitapi

Lethbridge College is located on lands traditionally occupied by Siksikaitsitapi, the Blackfoot Confederacy. Blackfoot lands extend north to south from the North Saskatchewan River in Alberta and Saskatchewan to the Yellowstone River in the state of Montana, and east to west from the Great Sand Hills in the current province of Saskatchewan to the mountainous Continental Divide. Today, four nations make up Siksikaitsitapi: the Apaitsitapi or Kainai (Blood Tribe), the Aapatohsippiikani or Piikani Nation, and Siksika Nation in southern Alberta, as well as the Ampskaapi'piikani or Blackfeet Tribe located in northern Montana. As both the traditional and current Land Keepers of this area, the Blackfoot Nations have welcomed people from other Indigenous territories, including all signatory Nations of Treaty 7, members of the Métis Nation of Alberta Region 3, and non-Indigenous people who have come to call the City of Lethbridge, home.

It is the intent of our college community to honour the land from a place of connection, Kakyosin, to become fully aware and truly recognize what it means to say we are on Blackfoot Territory.

About this Research

In 2019, the 2019-22 Lethbridge College Comprehensive Institutional Plan (CIP) was launched with the purpose of continuing growth and sustainability along with the provision of relevant, high quality education in a changing world. As the 2019-22 CIP aims to be responsive to market demand and reflect the ongoing changing educational, cultural and economic landscape in the community, the provision of relevant, high quality programs that strengthen the economy and set graduates up for employment is crucial. Through this 2019-22 CIP, the Lethbridge College renews its commitment to:

1. Provide relevant, high quality education through excellence in teaching and learning, applied research, strategic enrolment management, and collaborative partnerships.
2. Promote an inclusive healthy learning and work environment that nurtures the health and well-being of all students and employees.
3. Improve the lives of learners and communities through the recognition and respect for the distinct cultures, languages, histories and contemporary perspectives of Indigenous people and Indigenous-centred education.
4. Support the development of its people to align their strengths, passions, purpose, skills and capabilities with the needs of a shifting and changing educational landscape.
5. Ensure that Lethbridge College continues to be relevant and sustainable in a changing environment.

To this end, the CIP established a number of goals, priorities, expected outcomes and specific performance measures key to achieve the aforementioned Lethbridge College's commitments. In particular, for the promotion of an inclusive healthy learning and work environment that nurtures the

health and well-being of all students and employees, the Plan has set as first priority the development of an Organizational Health and Wellness framework with the purpose of:

- Creating an inclusive **healthy learning environment** that nurtures the physical, emotional and mental well-being of all employees and students, including LGBTQ+ resulting in greater professional and academic success, and;
- **Building partnerships** with community agencies to ensure organizational (I would remove this, as we want more than “organizational” health and wellness) health and wellness are relevant and sustainable within a broader context.

Lethbridge College has partnered with HelpSeeker,¹ a social innovation company based in Calgary, Alberta, to complete an Integrated Needs Assessment to inform the creation of a Campus-wide Health & Wellness Strategy through the development and delivery of a number of items including:

1. Health and Wellness Program Best Practices Scan
2. Wellness Services Review
3. Integrated Needs Assessment
4. Community Engagement (Admin, Staff, Student consultation)
5. Emerging priorities to inform the strategy

Each of these deliverables are expected to align with the *Lethbridge's Community Wellbeing & Safety Strategy* (2019), and coincide with its primary areas of focus identified below:

Systems Planning & Integration	Focused on the need to improve the integration of diverse services, efforts, and resources towards the creation of a community-based model for strategically advancing common objectives
Safe & Resilient Communities	Focused on prevention/intervention measures to mitigate vulnerability to addictions, abuse, violence, trauma, etc. and enhance resiliency for individuals and communities to be safe and to thrive
Basic Needs	Focused on ensuring the basic necessities of life are adequate and accessible, including shelter, food, transportation, as well as access to education, recreation, employment, and training
Social Inclusion	Focused on engagement and building capacities to create welcoming communities, social cohesion, and belonging

¹ **HelpSeeker** is a social innovation company based in Calgary, Alberta. HelpSeeker builds capacity in non-profits, government and private sector partners to accelerate social impact by leveraging research, community engagement, and creative technologies. We support change-makers, thought leaders, and social entrepreneurs to maximize social impact. HelpSeeker supports leaders in large-scale social change through community engagement, data analysis and visualization, best practice research and evaluation. We provide change-makers with technical and strategic support to meaningfully and measurably accelerate social impact initiatives.

The ultimate goal of this expected alignment in strategies is to coordinate diverse organizational and system efforts towards common priorities within Lethbridge College and across Lethbridge city.

This document is the **first deliverable** of the broader Health and Wellness Strategy Blueprint being developed for the Lethbridge College.

Purpose

The purpose of this report is to inform the creation of a Campus-wide Health & Wellness Strategy at Lethbridge College to improve the overall wellbeing of all community members. The basis of this report is formed by understanding the general trends in Health and Wellness strategies developed in post-secondary institutions across Canada and identifying Health and Wellness best practices developed in post-secondary institutions in Canada. The objectives of this scan are threefold:

1. Understand general trends in Health and Wellness strategies developed in post-secondary institutions across Canada;
2. Identify Health and Wellness best practices developed in post-secondary institutions in Canada; and,
3. Inform the creation of a Campus-wide Health & Wellness Strategy at Lethbridge College to improve the overall wellbeing of all community members.

Research Questions

It is agreed upon first and foremost that an understanding of the wellness strategy and how this aligns with other evaluation frameworks in the organization is important to review. The main questions that guide the present review of Health and Wellness best practices are:

1. What are the main reasons for the development of the existing strategies?
2. What are the main elements those strategies focus on?
3. What are the main populations those strategies have focused on?
4. What are the best practices resulting from the implementation of such strategies in Canada?

Approach and Methodology

For the development of this report we looked at health and wellness-related programs and strategies implemented at different post-secondary institutions in Canada, several other background documents and reports, and other grey literature.

The first phase of this endeavour focused on a review of grey and background literature to identify the main contextual, programmatic and conceptual health and wellness challenges faced by universities and colleges in Canada.

The second phase involved the identification of campus-wide health and wellness-related programs in post-secondary institutions across Canada. To this end, 46 universities and colleges in Canada with the highest enrolment numbers were initially selected for the development of the report. A preliminary search and review of previous and current health and wellness-related strategies determined which sources were relevant for the purpose of this best practices scan. Of the 46 universities initially selected, only 27 (59%) were identified as having previous and/or current wellness-related programs/strategies. This second phase finished with the development and completion of several tables to summarize 31 programs/strategies via the following themes:

- Comprehensive & Holistic Program Best Practice Precedents
- Focused Staff and Student-Directed Programming Best Practice Precedents
- Inclusivity & Engagement Best Practice Precedents
- Creating Environments for Flourishing Best Practice Precedents
- Proactivity & Iteration Best Practice Precedents
- Diversity & Safety Best Practice Precedents

The present scan of best practices finished with the development of the report summarizing the best practices identified in universities and colleges in Canada and offering some insights for future references.

Health and Wellness Landscape

In Canada, the National Standard of Canada for Psychological Health and Safety in the Workplace (the Standard) – the first of its kind in the world, is a set of voluntary guidelines, tools and resources intended to guide organizations in promoting mental health and preventing psychological harm at work.² While there are many factors external to the workplace that can impact psychological health and safety, this Standard addresses those psychological health and safety aspects within the control, responsibility, or influence of the workplace that can have an impact within, or on, the workforce. The four main areas of consideration make up the business case for improving workplace psychological health and safety:

- risk mitigation;
- cost effectiveness;
- recruitment and retention; and
- organizational excellence and sustainability.

² Mental Health Commission of Canada. 2018. National Standard of Canada - Psychological health and safety in the workplace Retrieved from <https://www.mentalhealthcommission.ca/English/what-we-do/workplace/national-standard>

Workplaces with a positive approach to psychological health and safety are better able to recruit and retain talent, have improved employee engagement, enhanced productivity, are more creative and innovative, and have higher profit levels. Other positive impacts include a reduction of several key workplace issues including the risk of conflict, grievances, turnover, disability, injury rates, absenteeism and performance, or morale problems.

In the educational setting, wellness and/or well-being has become a focal point of conversations for those supporting both programming and policy within the education system. Due to size, post-secondary institutions are more likely to have a formal wellness program in place for employees as generally-speaking, larger companies/organizations have more formalized workplace wellness strategies.

What is generally agreed upon throughout the literature is that well-being is a holistic concept and that achieving healthy school communities should rely on a multifaceted, whole-school approach known as comprehensive school health (CSH). While many ongoing wellness conversations are primarily centred on the social, physiological, and emotional outcomes for students, wellness in the education setting cannot ignore employee well-being.

Main Challenges

Wellness services and programs within post-secondary institutions grew naturally as an activity of student services. Student services were originally active in Canadian post-secondary institutions to connect students with needed services such as counselling and general navigation and assistance during the student post-secondary experience. Student services has since evolved and grown to be considered a more clearly defined department run by a “more highly sophisticated group of professionals who bring expertise from any number of specialties.”³ Campus-based health and wellness services are prevalent in almost all Canadian post-secondary institutions to varying degrees and include topic-based health education and campaigns, fitness amenities, primary care, prevention-focused programming and immunization services. Wellness programs in Canadian post-secondary institutions vary by population size, location, and provincial health care service delivery.

A study conducted in 2009 by the Ontario College Health Association found significant gaps in the delivery of high standards of service across post secondary institutions with respect to a lack of coordination, funding, adequate staffing, and a primarily reactive response to mental health issues. While this report focused on mental health, current literature suggests that the obstacles identified by this report remain as relevant today as it was twenty years ago in current health and wellness -related strategies. Some of these existing obstacles are summarized in the table below⁴:

³ Cox, D. and Strange, C. (eds) 2010. Achieving Student Success. Retrieved from <https://books.google.ca/books?hl=en&lr=&id=r2LUzJxYjo4C&oi=fnd&pg=PR5&ots=Mriig2FBuX&sig=ojHNplMdRMkywM2uqmHrt29jQvQ#v=onepage&q&f=true>

⁴ Adapted from: Ontario College Health Association. 2009. Retrieved from http://www.oucha.ca/pdf/mental_health/2009_12_OUCHA_Mental_Health_Report.pdf and The Coordination Committee of Vice Presidents

Obstacles	Description
Reactive Response	<ul style="list-style-type: none"> Health and wellness within colleges and universities tends to be reactive, with the majority of resources focussed on managing problems as they arise. Yet prevention and early treatment are known to be more effective and, ideally, should be the primary goal for any health care system. Campus health promotion has a key role in preventing and minimizing harms through health education, community building, and advocating for healthy policy changes. The primary activity of health promotion on campus is health education, with very little resources and support for needs assessments, program evaluations, advocacy, and community building. Health education, although an important approach to prevention, is not enough by itself to address all the broad factors that contribute to mental illnesses.
Piecemeal Funding	<ul style="list-style-type: none"> Gaps within health and wellness strategies are closely linked with resource availability and funding methods. There are numerous demands and requirements imposed on the service that necessitate further funding from the post-secondary institution, which are subject to financial pressures and interdepartmental competition for funds found within each college/university. Funding for health and wellness services may come from the institution, student fees, third party insurers, or a combination of these sources. As universities and colleges face ongoing financial constraints, services are subjected to budget cuts in spite of a constant, if not growing, demand.
High Resource Needs	<ul style="list-style-type: none"> Although it is positive to have students who were once excluded from post-secondary education now accessing higher education, college and university services are not designed to support the needs of the increasing diversity across campuses in Canada. With federal and provincial governments' interest in recruiting more international students and increasing Indigenous educational attainment, the burden of supporting their health and wellness needs will only increase.
Lack of robust research and data	<ul style="list-style-type: none"> Little evidence-based research assessing the student health and wellness outcomes of various models and services exists. There is a lack of good and common data on which to base decisions and measure impact.
Unequal distribution of resources between campuses	<ul style="list-style-type: none"> Small colleges in rural areas lack access to more extensive, community health and professional resources compared to large urban centres. These institutions have unique needs because of their particular geography and student populations. These needs are not being met if resources are designed using the template of a large urban college.

Contextual Challenges

Diverse Needs and Enrolment

During the 2017/2018 academic year, student enrolment at Canadian public universities and colleges rose for the third consecutive academic year, largely driven by higher enrolments by international students, particularly from China and India. Over 2.1 million students enrolled in Canadian public universities and colleges in the 2017/2018 academic year, up 1.9% from the previous year. This growth was largely attributable to an increase of 15.6% (+40,014) in international student enrolments in universities and colleges, while enrolments by Canadian students edged up 0.2% (+3,081).⁵

Increasing enrollment in post secondary education brings significant challenges to colleges and universities to provide health and wellness services according to the particular needs of cohorts with diverse backgrounds, cultural identity, gender identity, sexual identity, skills, barriers and pre-existing conditions. Further, greater general awareness of the importance of good mental health, slowly growing de-stigmatization of mental health issues, increasing accessibility to post-secondary education, the availability of new medications, and the rise in awareness around the need to support students with different disabilities have contributed to the increasing demand of health and wellness services at post-secondary institutions.⁶

In 2015, the Coordinating Committee for Vice-President Students published the “White Paper on post-secondary Student Mental Health” highlighting some contextual challenges faced by post-secondary institutions when designing and implementing any type of health and wellness strategies. According to the report, constrained fiscal environments, shortages of consolidated data on the scope of the issues and the effectiveness of particular approaches, the absence of a consensus regarding the mandate and role of colleges in providing mental health services, and a lack of clarity regarding the role and participation of the many other stakeholders involved.⁷

Changing Learning Methods

Full Time/Part Time

A critical consideration, which students must prioritize from the beginning is the amount of time they want to allocate to their studies. The definition of full-time or part-time varies depending on the educational institution. Generally, full-time is about four classes. Part-time is usually two to three

⁵ Statistics Canada. 2020. Canadian post-secondary Enrollments. Retrieved from <https://www150.statcan.gc.ca/n1/daily-quotidien/200219/dq200219b-eng.htm>

⁶ Coordinating Committee of Vice Presidents Students of Colleges Ontario (CCVPS). 2015. White Paper on post-secondary Student Mental Health. Retrieved from <https://occcco.files.wordpress.com/2015/05/ccvps-white-paper-on-post-secondary-student-mental-health-april-2015.pdf>

⁷ Coordinating Committee of Vice Presidents Students of Colleges Ontario (CCVPS). 2015. White Paper on post-secondary Student Mental Health. Retrieved from <https://occcco.files.wordpress.com/2015/05/ccvps-white-paper-on-post-secondary-student-mental-health-april-2015.pdf>

classes. Usually, domestic full-time students completing certificate, diploma and applied degree programs are automatically enrolled in student health and dental plans.

As learners continue to pursue more flexible ways of studying, which allow individuals to structure their education around their family and work commitments, the traditional separation of full-time and part-time learning is increasingly getting less distinct, and students will need to consider various factors such as type of career, study and work balance, the likely discounts, and job prospects.

In terms of time, depending on the number of classes taken, full-time students can complete their courses faster than part-time students. Research shows that full-time students demonstrate higher graduation rates compared to part-time students. This variance could be explained by the fact that part-time students not only take fewer units but also face other commitments and hurdles (parenting, caregiving, work/job), which can be challenging when combined with classwork. Full-time studies also allow immersion, where students are involved in on-campus activities. College experience, through the immersion, is an important part of learning and creating networks, which could be useful for future professional careers. These opportunities are scarce for part-time students.

Each student's pathway through college and their professional and personal success is unique. However, choosing whether to study full-time or part-time can have significant implications for academic and professional life, including graduation prospects and chances for financial aid.

Online/Digital Students

Virtual learning is a learning experience that is enhanced through utilizing computers and/or the internet both outside and inside the facilities of the educational organization. The instruction most commonly takes place in an online environment. The teaching activities are carried out online whereby the teacher and learners are physically separated (in terms of place, time, or both).

The following basic characteristics and benefits of virtual learning include:

- Remote access to an unlimited array of educational services (topics and tutors) offered worldwide
- Individualized learning process that takes into consideration the personal level of competence, individual needs, and different learning styles
- Safe and secure learning environment
- Flexible learning in terms of time, location, and pace
- Cost-effectiveness, time-effective, easily scalable

Challenges with virtual learning

- Requires Personal Discipline: Staying motivated and keeping up with assignments may prove more difficult for online students than for those attending traditional classes.

- Lack of 1-to-1 Teaching: Online students do not get the one-on-one interaction with their peers and college professors that they would in traditional settings. It is also more difficult to find people to study with when taking courses online.
- No campus atmosphere to create social interaction.
- Online Courses are Not Available For All Subjects: Online accreditation may not always match up to a student's degree goals.
- Effectiveness of Assessment: Most educators agree that memory testing is not the best measure of learning in any environment, but classroom tools are difficult to apply. It is difficult to measure program results.

Online Teaching

The transition to online learning environments in response to COVID-19 presents a challenge for staff and faculty wellness. To ease the burden, many Universities are utilizing centralized educational support staff, who assist faculty and instructional staff with teaching resources. These centralized offices as well as individual departments have been building on existing resources to help instructional staff who have different levels of experience with online learning environments. Online workshops, blogs and videos are available to help staff adapt their curriculum for an online setting. Some institutions have learning technology coaches to assist faculty in getting the most out of their online technology.⁸ Others have created guides on how to implement well-being practices into online learning and set up networks for sharing of best practices.⁹ For faculty and staff experiencing increased stress, many universities provide online counselling covered by employment benefits¹⁰ as well as online staff wellness workshops on topics such as mindfulness and building personal resilience.¹¹

Continuing Education Students

Continuing education is an all-encompassing term within a broad list of post-secondary learning activities and programs. Recognized forms of post-secondary learning activities within the domain include: degree credit courses by non-traditional students, non-degree career training, college remediation, workforce training, and formal personal enrichment courses. General continuing education is similar to adult education, at least in being intended for adult learners, especially those beyond traditional undergraduate college or university age. Continuing education should be "'fully integrated into institutional life rather than being often regarded as a separate and distinctive operation employing different staff' if it is to feed into mainstream programmes and be given the due recognition deserved by this type of provision".¹²

⁸ University of Calgary. Learning Technology Coaches. Retrieved from: <https://taylorinstitute.ucalgary.ca/learning-technology-coaches-profiles>

⁹ Simon Fraser University. Resource Library. Faculty-Submitted Resources for your Class. Well-Being in Learning Environments. Retrieved from: <https://www.sfu.ca/healthycampuscommunity/learningenvironments/resource-library.html>

¹⁰ McMaster University. Human Resources Services. Employee and Family Assistance Plan. Retrieved from: https://hr.mcmaster.ca/employees/health_safety_well-being/my-well-being/employee-and-family-assistance-program/

¹¹ University of Calgary. Staff Wellness. Workshops & Programs. Retrieved from: <https://live-risk.ucalgary.ca/risk/staff-wellness/wellbeing-worklife/workshops-programs>

¹² Schütze, Hans G.; Slowley, Maria, eds. 2012. Global Perspectives on Higher Education and Lifelong Learners. NY, New York: Routledge. p. 75.

Program and Conceptual Challenges Related to Health and Wellness

Beyond the contextual constraints experienced by post-secondary institutions, recent literature has also outlined some of the programming and conceptual issues present in the existing strategies with respect to accessibility, scope, related policies and protocols, and evaluation methods.

Help-Seeking Behaviours

Different studies have looked at the challenges faced by different populations seeking help in post-secondary institutions. In particular, men have been identified as a population of interest given their strong reluctance to seek help for emotional problems unless they were severe.¹³¹⁴

Similarly, age has been identified as a significant predictor of help seeking behaviour with several studies noting that older students and students in a higher year of study have a greater likelihood of help seeking behaviour relative to their younger classmates. Significant differences are also found between undergraduate and graduate students, with graduate students reporting higher mental health literacy, and more positive attitudes towards help seeking.¹⁵

By area of study, STEM Students (Sciences, Technology, Engineering, and Mathematics) have been found to present lower overall mental health literacy than did non-STEM majors, across both undergraduate and graduate levels of study.¹⁶

Stigma has been consistently associated with greater levels of distress and a notable barrier to help seeking among post-secondary students. Two distinct types of stigma have been conceptualized and studied with regard to treatment seeking: self-stigma and perceived stigma. Perceived stigma for seeking treatment in this case refers to concerns about devaluation or discrimination by others for seeking mental health services, while self-stigma for treatment seeking refers to self-devaluation that occurs due to internalization of negative attitudes toward a stigmatized group (e.g., those seeking treatment) with which one identifies. Yet, research suggests that help provided online or through books gives an important opportunity to increase the reach and impact of mental health services among college students. Furthermore, self-help can do so in a way that is cost effective, convenient, and that reduces burden on counseling centers and other university services.¹⁷

¹³ Rafal, G., Gatto, A., & DeBate, R. 2018. Mental health literacy, stigma, and help-seeking behaviors among male college students, *Journal of American College Health*, 66:4, 284-291, DOI: [10.1080/07448481.2018.1434780](https://doi.org/10.1080/07448481.2018.1434780)

¹⁴ Linden B, Grey S, Stuart H. National Standard for Psychological Health and Safety of Post-Secondary Students – Phase I: Scoping Literature Review. Ottawa, ON: Mental Health Commission of Canada; 2018.

¹⁵ Linden B, Grey S, Stuart H. National Standard for Psychological Health and Safety of Post-Secondary Students – Phase I: Scoping Literature Review. Ottawa, ON: Mental Health Commission of Canada; 2018.

¹⁶ Linden B, Grey S, Stuart H. National Standard for Psychological Health and Safety of Post-Secondary Students – Phase I: Scoping Literature Review. Ottawa, ON: Mental Health Commission of Canada; 2018.

¹⁷ Levin, M. E., Krafft, J., & Levin, C. 2018. Does self-help increase rates of help seeking for student mental health problems by minimizing stigma as a barrier?, *Journal of American College Health*, 66:4, 302-309, DOI: [10.1080/07448481.2018.1440580](https://doi.org/10.1080/07448481.2018.1440580)

Cultural differences may also pose challenges to help seeking. Several studies have shown that students belonging to ethnic minorities (particularly students of Asian descent) report greater perceived stigmatization of both mental illness and of help seeking, leading to lower intentions to seek help. Some students belonging to ethnic minorities expressed a preference for help seeking from a religious advisor, feeling that a mental health professional would not be sensitive to incorporating their religiosity or spirituality into a treatment plan. Lower mental health literacy has also been observed among students belonging to ethnic minorities.¹⁸

Accessibility

Accessibility is the absence of unnecessary barriers impeding access to health and wellness related services. As such, inaccessibility emerges as a common concern amongst the recent literature reviewed. On the first hand, research has raised concern about the increasing waiting lists for students looking for mental health-related help. As they report, the ratio of students to counsellors has risen, particularly in mid-sized colleges, compounding the challenges counselling services face in responding under a traditional counselling model. According to a 2012 report, *Counselling Services in Ontario Colleges*, while Ontario college full-time enrolment increased by 26% between 2007 and 2012, the growth in the number of counsellors across the system increased by only 4.6%. Moreover, in 2010-2011 an estimated 18% of college students accessed counselling services. Counsellors are currently spending close to two-thirds of their time (59%) in personal/crisis counseling and 11 colleges report a 3-10 day wait time for counselling.¹⁹

On the other hand, cost of treatment, limited counselling, follow-up procedures are uncommon, and rare complete diagnostic assessment using standardized tools, lack of information about where the treatment would take place, and the time of day during which appointments were scheduled pose significant challenges for students to access the services needed.²⁰ The establishment of mechanisms to support students who need funds to cover assessments and documentation related to mental health accommodations has been previously recommended in other reports with strategies including enhanced loan repayment options and increasing loan limits for students who require a longer period of study to achieve their educational goals.²¹

According to a survey completed of Mental Health services at post-secondary institutions in Alberta, 88% of large institutions (greater than 10,000 students) indicated mental health programs are actively in

¹⁸ Levin, M. E., Krafft, J., & Levin, C. 2018. Does self-help increase rates of help seeking for student mental health problems by minimizing stigma as a barrier?, *Journal of American College Health*, 66:4, 302-309, DOI: 10.1080/07448481.2018.1440580

¹⁹ Coordinating Committee of Vice Presidents Students of Colleges Ontario (CCVPS). 2015. White Paper on post-secondary Student Mental Health. Retrieved from <https://occcco.files.wordpress.com/2015/05/ccvps-white-paper-on-post-secondary-student-mental-health-april-2015.pdf>

²⁰ Linden B, Grey S, Stuart H. National Standard for Psychological Health and Safety of Post-Secondary Students – Phase I: Scoping Literature Review. Ottawa, ON: Mental Health Commission of Canada; 2018.

²¹ Beckett, H. et. al. 2018. POLICY PAPER. Student Health & Wellness. Retrieved from https://d3n8a8pro7vhmx.cloudfront.net/ousa/pages/80/attachments/original/1521831542/Student_Health_and_Wellness_2018_document.pdf?1521831542

place, while 89% of medium (between 2,000-10,000 students) and 44% of small institutions (less than 2,000) have mental health programs available for students.²²

Not only limited to mental health but to other components of health and wellness, literature has highlighted the need for increasing institutional and community sexual health and reducing the existing barriers that students face when in need of these resources, particularly referring to the financial burden of post-secondary education limiting their ability to afford contraceptive methods. Further, concerns related to food insecurity in post-secondary campuses have been flagged. Oftentimes, many students are unable to access affordable and nutritious meal options while on campus, and to assist their peers, students are forced to self-fund food banks. Moreover, students in need may not be aware of, or feel embarrassed utilizing, student-provided food bank resources, in turn worsening their situations.²³

Lastly, in 2018, the National Educational Association of Disabled Students (NEADS) raised concerns about the need of developing and implementing better accessibility and accommodation policies in post-secondary institutions. According to the report, accessibility and inclusion efforts in the post-secondary environment have lagged behind the evolution of the student experience, and are limited to the academic (classroom and online learning) environment. In particular, accessibility in the co-curricular, professional development and work-integrated learning spaces needs to be developed. Furthermore, the intersectionality among universal design for learning, differentiated instruction, and essential requirements for courses, programs and disciplines in the context of accessibility and individual student's learner pathways has not been effectively understood within the post-secondary context.²⁴

Limited scope of existing strategies

Recent concerns have been raised regarding the need for expanding the scope of the strategies and policies implemented across campuses in Canada beyond students and mental health to include other community members and incorporate a more comprehensive approach to mental health that takes into consideration the larger determinants of student mental health: education, employment and working conditions, housing, food security, racism and discrimination, income and student debt, social inclusion, social support, and freedom from violence; issues that can affect all students.

Comprehensive mental health strategies are more common within Canadian post-secondary institutions than are holistic health and wellbeing strategies. Campus mental health strategies have typically prioritized the mental health and wellbeing of students and how the campus community can support

²² Heck, E. et. al. 2014. A survey of Mental Health Services at Post-Secondary Institutions in Alberta. Retrieved from: <https://journals-sagepub-com.alumni.lib.ucalgary.ca/doi/pdf/10.1177/070674371405900504>

²³ Beckett, H. et. al. 2018. POLICY PAPER. Student Health & Wellness. Retrieved from https://d3n8a8pro7vbm.cloudfront.net/ousa/pages/80/attachments/original/1521831542/Student_Health_and_Wellness_2018_document.pdf?1521831542

²⁴ National Educational Association of Disabled Students (NEADS). 2018. Landscape of Accessibility and Accommodation in Post-Secondary Education for Students with Disabilities. Retrieved from <https://www.neads.ca/en/about/media/AccessibilityandAccommodation%202018-5landscapereport.pdf>

student mental health, while others have adopted a community-based approach to include the mental health of students, staff, and faculty. Campus health and well-being strategies, on the other hand, are more consistent with a broader healthy campus approach and have adopted a holistic approach to include social, emotional, physical, career, academic, financial, spiritual, and cultural aspects.²⁵

Many articles and researchers point to the Mental Health Commission of Canada's creation of a national standard for psychological health and safety of post-secondary students as evidence of the shift towards prioritization of mental wellbeing.^{26, 27} Increased need for mental health services for post-secondary students emerged as a result of the student body becoming more diverse. Students from a variety of ethnic and cultural backgrounds as well as students with underlying mental health concerns are now more common on campuses.²⁸ Mental health frameworks and strategies began to formally take root in Canadian post-secondary institutions beginning in 2009 with Carleton University.²⁹

Further, some the strategies implemented across campuses in Canada have primarily focused on student-focused strategies, while others on campus-wide strategies. As Olding & Yip suggests (2014), currently, policies with the greatest implications for student mental health are likely outside the domains of what are traditionally considered student mental health policies. An emerging approach in campus mental health is to develop formal mechanisms or processes through which to understand the mental health impact of policies related to the social determinants of mental health.³⁰

Often, staff and faculty members are identified as providing a supportive role for students to help identify, assist and refer to resources students in distress, and health and wellness-related services available for them are offered through Human Resources (HR) departments. However, in recent years, some post-secondary institutions have adopted a campus-wide mental health strategy including their HR departments in the strategy development process. When this is the case, health and mental health-related services in universities or colleges are inclusive of the whole campus community, with mental health policy, programming and resources targeted to students, as well as staff and faculty.³¹

The impacts of student mental health and wellness reach far beyond the individual, extending to the larger student body, which may hold reputational consequences for institutions. Beyond the direct

²⁵ Best Practices in Canadian Higher education. 2019. An Environmental Scan of Canadian Campus Mental Health Strategies. Retrieved from https://bp-net.ca/wp-content/uploads/2018/09/Canadian-Campus-Mental-Health-Strategies_2019.pdf

²⁶ Best Practices in Canadian Higher education. 2019. An Environmental Scan of Canadian Campus Mental Health Strategies. Retrieved from https://bp-net.ca/wp-content/uploads/2018/09/Canadian-Campus-Mental-Health-Strategies_2019.pdf

²⁷ Linden, B. et al. 2018. Scoping Review of Current Literature – Summary Post-Secondary Student Mental Health. Retrieved from https://www.mentalhealthcommission.ca/sites/default/files/2018-10/Scoping_Review_Post_Secondary_Student_Mental_Health_eng.pdf

²⁸ Heck, E. et. al. 2014. A survey of Mental Health Services at Post-Secondary Institutions in Alberta. Retrieved from: <https://journals-sagepub-com.alumni.lib.ualgary.ca/doi/pdf/10.1177/070674371405900504>

²⁹ Best Practices in Canadian Higher education. 2019. An Environmental Scan of Canadian Campus Mental Health Strategies. Retrieved from https://bp-net.ca/wp-content/uploads/2018/09/Canadian-Campus-Mental-Health-Strategies_2019.pdf

³⁰ Olding, M. & Yip, A. 2014. Policy Approaches to Post-Secondary Student Mental Health. OCAD University & Ryerson University Campus Mental Health Partnership Project. Toronto, ON: Author

³¹ Best Practices in Canadian Higher education. 2019. An Environmental Scan of Canadian Campus Mental Health Strategies. Retrieved from https://bp-net.ca/wp-content/uploads/2018/09/Canadian-Campus-Mental-Health-Strategies_2019.pdf

impact on individual students, educational institutions have a vested interest in student health and wellness as an integral aspect of supporting students to attain institutional goals.

Related institutional policies/protocols

Developing comprehensive and holistic health and wellness-related strategies in universities and colleges is often a challenge. These issues have been documented by Olding & Yip (2014) in their review to Policy Approaches to post-secondary Student Mental Health.³² According to their study, accommodation policies, student codes of conducts, leave/withdrawal policies, and procedures for protecting student confidentiality around health information are some examples of existing policies that in different post-secondary institutions in Canada have had to incorporate broader health and wellness lenses to allow for a full implementation of wellbeing strategies.

First of all, academic accommodation policy sets out the guidelines for students with disabilities, which include planned modifications in the ways a student receives course materials, participates in class activities, and receives evaluation or assessment of their work. This type of policy outlines the principles underscoring accommodation, identifies legal obligations, sets out roles and responsibilities, and establishes procedures for developing accommodation plans. Accommodation policies looked through a more holistic and comprehensive lens allow students with mental health or other health conditions to better meet course and program requirements, without compromising the bona fide academic requirements of a particular program.

Second, policies pertaining to involuntary leave often fall under the realm of student conduct and discipline, and set out the procedures for a leave of absence during circumstances in which a student is not able or unwilling to request a leave. Readmission or re-entry policy may outline the process for re-entering school after a leave of absence, typically with different procedures depending on whether the leave was voluntary or involuntary. These policies limit student's possibility of taking leave for health and wellness-related reasons and forces them to continue with their program requirements when in the middle of stressful situations or health matters.

Third, students' *Codes of Conduct* play an important role in student health and wellness. As a student code of conduct sets out the expectations for student behaviour while at the institution, it usually details a system for disciplinary measures that is complementary to civil or criminal codes regulating behaviour. Especially in students with mental health conditions, codes of conduct can benefit from a more holistic lens, allowing students with disruptive behaviours to continue with their studies so long as the behaviour relates to a health issue.

Fourth, wellness programs may require the collection of sensitive information pertaining to lifestyle choices, health and relationships. Confidentiality and privacy is considered an important factor for students' use of health and wellness related services. Often, the roles and responsibilities of staff and

³² Olding, M. & Yip, A. 2014. Policy Approaches to Post-Secondary Student Mental Health. OCAD University & Ryerson University Campus Mental Health Partnership Project. Toronto, ON: Author

faculty with regard to confidentiality are very ambiguous. Efforts to protect privacy must be balanced with institutions' obligations to act during an emergency situation where the health and safety of the individual or others is at risk. Moreover, confidentiality and privacy considerations are particularly pertinent to the development of protocols for responding to students experiencing mental health difficulties because of the potential for stigma and discrimination associated with mental health issues.

Evaluation

Wellness programs are generally evaluated on two main objectives - a measurable positive change in participants' health and program cost reduction.

A considerable amount of literature is available on the economics of workplace wellness programs and the evaluation of Return On Investment.³³ Authors agree that a wellness program needs to be implemented long-term to achieve a significant ROI and that short term there may not be a marked return. The ROI for \$1 spent on workplace wellness programs is reported anywhere from less than \$1 to above \$5 on the high end. One of the main metrics being used for ROI calculation is absenteeism³⁴ and increases in productivity due to decreases in unplanned days off. Although evaluations and findings which examine ROI are plentiful, there is some debate occurring that evaluating these programs solely on ROI is missing the goal of "wellness".

As Linden et. al identify, several institutions have identified the need for ongoing monitoring of student health and wellness, although none of the documents reviewed identified a comprehensive performance monitoring system to ensure that wellness initiatives are evidence informed, are based on best practice models, or that a systematic evaluation strategy is in place.³⁵

In a survey conducted in 2014 with 274 front-line workers dealing with students in 180 post-secondary institutions across Canada, 74% of them agreed (somewhat-to-strongly) that students are informed about mental health and available services. However, 84% agreed that their institutions could benefit from expanding mental health promotion and outreach programs. Although best and promising practices are reported in the grey literature, there is little evidence that the programs have been evaluated. Key informants reinforced that the mental health interventions implemented on campuses have typically not been evaluated in the post-secondary setting.³⁶

³³ Return on Investment (ROI) is a performance measure used to evaluate the efficiency of an investment or compare the efficiency of a number of different investments. In this case investments are health and wellness activities.

³⁴ Baicker, K., Cutler, D., and Song, Z. 2010. Workplace Wellness Programs Can Generate Savings. Retrieved from <https://www.healthaffairs.org/doi/full/10.1377/hlthaff.2009.0626>

³⁵ Linden B, Grey S, Stuart H. National Standard for Psychological Health and Safety of Post-Secondary Students – Phase I: Scoping Literature Review. Ottawa, ON: Mental Health Commission of Canada; 2018.

³⁶ Jarworska, N. 2016. Mental Health Services for Students at post-secondary Institutions: A National Survey. Retrieved from <https://europepmc.org/backend/ptpmcrender.fcgi?accid=PMC5564891&blobtype=pdf>

The evidence base for the efficacy and effectiveness of the majority of health and wellness interventions in post-secondary institutions is thin.³⁷ Even traditional treatments that have demonstrated efficacy and effectiveness in adult populations with mental health difficulties have not been evaluated for their impact on healthy post-secondary students or for their novel delivery systems (such as on-line courses or in class sessions).³⁸ Ongoing monitoring, quality assurance assessment, and systematic evaluation activities are needed to ensure that programs and initiatives are evidence-based and effective. This includes the need for Canadian data to monitor the health and wellness needs and help-seeking behaviours of post-secondary students.

Rigorous evaluations of such initiatives will be important to generate knowledge about what works and what does not work in different contexts.³⁹ As Jawarska et. al point out, until post-secondary institutions identify performance indicators, measure the impact of initiatives/services, and publicly disseminate this information, the understanding of whether an institution is doing well in supporting health and wellness is limited.⁴⁰

The Okanagan Charter

In 2015, the International Conference on Health Promoting Universities and Colleges was held in Kelowna, British Columbia on June 22-25 at the University of British Columbia's Okanagan campus. Researchers, practitioners, administrators, students and policy makers from 45 countries gathered for the development of the Okanagan Charter: An International Charter for Health Promoting University and Colleges, which calls on post-secondary schools to embed health into all aspects of campus culture and to lead health promotion action and collaboration locally and globally.

The Charter aims to promote health, enhance the success of educational institutions; create campus cultures of compassion, well-being, equity and social justice; improve the health of the people who live, learn, work, play and love on our campuses; and strengthen the ecological, social and economic sustainability of the communities and wider society of universities and colleges across Canada.

The Okanagan Charter sets out a number of principles related to health and wellness amongst post-secondary institutions and encourages them to adopt these principles to improve human and environmental health and well-being, which are determinants of learning, productivity and engagement. These guiding principles for post-secondary institutions are summarized below:

³⁷ Linden B, Grey S, Stuart H. National Standard for Psychological Health and Safety of Post-Secondary Students – Phase I: Scoping Literature Review. Ottawa, ON: Mental Health Commission of Canada; 2018.

³⁸ Jarworska, N. 2015. Mental Health Services for Students at post-secondary Institutions: A National Survey. Retrieved from <https://campusmentalhealth.ca/wp-content/uploads/2018/03/CrossCan-MH-services-on-campus-survey.pdf>

³⁹ MacKean, G. 2011. Mental health and well-being in post-secondary education settings A literature and environmental scan to support planning and action in Canada. Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.737.6978&rep=rep1&type=pdf>

⁴⁰ Jarworska, N. 2015. Mental Health Services for Students at post-secondary Institutions: A National Survey. Retrieved from <https://campusmentalhealth.ca/wp-content/uploads/2018/03/CrossCan-MH-services-on-campus-survey.pdf>

Principle	Description
Use settings and whole system approaches	Use holistic settings and systems as the focus for inquiry and intervention, effectively drawing attention to the opportunities to create conditions for health in higher education. Set an example for health promotion action in other settings.
Ensure comprehensive and campus-wide approaches	Develop and implement multiple interconnected strategies that focus on everyone in the campus community.
Use participatory approaches and engage the voice of students and others	Set ambitious goals and allow for solutions and strategies to emerge through use of participatory approaches to engage broad, meaningful involvement from all stakeholders, including students, staff, faculty, administrators and other decision makers. Set priorities and build multilevel commitments to action.
Develop trans-disciplinary collaborations and cross-sector partnerships	Develop collaborations and partnerships across disciplines and sectors, both within the campus community and with local and global partners, to support the development of whole campus action for health and the creation of knowledge and action for health promotion in communities more broadly.
Promote research, innovation and evidence-informed action	Ensure that research and innovation contribute evidence to guide the formulation of health enhancing policies and practices, thereby strengthening health and sustainability in campus communities and wider society. Based on evidence, revise action over time.
Build on strengths	Use an asset-based and salutogenic approach to recognize strengths, understand problems, celebrate successes and share lessons learned, creating opportunities for the continual enhancement of health and wellbeing on campus.
Value local and indigenous communities' contexts and priorities	Advance health promotion through engagement and an informed understanding of local and indigenous communities' contexts and priorities, and consideration of vulnerable and transitioning populations' perspectives and experiences.
Act on an existing universal responsibility	Act on the "right to health" enshrined in the Universal Declaration of Human Rights to ensure health promotion action embodies principles of social justice, equity, dignity and respect for diversity while recognizing the interconnectedness between people's health and health determinants, including social and economic systems and global ecological change.

The Okanagan Charter introduces a number of key principles for the design and implementation of health and wellness programs at post-secondary institutions. It incorporates a holistic view of health by which it is better understood as a reflection of physical, mental and social well-being and not merely the absence of disease or infirmity. From this perspective, health promotion requires a positive, proactive approach, moving "beyond a focus on individual behaviour 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.⁴¹

⁴¹ Okanagan Charter: An International Charter for Health Promoting Universities and Colleges. 2015.

Impetus for Better Health and Wellness Strategies

For Students

Post-secondary education can be both an exciting experience but also a challenging one for many students. On any given day, most college and university students are juggling academic, financial, family, and personal demands.⁴² Some students, transitioning directly from secondary school, may be away from home, family, and friends for the first time. Others may face challenges with reintegrating into student life, after having been in the workforce for years.⁴³

Mental health challenges may be intensified during transition into post-secondary schools. While the vast majority successfully navigates this unique transitional phase by acquiring new skills and perspectives, for some the road to independence, identity and employment can lead to temporary but acute emotional distress. For them, this period can mark the onset of more serious and protracted mental health problems.⁴⁴

A study published in 2015⁴⁵ by the Mental Health Commission of Canada, found that there was a 32% increase in student enrollment but 320% increase in students using Access/Disability services, especially Mental Health Accommodations. Moreover, along with greater numbers of students coming to campus with a diagnosed mental disorder, only about half of the students enrolled in post-secondary institutions use campus mental health services, and 10% were seen in urgent/crisis situations.

Many individuals enter post-secondary education at an age when mental illnesses are most likely to first manifest, and all students face the potential stressors of the post-secondary setting.⁴⁶ In particular, it is estimated that about 50% of all lifetime cases of mental illness start by 14 years of age, and 75% by age 24 years.⁴⁷ Further, increasingly more students than ever are seeking help and taking medication for mental health problems; and students themselves identify mental health issues as having a significant impact on their academic performance.⁴⁸

⁴² Mental Health Commission of Canada. 2020. Post-Secondary Students Standard. Retrieved from <https://www.mentalhealthcommission.ca/English/studentstandard>

⁴³ Mental Health Commission of Canada. 2020. Post-Secondary Students Standard. Retrieved from <https://www.mentalhealthcommission.ca/English/studentstandard>

⁴⁴ Carleton University. 2009. Student Mental Health Framework: A Guide for Supporting Students in Distress. Retrieved from https://bp-net.ca/wp-content/uploads/2019/04/Carlton_Student-Mental-Health-Framework-1.0.pdf

⁴⁵ Willinsky, C. 2015. Consensus Conference on the Mental Health of Emerging Adults. Retrieved from https://www.mentalhealthcommission.ca/sites/default/files/willinsky_nov_3_950am_0.pdf

⁴⁶ Government of Alberta, Advanced Education. 2017. Advisory Panel on Post-Secondary Mental Health: Final Recommendations Report. Retrieved from <https://open.alberta.ca/dataset/33f4e5e6-0e2d-4ec1-be8e-7844d09bae3d/resource/c87ebbb9-b260-4a35-82e6-ae37a135ac05/download/final-post-secondary-mental-health-review-recommendations-report.pdf>

⁴⁷ Kessler, R.C. et al., 2005. Lifetime Prevalence and Age-of-Onset Distributions of DSM-IV Disorders in the National Comorbidity Survey Replication. Retrieved from www.ph.ucla.edu/epi/faculty/detels/PH150/Kessler_DSMIV_AGP2009.pdf

⁴⁸ Government of Canada. Suicide in Canada: Infographic. Retrieved from <https://www.canada.ca/en/public-health/services/publications/healthy-living/suicide-canada-infographic.html>

In 2019, the American College Health Association published their National College Health Assessment findings on the health of college students in Canada with striking results.⁴⁹ According to this survey, stress, anxiety, sleep difficulties and depression were some of the main factors affecting student's academic performance within the last 12 months. Moreover, 64% of the students surveyed felt things were hopeless, 88% overwhelmed by all they had to do, 70% lonely, 76% sad, 52% so depressed that it was difficult to function, 69% had overwhelming anxiety, 16% seriously considered suicide and 11% intentionally cut, burned, bruised or otherwise injured themselves at least once within the last 12 months.

Alcohol use was the substance with the highest prevalence of use amongst respondents (63%) and the substance with the most perceived use (91%) by a typical student on campus within the last 30 days. Twenty-four percent of students surveyed reported having 7 or more drinks the last time they "partied" or socialized during the same period of time. Similarly, 35% of respondents reported having done something they later regretted, forgotten where they were, or forgotten what they did in the last 12 months when drinking. Sixteen percent of college students reported driving after having any alcohol in the last 30 days.

In 2018, the Canadian Centre on Substance Use and Addiction released a study on Heavy Episodic Drinking (HED) amongst post-secondary students. According to this report, post-secondary students make up one sub-population of young adults at particularly high risk of HED. Research has shown that post-secondary students drink more frequently and consume greater quantities of alcohol than their non-student peers. The negative consequences can be severe. In the short term, HED has been associated with blacking out, impaired driving, injuries, and physical and sexual violence, while long-term consequences can include significant cognitive, structural and functional brain changes in young adults, as well as potential health issues such as liver disease or cancer.⁵⁰

Other health issues such as physical inactivity and poor nutrition were also considered in the survey. In particular, more than half of the students reported having one to two servings of fruits and vegetables per day and 49% reported doing vigorous-intensity cardio or aerobic exercise for at least 20 minutes in the past 7 days.

The high prevalence of mental health issues amongst post-secondary students was also identified by Robinson et.al. (2016). In their research, anxiety and depression were the most prevalent mental health concerns of students surveyed, with 36% of students indicating anxiety as a concern and 32% identifying

⁴⁹ The ACHA-National College Health Assessment II (ACHA-NCHA II) is a national research survey organized by the American College Health Association (ACHA) to assist college health service providers, health educators, counselors, and administrators in collecting data about their students' habits, behaviors, and perceptions on the most prevalent health topics.

⁵⁰ Canadian Centre on Substance Use and Addiction. 2018. Heavy Episodic Drinking Among Post-Secondary Students: Influencing Factors and Implications. Retrieved from <https://www.ccsa.ca/sites/default/files/2019-04/CCSA-Heavy-Episodic-Drinking-Post-Secondary-Students-Report-2018-en.pdf>

depression as a concern. Students also identified sleep problems (12%) and addictions (6%), and 4.9% of students surveyed identified trauma and/or abuse as a concern.⁵¹

For Employees

While less documented, similar concerns have been raised regarding discrimination and stigmatization against faculty and staff experiencing mental health issues, as well as accessibility and mental health issues in Canadian post-secondary institutions. In 2018, the Canadian Association of University Teachers published the report “Under Represented & Underpaid”,⁵² to provide a snapshot of academic staff representation and income in Canada’s universities and colleges in 2016. According to the report, while post-secondary institutions are publicly committed to equity and diversity, progress has been slow in achieving employment and wage equity for academic staff. Data used for the report finds there are significant wage gaps between men and women, and between white, Indigenous and racialized academic staff. Further there is an underrepresentation of racialized, Indigenous, and female university teachers.

In particular, wage gaps exist between the dominant group (non-Indigenous, non-racialized men) and all others. The gap is deepest for racialized women college instructors who earn only 63 cents on the dollar and racialized women professors who earn an average 68 cents for every dollar. Of note, although women make up a majority of all post-secondary enrolments (56.4% in universities and 55.8% in colleges), they make up just 44% of all university teachers. The situation is nearly reversed in the college sector, where women comprise 54% of all instructors. By comparison, women make up 48% of the overall labour force.

In addition, Indigenous academics remain significantly underrepresented in academia, making up just 1.4% of all university professors and 3% of college instructors in 2016. This is compared to 3.8% of Indigenous workers in the labour force and also falls short of the 5% of undergraduate university students who identify as Indigenous. Representation gains have been made among some, but not all, groups of racialized teachers in the university sector. The overall share of racialized university professors grew from 17% in 2006 to 21% in 2016, on par with growth in the proportion of the overall labour force aged 25 and older. However, racialized individuals are significantly underrepresented in the college sector, at less than 15% of all instructors.⁵³

⁵¹ Robinson, A. M., Jubenville, T. M., Renny, K., Cairns, S. L., 2016. Academic Mental Health Needs of Students on a Canadian Campus. Retrieved from <https://cjc-rcc.ucalgary.ca/article/view/61100/pdf>

⁵² Eisenkraft, H. 2010. Racism in the Academy. Retrieved from <https://www.universityaffairs.ca/features/feature-article/racism-in-the-academy/>

⁵³ Canadian Association of University Teachers. 2018. Underrepresented & Underpaid Diversity & Equity Among Canada’s Post-Secondary Education Teachers. Retrieved from https://www.caut.ca/sites/default/files/caut_equity_report_2018-04final.pdf

Women remain seriously underrepresented as teachers of science, technology, engineering and mathematics (STEM) disciplines in colleges and universities. Further, racialized, Indigenous and women post-secondary teachers are less likely to have full-time, full-year (FTFY) employment. Racialized women are the most under-represented among FTFY professors and instructors, with 45% working on an FTFY basis in universities and only 32% in colleges.⁵⁴

Best Practices for Health and Wellness Strategies

Based on the grey and academic background literature, we have defined a “good practice” strategy and program as one that has the following elements:

1. **Comprehensive & Holistic**, viewing the **whole campus** as the scope to be addressed and is responsible for enhancing and maintaining the health and wellness of all community members;
2. **Focused and Staff and Student-Directed** beyond the individual and strategies such as treatment, skill-building and awareness to the **whole campus** - its environment, organizational structure, policies and practices. The strategy should be grounded in values of informed choice and inclusion of campus voices in strategy development and decision-making, especially of staff and students with lived experiences.
3. **Inclusive & Engaging**, involving all stakeholders in a collective, shared responsibility for creating campus environmental conditions that support whole campus health and wellness.
4. **Establishment of environmental conditions** for the flourishing of all students that are grounded in values of social equity and sustainability; supports integrated development and capacity building; provides targeted programs for students who would benefit from assistance; and provides specialized services for students experiencing health and wellness issues.
5. **Proactive & Iterative** in establishing strategies to prevent potential undesired experiences of health and wellness from happening in post-secondary institutions, with structures to measure and monitor goals and outcomes of the strategy.
6. **Diverse & Safe** for all community members to conduct their activities in an environment free of violence, discrimination, and harassment.

Examples of each of these components of good practices across post-secondary institutions are included in the Appendix section of this document.

Comprehensive & Holistic

A comprehensive and holistic view of health and wellness demands viewing the **whole campus** as the responsible for enhancing and maintaining the mental health of community members. Hence,

⁵⁴ Canadian Association of University Teachers. 2018. Underrepresented & Underpaid Diversity & Equity Among Canada’s Post-Secondary Education Teachers. Retrieved from https://www.caut.ca/sites/default/files/caut_equity_report_2018-04final.pdf

leadership, mental health and resilience, food and nutrition, social connection, built environments, and physical activity are all within scope for a mental health and wellness strategy. Although not limited to these components, they are essential starting points for developing a health and wellness strategy.

Over the last decade, an increasing number of post-secondary institutions have adopted more holistic and comprehensive ways of understanding and implemented health and wellness-related programs/plans within campus. More often, these strategies incorporate the notion of wellbeing as a more comprehensive term that goes beyond mental health and involves the need for a new and more integrated approach to health and wellness.

As such, universities and colleges have conceived the need of creating healthier settings to improve the health and well-being of all individuals in a community. Some areas for action include the development of learning and working environments, services and interventions, campus policies, community engagement, social interaction, personal development, and physical space. Other strategies have come to the implementation of programs/plans to improve healthy lifestyle, sleep, mental health, nutrition, physical activity, and relationships.

Precedents of comprehensive and holistic strategies can be found in [Appendix A](#).

Focused & Staff and Student-Directed

Health and wellness strategies need to extend beyond the individual and strategies such as treatment, skill-building and awareness. Instead, they need to be directed to the whole campus - its environment, organizational structure, policies and practices. As such, examples of good practices have introduced strategies grounded in values of informed choice and inclusion of campus voices in strategy development and decision-making, especially of staff and students with lived experiences. Likewise, these strategies go beyond the common student-focus to advance towards skill-building and awareness of the whole campus, its environment, organizational structure, policies and practices.

Along with the Okanagan Charter, other good practices of health and wellness strategies have incorporated a more comprehensive understanding of the population target in universities and colleges beyond students. Community members are not only those who go to study, but also those that work, play and live in post-secondary campuses.

Precedents of focused & staff and student-directed strategies can be found in [Appendix B](#).

Inclusive & Engaging

Inclusivity, in terms of health and wellness strategies, refers to involving all stakeholders in a collective, shared responsibility for creating campus environmental conditions that support whole campus health and wellness.

The promotion of meaningful engagement and participation, improving resiliency and removing barriers to full participation for all is considered as an example of good practice of health and wellness strategies, as are the plans involving trans-disciplinary collaborations and cross-sector partnerships to support the development of whole campus action for health and the creation of knowledge and action for health and wellness promotion in communities more broadly. All stakeholders are to be included and given shared responsibility for creating campus environmental conditions that support whole campus health and wellness.

Precedents of inclusive & engaging strategies can be found in [Appendix C](#).

Creative

It is essential that strategies for health and wellness create environmental conditions for the flourishing of the whole campus community. To this end, universities and colleges have implemented strategies/plans that are grounded in values of social equity and sustainability, integrate development and capacity building, provide innovative programs for students, staff, and faculty to increase accessibility and reduce barriers, and offer specialized services for students, staff, and faculty experiencing health and wellness-related issues.

As part of these strategies, post-secondary institutions across Canada have implemented programs dedicated to the provision of opportunities to enhance interpersonal relationships and connections to foster a greater sense of belonging and engagement for learners, the development of new buildings and renovation projects to enhance accessibility for all, and the promotion of a variety services for students and faculty members.

Precedents of strategies that create conditions for flourishing can be found in [Appendix D](#).

Proactive & Iterative

As aforementioned in this report, one of the main challenges identified in the literature is the lack of evaluation and the implementation of performance indicators to monitor goals and outcomes and measure the impact of initiatives to better understand whether an institution is doing well in supporting health and wellness or if it's time for an adjustment. Furthermore, this lack of iterative evaluation limits the possibility of implementing proactive health and wellness strategies able to prevent potential undesired experiences of health and wellness from happening in post-secondary institutions.

Examples of good practices have emphasized the need of building capacity to recognize early indicators is important for response and support at the earliest possible time. The design and implementation of proactive strategies to create or control a potential health and wellness situation and plans aiming at evaluating ongoing initiatives is key to the prevention of undesired health and wellness experiences in post-secondary institutions, as well as to accountability.

Existing strategies on this front have implemented metric reporting systems to evaluate and report on outcomes of wellness initiatives, recognize and respond to an individual who may be experiencing difficulties, and adapt to unforeseen circumstances.

Precedents of proactive & iterative strategies can be found in [Appendix E](#).

Diverse & Safe

Health and wellness strategies should seek to embrace diversity and provide safe environments for all. In its creation and application, a strategy should be understanding, accepting, and valuing of differences in implementing strategies for vulnerable populations. It should also acknowledge differences in education, personalities, skill sets, experiences, and knowledge bases. However, embracing diversity and acceptance is not possible without a safe environment to so without a safe environment that minimizes the risk of injury to community members and commits to ensuring all community members are able to study, work and conduct their activities in an environment free of violence, free from discrimination and harassment.

Respectful environments with strategies promoting understanding, acceptance, and valuing gender, age, and cultural differences as well as those referring to education, personalities, skill sets, experiences, and knowledge bases, have been identified as good practices implemented in post secondary institutions across Canada. Further, strategies dedicated to the provision of safe environments that minimize the risk of injury to community members commit to ensuring faculty, students and staff are able to study, work and conduct their activities in an environment free of violence, discrimination, and harassment have been also highlighted as a good practice.

Precedents of diversity & safety strategies can be found in [Appendix F](#).

Vulnerable Populations

Wellness programs are most successful when in consideration of the unique needs and characteristics of the population being served are prioritized and considered. The student population of post-secondary institutions will generally have unique characteristics of youth or transitioning adults which may present similar to and different from the general youth population. Divergence from the general population is noted in regards to alcohol consumption, with post-secondary students drinking more frequently and in greater quantity than non-student peers. Safety concerns such as sexual assault are more prevalent issues for a student population compared to the general population, with high risk sexual behaviours being common in post-secondary populations.⁵⁵ Of note, full-time on campus student populations have

⁵⁵ Eisenberg, M. 2012. Through the Eyes of the Student: What College Students Look for, Find, and Think about Sexual Health Resources on Campus. Retrieved from https://www.researchgate.net/profile/Carolyn_Porta/publication/257797945_Through_the_Eyes_of_the_Student_What_College_Students_Look_for_Find_and_Think_about_Sexual_Health_Resources_on_Campus

different wellness needs compared to that of part-time, continuing education or web-based distance students.

In the following pages we summarize some of the best practices identified in the strategies and plans reviewed for this report and highlight the initiatives related to all community members, students and staff.

Indigenous

In Canada, health and wellness programs include consideration of Indigenous peoples and Indigenous wellness concepts, particularly due to increasing rates of Indigenous post-secondary enrollment.⁵⁶ Increasing indigenous enrollment, satisfaction with the learning environment and establishing holistic services are key aspects of Lethbridge College's institutional plan.⁵⁷

Discrimination is well understood to be experienced by Indigenous peoples in Canada as evidenced in a study indicating 7 out of 10 Indigenous adults indicated being teased or insulted because of their ethnic background.⁵⁸

- Underrepresentation in post-secondary education
- Separate Indigenous Services for students
- Institutions require an understanding of Indigenous wellness and healing. Refer to the Truth and Reconciliation "Legacy" and "Reconciliation" calls to action.
- Discrimination, racism on and off campus. For example, discrimination in the rental market can make it difficult for Indigenous students to find appropriate housing, which can result in a substandard living situation and cause them to be distant from campus.
- Mental health, intergenerational trauma, and post traumatic stress disorder.

Students

For Indigenous students who have moved away from their communities and families, adjusting to post-secondary life may be a difficult transition. Generally, health and wellness programs help students to continue building a sense of cultural connectedness on campus, and maintain ties to their culture, which will allow them to work towards the building of an overall sense of wellbeing.

Community-building is an integral part of the student experience, a factor which contributes to the feeling of belonging and the development and promotion of cultural connectedness. This dialogue must continue amongst student groups and leaders so that post-secondary institutions can continue to collaboratively build awareness and cultural competency.

⁵⁶ The prevalence of distress, depression, anxiety, and substance use issues among Indigenous post-secondary students in Canada. Retrieved from <https://journals-sagepub-com.alumni.lib.ucalgary.ca/doi/pdf/10.1177/1363461519861824>

⁵⁷ 2019-22 Lethbridge College Comprehensive Institutional Plan: Leadership and Transformation. Retrieved from: <https://lethbridgecollege.ca/document-centre/publications/comprehensive-institutional-plans/comprehensive-institutional-plan-7>

⁵⁸ Currie, C. L., Wild, T. C., Schopflocher, D. P., Laing, L., Veugelers, P. 2012. Racial Discrimination Experienced by Aboriginal University Students in Canada. Retrieved from <https://journals.sagepub.com/doi/pdf/10.1177/070674371205701006>

Employees

To respond to the calls to action in the final report of the Truth and Reconciliation Commission of Canada, many post-secondary institutions have created or updated their indigenous strategy, similar to Lethbridge Colleges's Niitsitapi Indigenization Plan.⁵⁹ These efforts are instrumental to recruiting under-represented Indigenous staff and honouring the national commitment to reconciliation. Each institution is taking a different approach to reconciliation which includes both physical and cultural changes. Reconciliation efforts include the creation of indigenous spaces, Elders honouring campus facilities with traditional names, a consideration of smudging in new building construction⁶⁰, incorporating indigenous ways of knowing into the curriculum and actively recruiting and retaining indigenous staff and faculty.⁶¹

LGBTQ2S+

While campuses have certainly evolved to be more inclusive, students and employees who are gender and sexually diverse are more likely to report psychological distress and health concerns than their peers.⁶² One of the Health and Wellness goals of Lethbridge College's Comprehensive Institutional Plan is to create an environment inclusive of LGBTQ2S+ students and faculty.⁶³

Students

Research shows that LGBTQ2S+ youth are more likely to report suicidal ideation, depression, discrimination and high-risk behaviours than heterosexual, cisgender youth.⁶⁴ The stress of being a marginalized person can affect mental health and well-being, but adequate social support can mitigate many of these negative effects.⁶⁵ Positive academic climates are particularly impactful.⁶⁶ Supports for sexual minorities provide safety, community and are instrumental to facilitating the interpersonal relationships that keep students well. Creating a supportive environment requires collaboration across student services, academic departments, Health & Wellness, student clubs and the administration. Support for LGBTQ2S+ students exists in most post-secondary institutions across Canada, but the amount of funding and resources provided for these initiatives varies considerably.

⁵⁹ The Final Report of the Truth and Reconciliation Commission of Canada Volume One: Summary "Honouring the Truth", Reconciling for the Future. 2015. Retrieved from http://www.trc.ca/assets/pdf/Honouring_the_Truth_Reconciling_for_the_Future_July_23_2015.pdf

⁶⁰ Wecheehetowin. Final Report of the Steering Committee for the University of Toronto Response to the Truth and Reconciliation Commission of Canada. 2017. Retrieved from <https://www.provost.utoronto.ca/wp-content/uploads/sites/155/2018/05/Final-Report-TRC.pdf>

⁶¹ "ii" taa" poh'to'p UCalgary Indigenous Strategy. 2017. Retrieved from: https://live-ucalgary.ucalgary.ca/sites/default/files/teams/136/Indigenous%20Strategy_Publication_digital_Sep2019.pdf

⁶² Woodford, M. R., Weber, G., Nicolazzo, Z., Hunt, R., Kulick, A., Coleman, T., ... & Renn, K. A. (2018). Depression and attempted suicide among LGBTQ college students: Fostering resilience to the effects of heterosexism and cisgenderism on campus. *Journal of College Student Development*, 59(4), 421-438.

⁶³ 2019-22 Lethbridge College Comprehensive Institutional Plan: Leadership and Transformation. Retrieved from: <https://lethbridgecollege.ca/document-centre/publications/comprehensive-institutional-plans/comprehensive-institutional-plan-7>

⁶⁴ Eisenberg, M. E., Mehus, C. J., Saewyc, E. M., Corliss, H. L., Gower, A. L., Sullivan, R., & Porta, C. M. (2018). Helping young people stay afloat: A qualitative study of community resources and supports for LGBTQ adolescents in the United States and Canada. *Journal of homosexuality*, 65(8), 969-989.

⁶⁵ Meyer, I. H. 2003. Prejudice, social stress, and mental health in lesbian, gay, and bisexual populations: conceptual issues and research evidence. *Psychological bulletin*, 129(5), 674.

⁶⁶ Birkett, M., Espelage, D. L., & Koenig, B. (2009). LGB and questioning students in schools: The moderating effects of homophobic bullying and school climate on negative outcomes. *Journal of youth and adolescence*, 38(7), 989-1000.

On the well-resourced end of the spectrum, LGBTQ2S+ supports are embedded into the campus environment and across various departments. This includes having a physical location such as Lethbridge College's Pride Lounge. Physical space is not only a refuge for students, but it is home to many student-led initiatives that support the LGBTQ2S+ community. Structural initiatives such as offering at least one for-credit LGBTQ course, having gender inclusive policy (as well as sexual orientation inclusive policy) and having a higher ratio of LGBTQ2S+ clubs relative to the population contribute to LGBTQ2S+ students feeling less discrimination.⁶⁷

Many LGBTQ2S+ campus organizations are reliant on funding from Student's Union fees, which can present challenges for smaller institutions with lower revenue raising capabilities. Funding from the institution, grants or donors are important for consistent programming and allow for hiring full-time staff who can provide more robust programming and training to other departments.

Across Canada, LGBTQ2S+ supports and initiatives on campuses include:

- Peer mentoring programs⁶⁸
- Social events & LGBTQ2S+ speaker series⁶⁹
- Sexual health clinics & free sexual health supplies⁷⁰
- Lavender graduation ceremonies⁷¹
- LGBTQ2S+ education & training for campus leaders⁷²
- Consulting and inclusion audits⁷³
- Scholarships for students serving the LGBTQ2S+ community⁷⁴ & funding for new initiatives
- Transition resources including a straightforward name change process⁷⁵ and access to hormones under student medical coverage⁷⁶
- All gender washroom facilities⁷⁷
- Gender-neutral language policies for institutional communications⁷⁸

⁶⁷ Woodford, M. R., Kulick, A., Garvey, J. C., Sinco, B. R., & Hong, J. S. 2018. LGBTQ policies and resources on campus and the experiences and psychological well-being of sexual minority college students: Advancing research on structural inclusion. *Psychology of Sexual Orientation and Gender Diversity*, 5(4), 445.

⁶⁸ University of Calgary. The Q Centre. Queer Mentoring Program Retrieved from: <https://www.su.ucalgary.ca/programs-services/student-services/the-q-centre/>

⁶⁹ UR Pride. Rainbow Speaker Series. Retrieved from: <https://www.urpride.ca/rainbowseries/>

⁷⁰ UR Price Centre. Sexual Health Magic. Retrieved from: <https://www.urpride.ca/magic/>

⁷¹ Universities Canada. McGill University offers Canada's first "Lavender Graduation Ceremony". Retrieved from: <https://www.univcan.ca/priorities/equity-diversity-inclusion/edi-stories/mcgill-university-offers-canadas-first-lavender-graduation-ceremony/>

⁷² UR Pride Centre. Positive Space Network. Retrieved from: <https://www.urpride.ca/programs/psn/>

⁷³ UR Pride Centre. Consulting and Inclusion Audits. Retrieved from: <https://www.urpride.ca/services/consulting/>

⁷⁴ Audi T

⁷⁵ York University. Staff & Faculty Name change form & Gender-neutral washroom map. Retrieved from: <https://rights.info.yorku.ca/lgbtq/>

⁷⁶ Waterloo Undergraduate Student Association. Trans Resources. Retrieved from <https://wusa.ca/services/glow-centre-sexual-and-gender-diversity/trans-resources>

⁷⁷ York University. Staff & Faculty Name change form & Gender-neutral washroom map. Retrieved from: <https://rights.info.yorku.ca/lgbtq/>

⁷⁸ York University. Gender Free Language Policy. Retrieved from: <https://secretariat-policies.info.yorku.ca/policies/gender-free-language-policy/>

- LGBTQ2S+ resource lending library⁷⁹

All students and staff benefit from the resources, training and support that LGBTQ2S+ centres provide.

Employees

Among other wellness factors, being a sexual minority in an unsupportive workplace leads to lower job satisfaction⁸⁰ and a greater use of sick days.⁸¹ LGBTQ2S+ supportive policy is one of many steps that employers can take to create a climate of inclusion. For staff and faculty in the post-secondary context, inclusion comes in many forms. At a high level, this includes hiring a diverse workforce, celebrating achievements, providing on-going diversity training across the institution⁸² and breaking down barriers.

Many of the resources provided for LGBTQ2S+ students also support faculty. For example, the University of Regina Pride Centre for Sexuality and Gender Diversity can be invited by faculty to provide class talks, help find LGBTQ2S+ research assistants and suggest assigned class readings to be included in the curriculum.⁸³ Staff-only LGBTQ2S+ societies seem to be one of the most common staff specific wellness initiatives across post-secondary contexts.⁸⁴

International Considerations

International post-secondary students and faculty increases yearly due to globalization, university partnerships, cultural networking.⁸⁵ Relocating to a foreign country is a major life event, and studies have shown that international students experience distress to such a degree that their health, wellness, and academic functioning are greatly affected.⁸⁶

Students

International students will undergo acculturation: a process in which an individual adopts, acquires and adjusts to a new cultural environment. Mesidor and Sly (2016) identified four stages of cultural adjustment and offered suggestions for institutions to help decrease the psychological effects of acculturation. The first state is called the honeymoon stage in which students are excited to be entering

⁷⁹ Waterloo Undergraduate Student Association. The Glow Centre for Sexual and Gender Diversity. Lending Library. Retrieved from: <https://wusa.ca/services/glow-centre-sexual-and-gender-diversity>

⁸⁰ Velez, B. L., Moradi, B., & Brewster, M. E. 2013. Testing the tenets of minority stress theory in workplace contexts. *Journal of Counseling Psychology*, 60(4), 532–542. <https://doi.org/10.1037/a0033346>

⁸¹ Huebner, D. M., & Davis, M. C. 2007. Perceived antigay discrimination and physical health outcomes. *Health Psychology*, 26(5), 627–634. <https://doi.org/10.1037/0278-6133.26.5.627>

⁸² McGill University. Diversity Training on LGBTQ Issues. Retrieved from: <https://www.mcgill.ca/branches-program/students/lgbttq/diversitytraining>

⁸³ UR Pride Centre. Faculty and Professors. Retrieved from: <https://www.urpride.ca/faculty/#1533752805235-bbc54336-56ba>

⁸⁴ University of Guelph. 2018. QUoFG Network Provides Connections for LGBTQ+ Employees. Retrieved from <https://news.uoguelph.ca/2018/10/quofg-network-provides-connections-for-lgbtq-employees/>, University of Toronto. QUTE (Queer U of T Employees). Retrieved from <https://sgdo.utoronto.ca/employees/qute-queer-u-of-t-employees/>

⁸⁵ Kramer, A., Prufer-Kramer L., Stock, C., & Tshiananga, J. T. (2004). Difference in health determinants between international and domestic students at a German university. *Journal of American College Health*, 53, 127-132.

⁸⁶ Amar, K., Manoj, S. & Ashutosh, A. (2009). Enhancing social support, hardiness, and acculturation to improve mental health among Asian Indian international students. *International Quarterly of Community Health Education*, 30, 55-68

a new and exciting part of their life. However, soon they may enter the second stage which is characterized by frustration. This stage is called the hostility stage and students begin to encounter obstacles and acculturation stress. The third state is called the humor stage where international students find relaxing activities and hobbies to help decrease the stress of cultural adjustment. And lastly, the final stage of successful adjustment is the home stage where students feel settled and satisfied in their acculturation experience (Mesidor & Sly, 2016). The four stages of cultural adjustment will be beneficial when colleges and universities identify interventions based on which stage exhibited by the international student.⁸⁷

Success in academic life is positively related to acculturation. Lack of acculturation tends to result in less academic success, greater communication issues, and lower medical/physical health.⁸⁸ In other studies, it was found that students who are less acculturated are more likely to contract diseases and engage in unhealthy behaviors.⁸⁹ Some international students are not interested in acculturation and institutions will need to identify that personal identity status and respect that intercultural activities are not beneficial for these students.⁹⁰

Faculty

Recruitment of international faculty members has risen as Universities make attempts to globalize, diversify and attract international students.⁹¹ Despite the wellness challenges that may arise due to moving to a new country and working towards tenure, there are few publicly advertised supports for international faculty in Canadian post-secondary institutions. The focus is primarily on providing support for international students at the undergraduate and graduate level. Some of the resources provided by international student support offices may be available to international faculty, but they are generally not advertised towards faculty or staff. Informal support may also be provided within academic departments, but the extent of health and wellness support appears minimal.

Some research finding has indicated that faculty was not empathetic due to the students' language proficiency. They criticized international students for not taking responsibility for their academic advancement. Some staff have indicated that international students require more attention - particularly for faculty. Faculty already perceive that they are overworked, and adding international students can add to stress and workload. These studies show that international students lack support in their academic learning. Racism and stereotypes still exist for international students, and this is an

⁸⁷ Mesidor, J., & Sly, K. 2016. Factors that contribute to the adjustment of international students. *Journal of International Students*, 6(1), 262-282.

⁸⁸ Kilinc, A., & Granello, P. 2003. Overall life satisfaction and help-seeking attitudes of Turkish college students in the United States: Implications for college counselors. *Journal of College Counseling*, 6, 56-68.

⁸⁹ Msengi, C., Msengi, I., Harris, S., & Hopson, M. (2011). International students: A comparison of health status and physical health before and after coming to the United States. *International Education*, 41(1), 59-75.

⁹⁰ Schwartz, S., Kim, S., Whitbourne, S., Zamboanga, B., Weisskirch, R., Forthrun, L., ... Luyckx, K. (2013). Converging identities: Dimensions of acculturation and personal identity status among immigrant college students. *Cultural Diversity and Ethnic Minority Psychology*, 19(2), 155-165.

⁹¹ Altbach, P. G., & Yudkevich, M. 2017. Twenty-first century mobility: the role of international faculty. *International Higher Education*, (90), 8-10

important finding to consider that post secondary institutions should consider when hosting international students.⁹²

Disabilities

One in five Canadians will experience a mental health issue this year and the onset of the symptoms of mental ill health often occur between the ages of 15 and 24. As such, many students in post-secondary education will experience mental health problems while they are attending college or university.

In Alberta, the Alberta Human Rights Act recognizes that all persons are equal in dignity, rights and responsibilities when it comes to provision of services available to the public. The process for ensuring all persons are treated equally is called accommodation. Accommodation of students with disabilities involves activities like making adjustments or alternative arrangements in the educational environment to ensure it does not have a discriminatory effect on a student because of the student's disabilities.⁹³

Accommodations are intended to provide access for students with disabilities; they do not guarantee or predict outcomes. Accommodations are based only on functional limitations, not preferences. Examples of functional limitations are:

- A student's ability to concentrate during tests/exams
- A student's ability to meet assignment deadlines
- A student's ability to listen and take class notes at the same time
- A student's ability to complete exams/tests with peers
- A student's ability to make class presentations to peers and professors

Examples of academic accommodation include:

- Extra time to complete tests/exams
- No more than one test/exam scheduled per day
- Use of a note-taker for class notes
- Use of a quiet space, or a separate room, to write tests/exams
- Assignment extensions negotiated in advance, when possible
- Alternative assignments

For an individual student, accommodation **may** require a level of customization for each student. Once the accommodation has been provided, it is up to the student to successfully meet the essential requirements of the course. Both the student with a disability and the post-secondary institution have

⁹² Wu, H. P., Garza, E., & Guzman, N. (2015). International student's challenge and adjustment to college. Education Research International, 2015.

⁹³ Alberta Human Rights Commission. 2020. Duty to accommodate students with disabilities in post-secondary educational institutions. Retrieved from https://www.albertahumanrights.ab.ca/publications/bulletins_sheets_booklets/bulletins/Pages/duty_to_accommodate_students.aspx#What%20is%20accommodation

rights and responsibilities in the accommodation process. The most effective accommodation measures are a result of cooperation and clear communication between these parties.

Most institutions have a disability service provider's office that will have a full listing of resources available to students, including the school's accommodation policy. Other resources include the institution's human rights advisor, student ombudsperson, dean of students or the dean of the student's faculty. Students may also wish to contact an advocacy organization that advocates on behalf of persons with disabilities. The disability service provider's office or the other listed resources may also be able to refer students to agencies and programs that can provide funding for accommodation.⁹⁴

Employees

Accommodations are also provided for staff and faculty to ensure equitable employment participation. Employers are expected to make significant effort to reasonably accommodate the needs of employees with both formal and informal accommodations.⁹⁵

Examples of employment accommodations include:

- Flexibility around work schedules and breaks
- Modification of duties
- The purchase of supportive equipment or technology
- Making the physical workspace more accessible

The management of accommodation requests is a collaborative effort between the employee, manager, human resources and sometimes union representatives. Beyond the immediate workspace, many post-secondary institutes provide campus maps that highlight the accessibility of buildings, the location of accessible parking and where blue lights are located.⁹⁶ On campus recreation classes with accessible equipment and instruction is another way to support the wellness of persons with disabilities.⁹⁷

Students at Risk

Students at-risk are those whose physical or mental state makes them a risk to themselves or others.⁹⁸ Many post-secondary institutions have policies on responding to at-risk students and designate a student at-risk response team or staff person such as the Student Support Specialist at Lethbridge College. This team or staff person is responsible for responding to students' needs, preventing the situation from escalating and making appropriate referrals. Teams are generally composed of wellness

⁹⁴ Alberta Human Rights Commission. 2020. Duty to accommodate students with disabilities in post-secondary educational institutions. Retrieved from https://www.albertahumanrights.ab.ca/publications/bulletins_sheets_booklets/bulletins/Pages/duty_to_accommodate_students.aspx#What%20is%20accommodation

⁹⁵ Alberta Human Rights Commission. 2013. Duty to Accommodate. Interpretative Bulletin. Retrieved from: https://www.albertahumanrights.ab.ca/Documents/Bull_DutytoAccom_web.pdf

⁹⁶ Queen's University. Accessibility Hub. Retrieved from: <https://www.queensu.ca/accessibility/across-campus/campus-accessibility-guide>

⁹⁷ Queen's University. Health and Wellness for Persons with Disability. Retrieved from: <https://www.queensu.ca/accessibility/facultystaff/employees-disabilities/supports-and-services-faculty-and-staff-disabilities>

⁹⁸ University of Calgary. Student-at-Risk Policy. Retrieved from: <https://www.ucalgary.ca/policies/files/policies/student-at-risk-policy.pdf>

professionals and sometimes campus police or the manager of student residence.⁹⁹ Ensuring staff and students are aware of student at-risk supports ensures that at-risk students are given appropriate, timely care.

Moving Forward

The examples of good practices considered in this report are the result of a review of 31 health and wellness-related programs across 27 post-secondary Canadian institutions. As a result, six different areas have been identified as key components of good practices of health and wellness strategies at universities and colleges in Canada:



It is crucial that the design and implementation of health and wellness programs/plans take into consideration each of those components identified in this report. In particular, it is important to go beyond mental health strategies focused primarily on students, to emphasize on aspects such as the development of learning and working environments, services and interventions, campus policies, community engagement, social interaction, personal development, and physical space. Equally important is to take into account strategies towards improving healthy lifestyle, sleep, mental health, nutrition, physical activity and relationships.

Further, it is also important to take into account that health and wellness programs are most successful when in consideration of the unique needs and characteristics of the population being served are prioritized and considered. Some of the main populations commonly considered in comprehensive

⁹⁹ University of Guelph. Protocol for Responding to Students At-Risk. Retrieved from: <https://www.uoguelph.ca/studentaffairs/protocol-responding-students-risk>

health and wellness programs are: indigenous, international students and faculty, LGBTQ2S+, students and other community members with disabilities.

Finally, programs/plans aimed at implementing iterative evaluation to better adapt to unforeseen circumstances, and understanding of the diversity and need for collaboration and establishment of strategic alliances to improve the health and wellness of everyone at Canadian campuses are also recommended.

COVID-19 and Pandemic Planning Considerations

With the onset of COVID, these challenges are exacerbated. Faced with closed classrooms and limited contact, students and faculty are facing myriad challenges as they confront the growing stresses of COVID-19 and look to finish the school year through remote teaching and learning. As these issues are occurring in real time, the community engagement section discusses in more detail the challenges and possible solutions to enhance remote learning.

The health and wellness response by the education sector to the emerging issue of the 2019 novel coronavirus is currently in flux. Various institutions note the health and well-being of post-secondary students and faculty from Canada and abroad need to be prioritised and the following new processes for servicing and monitoring health and wellness have been put into place, and are being refined based on how the situation is evolving:

Online/Virtual Sessions

Besides all classes being delivered remotely, many student-facing services have also moved to online. A range of health and wellness related programming is being offered online including fitness classes (live movement sessions, at-home workouts and ‘deskercises’), nutrition discussions, virtual cafes and workshops, and counselling, along with unique to campus services, such as Learner/Academic Success, Financial Aid, Career Services, accessibility services, cultural support, Library and Learning Commons and other supports. These are being offered for free or at a reduced cost. Online resources are available to help students adjust to remote learning.

Phone Counseling and/or Hotlines

Some universities and colleges have adopted online or by phone/video counseling and/or anonymous hotlines; however, not all of them have mentioned this in their COVID response. Generally 24/7/365 remote mental health counselling services, or in-house developed mobile apps (safety, wellness, mental health, etc) are offered to students. Counsellors are available for a range of support: emotional, social, academic, financial.

Financial Assistance

Emergency funds exist at some post-secondary institutions to provide emergency assistance to students experiencing severe financial hardship. These support day-to-day living expenses, such as rent, food and medications—particularly for students unable to connect with family or who are ineligible for other forms of government subsidy. Financial assistance may also take the form of bursaries, awards, and scholarships. Support for students who are unable to afford the technology they need to complete their university work remotely is also offered by some institutions.

International: Extended Stays/Flights

Some university programs have implemented new policies to assist international students with extending their study permits.

“This decision will make it easier for them to apply to the federal government for an extension of their study permit. The health emergency we are experiencing may disrupt the learning path of international students. The possibility of extending their stay in Québec for several months is reassuring and minimizes the economic and administrative impacts that the pandemic could have on them.”¹⁰⁰

Flights for students to return home to other parts of the region, country or world have also been offered by some institutions.

Food Provision

Very few universities and colleges are offering food vouchers and food banks on campuses. Food hampers are being distributed by some institutions. While financial aid is being offered for food, the rise in food prices from a limited food supply chain might become an issue in the future.

Next Steps

The scan of best practices in health and wellness services in Canada presented here can be used in ongoing resource development, partnership enhancements, and expansion of current service offerings; as well as to inform the development of the new Health and Wellness Strategy.

Additional survey information collected from employees and students over the past 5 years, and an analysis of Wellness Services and their relationships with other health and wellness related activities at Lethbridge College will be explored in the next deliverable: Health and Wellness Review.

Finally a fulsome Needs Assessment will complement this scan, as the onset of the COVID-19 pandemic in March 2020, and subsequent global lockdown and resulting shocks to the economy have impacted

¹⁰⁰Université Laval. Prior Communications. Retrieved from <https://www.ulaval.ca/en/covid-19/prior-communications>

health and wellness around the world. And Lethbridge College is no different. Additional information collected from employees and students via virtual design labs, and purpose-built COVID-19 Impact surveys will be added to this final document.

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APPENDIX A: Comprehensive & Holistic Program Best Practice Precedents

Year	University/College	Strategy	Description
2013	Simon Fraser University	Mental Health Strategy & Healthy Campus Community Report	<p>Creating healthier settings will improve the health and well-being of all individuals in a community. Areas for action include learning and working environments, services and interventions, campus policies, community engagement, social interaction & personal development, and physical space.</p> <p>Health & wellbeing are broad, holistic and positive states that include physical, mental, and social dimensions. Health and well-being are essential for student success, engagement, and retention and as such, are integral to the core business of SFU.</p>
2013	University of British Columbia	Student Mental Health and Well-being strategy, "Working Document" & Updates on website.	<p>Policies and Practices around campus are designed to review opportunities in improving a student's general health and well being.</p> <p>Incorporate assessment of impact on student mental wellbeing into ongoing review, revision, and/or development of policy and procedures</p>
2014	University of Victoria	Student Mental Health Strategy (2014-2017)	<p>The report recommends facilitating the development of student self-management competencies in healthy lifestyle, sleep, nutrition, physical activity, and relationships.</p> <p>Actual strategies include reviewing and updating policies and practices that value students' wellbeing, educating faculty and staff on programs that support wellbeing, and expanding the use of individual care plans that are oriented to recovery and wellbeing.</p>
2017	Concordia University of Edmonton	Mental Health Strategy	<p>Created a framework on how to promote mental health and wellbeing around campus. It promotes strategies and programs, reduces stigma, increases awareness of early assessments, and develops sustainable processes to resolve mental health. Applying mental health lens to policies, processes and procedures</p> <p>Wellbeing is supported by a systemic approach. It is promoted by a broader range of strategies to support the whole wellbeing of a student.</p>
2014	University of Manitoba	Campus Mental Health Strategy	<p>HR and occupational safety will be responsible for enhancing workplace health and well-being, and engaging in practices that promote workplace mental health, including team building events and celebrating successes of employees. The CATL will identify opportunities to address mental health within the academic environment to increase student success.</p> <p>Multiple groups, including student unions, student support, and HR will increase awareness of the connection between physical health and mental health, sleep, learning and quality of life. They will also promote active living on campus.</p>
2018	McGill University	"Promoting Health and Wellness at McGill University" & "Action Plan for Addressing Student Mental Health at McGill"	<p>The work of the Health and Wellness Committee, and its final report, address the challenge of ensuring adequate response to the mental health and wellness needs of the University community. The report presents a conceptual framework for achieving and maintaining a healthy campus environment and identifies current gaps and opportunities for improvement.</p>

2011	Saint Mary's University	Healthy Campus Strategy	<p>The goal is to foster an ongoing culture of physical and psychological health for all students, faculty, and staff by providing information, support, and opportunities; and by supporting individual health goals and challenges.</p> <p>Some of the principles included in this strategy are:</p> <p>Encouraging all members of our campus community to pursue healthy, safe and balanced lifestyles.</p> <p>Embracing a holistic approach to health and wellness recognizing the intellectual, spiritual, financial, emotional, physical, social, occupational, and environmental aspects of health and wellness.</p> <p>Translating the principles of health and wellness into concrete programs, activities and learning experiences with intentional focus and measurable directions to support achievement of individual and Saint Mary's community health and wellness.</p>
	University of Saskatchewan	Wellness Strategy	<p>Create an environment that promotes and supports the health and well-being of all who study and work at our campuses.</p> <p>The U of S will support our diverse students, faculty and staff in achieving and maintaining an optimal health and well-being by focusing on six areas of support along every stage of wellness: Ensuring a Supportive Foundation; Fostering a Healthy Culture and Environment; Raising Awareness; Maintaining Healthy Behaviors; Identifying Risk and Responding Early; Developing Resilience and Self-Management Competencies; and Providing Services, Training and Critical Support.</p> <p>The University of Saskatchewan's wellness strategy takes a holistic approach to being well in supporting three elements of wellness: Healthy Mind, Healthy Body and Healthy Life.</p> <p>By addressing wellness from a holistic perspective and by structuring support in a comprehensive way, the University will create an inclusive wellness environment and be well-positioned to support the health and well-being of all who study and work at our campuses.</p>
	University of British Columbia	Wellbeing Strategic Framework	<p>UBC Wellbeing is a strategic, collaborative, and system-wide effort to make the university a better place to live, work, play, and learn.</p> <p>Students, staff, faculty, and community are central to leading and informing actions in the wellbeing priority areas.</p> <p>As an institution and as individuals, we are committed to wellbeing and put our people, places, and communities first. Learning is cultivated across the institution through collaboration, and we work together to embed wellbeing into all our plans, processes, policies, and in everyday decision-making.</p>
	Northern Alberta Institute of Technology	Strategic Plan 2021	<p>NAIT provides a positive student experience that encompasses students' mental, emotional and physical well-being and defines success broadly. We prepare students to succeed in meaningful careers, find employment in their chosen field and have the skills necessary to have an immediate impact.</p> <p>NAIT developed a future focused health and safety model that describes how staff will be supported in their health, well-being and safety. This also includes access to support services, such as recreation, wellness benefits,</p>

			counseling and mental health programs. The greatest strength of the institution is the excellence, competence and dedication of our staff.
2018	Western University	Western's Student Mental Health and Wellness Strategic Plan	<p>This Plan is aimed at creating a university campus that is resilient and cares about mental health and wellness, where students receive support as needed, where talking and learning about mental health reduces and eliminates the stigma surrounding mental health issues, and where we build a more supportive and inclusive campus environment to enhance all students' potential for success.</p> <p>Incorporate wellness as a key consideration in Western's Open Space Strategy, identifying the role that the campus environment, green spaces, and outdoor spaces play in promoting wellness and physical activity</p>

APPENDIX B: Focused Staff and Student-Directed Programming Best Practice Precedents

University/College	Strategy	Description
University of Saskatchewan	Wellness Strategy	We will foster a culture of health and support, and create an environment that positively influences the well-being of all who work and study at the U of S.
Simon Fraser University	Healthy Campus Community Report	<p>This innovative approach to health promotion supports SFU's Strategic Vision as an Engaged University that connects students, research, and community.</p> <p>The health promotion strategy at SFU is based on the WHO Healthy University Framework which involves working collaboratively to create campus environments that positively influence the health and well-being of students, staff, and faculty.</p>
University of British Columbia	Student Mental Health and Well-being strategy, "Working Document" & Updates on website	The Triage System implemented in 2010 provides access to initial assessments within 24 hours and rapid matching to services and resources available for all students, staff, and faculty members.
University of Manitoba	Campus Mental Health Strategy	Success through Wellness is a call to action for faculty, staff, and students to view mental health as everyone's responsibility; promote and adopt the strategy; look for ways to advance mental health on campus through supporting institutional, departmental and individual changes; promoting expertise; advocating for mental health by identifying and addressing barriers to wellbeing; and knowing the resources to refer community members who are struggling with mental health issues.
Carleton University	Student Mental Health Framework 2.0 (2016)	Opportunities for faculty, staff, and students to be involved in the implementation of the framework's recommendations are many, including awareness, promotion, development, and delivery.

APPENDIX C: Inclusivity & Engagement Best Practice Precedents

Examples of Inclusive & Engaging best practices

University/College	Strategy	Description
Bow Valley	The HIVE Strategy	The recommendations of this strategy will address existing gaps and encourage promising practices in the field of post-secondary health and wellness that are not currently in place for learners at the College.
Université Laval	Strategic Plan 2017 - 2022	<p>The complexity of the collective challenges we face requires partnerships and alliances. Université Laval will propose new partnership models in response to community needs.</p> <p>The University will initiate interdisciplinary research and training projects that take an innovative approach to tackling important societal challenges and train leaders capable of implementing the changes needed at the global level. Members of the university community will help lead the conversation. Université Laval will leverage the full potential of its research facilities, including Institut nordique du Québec, increasing the number of public lectures, meetings, and learning opportunities it offers in order to ensure its scientific insights meet the needs of the public.</p> <p>The complexity of the collective challenges we face requires partnerships and alliances. Université Laval will propose new partnership models in response to community needs.</p> <p>The entrepreneurs in our community innovate and participate fully in the development of society. The University will support an engaged citizenry that engenders business ideas contributing to sustainable development, flourishing societies, and better ways of living together.</p>
Western University	Western's Student Mental Health and Wellness Strategic Plan	<p>Engage in ongoing opportunities for staff and faculty across campus and Affiliated University Colleges to collaborate on initiatives supporting student mental health and wellness.</p> <p>Recognize the leadership the Affiliated University Colleges have taken to support student mental health and wellness and continue to promote student access to services at affiliated university colleges and complementary services at Western.</p>
University of Saskatchewan	Wellness Strategy	The Wellness Partnership is a collaboration between People and Resources (formerly Human Resources) and the Office of the Vice Provost, Teaching, Learning and Student Experience with the goal of creating an environment that promotes and supports the health and well-being for all who study or work at all of our campuses. The Wellness Partnership is the evolution of the Healthy Campus Committee, which brought students, faculty and staff from around campus together to discuss and implement wellness initiatives. We wish to recognize their many years of work in providing the foundation for the work done in the Wellness Partnership.

		We will foster a culture of health and support, and create an environment that positively influences the well-being of all who work and study at the U of S.
Concordia University of Edmonton	Mental Health Strategy	Framework based on what the Canadian Association of College and University Student Services recommends. The university wants to collaborate more with the academic community to evaluate initiatives
Southern Alberta Institute of Technology	Student Mental Health Strategy	Exploration of partnership opportunities is ongoing. Current partnerships include public / post-secondary partnerships, such as partnership with the Distress Centre.
Brock University	Campus Mental Health Strategy - Draft	<p>August 2012 saw the initiation of more collaborative efforts by Brock University departments with local, national, and international mental health agencies and services to improve the availability of mental health and education treatment on campus for students, staff, and faculty.</p> <p>Social connectedness and resilience involves many parties including student life groups, academic services, learning services, student health services, athletics and recreation, clubs, faith centres, and various other initiatives.</p>
Carleton University	Student Mental Health Framework 1.0 & 2.0	<p>Different sectors are involved including counselling and health staff, care providers, sensitive departments, first points of contact for students, and campus-wide communities.</p> <p>Collaboration is a guiding value for the framework. The Advisory Committee membership also is highly interdisciplinary.</p>
Confederation College	Student Mental Health and Well-being Strategy	A Health Promoter is employed to collaborate with different universities around the country to do research, consulting, and policy reviews.
Mohawk College	Mental Health Strategy	<p>An increase of service providers outside the campus have made it possible for the College to collaborate more with external health service providers.</p> <p>Research regarding wellbeing is also based on other Canadian universities' best practices.</p> <p>Most engagement participation is done through surveys and community feedback. Student engagement is promoted through learning groups.</p>
University of Victoria	Student Mental Health Strategy (2014-2017)	Ensure collaborative partnerships are developed with units on campus that encounter students with mental health concerns (e.g., faculties, EQHR, Campus Security, Ombudsperson, Libraries, etc)
McMaster University	Student Mental Health and Wellbeing Strategy (Summary Report)	<p>Interviews are done with students, staff, faculty, and community members to prioritize urgent wellbeing issues.</p> <p>Students are self-identifying mental health issues within themselves and stepping up on building campus initiatives and actions.</p>

APPENDIX D: Creating Environments for Flourishing Best Practice Precedents

University/College	Strategy	Description
University of British Columbia	Wellbeing Strategic Framework	Provide opportunities to enhance interpersonal relationships and connections to foster a greater sense of belonging and engagement for learners.
Bow Valley	The HIVE Strategy	<p>Bow Valley College acknowledges mental health and well-being as a shared responsibility across the whole college community. Senior leaders, policies and spaces contribute to the institution's culture by reinforcing certain values, beliefs and behaviors and discouraging others. Strategic goals, policies and practices have an impact on the overall mental health and well-being of all learners.</p> <p>We all value the role of food in our lives, and we understand and appreciate how it enriches our ability to work, learn, and play. We are all food literate. In farms, gardens, kitchens, and other spaces on campus, we gather to learn, eat together, and share food traditions from a variety of cultures. These experiences help us lead healthier and happier lives at UBC and beyond while supporting both local and global food systems that continually strive to be more equitable and just.</p>
Western University	Western's Student Mental Health and Wellness Strategic Plan	<p>Work with Facilities Management and Institutional Planning and Budgeting to identify wellness as a key consideration in new building and renovation projects. This includes creating indoor spaces that encourage community building; study spaces; spaces to support commuting students; spaces for spiritual activities, meditation, and ceremonies; and incorporation of design elements that optimize learning and wellness with color and natural light.</p> <p>Review green and the natural spaces that exist around campus that can promote and contribute to better mental health and wellness, and increase promotion and awareness of outdoor space usage opportunities among the campus community.</p> <p>Increase student awareness and knowledge of mental health resources and services, including why and how to access services.</p> <p>Create web resources for parents wishing to support a student struggling with mental health challenges on Western's Health and Wellness website. Consider enhancing mobile-friendly online versions of mental health and wellness resources for parents and students.</p>
University of Regina	Health & Wellness	The University of Regina is committed to student success and is "dedicated to providing the support required to meet our diverse students' needs." Most students felt the number of supports offered to them are adequate but lack quality or accessibility. An increase in awareness or use of supports could be improved by better advertising, diversity in the providers, and increasing professor's involvement in their promotion.
University of Victoria	Student Mental Health Strategy (2014-2017)	Encouraging the adoption of universal design principles to enhance accessibility for all students and adding accessibility as a welcome

		<p>discussion topic on course syllabi.</p> <p>Dedicated spaces for international students, safe spaces for people of all genders and sexualities, and fitness and recreation facilities.</p>
Southern Alberta Institute of Technology	Student Mental Health Strategy	<p>Timely access to services will be promoted as a part of enhancing mental health services.</p> <p>Universal design principles will be integrated into physical spaces and curriculum for accessibility beyond building code. Common spaces for students also create opportunities for students to connect.</p>
University of Manitoba	Campus Mental Health Strategy	<p>For suicide prevention, the campus will be reviewed to reduce access to means of suicide. Various actors will also continue to beautify campus through art and music, maintain safety and hygiene standards, address smoking issues, increase awareness and use of health-promotion principles in the built environment, and increase awareness and use of the active trails on campus.</p> <p>The goal of a caring community includes engaging faculty, staff, and students in creating a campus climate and environment that promotes positive mental health, and strives to prevent mental health problems and illnesses.</p>
Carleton University	Student Mental Health Framework 1.0 & 2.0	<p>Strategies for increasing accessibility include developing online resources for available services, updating referral training to include a "stepped approach," communicating to students about what to expect when accessing on-campus services, and continuing to develop partnerships with Ottawa community mental health services.</p> <p>The International Student Services Office provides social events and activities for incoming and outgoing students.</p>
George Brown College	Healthy Campus Initiative	<p>Spaces are being built to engage students together and improve collaboration. Classrooms are also designed to be inclusive for disability needs.</p> <p>Accessibility is based upon a systemic approach.</p> <p>An Integrated Service Delivery Model is also introduced to students.</p>
University of Saskatchewan	Wellness Strategy	<p>We recognize the importance of providing outreach and professional care services and training to help stabilize those in crisis and support them in achieving their own optimal level of wellness. This will be done within a supportive, accessible and easy-to-navigate system and environment. We will offer services to support students, faculty and staff in all aspects of their well-being. Additionally, support and training will be available for those people who are leading and/or supporting other people at the U of S, like those in advisory, faculty, managerial or other roles that have influence on others.</p>

APPENDIX E: Proactivity & Iteration Best Practice Precedents

University/College	Strategy	Description
Université Laval	Strategic Plan 2017 - 2022	In a spirit of sharing and openness, establish communication mechanisms and tools to ensure that Université Laval is recognized for its accessible, simple, and modern approach to accountability.
University of Saskatchewan	Wellness Strategy	<p>We will strive to educate all members of the broader U of S community to recognize early warning signs showing that a person may be struggling and require support, including indicators of more serious health risks.</p> <p>We will focus on empowering people to take control of their wellness by developing or enhancing resiliency and self-management skills and competencies.</p> <p>The University is committed to developing and implementing a metric reporting system so that we can evaluate and report on outcomes of our wellness initiatives.</p>
Bow Valley	The HIVE Strategy	<p>Building Bow Valley College community's capacity to effectively recognize and respond to an individual who may be experiencing difficulties or distress involves increasing awareness of early indicators. It also involves the capacity to preemptively reach out and connect individuals to resources and supports at the earliest possible time.</p> <p>Crises such as acute distress and imminent risk of harm to self or others have a significant impact on the entire college community. Crisis management protocols are critical to ensure the safety of everyone and to effectively respond during and following crisis situations. This involves understanding how an institution's policies, provincial legislation and professional guidelines inform decisions about how information is shared and when to notify authorities when the safety of the individual or others is involved.</p>
Mount Royal University	President's Task Force on Student Mental Health - Report & Recommendations	A systemic approach was developed for the university to assess mental health programs and student wellbeing.
University of Victoria	Student Mental Health Strategy (2014-2017)	Develop institutional awareness of the impact of policies and practices that may create undue inequity and stress and provide policy evaluation

		tools.
Southern Alberta Institute of Technology	Student Mental Health Strategy	Evaluation is an integrated part of the strategy, and efforts will be evaluated to ensure students' mental health needs are being met.
Carleton University	Student Mental Health Framework 1.0 & 2.0	Programs and services are based on ongoing evaluation, reflection, and adaptation. A committee will evaluate services annually to respond to the education and training needs of the community.
Southern Alberta Institute of Technology	Student Mental Health Strategy	Policies for prevention of violence, issues for international students, suicide prevention training, and mental health issue prevention exist across campus.
Brock University	Campus Mental Health Strategy - Draft	Social connectedness and resilience-building efforts promote wellness and intervene early to prevent and/or address stress and early signs of mental health problems.

APPENDIX F: Diversity & Safety Best Practice Precedents

Year	University/College	Strategy	Description
	Université Laval	Strategic Plan 2017 - 2022	<p>We will celebrate diversity in all its forms by promoting a climate of equity, respect, and inclusion and by building an environment free of sexual violence and harassment.</p> <p>The University will set a benchmark by providing a healthy environment that values respect and equality.</p>
	Western University	Safe Campus Community	<p>Promoting and maintaining a safe and respectful working and learning environment at Western is a shared responsibility. The Safe Campus Community is an initiative of campus partners offering services and resources to members of the University community focused on keeping our campus safe.</p> <p>Support programs designed to meet the unique needs of, and build a sense of, community among students who may not identify with dominant norms of the institution.</p> <p>Recognize the value of peer-to-peer connections within marginalized communities, and promote the visibility of faculty / staff role models who share identities with marginalized students.</p> <p>Promote visibility and education regarding individual experiences related to mental health, wellness, and navigating challenges among our diverse campus community.</p>
	University of British Columbia	Wellbeing Strategic Framework	<p>We celebrate diversity and inclusion of individuals, groups, and histories; we share knowledge, listen to each other, and learn from differences. Understanding local Indigenous peoples and their histories deepens everyone's relationships to community and place.</p> <p>Everyone at UBC feels welcome and see themselves represented. Those who are historically, persistently, and systemically marginalized are treated equitably, feel respected, and belong. All community members at UBC feel included, connected, and valued.</p>
	Bow Valley	The HIVE Strategy	<p>This priority acknowledges the diverse experiences and intersectionality associated with age, gender, ability, sexual orientation, identity, culture, spirituality, and ethnicity of each member of Bow Valley College community. Bow Valley College environment supports meaningful engagement and participation, improves resiliency and removes barriers to full participation for all. Behaviours and attitudes that embrace acceptance, respect, and equitable treatment of individuals, contribute to a supportive inclusive environment.</p> <p>Mental health awareness and literacy challenge the systemic barriers of stigma, prejudice, and discrimination that can have a significant impact on mental health. Knowledge and understanding support the prevention and management of mental health issues and help create resilience and a sense of well-being.</p>
	University of Regina	Health & Wellness	<p>We are a learning community. We value interaction between faculty members and students as the fundamental activity of the academy. We recognize and support the diversity of our students' needs, and are inclusive of our Indigenous, new Canadian, and international students, employees and partners. We aim to be accessible to all who wish to learn with us. We welcome the world to our campuses." The University of Regina</p>

			encourages a diverse and inclusive environment, and it remains an important part of the university
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