HEALTH AND WELLBEING REVIEW

November 8, 2018

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INTRODUCTION

Concordia University's ongoing mission is to support its students and create an environment where they can thrive. According to research, the presence of health and wellness services for students is only one component of a wider strategy for a healthy campus. Resilient communities and a university-wide culture of care have been shown to be most successful ways to promote health, wellbeing, and success in students.

Recently there has been an increase in the number of students requiring mental and physical health support in post-secondary institutions. As part of the University's ongoing efforts to support the health and wellbeing of our students, President Alan Shepard requested a formal review on student health and wellbeing in 2017. As a Next Generation University with significant research expertise in preventive health, it is important to review and to explore how Concordia can build on its strengths and infuse prevention and wellbeing into the core of its academic operations and services.

This review considers how to build on existing programs and services and identifies new areas in which the University can support student wellbeing to promote a culture of health and wellness across campus.

For the purpose of this review, mental health is considered as a part of overall health and wellness.

STUDENT HEALTH AND WELLBEING REVIEW COMMITTEE

In order to review student health and wellbeing, a eight-person committee was created in September 2017. Committee members include:

Gaya Arasaratnam*	Director of Campus Wellness and Support Services
Erik Chevrier	CUPFA Representative
Josie Fomé	Graduate Student Representative
Alexis Lahorra	Undergraduate Student Representative
Sophie Mailloux	Staff Representative
Lisa Ostiguy*	Deputy Provost
Geneviève Robichaud	CUFA Representative
D'Arcy Ryan	Director of Recreation and Athletics

*Indicates co-chairs of the committee

1. REVIEW PROCESS

The Review Committee designed and determined a process which began with meetings in Campus Wellness and Support Services, an environmental scan of other universities, and a review of the 2015 International Charter for Health Promoting Universities and Colleges. The framework developed by Simon Fraser University (SFU) in British Columbia was found to be particularly robust and holistic in promoting student health and wellbeing in Canadian campus settings. SFU's approach shows that a healthy campus community is created by "*the words people speak; decisions that are made; actions that are taken, and the culture and systems that are created*" (SFU, "Healthy Campus Community").

In recognition of Concordia's primary mission as an academic institution, the Review Committee adopted a holistic lens that would be suitable to a university with a large and diverse population studying on two campuses. It adopted six domains as a framework to collect information for the Review:

1. The academic environment
2. Concordia policies and practices that support student wellbeing
3 On-campus support services related to health and wellbeing
4 On-campus opportunities for student personal development (i.e. outside of classes)
5. Campus spaces that promote health and wellbeing
6. Opportunities for students to connect and interact on-campus

The review process consisted of input from diverse sources including:

a. Subject Matter Experts (SMEs) in Concordia and Montreal
Twelve interviews were held with 30 SMEs from the internal and external community. SMEs met with Review Committee members in order to answer questions pre-identified by the committee. To see a full list of SMEs and interview questions, see Appendix 1 and 2. For a summary of the National Health Survey data, see Appendix 4.

b. Environmental Scan of North American Universities
An external consulting firm, Keeling and Associates (K&A), was engaged to review best practices and innovations in health and wellbeing programing at universities. K&A also examined trends in Canadian and American student health and wellbeing data, and trends in adolescent health data (i.e. the potential health profile of Concordia's future students).

c. Community Engagement
Concordia's students, staff, and faculty were invited to attend three Idea Cafés designed and facilitated by Dr. Rosemary Reilly (Applied Human Sciences) and a team of graduate students in the Human System Intervention program. The feedback was summarized in three graphic displays and in summary format. The Idea Café graphic summaries were also displayed at Senate on December 8, 2017. Senators were invited to examine the data from Idea Cafés during the meeting and, indicate their priorities, and offer suggestions and ideas. (Appendix 5)

d. Student Services
Student Services directors informed the Review by contributing information on current services, practices, supports, and emerging data on Student Engagement and Student Success. Directors noticed significant convergence between conceptualizations of "student health and wellbeing", "student engagement", "student success," and "student communication."

The input from different sources included discussions with students, faculty, and staff. The committee reviewed the data from each source and synthesized it into a summary format to inform recommendations for priorities and planning.

2. FINDINGS

This section provides an executive summary of input from multiple sources.

2.1 Interviews with Subject Matter Experts from Concordia and Montreal

A number of ideas were suggested across these meetings to promote campus health and wellbeing for students. For a more detailed summary of the findings, see Appendix 3. The most recurrent were:

- The need to shift away from the "survival of the fittest" mentality in courses to make room for a culture of health and wellbeing to be enacted in classroom and across campus.

- Training is needed for faculty, students, and staff on how to incorporate healthy practice in the post-secondary sector and specifically as part of academic programs.

- Expand Concordia's existing health related services and partner with external services and groups and programs that promote health and wellbeing.

- Centralize health and wellness information so that students and faculty know what resources are available at the university. This includes greater coordination on health and wellness initiatives across the university.

- Create spaces where students can meet and foster community.

2.2 Environmental Scan of North American Universities

The findings from K&A's literature review suggested that a good method of promoting health and wellness is training faculty, students, teaching assistants gatekeepers, non-health professionals, and other personnel across campus on supportive conversations so that health and wellness can be practiced at all levels. Their summary also reported that building communities (through peer-to-peer relations, clubs, cross-participation, etc.) is an effective method of crisis prevention and overall health improvements of students. A detailed summary can be found in Appendix 7.

K&A's trend analysis suggested that Concordia University's statistics related to health of our students are not far from other Canadian universities, but that the University should be prepared to address an increase in mental health diagnoses, as well as continued care around sexual health and substance use and abuse. A detailed summary of K&A's trend analysis can be found in Appendix 8.

2.3 Community Engagement

The Ideas Cafés emphasized promoting a community of care and a culture of wellness across campus by building networks, escaping the "survival of the fittest" mentality of in the academic environment, providing spaces for connection and making sure that resources are available, accessible, and effectively communicated across campus. For a more detailed summary of findings for each Ideas Café, including the questions posed and the graphics that were created as a result, see Appendix 5.

The committee met with members of senate to get a sense of priorities on the ideas generated by the 3 cafés. For a list of senate's priorities, see Appendix 6.

2.4 Student Services

Student Services directors reported both convergence and duplication of efforts to support student wellbeing and health. Shared priorities were identified in the area of promoting services to support holistic student health and wellbeing.

An extraordinary amount of ideas was generated using these four methods. These findings show the most common suggestions. For more detailed findings, consult the appendices. The ideas that emerged from these four methods were considered by the committee in order to compile viable recommendations to improve the health and wellbeing of students.

3. Recommendations and Priorities

Following the review of all of the internal and external data, several priorities emerged to enhance the health and wellbeing of Concordia's students. Recommendations have been put forward in seven areas. Each recommendation is infused with preventive health principles and demonstrates an effort to bring these principles to Concordia's services and operations through practical, initiatives that have been prioritized by Concordians. To quote an old adage: *An ounce of prevention is worth a pound of cure.*

3.1 Curriculum and Training

Students, staff, and faculty asked that life skills and healthy behaviors be taught in classrooms and to not assume that emerging adults could or would acquire these skills on their own. The Review also found that students are most inclined towards credit-level courses and that given the University's strategic imperative to offer "next generation education that is … fit for the times," that the cornerstone to Concordia's commitment to student health and wellbeing would lie in education and innovations for a healthy learning environment.

a. Develop curriculum (credit and non-credit) on life-management skills and healthy behaviors that reflect the journey of a student as they transition in, through, and out of Concordia as life-long learners.

   i. "Healthy behaviours" course material should include current and emerging health concerns such as anxiety, sleep hygiene, drug use, nutrition, and sexual health. These concerns can have recognizable up-swings across a calendar year.

   ii. "Life management" curriculum should include next generation skills in communications and inter-personal skills, financial literacy, cultural literacy, prioritization, time management, and emotional intelligence. There is opportunity for greater integration with faculties, PERFORM and Student Success Centre in curriculum development.

b. Create more health related course options that are accessible to students across faculties, with a possible certificate option in health and lifestyle.

c. Create opportunities to support student research and innovation projects in student health and wellbeing.

d. In partnership with faculties and the Learning and Teaching Office, train and support faculty and staff on how to foster healthy environments for their classrooms and learning environment.

3.2 Supporting Services for Student Health and Wellbeing

Since 2012, Concordia has seen a persistent increase in the complexity of mental health concerns. Similarly, requests for academic accommodations for students with mental health-related disabilities have more than doubled across the same time frame. In 2013, a national survey on college health (NCHA), found that stress, anxiety, sleep difficulties, and internet use/computer games[1] were the top four reasons for poor academic performance at Concordia, and if one were to look ahead, on-the-horizon emerging health concerns include sexual health, nutrition and drug use. Taken together, past and current data indicate that today's student profile is different from its predecessors and that as the profile continues to evolve, so too must Concordia's approaches to service delivery.

a. Develop a comprehensive plan to deliver mental health services with a Working Group. The plan should consider Concordia's culturally diverse student population and include the following components:

   i. Adequate staff resourcing in Campus Wellness and Support Services to help students receive psychological care and manage their symptoms, and for students with diagnosed illnesses to receive the academic accommodations they need in order to learn alongside their peers without disabilities.

   ii. Faculty and staff training to recognize signs of distress and refer appropriately (this includes revisiting the level of contribution to support student services which has not increased in over nine years).

   iii. Continued support of Concordia's work in examining and improving its service delivery models including peer support, drop in service options, and crisis support, as well as careful consideration of our diverse student population and the manner in which they require support.

   iv. Partnerships with internal departments within Concordia and external community organizations to maximize access to expertise.

b. Support Concordia's efforts in building and sustaining inter-unit partnerships in health, allied, and social services in order to promote seamless care across sectors and reporting lines,

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[1] There is collinearity between these factors. For example stress can directly impact the other three, and internet use can influence sleep.

and explore intersections between practice and health-related research so that practice stays at the forefront of research.

c. Develop more recreational options on campus.

d. Support students in the faculties through embedded health and wellbeing teams to promote access and availability of services and programs.

e. In partnership with units such as Campus Wellness and Support Services and PERFORM, develop programs, and services that promote better student health outcomes through prevention with a focus on the current and emerging health concerns.

f. Strike a working group to examine the impact of social media and internet-use on students and its effect on education and healthy lifestyles. Today's generation is remarkably different from their predecessors: they were born into a hyper-connected world that has never before been experienced in human history[2]. In the words of one Subject Matter Expert, "We know how to use technology, but not how to live with it." This working group will have the mandate to develop recommendations for a Next Generation University support for students.

3.3 Health Communications

Concordians called for greater visibility of health-related services and programing, citing that they were often unaware of what was available on campus. Students, staff, and faculty also called for an online hub where all health and wellbeing related information, services, and programing could live. In the words of one participant "we only need one place to go to for information instead of a hundred different websites – we're not going to check them all." An intuitive, well-designed single "port of entry" will make it easier for Concordians to find information.

a. Centralize all health and wellbeing related information, programs, and services in a single website for easy navigation. Progress on this Review's recommendations can be tracked on the website.

b. Develop awareness campaigns on health and wellbeing related services and programs on offerings on both campuses.

3.4 Concordia Connections

The physical environment was highlighted as an important contributor to overall student health and wellbeing. Ideas generated from this Review will be summarized and submitted to facilities management team for design considerations of new space that becomes available. The Review identified the need to create opportunities for students to relax, interact, form social connections, and discuss issues of concern to them. Spaces can be facilitated or un-facilitated:

a. Quiet, peaceful spaces (e.g. nap rooms), women only spaces, and support initiates that create flexible, creative spaces where students can de-stress, socialize and form friendships.

b. In recognition of Concordia's student demographic which includes many part-time students, we recommend a committee be formed to review programs and services to reflect the needs of our students.

c. Develop recreation spaces for informal connection. Games in the hall atrium, table tennis, chess boards in open areas, and stationary bikes around campus were suggested.

3.5 Policies and Processes

Efforts to promote health and wellbeing require Concordia's attention to policies and processes – both to areas that may appear self-evident such as health and wellbeing policies, but also to less obvious areas that obliquely intersect with wellbeing but dramatically improve it. During the course of the Review, Concordians spoke earnestly of two key areas that would offer relief: attention to exam culture and to introducing flexibility to student schedules.

a. Examine Concordia's policies and processes to review support health and wellbeing.

b. Promote awareness on existing Senate policies that limit the number of final exams that students can write in a single day, as well as its policy for no exams or tests in the final week of classes.

c. Introduce a Fall break to help students prepare for exams.

3.6 Student Engagement

The Review unearthed a significant amount of information. It is vitally important that 2017's efforts in data-collection and sense-making are not contained to 2017, but continue into future years so that Concordia's efforts remain current.

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[2] Social media platforms are relatively new inventions. For example, popular sites such as Facebook was launched in 2004, Youtube in 2005, Twitter in 2006, and Instagram in 2010. Put differently, Facebook was around when today's 19 year-old youth was only 5 years-old. Emerging research has only just begun to point connections between social media and anxiety. More anecdotally, these connections were a recurrent theme during the Review and were discussed at Idea Cafes and underscored at Senate.

a. Strike a working group through the Concordia Council on Student Life (CCSL) to advise Student Services on health and wellness programing.
b. Create a recreation student advisory group to work with Recreation and Athletics to promote recreation and leisure opportunities on campus.
c. Participate in health surveys and data efforts across Canada.

3.7 Foster a Culture and Community that Supports Student Health and Wellbeing

Students, staff, and faculty often spoke of a desire for a campus community where everyone's wellbeing thrived, and where everyone looked out for each other's wellbeing. Our desires suggest an innate understanding that the health and wellbeing of our community is broader than its access to campus health and counselling services. However, in order to impact the overall health and wellbeing of Concordia, a shift will need to be made by the entire community. A culture change is needed to inspire Concordians to adopt a community-centric approach to student health and wellbeing.

a. The effort towards a collective responsibility would be well-served by a statement of commitment to a health and wellbeing of the community. The lack of a unified statement of support in this area was noted throughout the review.
b. A campaign to destigmatize mental health supports and promote healthy behaviors is needed.
c. Recognize the important role that parents play in the lives of their students -- emerging adults who are experiencing their first freedoms. Work with the Concordia Parents Association to develop supportive programing for parents is needed.
d. While the review focused on student health and wellness there was an expressed need for a review on supports in health and wellness for faculty and staff with HR in the future.

4. ACTION PLAN

In an effort to move these recommendations forward, the Committee recommends a five-year project time line with project leads assigned to each priority. See Appendix 9 for a proposed Action Plan.

It must be noted that an extraordinary amount of excellent ideas were generated at Idea Cafés. The Committee had the challenging task of reviewing and prioritizing ideas that could produce the biggest impact to student health and wellbeing within five years. Ideas that were not assigned to project leads will be shared with relevant academic and administrative departments for their consideration.

5. CONCLUSIONS

Guided by its nine directions, Concordia University is no stranger to the type of bold thinking and dedication that can revolutionize the academic experience. By drawing on its current strengths in preventive health research and capital fund priorities in health and wellbeing, the University has a unique opportunity to "*go the extra mile*" and infuse prevention and wellbeing into the very core of its academic operations and services and build a healthy campus community where we can all thrive. It is important to note that over the course of this Review, the Committee found significant convergence between "student health and wellbeing," "student success" and "student engagement," thereby demonstrating that gains in one area can dramatically benefit the other two, and that the National College Health Assessment underscores the impact of poor wellbeing on academic outcomes such as grades.

Concordia's efforts to improve student health and wellbeing must be accompanied by a clear action plan to ensure that we deliver on our community's aspirations. To that end, an Action Plan is included in this report and will have oversight by the Special Advisor to the Provost on Campus Life.

APPENDICES

A1. Subject Matter Experts (SME) Meetings

Participants

Anna Barrafato	Disability Specialist, Access Centre for Students with Disabilities
Jessica Bleuer	LTA Lecturer, Creative Arts Therapies
Vicky Boldo	Elder, Aboriginal Student Resource Centre
Robert Cassidy	Director, Teaching and Learning Office
Dianne Cmor	Associate University Librarian, Teaching & Learning, Library
Deborah Cross	Manager, Education and Community Programs, PERFORM
Miranda D'Amico	Associate Dean, Student Academic Services, Arts & Science
Sandra Gabriele	Vice Provost, Innovations in Teaching and Learning
Angela Ghadban	Interim Manager, International Student Office
Reverend Ellie Hummel	Chaplain & Coordinator, Multi-Faith and Spirituality Centre
George Kanaan	Associate Dean, JMSB
Jeff Levitt	Manager, Mental Health, Clinical Services
Howard Magonet	Director, Counselling and Psychological Services
Julie Messier	Directrice générale, Tel-Aide
Laura Mitchell	Director, Student Success Centre
Jewel Perlin	Counsellor, Counselling and Psychological Services
Daniel Roy	Manager, Le Gym
Marie Sanjur	Coordinator, GradPro Skills, Graduate Studies
Jade Se	Concordia Students' Nightline
Elana Soldin	Psychothérapeute, Chef d'Équipe, Programme de santé mentale adultes, CLSC
Melodie Sullivan	Senior Legal Counsel
Kirsten Sutherland	Senior Director, Project Management, Facilities Management
Gabriella Szabo	Health Promotions Specialist, Health Services
Robert Taliano	Manager, Career & Planning Service
Andrea Taylor	Project Coordinator, Next Generation Skills
Daniel Therrien	Registrar
Lisa White	Interim Director, Office of Rights and Responsibilities
Andrew Woodall	Dean of Students
Mahdi Ziani	Audit/Training, Security
Camille Zolopa	Concordia Student's Nightline

A2. Interview Questions for Subject Matter Experts Meetings

Domain #1: The academic environment

1. In your opinion, on a scale of 1-5 (where 1 is low), where would Concordia rank in promoting student wellbeing in the classroom? (Why?)

   a. For examples from other universities, please see: Ryerson, University of British Columbia, University of Delaware, Simon Fraser University.

2. What strategies, tools and training would be helpful for Concordia faculty to bring empathy into the classroom?

   a. Which methods could we action relatively quickly? (i.e. within 1 year)

3. If Concordia were to prioritize teaching students how to lead healthy, happy, fulfilling lives, what would need to be put in place to achieve this?

4. For a variety of reasons, students don't often have the skills to handle situation-based anxieties and stressors and exams can inadvertently test a student's ability to handle stress instead of their knowledge.

   a. What resources are available to faculty to help them manage classroom anxieties?

   b. In your view, what is "best practice" in knowledge-testing / exams?

   c. What are your suggestions for developing resiliency and emotional intelligence?

5. Research has supported that faculty can promote a healthy learning culture by engaging with students outside the classroom.

   a. Is this relevant and feasible at Concordia?

   b. Do you have an example of a university that promotes wellbeing in the classroom?

6. What are some best practices that you are aware of in this domain?

Domain #2: Concordia policies and practices that support student wellbeing

Consultants suggest that an empathy is a vital prerequisite to a thriving community. Further, in the field of wellbeing, proponents often state that

"wellbeing is everyone's responsibility" -- that is to say, we all have a role to play. Cautious voices suggest that the rallying cry must accompany clear roles and responsibilities for "everyone", and that policy is the hardest tool to get "right". For more information on the role of policy and procedure in developing a thriving community, please refer to [Centre for Innovations in Campus Mental Health](#).

1. Of the following instruments, which do you recommend for Concordia? (why)?
   a. A stand-alone policy on health and wellbeing that formally outlines Concordia's responsibilities towards the health and wellbeing of its members. This policy may centralise existing policies.
   b. A statement of commitment to health and wellbeing that clearly states the value that Concordia places on its member's health and wellbeing.
   c. A list of guidelines to review existing policies and in doing so, gradually embed health and wellbeing principles into all policies.

2. Please name any Concordia policies and procedures that you are aware of that support empathy and student wellbeing for the general student population, and for students in need.
   a. Is there room for improvements in our current policies and procedures (if any)?
   b. What method(s) could we implement at Concordia relatively quickly? (i.e. within 1-2 years) What would it require?
   c. Do we need new policies and procedures?
   d. What do you think are the most effective tools in promoting empathy and wellbeing? (policy or otherwise). Why?

3. What are some best practices that you are aware of in this domain?

Domain #3: On-campus support services related to health and wellbeing

1. Demand for mental health services is rising, but resources are limited.
   a. In what areas of mental health is demand rising the fastest?
   b. Is demand for health services rising in other areas? (What?)
   c. If you were to take a long-term view (5-10 years), what health-related concerns do you foresee on the horizon?

2. What are the strengths and challenges of Concordia's health-related services for chronic or persistent illnesses and episodic or transitory illness?
   a. What changes (if any) do you suggest?
   b. What changes would you prioritise?

3. What are the strengths and challenges of Concordia's health-related services for crisis response?
   a. What changes (if any) do you suggest?
   b. What changes would you prioritise?

4. How do our current health-related services and support services support changes in life milestones? (e.g. pregnancy)

5. Concordia has a number of players in the health and wellbeing landscape. In your view, do they work well together?
   a. What opportunities might exist for them to work together better?
   b. What challenges lie ahead and how can they be overcome?

6. Many North American models of health and wellbeing focus on Western, clinical approaches. What role do you see traditional and Eastern methods playing? How can they complement each other at Concordia?

7. What are your thoughts on Concordia becoming a smoke-free campus?

8. What are some best practices that you are aware of in this domain?

Domain #4: On-campus opportunities for student development (i.e.: outide of classes)

1. What role do universities play in the personal development of students?

2. It is common for universities to offer personal growth and development skills through Student Services units and to record these skills in co-curricular records. What are the strengths and challenges of this approach?

3. The health benefits of sport and physical activity are becoming common knowledge. Yet, despite growing public awareness, many people do not engage in these activities. What methods can we employ to help increase Concordia's engagement in physical activity?

4. When it comes to extra-curriculars, it's common to hear "*It's hard to bring myself to go. But when I do, I really enjoy myself. My challenge is getting off the couch.*" Similarly: "*I want to go, and I know it's good for me, but I can't seem to bring myself to go*". How do we help people overcome their own resistance?

5. Healthy eating is foundational to a healthy body and mind. How do we teach students that eating well can be easy, enjoyable, and most importantly, cost-effective?

6. What are some best practices that you are aware of in this domain?

Domain #5: Campus spaces that promote health and wellbeing

1. What are examples of physical spaces that promote wellbeing? Does Concordia have examples of this?

2. What are changes that Concordia can do to alter its spaces to promote wellbeing? (either now, or in future plans)?

3. Smoking legislations require a 9 meter smoke-free radius around doors and windows. How do we maintain a smoke-free perimeter?

4. Where do you see as Concordia's biggest challenges in providing accessible spaces?

5. Are there any federal and provincial legislation in accessibility (current or imminent) that we should be mindful of?

6. What are some best practices that you are aware of in this domain?

Domain #6: Opportunities for students to connect and interact on-campus

1. What opportunities currently exist for students to feel a sense of belonging to Concordia?

2. A research study of opioid use found that "if we want to have less opioid use, we have to figure out how to have more love." The finding is transferrable to almost any health concern including suicidality.
   a. What practical things could we implement at Concordia to "promote more love"?
   b. How can these initiatives be promoted across campus?

3. What are some best practices that you are aware of in this domain?

A3. Subject Matter Experts Meetings Findings

Domain #1

Overall, the Domain #1 meetings encouraged a shift away from the "survival of the fittest" mentality to make room for a culture and ethos towards health and wellbeing that would be enacted within the classroom and across-campus. Faculty and student training would need to be involved in creating this atmosphere.

Domain #2

The two Domain #2 meetings asked for a value statement of health and wellbeing from Concordia University, but argued that this would need to be backed up with practical guidelines for how to actually create this culture. The Policy on Student Involuntary Leave of Absence (POSILA) and the sexual assault policy were proposed as good examples.

Domain #3

The three domain #3 meetings showed that there is a lack of personnel and resources for many of students' different needs. Possible solutions were proposed, such as a campus-wide mind-body-soul approach to student health, preventative measures, and partnerships with services external to Concordia. Concordians suggested the need for partnerships with others who can provide ancillary services (e.g. peer mental health supporters, Creative Arts Therapy, etc.) Other connections (Jack.org, Chime-In, Creative Arts Therapy, CSU Nightline) have been useful.

Domain #4

The three Domain #4 meetings looked at how a shift in Concordia's attitude towards health and wellness needs to change both in policy and in practice. Building healthy habits into curriculums and the university community was suggested as one of the most important ways to enact these ideals. Other examples included providing affordable healthy food options and offering more accessible gym hours/scheduling. Participants also encouraged a shift away from focusing exclusively on evaluating academics, and consider other valuable areas such as self-care and extra-curricular involvement as well.

Domain # 5

A number of services external to Concordia were named in these meetings, however some of them also showed to have longer wait times than what students can already access at Concordia. They emphasized the importance of having accessible community spaces for students to meet. Participants also showed a desire for an accessible list of services that students could see that would provide information such as what resources are available for students without medicare cards. Many external services were listed, including CLSC, Tel Aide, Alcochoix, Pavillion Foster, Services Generaux, GMF, Suicide Action Montreal, Project Access, Tracom crisis centre, Greater Montreal Reference Cenre, and Youth Services.

Domain # 6

The meetings around Domain 6 generated a lot of ideas, many of which cross over with the previous domains. The overall emphasis was on having places (digital and physical where students can connect) and making sure that their engagement is valued alongside their academic pursuits. Participants emphasized the following:

- Need a central wellbeing web page to create a comprehensive centralized list of programs and activities offered at the university and track participation. Could list all activities and include social media information as a way for students to digitally connect.

- Emphasize connections and community – connect students to each other, to faculty, groups, services, volunteer, and extra-curricular opportunities. Host community kitchen events, aspirational dinners, groups that promote healthy activities. Shift evaluation so that these kinds of engagement activities are also valued.

- Train staff, faculty, and TAs so that connections can be fostered in the classroom.

- Create physical spaces on campus where people can gather and connect.

A4. National Health Survey Data Summary

In 2013, 32 post-secondary institutions across Canada conducted the National College Health Assessment. A sample of findings is below:

Diagnosed conditions:
% students reported being diagnosed or treated by health professional within the past 12 months:

Concern	Concordia %	Canada %
Attention Deficit and Hyperactivity Disorder	5.7	4.6
Chronic Illness	5.4	5.0
Learning Disability	4.5	3.9
Psychiatric Conditions	3.2	5.4

Alcohol and Drug Use:
% students self-reported the following:

Concern	Concordia %	Canada %
Used marijuana in the past 30 days	20.2	16
Used non-prescription drugs in the past 12 months	12.2	10.9
Drank 5+ drinks 1-2 times, in the last 2 weeks	24.9	26.8

Academic Impacts:
% students reported the following impacted their academic performance within the past 12 months:

Concern	Concordia %
Stress	33
Anxiety	27.4
Sleep difficulties	21.4
Internet use/computer games	17.1

Note: There is collinearity between these factors. For example stress can directly impact the other three.

% students reported the following within the past 30 days:

Concern	Concordia %
Felt overwhelmed by all they had to do	14.8
Felt very lonely	13.2
Felt things were hopeless	8.5
Felt so depressed it was difficult to function	7.8
Seriously considered suicide	1.9

% students felt it was "traumatic" or "difficult to handle the following within the past 12 months:

Concern	Concordia %
Academics	52.6
Finances	36.9
Intimate relationships	33
Career-related issues	31.9

% students who felt their level of stress within the past 12 months was:

Concern	Concordia %
Average	37.1
More than average	41.6

A5. Ideas Cafés Questions and Findings

Café #1 – held on November 8 – Focused on

Domains 1 and 5

Question 1: What are the characteristics of a healthy learning environment that supports student wellbeing and intellectual rigour?

- Encourage community over isolation.
  - Promote peer, faculty, mentor relationships.
- Empower students and give them the tools they need to promote health and wellness.
- Incorporate self-care practices into the curriculum. (Address unprotected sex, drug use (opioid crisis), depression, anxiety.)
- Reduce stress and promote health.
  - More available healthy snacks.
  - Universal break once a day so that students can connect with people reliably and have more opportunities for collaboration.
  - Fall reading week.
  - Weekend shuttle bus.
  - Pace out exams better.

Question 2: How can Concordia's physical spaces promote accessibility and be designed for wellbeing?

- Design spaces that are welcoming. Promote diversity and accessibility.
- Support the health and wellness of staff and faculty.
- Create and promote an accessible way for students and faculty to access health and wellness information.

Café #2 – held on November 14 - Focused on Domains 2 and 3

Question 1: What services and supports are key for student health and wellbeing?

- Create an accessible way for students and faculty to know about the services that are available.
- Establish a culture of health and wellbeing.
- Take care of both students and faculty.
  - Train faculty for how to engage with students who need support and promote wellness in the classroom.
  - Peer to peer support for both staff and students.
  - Student ambassadors.

Question 2: What policies and procedures best favour student health and wellbeing?

- Policies and procedures that reduce stress and allow for flexibility.
  - Reduce exam period stress by adjusting scheduling or changing expectations.
  - Universal breaks so that students are encouraged to explore the services offered on campus and make use of the ones they believe would suit their needs.
  - Make policies and procedures less restrictive and inaccessible.
- Train faculty and students on self-care and promoting wellness.
- Make wellbeing a part of Concordia's strategic direction.

Question 3: If you had a magic wand, and could create one thing to positively impact student health and well-being, what might you create?

- Normalize wellness and asking for help. Build a community of care and a culture of wellness.
  - Establish a feeling of 'home,' security and wellness.
  - Promote wellbeing beyond academics.
  - Encourage empathy and compassion as values. Promote self-care and taking care of each other.
    - Physical spaces where students can meet, connect, collaborate.
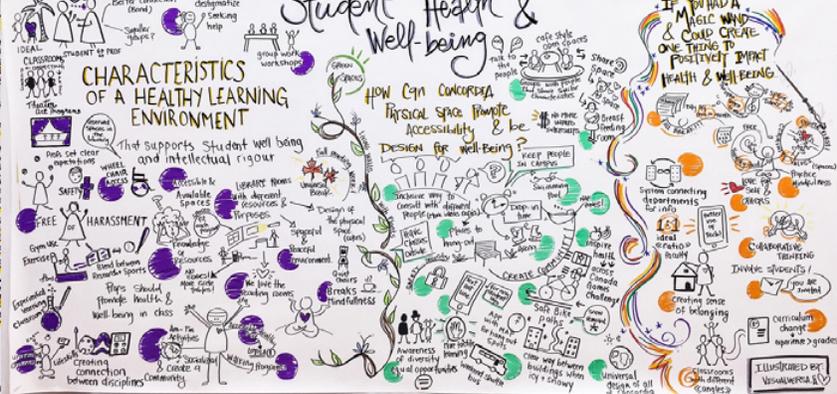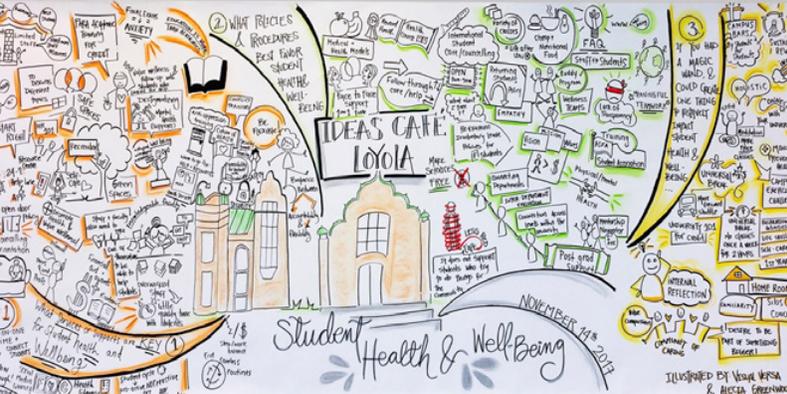
Café #3 –held on November 23 -Focused on domains 4 and 6

Question 1: What opportunities for personal development can nurture a student's holistic growth and wellbeing?

- Encourage community and challenge isolation.
  - Mentorships and peer to peer networks.
  - Social media.
  - Opportunities for experiential learning
    - Engagement with the world builds a sense of optimism and hope.
    - Promote abroad (Canada has much less than peer countries).
    - Student-run forum for addressing issues.
- Promoting happiness, engagement and care. Being a caring institute.
  - More acknowledgement for services already offered.
  - Provide more front line and preventative services.
  - Experiment with other forms of evaluation and assessment to decrease competitive atmosphere.
- Improve information accessibility.
  - Need centralized location where all information is available and to promote it.
  - Use social media.
 - Inform staff and faculty about what is available.

Question 2: What kind of connections to campus can best sustain a sense of belonging and wellbeing?

- Communication and connection.
  - Have a constant contact (advisor, faculty, staff) for each student.
  - Mentorships, student ambassadors, peer to peer relationships.
  - Encourage extra-curricular and community activities.
  - Reach out to students who don't come to events.

- Institutional responsibility.
  - Create spaces where students feel welcome to spend time around campus.
  - Incorporate events, programs, resources into the structure of the institution.
  - Better access to non-academic resources.
  - Promote connections between faculties.
- Encourage and train faculty to prioritize students' welfare.
- Promote connection and wellness as the culture of Concordia.
  - Inter-disciplinary spaces to host various connecting activities open to everyone.
  - Art hives/tech sandboxes. Places where people can connect while tending to their own wellbeing.
  - Reach out to people who feel "lost in the crowd."
  - Create accessible physical spaces to encourage connection and communication.

Question 3: If you had a magic wand, and could create one thing to positively impact student health and well-being, what might you create?

- Reduce competitive academic attitude.
  - Make education with, not for, students. Focus on student interests.
  - Promote practicum opportunities and extra-curricular activities.
  - Have a universal break time each day.
  - Encourage faculty to consider students' wellbeing, while also finding a way to reduce stress and care for faculty.
  - Reconsider evaluation practices and promote learning without grade value. No grade curve, eliminate class averages.
- Better bursaries and funding. Free tuition.
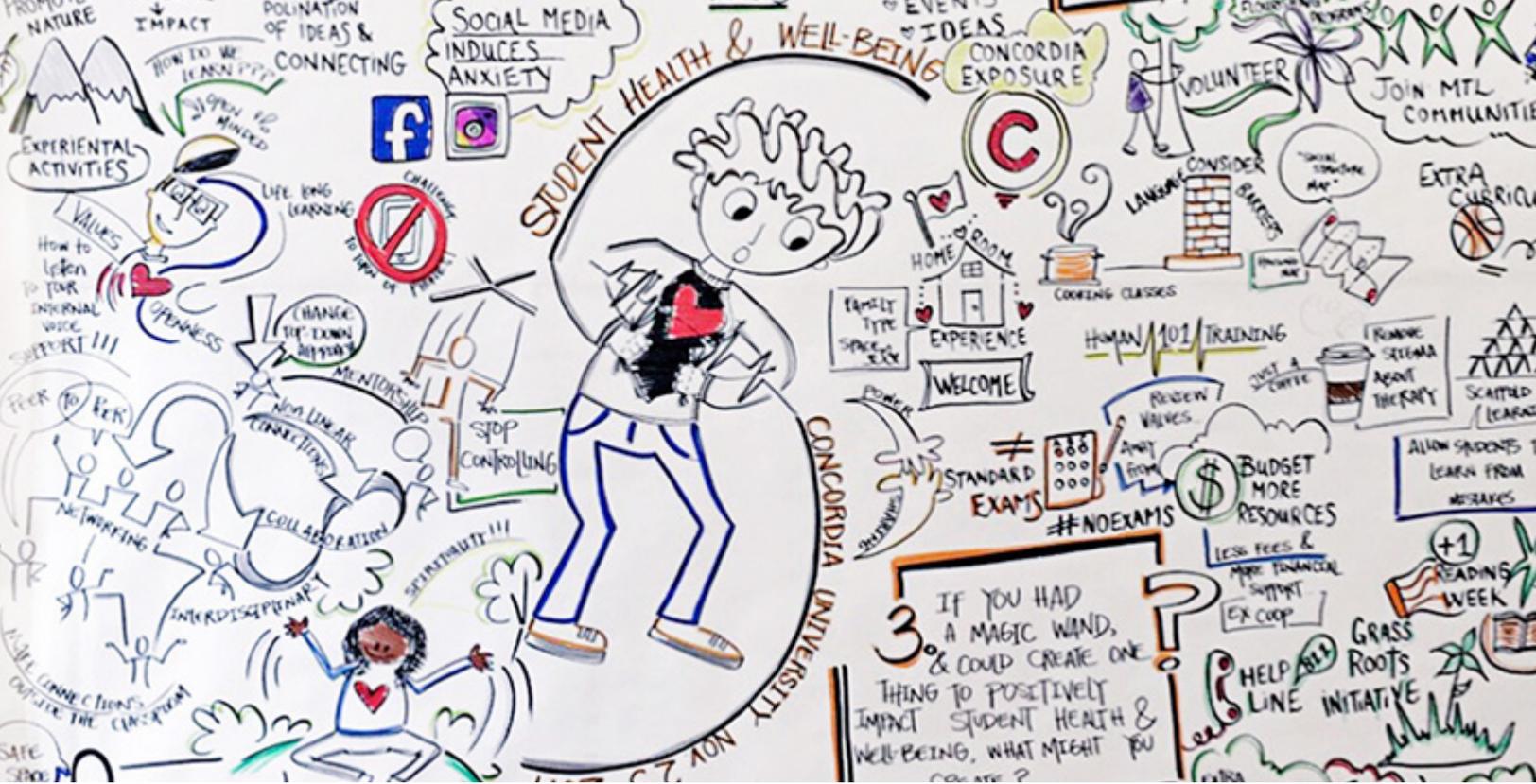
A6. Senate Priorities from Ideas Cafés

- A culture change is needed to include everyone collectively making a commitment to health and wellbeing of our students.

- Fall break (longer break around thanksgiving).

- More student engagement in planning health and wellbeing services. The idea of a student council to advise on programs was suggested.

- More recreation options available on campus.

- Importance of destigmatizing mental health so people will access the support and services they need.

- Staffing and support needed to support more programming and services to support health and wellbeing.

- Curriculum in health and lifestyle (either courses for academic credit or webinars and online units that could be imbedded in course material. Health literacy for the community was highlighted.

- Need to improve processes to avoid the "Concordia Run around" for students and also to cut the red tape on processes.

- Need to work towards an environment free of harassment.

- Desire to have peaceful spaces.

- Need to learn more about services offered to support student health and wellbeing. ("*We need a system to better connect with each other on campus.*")

- Cyber networks, social media and phone free spaces were all mentioned. The senate discussed correlations between anxiety and digital networks.

- Lifelong learning and the opportunity to build skills to transition out of university is needed.

- Look at the policies we have to support health and wellbeing (for example: medical notes when a student is ill and testing during the week before final exams).

A7. Keeling & Associates Literature Review Findings Summary

Promoting Healthy Classrooms and a Healthy Exam Culture

K&A's findings suggested training for faculty, so that they can be better equipped to understand students' needs and demonstrate their empathy in the classroom. They also proposed embedding more counsellors (such as social work professionals or peer counsellors) throughout the university to provide more resources for students.

Substance (mis)use

K&A state that banning alcohol or drug use has not been an effective strategy overall, neither has purely educational approaches to reducing use. The most effective approach is use of multiple methods and having ways of encouraging recovery for students who have had difficulty with drug and alcohol use. Peer participation in prevention and recovery has been shown to work at other universities.

Responding to Students in crisis

K&A's findings suggest training for employees who come in most contact with students (faculty, staff, administrators, peers, and especially medical and mental health providers) to prevent crises. Crisis hotlines, peer support programs, suicide education, increased training of healthcare personnel, increased social connections for students, and gatekeeper training have all been useful practices in crisis prevention.

Health and Wellbeing among on-campus residence populations

Without creating full-time dedicated medical services for students in residence, K&A suggest peer, faculty, or self-identification of difficulties as well as more thorough empathy training for all these people. However, Counsellor in Residence (CIR) programs that place professional counsellors in residence halls seem to be the most successful practices.

Student health and wellbeing of indigenous populations

K&A's findings suggest that the community and cultural identity of indigenous populations must be considered in order to develop holistic approaches to best serve indigenous students. Student clubs, elder counselling programs, indigenous advisors, transition programs, and the creation of resources for indigenous students on campus are all recommended practices.

Health and wellbeing for international student populations

K&A recommends training front line staff to support international students with mental health challenges, establishing group counselling for international students, hiring diverse counsellors, and developing peer education programs, including "buddy systems." These resources need to be easily accessible and destigmatized.

Supporting non-health service points

K&A recommends providing gatekeeper training to people who work at non-health service points so that they can successfully identify and respond to students with mental health concerns. "Early Alert" systems, established protocol for non-health personnel interventions, and training of people across campus are all useful practices.

Encourage practices in preventative health

For successful preventative health practices, K&A proposes a public health orientation, university-wide health education in lifestyles/diet/social media habits, the accessibility of preventative health information, student organizations focused around campus health, an office for health promotion, toolkits for managing a student lifestyle, mindful practices/spaces, and an available sex health educator. Their findings suggest that these practices are most helpful when tailored around the different needs of students.

What is the average provider: student ratio of Health and Wellness services across Canada and the United States?

K&A's findings suggest that there is no widely accepted best practice or recommended ratio of disability/accessibility services professionals to students. In the field of counselling, the International Association of Counselling Services recommends 1 FTE mental health professional per 1,000 – 1,500 FTE students. In Health Services, a physician to student ratio of 1:2,500 tends to serve most Canadian and American campuses.

A8. Keeling & Associates Trend Analysis (2015-2016)

Physical Health
- Student self-reports of their health are declining. US scores slightly higher than Canada.

- **Sleep health:** An increasing number of students are not sleeping enough. Family support and school climate improve sleep behaviour.

- **Healthy eating, weight, and nutrition:** Many students do not eat properly. Concordia should be prepared for body insecurity issues in students. Youth obesity rates remain unchanged. Low-income houses struggle to receive healthy foods. But Concordia does rank higher than other Canadian and US schools for consumption of fruits and vegetables.

- **Physical activity and recreation:** Sedentary behaviours have increased and low levels of physical activity impact sleep, nutrition, social relationships, mental health and wellbeing.

- **Injury:** Many injuries come from physical activity.

- **Sexual health:** STI rates have increased in Canada. The overwhelming majority of Canadian youth use contraception. Concordia students reported the highest rates of experiencing verbal threats but the lowest levels of sexual touching or penetration without consent.

Mental Health and Wellness
- **Mental health:** There has been an increase of students coming to post-secondary institutions with previously diagnosed mental illnesses. Diagnoses start earlier and have also increased. According to an Ontario study, the rates of anxiety, depression, and suicidal thoughts have increased recently. Concordia should expect this as a continuing challenge and to provide mental health care. In 2013 and 2016, Concordia students reported that finances, career-related issues, and intimate relationships were traumatic or difficult to handle more frequently than Canadian or US students.

- **Suicide and self-harm:** The number of hospitalizations for intentional self-harm has increased by 102% since 2010. This is one of the leading causes of death for school-age (10-19) children and adolescents in Canada. These students will soon enter university

- **Alcohol and substance use:** In 2013, more Concordia students reported use of alcohol in the past 10-29 days than the Canadian and US averages. Concordia students are less likely to drink and drive. Non-consensual sex while drinking is a problem that Concordia students report more frequently (2.1%).

- **Spiritual health:** The importance of spiritual health for students decreases with age. Students rate connections to self and connections to others as most important.

Social Health

- **School or campus climate:** Being welcomed is an important measure related to both emotional health and social wellbeing. Students' sense of feeling accepted declines over time. Among school-age youth, bullying is a growing concern in Canada, especially with cyberbullying among girls. Sexual harassment increases with age. Girls report being victimized more than boys.

- **Cyberactivity:** Reliance on mobile devices and computers is a growing public health concern in Canada. Evidence exists for an association between screen time and body mass index.

A9. Action Plan

Action	Who is Responsible
3.1a Develop non-credit curriculum on life management and healthy behaviours	Director of Campus Wellness and Support Services + Director of Student Success Centre + Continuing Education + PERFORM
3.1b Create more health related course options (credit) open to whole campus (certificates, clusters)	Centre for Teaching and Learning + academic units
3.1c Create opportunities to support student research and innovation projects related to health and wellbeing	Concordia Council on Student Life + Student Services + D3 + SHIFT
3.1d Train and support faculty in fostering healthy learning environments	Centre for Teaching and Learning + Campus Wellness and Support Services
3.2a Develop comprehensive mental health services plan	Director, Campus Wellness and Support Services + Director, Counselling and Psychological Services
3.2b Support and sustain inter-unit partnerships (health, allied, social services, research)	Director Campus Wellness and Support Services
3.2c Develop more recreational options on both campuses	Director Recreation and Athletics
3.2d Embed health and wellbeing teams in faculty	Director of Campus Wellness and Support Services + Associate Deans
3.2e Expand and develop programs and services that promote preventive health	Director of Campus Wellness and Support Services + PERFORM
3.2f Strike a working group to examine the impact of social media and internet-use on students and its effect on education and healthy lifestyles	University Librarian
3.3a Centralise all aspects of health and wellbeing information into one website	Univeresity Communications Services
3.3b Develop awareness campaigns in promoting and adopting healthy and active lifestyles	Director Campus Wellness and Support Services + University Communications Services
3.4a Develop quiet peaceful spaces, women only spaces, and flexible creative spaces	Deputy Provost + Vice-Provost Innovation, Teaching and Learning + Registrar
3.4b Recognize Concordia's student demographic which includes many part-time students. We recommend a committee be formed to review programs and services to reflect the needs of our students.	Dean of Students
3.4c Develop recreational spaces for informal connection and to promote health and wellbeing	Director Recreation and Athletics
3.5a Examine policies and processes that support student health and wellbeing	Special Advisor to the Provost on Campus Life
3.5b Promote awareness of existing Senate policies	Deputy Provost
3.5c Introduce a Fall Break	Special Advisor to the Provost on Campus Life and Registrar
3.6a Strike a CCSL Working Group to advise Student Services to advise health and wellness programming	Membership determined by Concordia Council on Student Life
3.6b Create a student advisory group of recreation	Director, Recreation and Athletics
3.6c Participate in health surveys and data efforts across Canada	Institutional Planning and Analysis
3.7a Draft a Statement of Commitment to Health and Wellbeing	President's Executive Group + University Communications Services
3.7b Develop a campaign to destigmatise mental health	University Communications Services + Campus Wellness and Support Services
3.7c Develop support programing for parents of students	Dean of Students
3.7d Review staff and faculty health and wellbeing	Associate Vice-President, Human Resources

A10. Documents and Articles consulted as Part of Review

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"Guidelines on Student Mental Health Policies and Procedures for Higher Education." Centre for Innovation in Campus Mental Health. https://campusmentalhealth.ca/resource/guidelines-on-student-mental-health-policies-and-procedures-for-higher-education

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"Teaching Practices that Promote Student Wellbeing" from UBC Wellbeing: http://blogs.ubc.ca/teachingandwellbeing/files/2016/12/TLEF_Handout_v4.pdf

"The Engelhard Project: Voice from a Decade of Connecting Life and Learning." GeorgeTown. http://engelhard.georgetown.edu/

"The Importance of Social Connection in College" – NorthBridge College Success Program http://northbridgeaz.org/the-importance-of-social-connection-in-college-success/

"ThriveRU" – Ryserson University - http://www.ryerson.ca/thriveru

"What is a Healthy Campus Community?" Simon Fraser University Student Services. https://www.sfu.ca/healthycampuscommunity/abouthcc.html

Media Articles

"Simon Fraser University: Making Connection to Well-Being in Learning Environments." *Bringing Theory to Practice.* http://www.bttop.org/news-events/simon-fraser-university-making-connections-well-being-learning-environments

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