



Student Mental Health Strategy

April 2016

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Executive Summary

The University of Guelph (UofG) is strongly committed to promoting student wellness on campus. The World Health Organization (WHO) defines health as “a state of complete physical, mental and social well-being, not merely the absence of disease or infirmity. Wellness programming must include all aspects of mental wellness. With over 21,000 full-time and 2,000 part-time students¹, attending to mental health challenges is a high priority at Guelph. University students are of particular concern as often mental health challenges emerge during this stage of life. The Student Affairs five-year integrated plan (2012-2017) devotes significant attention to mental health, and the university plan has identified the broader issue of mental health and wellness as one of its key strategic themes. The inclusion and strong focus of mental health and wellness issues in both plans speaks clearly to the importance of addressing the increasing number of students with mental health challenges.

Mental health challenges include a disruption in the interactions between individuals, groups and their environment. These challenges may result from stressful situations or changes in life circumstances that may eventually lead to a diagnosis of a mental health disorder, if the stress associated with the challenge remains over time and if social supports are unavailable (The Impact of Mental Health Problems in the Community College Student Population; prepared for the Higher Education Quality Council of Ontario). In 2013, the National College Health Assessment (NCHA) indicated that 1 in 5 students at the University of Guelph (UofG) have struggled with some form of mental health challenge over the last 12 months, including feeling overwhelmed, exhausted, sad, lonely, and anxious. In addition, some students at UofG were diagnosed by a professional over the last year with the following mental health disorders: anxiety (12.7%), depression (8.5%), and panic attacks (6.5%). The NCHA data also indicated that the top three impediments to academic performance for UofG students were stress, anxiety, and sleep problems.

There has been a dramatic increase in services needed to address mental health challenges at UofG. For example, in 2012/13, Counselling Services had 6,651 appointments; in 2014/15 there were 8,478 (a 27% increase). The case load for Student Accessibility Services mental health advisors has increased from 395 to 669 (a 69% increase) over the same period. The University continues to add resources to support units but an integrated approach is necessary for sustainability.

The very good news is that 78% of UofG students indicated that they would seek help for these mental health challenges (NCHA, 2013). The even better news is that UofG was recently ranked as the #1 comprehensive university by Macleans in terms of student satisfaction (November, 2015), including a #1 ranking in the sub-category of mental health services. One of UofG’s greatest strengths is the commitment of many interdisciplinary units to support an integrated approach to students’ mental health. In some cases, programs are designed collaboratively to cross numerous units. In other cases, units have

¹ University of Guelph, Facts and Figures (Fall 2015).

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developed further mental health enrichment/support programs. Without question the University of Guelph is a leader in the province in addressing student mental health challenges from an integrated approach.

As we focus on an integrated mental health framework it is critical that there is an understanding of the breadth of programs on campus amongst all stakeholders. The newly formed Student Wellness Services (SWS) unit on campus has already helped with the integration of mental health services (SWS includes Student Health Services, Health and Performance Centre, Wellness Education, Student Accessibility Services, Student Counselling Services). Further improvement towards integration for mental health services will take place when Counselling Services and Accessibility Services are relocated to the Powell Building adjacent to Student Health Services and Athletics. In addition, in September 2015 a new position was created, Manager of Students At Risk to improve the integration of mental health services for students who need a full circle of care support.

As part of the strategy to address increasing mental health challenges on campus, a Mental Health Advisory Committee (MHAC) was created in 2014 by the Associate Vice-President Student Affairs and the Associate Vice-President Academic to review mental health services, and assess student mental health needs and programs with the goal of creating a strategic Student Mental Health Framework that would guide mental health policies, practices, and procedures on campus. John Beaton (Department of Family Relations & Applied Nutrition, Couple and Family Therapy Program) was asked to Chair the Mental Health Advisory Committee (MHAC).

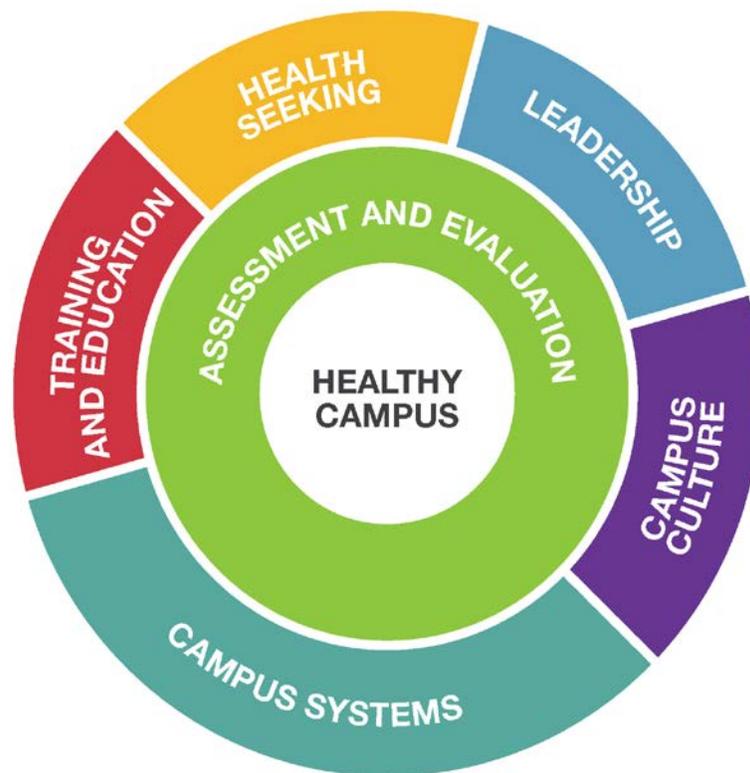
The MHAC committee met once a semester over a 2-year period. In the spring of 2014, five sub-committees were formed that included over 40 university stakeholders, including staff, faculty and students: a) Academic Policies and Procedures, b) Community Capacity, c) Student Awareness and Self-Management, d) Supportive Campus Environment, and e) Crisis Response. Each of these sub-committees had monthly meetings over an 18-month period. The tasks of each sub-committee were to: a) review the literature to identify best practices, b) undertake a gap analysis of best practices, and c) provide recommendations for best practices to the MHAC committee.

A Call to Action:

Every university community member can play a critical role on our campus in fostering and promoting student mental health. There is no one place students experiencing mental health challenges will turn to for help. It is important for everyone on campus to be able to express concern, provide support and/or refer students to the appropriate campus resource. Everyone can make a difference helping students with mental health challenges and preventing further deterioration of health.

Student Mental Health Framework

To ensure that mental health remains a priority at the University of Guelph, the Mental Health Advisory Committee is proposing a framework to guide all future decision making regarding student mental health issues on our campus. This framework is based on an extensive literature review of best practices in North America (CACUSS; Cornell University; Jed Foundation). The core of the framework focuses on maintaining a Healthy Campus for all students in order for them to be successful both in terms of personal health and academic achievement.



Overview

This framework articulates the University's commitment to supporting students in reaching their full academic and personal potential. Represented in the entirety of the Healthy Campus graphic, the framework is grounded in organizational change methodologies that reinforce the University's need to respond and adapt to mental health challenges. The outer sphere represents that transformation requires a long-range objective (Healthy Campus) that is accomplished through operational systems and procedures (Transformation Domains). These transformation domains are fixed, independent and interactive in nature, as each has separate goals. However, the pursuit of a healthy campus depends upon collaboration between categories.

Leadership

Whether it comes from the senior administration, faculty, staff or students, our community leads by example and embodies what it means to exemplify the Gryphon values. In addition to communicating our leadership approach to mental health, this domain articulates the many networks that contribute to positive mental health.

Campus Culture

This domain addresses the impact that various environmental factors, such as physical setting, human characteristics, and social climate have on student mental health and wellbeing.

Campus Systems

This domain examines our policies and procedures in order to remove barriers and promote student mental health and well-being.

Training and Education

In order to increase the University's capacity to respond to mental health challenges, mental health knowledge and the ability to respond to students experiencing challenges must be enhanced. This domain focuses on equipping members with the tools necessary to promote mental health on our campus.

Health Seeking

The University seeks to promote behaviours that contribute to a healthy campus by empowering students and reducing barriers to treatment. The Health Seeking domain extends beyond campus culture to promote help-seeking behaviours and positive mental health habits.

Assessment and Evaluation

The inner sphere, assessment and evaluation, upholds the University's reputation as a research intensive institution by applying best practices relating to student mental health in all categories. Using research to inform decisions, we create a community dedicated to continuous improvement as well as knowledge that can be applied, tested and debated. The university is committed to evaluating student mental health practices to ensure that streamlined, high-quality services are being delivered. Assessment and evaluation provides opportunities to continually improve student mental health by evaluating the impact of services offered, as well as to identify any gaps that might exist in current practice. It is not always easy to assess and evaluate best practices related to student mental health as these are often very complex questions; however, ongoing efforts are needed in order to provide the highest quality service.

Student Mental Health Committees

During the past 2 years the larger **Mental Health Advisory Committee (Leadership)** met on a regular basis. This committee's mandate was to advise on the development of a framework with the goal of creating a campus environment that fosters a broad vision of mental health for our student body. In its early work it identified multiple factors that affect mental health on campus, reflecting a campus wide perspective of student mental health, noting where new resources might be needed. Its work was grounded in the literature and best practice and the need for ongoing assessment and evaluation of all programs and policies related to student mental health. This committee provided regular updates to senior leadership about all ongoing efforts to improve student mental health and wellness that are taking place on our campus.

To guide its work, this committee created and provided oversight for five sub-committees related to student mental health. The five different sub-committees worked both independently and collaboratively. These sub-committees were based on the Post-Secondary Student Mental Health: Guide to a Systemic Approach- Canadian Association of College & University Student Services and Canadian Mental Health Association.

- 1. Supportive Campus Environment (Campus Culture):** This committee's mandate was to undertake an inventory of the environmental factors that have a bearing on student mental health at the University of Guelph, and formulate recommendations aimed at improving our existing infrastructure, resources and strategies to support students in navigating and thriving within our campus environment.
- 2. Academic Policies and Procedures (Campus Systems):** This committee reviewed our current academic vision, policies and procedures by consulting best practices in teaching and advising in order to reduce unnecessary burden on students.
- 3. Crisis Response (Campus Systems):** This committee's work recognized that effective institutional response during mental health crises is critical to positive student mental health. Crisis response policies and procedures were evaluated to ensure that best practices are followed and students receive the help needed when experiencing a crisis.
- 4. Community Capacity (Training and Education):** This committee articulates the responsibility of all community members to create a supportive learning and social environment by reviewing programs and providing training in identification, support and referral.
- 5. Student Awareness and Self-Management (Health Seeking):** This committee focussed on the personal awareness of mental health and students' self-management of health so that students are positioned to find appropriate ways to address mental health challenges. This committee reviewed mental health programs that target individual mental health in order to build resilience and maintain health.

Mental Health Best Policies, Practices, and Procedures On-campus

In its review, the Mental Health Advisory Committee concluded that student mental health is already a very high priority on our campus and that we are a leader in this area. Many positive policies, practices, and procedures were identified in the gap analysis undertaken. In the next section, some examples of mental health initiatives that fit within the student mental health framework (above) are highlighted (see appendix for further examples).

Leadership: Mental Health Advisory Committee

Additional Committees:

- Alcohol Safety Committee
- Sexual Assault Advisory Committee
- Student at Risk Team
- Student Health and Advocacy Committee

Campus Culture: Supportive Campus Environment

- **Student Wellness Services:** comprised of Student Health Services, the Wellness Education Center, the Student Support Network, Counselling Services, Student Accessibility Services and the Health and Performance Centre. Student Wellness Services provides integrated health and wellness services to students in order to manage their health and wellbeing.
- **Student Support Network:** offers peer to peer support for students, and is open until 10p.m. Mondays to Fridays during the fall and winter semesters.
- **Therapy Groups:** are led by professional counsellors who bring together a small group of students sharing a common concern and provide an opportunity for support, skill building and personal growth.
- **Peer Support:** one of the hallmarks of the University of Guelph experience is the diverse array of peer support services available to students across the campus. This includes the Peer Helper Program, Residence Assistants, the Student Support Network, and the Orientation Volunteer program where student teams are trained to make referrals, provide information, deliver programming and offer safe spaces to undergraduate students.
- **Students in Transition:** through intentionally designed programs, interventions and specialized services students are supported during the many transitions they experience throughout their university experience (e.g., Orientation through to Last Lecture offered by Student Life).
- **Office of Intercultural Affairs:** supports ethnically and racially diverse students, international students, Aboriginal students and students of various faith

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backgrounds, by offering advising services, space for social and learning opportunities, mentorship programs, and a range of programming.

- **Student Housing Services:** the first year residence guarantee ensures first year students who face a significant transition to university life are provided with a supportive experience.

Campus Systems: Academic Policies and Procedures

- **Policy on Academic Accommodation for Students with Disabilities:** provides guidelines on disability accommodation to support students with disabilities, including those with mental health disabilities.
- **Continuation of Study Policy:** provides for reduced academic requirements in first year, recognizing the significant transition experience from high school.
- **Academic Consideration Policy:** provides an opportunity to request accommodations and consideration (i.e. deferring of assignments or exams, late course drops). Support can be requested for academic needs in the face of personal difficulties or unforeseen events.
- **Protocol for Responding to Students At Risk:** provides a timely and coordinated response to students in crisis in order to support student's academic and personal success.

Campus Systems: Crisis Response

- **Campus Community Police:** provide 24/7 service to the campus community to ensure student's safety.
- **Good2Talk and Here 24/7:** distress lines that provide afterhours support to university students in distress through trained, professional counsellors.
- **Residence Life Staff:** provide 24/7 response for students living in residence.
- **Manager, Students At Risk:** responsible for liaising with academic and support units on and off-campus in order to support Students At Risk.
- **Student At Risk Team:** identifies students at risk and provides timely and coordinated support for students in crisis in order to facilitate academic and personal success.
- **Community Partnerships:** strong ties with community stakeholders such as Women in Crisis, Homewood Health Centre, which help to extend on-campus supports.

Training and Education: Community Capacity and Mental Health Training

- **Online Support:**
 - **[Mental Health Awareness Website:](#)** training module available on the Counselling Services website that provides information on responding to someone with a mental health or well-being concern.

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- **[More Feet on the Ground](#)**: training website available for faculty and staff that outlines how to recognize, respond and refer students experiencing mental health issues on campus.
- **Training Programs**
 - **Residence Life Staff Training**: Residence Life Staff receive mental health training focusing on recognizing issues, responding and referring effectively in order to support students living in residence.
 - **Mental Health First Aid**: Training course for select faculty and staff who have high level responsibility for students in distress.
 - **ASIST (Applied Suicide Intervention Skills Training) and safeTALK Training**: Suicide intervention and prevention training workshops for select staff in order to prevent suicide on campus.
 - **Face to Face Workshops**: provided to front-line staff and faculty to help them identify students in need and refer to appropriate resources.
- **Responding to Students in Distress Staff and Faculty Folder**: provided to increase knowledge and capacity of staff and faculty members to respond to students in distress and refer them to the appropriate resource.

Health Seeking: Student Awareness and Self-Management

- **Stigma Reduction**
 - **1-in-5 Mental Health Awareness Committee**: Comprised of students and staff to promote mental wellness and create dialogue by providing information and resources.
 - **Forward Minds**: a mental health awareness group whose goal is to educate students about mental health issues in order to reduce stigma and encourage students to care for themselves.
- **Academic Support**
 - **Bounce Back/Back on Track**: provides one-to-one support for students in their first year struggling academically by pairing them with upper-year peers who provide them with resources and guidance in order to succeed academically.
 - **The Learning Commons**: brings together services that support students in their learning, writing, research, numeracy and use of technology.
- **Personal Support**
 - **[Mental Well-being Website](#)**: an online hub for campus resources and wellbeing tips that promotes overall wellbeing for Guelph students.
 - **Stress Management and High Performance Clinic**: offers a variety of workshops to enhance study skills, decrease stress, manage headaches and get better sleep.
 - **Mental Health and Well-being Credit Course**: offered in partnership with Student Accessibility Services, this course is designed for students with a diagnosed mental health issue and provides an opportunity to learn about mental health issues as well as their experiences with mental health-related difficulties in an academic setting.

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- **Advisors:** Student Life has a team of professionally trained advisors who work one-to-one with International students, Aboriginal students, students who live off campus, racialized students and student leaders.
- **The Multi-Faith Resource Team** comprised of representatives from a range of faith backgrounds, who work individually and in groups to promote religious understanding, harmony and spiritual growth.
- **Student Health 101:** the online magazine provides students with monthly wellness articles that link directly to on-campus supports.

Recommendations for Student Mental Health Policies, Practices, and Procedures

While the University has policies, procedures and programs, we are committed to continuous improvement. As a result of the review, the following charts provide recommendations from each of the five sub-committees of possible improvements or refinements. Some of these recommendations have already been completed, while other recommendations need to be discussed amongst relevant stakeholders on campus and considered for future action.

Academic Policies and Procedures (Campus Systems)

Goal(s)	Actions to Achieve Goal(s)	Leadership of Each Action	Timeline
Identify policies and procedures in that help to create a supportive environment for students	<ul style="list-style-type: none"> • Working with the Secretariat, conduct a gap analysis and identify where the Calendar content is not supported by appropriate policies and procedures. 	<ul style="list-style-type: none"> • Sub-committee Chair 	<ul style="list-style-type: none"> • Complete
	<ul style="list-style-type: none"> • Create an inventory of Calendar content relevant to student mental health, and of the supporting policies and procedures. 	<ul style="list-style-type: none"> • Sub-committee 	<ul style="list-style-type: none"> • Fall 2016
	<ul style="list-style-type: none"> • Make recommendations on the following relevant issues, including: Fall Reading Break, Scheduling of classes over the dinner hour; Scheduling of multiple large class exams on the same day/weekend; Academic consideration policies; Document requirements for academic accommodations 	<ul style="list-style-type: none"> • Sub-committee 	<ul style="list-style-type: none"> • Fall 2016
Crafting academic policies and procedures	<ul style="list-style-type: none"> • Policies should be written in language that emphasizes the need for compassionate and collaborative problem-solving when required 	<ul style="list-style-type: none"> • Sub-committee 	<ul style="list-style-type: none"> • Fall 2016

Community Capacity (Training and Education)

Goals	Actions to Achieve Goal(s)	Leadership of Each Action	Timeline
Development of a Training Framework that could be eventually be delivered in-house by adopting a “train the trainer” approach	<ul style="list-style-type: none"> • Conduct a Gap Analysis of Training On-campus. • Review best practice and third party training programs. • Design program grounded in specific learning outcomes. • Create a cost effective framework 	<ul style="list-style-type: none"> • Associate Vice-President (Student Affairs) 	<ul style="list-style-type: none"> • Complete - Training framework has been developed around learning outcomes dependent upon the participants. Two are third party providers, two in-house.
Implementation Steps	<ul style="list-style-type: none"> • Train specific faculty and staff who can support the rollout 	<ul style="list-style-type: none"> • Associate Vice-President (Student Affairs) 	<ul style="list-style-type: none"> • Complete
	<ul style="list-style-type: none"> • Rollout of training 	<ul style="list-style-type: none"> • Manager, Students at Risk 	<ul style="list-style-type: none"> • Training to roll out during the 2015-16 academic year, on a priority basis as well as upon request. All faculty and staff sent the More Feet on the Ground training module.
	<ul style="list-style-type: none"> • Create a mental health/crisis folder that includes information on who to call when concerned about an individual and distribute broadly across campus 	<ul style="list-style-type: none"> • Small working group chaired by the Director of Counselling and Accessibility Services 	<ul style="list-style-type: none"> • Folder complete. Sent to all faculty and front line staff in August 2015
Embed Training into Regular Operations	<ul style="list-style-type: none"> • Once campus has been covered, the goal is to build this training into on-boarding programs for new faculty and staff 	<ul style="list-style-type: none"> • Manager, Students At Risk 	<ul style="list-style-type: none"> • Spring 2016

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Campus Systems (Crisis Response)

Goals	Actions to Achieve Goal(s)	Leadership of Each Action	Timeline
Improve support for faculty and staff	<ul style="list-style-type: none"> • Create a specific crisis line where assistance would be available immediately 	<ul style="list-style-type: none"> • Director, Counselling 	<ul style="list-style-type: none"> • established Winter 2015.
To better coordinate care for students at risk.	<ul style="list-style-type: none"> • Create a position to support high-risk cases 	<ul style="list-style-type: none"> • Associate Vice-President (Student Affairs) 	<ul style="list-style-type: none"> • Position of Manager of Students At Risk created, fall 2015
	<ul style="list-style-type: none"> • Develop procedures for the Student at Risk Team including: gathering information about students of concern; triaging a response; ensuring follow-up and appropriate documentation. • Debrief cases to improve response and identify systemic issues 	<ul style="list-style-type: none"> • Manager, Students At Risk 	<ul style="list-style-type: none"> • Ongoing
Policy and procedures development	<ul style="list-style-type: none"> • Review policies and procedures, through researching best practice and recommend revisions. 	<ul style="list-style-type: none"> • Associate Vice-President (Student Affairs) and Manager, Students At Risk 	<ul style="list-style-type: none"> • Policy on Students at Risk to be reviewed winter 2016 • Policy on Non-academic misconduct revised winter 2015 to reflect policies in support of students at risk
External Partners	<ul style="list-style-type: none"> • Formalize relationships with local hospitals and community resources to share student information, where consent is granted and develop protocols for transferring a student from one organization to another. 	<ul style="list-style-type: none"> • Manager, Students At Risk and Director, Student Wellness Services 	<ul style="list-style-type: none"> • Strong relationships in place. Ongoing development of protocols
Identification of Systemic Issues	<ul style="list-style-type: none"> • Administer the National Health Assessment Survey (NCHA) and analyze outcomes to determine possible gaps 	<ul style="list-style-type: none"> • Director, Student Wellness Services 	<ul style="list-style-type: none"> • NCHA survey administered winter 2016 • Results to be reviewed spring/fall 2016

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Supportive Campus Environment (Campus Culture)

Goals	Actions to Achieve Goal(s)	Leadership of Each Action	Timeline
Assessment of the environment.	<ul style="list-style-type: none"> Establish institutional working group to complete a campus-wide Healthy Campus/ecological review, assess gaps, set priorities and monitor progress. 	<ul style="list-style-type: none"> Associate Vice-President (Student Affairs) 	<ul style="list-style-type: none"> Summer 2016
Supporting our increasingly diverse student body.	<ul style="list-style-type: none"> Review Student Wellness promotion and marketing strategies to ensure the needs of diverse students are reflected 	<ul style="list-style-type: none"> Manager, Wellness Education Services 	<ul style="list-style-type: none"> Spring 2016
	<ul style="list-style-type: none"> Review mental health needs of traditionally high risk students (commuters, international students, racialized students) and prepare a report for consideration 	<ul style="list-style-type: none"> Office of Intercultural Affairs 	<ul style="list-style-type: none"> Fall 2016
	<ul style="list-style-type: none"> Review pre-arrival and Orientation programs to include intercultural learning and development for new students 	<ul style="list-style-type: none"> Director, Student Life 	<ul style="list-style-type: none"> Spring 2016
Identify and address gaps in our current physical spaces, safety plans, and infrastructure.	<ul style="list-style-type: none"> Work with Physical Resources to address gaps in Master Plan including: in prayer, meditation and ceremonial spaces; spaces to encourage community building; study spaces; spaces to support commuting students 	<ul style="list-style-type: none"> Associate Vice-President Student Affairs 	<ul style="list-style-type: none"> Fall 2016
Access	<ul style="list-style-type: none"> Explore strategies for providing support on campus after 5:00 pm and on weekends 	<ul style="list-style-type: none"> Director, Student Wellness Services 	<ul style="list-style-type: none"> Fall 2016
	<ul style="list-style-type: none"> Move Student Support Network to the Powell Building 	<ul style="list-style-type: none"> Associate V.P. Student Affairs 	<ul style="list-style-type: none"> Fall 2017
Education & Recognition	<ul style="list-style-type: none"> Deliver bystander training to student leaders and feature them in educational strategies 	<ul style="list-style-type: none"> Manager, Wellness Education 	<ul style="list-style-type: none"> Winter 2016
	<ul style="list-style-type: none"> Establish awards for contributions to a healthy campus 	<ul style="list-style-type: none"> Associate V-P Student Affairs and Associate V-P Academic 	<ul style="list-style-type: none"> Fall 2016

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Student Awareness and Self-Management (Health Seeking)

Goals	Actions to Achieve Goal(s)	Leadership of Each Action	Timeline
1. Understanding information strategies and approaches to student awareness	<ul style="list-style-type: none"> • Looked at information strategies and approaches to student awareness, with a specific focus on social media 	<ul style="list-style-type: none"> • Sub-committee 	<ul style="list-style-type: none"> • March 2015
	<ul style="list-style-type: none"> • Survey students by email 	<ul style="list-style-type: none"> • Sub-committee 	<ul style="list-style-type: none"> • March 2015
	<ul style="list-style-type: none"> • Student focus group 	<ul style="list-style-type: none"> • Sub-committee 	<ul style="list-style-type: none"> • March 2015
2. Develop Recommendations for the Mental Health Advisory Committee	<ul style="list-style-type: none"> • Conduct a SWOT analysis 	<ul style="list-style-type: none"> • Sub-committee 	<ul style="list-style-type: none"> • November 2015
	<ul style="list-style-type: none"> • Present recommendations to the Mental Health Advisory Chairs 	<ul style="list-style-type: none"> • Sub-committee 	<ul style="list-style-type: none"> • January 2016
3. Recommendations	<ul style="list-style-type: none"> • To increase communication strategies across campus with the goal of increasing student awareness, engagement, and mental health. 	<ul style="list-style-type: none"> • Associate Vice-President (Student Affairs) 	<ul style="list-style-type: none"> • Fall 2016

Vision for the Future of Student Mental Health

It is clear that the University of Guelph is very committed to a Healthy Campus and promoting positive student mental health and well-being for all of our students. The University cares deeply about addressing the challenges of students with mental health issues; this must continue to be a very high priority for everyone on our campus. All members of the community have the capacity to contribute to promoting positive student mental health and well-being in some way.

There are already numerous best practices related to student mental health on our campus. We should be very proud of how student mental health challenges are taken seriously by all of our units on campus and the integrated approach taken. Such an integrated approach is critical and must remain a top priority. We need to continue to effectively communicate across all units on campus what actions are being taken to address student mental health challenges.

The University is very committed to addressing student mental health challenges based on best practices. We need to assess and evaluate all of our student mental health programs, policies, and procedures. This is not an easy task as rigorous evaluations for studying student mental health on campus do not seem to exist. Assessment and evaluation of student mental health programs is an ongoing challenge for all North American universities. We will need to develop our own assessment and evaluation methods based on professional literature, consultations with other universities, and by accessing expert knowledge about these issues from our students, staff, faculty and alumni.

In order to continue to be successful in promoting a Healthy Campus and to be regarded as experts in addressing student mental health in the future, it is recommended that the following action be taken:

1. That, through its governance process, the University of Guelph adopt the Student Mental Health Framework and that it be utilized to inform all decisions related to student mental health.
2. That a Standing Mental Health Advisory Committee (MHAC) be struck, chaired by the Associate Vice-President, Student Affairs. As a first task, this committee should develop a comprehensive plan to effectively implement the recommendations in this report. The MHAC will provide an annual report summarizing the key student mental health initiatives for each year as well as highlight gaps in practices and future plans to address these gaps.
3. That the Mental Health Advisory Committee takes responsibility for advocating for resources, both internally and provincially, to support the mental health needs of our students.
4. That an Assessment and Evaluation Committee be struck, chaired by the Associate Vice-president, Academic, to create an assessment framework for mental health programming.

Appendices

Appendix 1: Five Sub-Committee Reports

- a. Academic Policies and Procedures Sub-Committee
- b. Community Capacity and Mental Health Training Sub-Committee
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Appendix 5: Student Affairs Mental Health Inventory (2014)

Appendix 6: Training Handout and Presentation (2016)

Appendix 7: Protocol for Responding to Students At-Risk (2016)

Appendix 8: 2015-2016 Mental Health Advisory Committee Membership (below)

Sources:

- University of Guelph Website: Facts and Figures
- Mental Health Framework - Cornell University
- The Jed Foundation: The Framework for Success, The Campus Program Framework
- The Burke-Litwin Causal Model of Organization Performance and Change
- Choosing Strategies for Change - Harvard Business Review
- Post-Secondary Student Mental Health: Guide to a Systemic Approach- Canadian Association of College & University Student Services and Canadian Mental Health Association
- World Health Organization (WHO)

Appendix 8: 2015-2016 Mental Health Advisory Committee Membership

John Beaton	Faculty, Family Relations & Applied Nutrition, College of Social & Applied Human Science
Jessica Westlake	Executive Assistant, Student Affairs
Serge Desmarais	Associate Vice-President (Academic)
Brenda Whiteside	Associate Vice-President (Student Affairs)
Peter Conlon	Associate Dean, Students (Ontario Veterinary College)
Margaret Lumley	Faculty, Clinical Psychology, College of Social & Applied Human Science
Cheryl Bradshaw	Counsellor, Student Counselling Services
Matthew Edwards	BA Program Counsellor, College of Arts
Irene Thompson	Director, Student Housing Services
Laurie Schnarr	Director, Student Life
Bruno Mancini	Director, Counselling & Student Accessibility Services, Student Affairs
Robin Begin	Manager, Students At Risk, Student Affairs
Melanie Bowman	Manager, Wellness Education Centre
David Lee	Director, Campus Community Police and Fire
Peter Miller	Central Student Association (Student)
Yvonne Daoleuxay Victoria Taylor	Graduate Students' Association (Student)
Katie McLaren	Interhall Council (Student)
Josephine Gaupholm	Wellness Education Centre (Student)