

2020-2025

Our Trail to Wellness

Lakehead University Wellness Strategy



Lakehead
UNIVERSITY



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Our Trail to Wellness

Vision

An inclusive University supporting the diverse and shared wellness needs of our students, faculty and staff

Mission

To embed systemic health and wellness practices and services in our University to support the well-being of the communities we work, study and live in.

Introduction

Lakehead University is committed to supporting the holistic health and wellbeing of our Lakehead community, recognizing that investing in the enhancement of health and wellness interventions will better position us for success in both the classroom and the workplace.

The development of Lakehead University's Wellness Strategy has been influenced and supported by Lakehead University's current Strategic Plan, Academic Plan, and Research Plan insofar as contributing to the objectives, metrics and strategies detailed below. Specifically, the Strategic Plan alignment exists in the areas of Social Responsibility, Local and Global Partnerships, Entrepreneurship and Innovation, as well as Capacity Development. The Academic Plan offers a number of opportunities for alignment, with explicit inclusion of a strategy to develop a wellness plan. Finally, the Research Plan includes health and well-being as a key priority by committing to continue to grow health research at Lakehead University, benefitting our regions and beyond. Additionally, existing

and future community-based partnerships with the Cities of Thunder Bay and Orillia will enable our ability to achieve our wellness goals.

Promoting the benefits of being well is not a new or novel concept. It is recognized that Lakehead University has embedded positive changes over time in facilitating health and wellness for students, faculty and staff. These changes can be clearly seen through areas such as: Student Health & Wellness, the anticipated opening of the new Wolf Den Athletics & Recreation facility, the provision of healthier food choices on campus, the Institutional Equity, Diversity and Inclusion Action Plan, among many other functions and initiatives occurring at the University at any given time. With this positive momentum underway and a growing commitment to working together, Lakehead will become a stronger place of wellness with an institution-wide, comprehensive Wellness Strategy.



What is Wellness?

Wellness is an active, lifelong process of becoming aware of your choices and making decisions that will help us to live a more balanced and fulfilling life. Everyone's optimal wellness is different with many factors influencing one's own health and well-being. To this end, this strategy recognizes and considers nine (9) main dimensions of wellness as contributing factors to our overall health and well-being: Cultural, Emotional, Environmental, Financial, Intellectual, Occupational, Physical, Social and Spiritual.

9 Dimensions of Wellness



“ The definition of healthy can mean many things to many people at Lakehead.”

- Lakehead community member



The Beginning of Our Process

Educational institutions across Canada have been advancing their overall perspectives on wellness over the past decade. In 2015, the Okanagan Charter¹ was developed. It is an international charter for Health Promoting Universities and Colleges, which calls upon post-secondary institutions to embed health into all aspects of campus culture and to lead health promotion action and collaboration both locally and globally. This commitment to student, faculty and staff health and well-being inside and outside of the classroom is an essential element of Lakehead University's 2018-2023 Strategic Plan.

On March 20, 2019, Lakehead University marked the official beginning of its commitment towards the development of a Wellness Strategy that would support, encourage and inspire a culture of holistic health and wellbeing for the Lakehead community. Kick-off events "Our Trail to Wellness" were hosted at the Thunder Bay and Orillia campuses and the Okanagan Charter was officially signed by the President and Vice-Chancellor.

With the adoption of the Okanagan Charter, Lakehead University pledged the following commitments:

1. Develop a comprehensive Wellness Strategy for all who study and/or work at Lakehead University
2. Work collaboratively to promote health and well-being for both students and employees
3. Collaborate and share our processes, practices and expertise locally, nationally and internationally



“ We recognize that promoting health and well-being is necessary to achieving our vision of providing a transformative university experience. Exceptional scholarship and student potential are sustained by the mental and physical health of our people, and a healthy and supportive campus environment. We want to embed this notion into all aspects of campus culture and across operations.”

- Dr. Moira McPherson, Lakehead University President and Vice-Chancellor

¹ Okanagan Charter: An International Charter for Health Promoting Universities and Colleges (2015)



Strategy Development and Consultation

Our strategy was developed through an iterative and multi-phased process involving many members of the Lakehead University community. In the spring of 2019, a Wellness Advisory Committee was launched, co-chaired by the Vice-Provost Students & Registrar and the Associate Vice-President (Human Resources). The composition of the committee included representation from students, faculty and staff (see “Acknowledgement” section below for list of members).

The stages of our process included:





Throughout this process, hearing from the Lakehead University community was integral to understanding stakeholder needs along with areas where we are exceeding expectations and successes have been realized. A series of broad-based consultations and tabling sessions with students, faculty and staff took place throughout May to October 2019. In addition to these in-person sessions, a survey was developed and distributed across the campus community with the aim of reaching as many people as possible. Following the broad-based consultations, a series of targeted consultations was held with specific areas and services within the University to further validate the strategy content. In total, 394 stakeholders were reached and shared valuable input.

In addition to reviewing consultation feedback, relevant literature and industry best practices, Lakehead University assesses the health needs of our employees and students through several instruments. Further, three main sources of student data used in development of this strategy include: 1) The National College Health Assessment (NCHA), a national research survey organized to assist post-secondary institutions in collecting data pertaining to students' habits, behaviours, and perceptions on the most prevalent health topics, 2) The Canadian University Survey Consortium (CUSC), a survey identifying how students access campus health, counseling and accessibility services through use and satisfaction, and 3) The Canadian Graduate and Professional Student Survey (CGPSS) distributed to Graduate Students. From the employee perspective, the Lakehead University Employee Experience Survey was launched in 2019 with the intention of identifying Lakehead's strengths as an employer and areas where we can seek improvement.

Additionally, an environmental scan of our current programs, services and resources that promote student, faculty and staff well-being was conducted. This information was used to identify strengths, gaps and areas for growth as we move towards our Trail to Wellness.

In summary, a review of data from consultations and surveys reveal commonalities in both areas of strength and areas for attention. To this end, identified constructive themes span the aforementioned 9 dimensions of our wellness definition and include opportunities for an increased focus on: campus safety, physical and mental health, healthy eating, and overall healthy behaviour and habits. Accordingly, all information gleaned through consultations and research has formed the construct of this strategy.



Relationship with Other Lakehead University Plans and Strategies

Lakehead University has developed several key plans and strategies over the past few years to guide everything from our strategic and academic agendas to our equity, diversity, and inclusion goals. A number of these plans include actions related to the health and well-being of the Lakehead community. Specific topical intersections exist with other strategic and operational initiatives, including but not limited to our institutional Equity, Diversity and Inclusion Action Plan, Sustainability Plan, development of our Indigenous Plan, as well as the fulfillment of our Strategic, Academic, and Research Plan goals. Further, external alignment is recognized with the objectives of this strategy and the United Nations Sustainable Development goals, specifically but not limited to: Goal 1) No Poverty and Goal 3) Good Health and Well-Being.

Certain aspects of wellness that are a primary focus in other plans and action is being undertaken accordingly are not directly included in the Lakehead University Wellness Strategy, but are recognized as important and contributing to the overall wellness of our campus community.

The following highlights a sample of the current initiatives already underway that position us very well as we launch into the full execution of our Wellness Strategy at Lakehead University.

This list represents a theme in areas and strategies raised through the consultation process as strengths, and is by no means intended to be exhaustive.

- Development of a universal design philosophy
- Institutional Equity Diversity and Inclusion Action Plan
- Review of existing policies (e.g. Accommodation for Students Policy and Procedures)
- New Academic Integrity and Non-Academic Student Codes of Conduct
- Multi-Year Accessibility Plan
- Health Promotion Strategy developed for students
- Lakehead University Sustainability Plan
- Lakehead Orillia Outlook Plan



Guiding Framework

Informed by an adapted version of the Canadian Association of College and University Student Services (CACUSS) and Canadian Mental Health Association Post-Secondary Student Mental Health Framework: Guide to a Systemic Approach (2013)², the framework guiding the development of our strategy is centred around the following 4 foundational pillars:

1. Institutional Structure: Organization, Planning, and Policy
2. Supportive Inclusive Campus Climate and Environment
3. Wellness Awareness and Education
4. Accessible Wellness Services

² Post-Secondary Student Mental Health: Guide to Systemic Approach, Canadian Association of College and University Student Services (CACUSS) and the Canadian Mental Health Association (CMHA) <https://healthycampuses.ca/wp-content/uploads/2014/09/The-National-Guide.pdf>

1. Institutional Structure: Organization, Planning, and Policy
1.1 Apply a health and wellness lens in the creation of new, and the review of existing policies, practices and procedures
1.2 Provide opportunities for campus leaders to acquire information and develop skills essential for a healthy workplace
1.3 Ensure communication and information is available and shared to support faculty and staff in valuing and contributing toward student well-being
2. Supportive Inclusive Campus Climate and Environment
2.1 Ensure that development, design, maintenance and renovation of spaces, inside and outdoors, are inclusive, flexible and conducive to supporting the wellness of all Lakehead community members
2.2 Increase opportunities for people to learn, work, and play outdoors
2.3 Focus on creating connections and engagement to support feeling part of the Lakehead community
2.4 Improve overall food security at Lakehead University
2.5 Increase focus on ways to be safe and improving the overall sense of safety at Lakehead
2.6 Expand communication and information sharing
3. Wellness Awareness and Education
3.1 Reduce the stigma associated with mental health changing how we see and support mental illness within the University community
3.2 Continue to support and enhance mental health awareness and accommodations
3.3 Promote wellness more often and openly for all community stakeholders
3.4 Support the development and adoption of well-being practices directly into the classroom
4. Accessible Wellness Services
4.1 Promote the importance of physical activity and increase participation
4.2 Provide direct service and support

Institutional Structure: Organization, Planning and Policy

Broader organizational context, including structures and policies, influence the wellness of those within the organization. It is therefore important to examine how organizational elements support student and employee wellness and engage individuals' whole selves in the process.

Goal 1: Build, encourage and support a culture of well-being where all Lakehead University community members play a role in their own and others wellness

Key Objectives & Recommended Actions	Expected Outcomes	Institutional Lead
1.1 Apply a health and wellness lens in the creation of new, and the review of existing policies, practices and procedures		
A. Develop tools and resources to support policy decision-makers in considering the impact of institutional policies on the health and well-being of students, faculty and staff	A. The ability for policymakers to review new and existing policy changes through a wellness lens	A. Student Affairs, Human Resources
B. Review/revise the following policies and procedures specifically related to health and well-being of all university stakeholders - Smoking Policy, Alcohol Policy, Vacation Policy, Accommodation Policies and Procedures (student and faculty/staff)	B. Policies reviewed and/or revised to be in-line with wellness best practices	B. Individual policy owners: Human Resources, Food and Conference Services, Student Affairs
C. Explore enhancing existing policies to provide opportunities for flexible working arrangements, additional leave options (e.g. volunteer time, personal time)	C. Related policies reviewed and changes considered	C. Human Resources
D. Explore the development of an Attendance Management program	D. Feasibility review conducted and consideration for implementation	D. Human Resources
E. Continued education, promotion and adoption of Universal Design principles	E. Expanded awareness and adoption across the University	E. Office of Human Rights and Equity



Key Objectives & Recommended Actions	Expected Outcomes	Institutional Lead
1.2 Provide opportunities for campus leaders to acquire information and develop skills essential for a healthy workplace		
A. Create opportunities for senior leadership to demonstrate, role model and guide wellness in the workplace	A. Visible championing of wellness best practices	A. Executive Team
B. Develop resources and offer training for mid and senior-level managers on various topics related to a healthy workplace (e.g. Work Life Balance, Space Design, Workplace Violence Prevention, Safety)	B. Enhanced leadership knowledge and support for related practices	B. Student Affairs, Human Resources
C. Create tools and resources for Managers to be more actively involved in leading wellness for their respective departments/units (e.g. Primary Contacts List, Employee in Distress Checklist)	C. Leaders better equipped to embed wellness into department work environment	C. Student Affairs, Human Resources
D. Share information on existing wellness resources available to staff and faculty (e.g. EAP Programs, Employee Benefit Programs, Discounted Gym Memberships)	D. Leaders and employees have greater awareness of existing wellness related programs and supports available	D. Human Resources
E. Develop web resources to highlight ways to stay active and be healthy	E. Accessible and coordinated resources available for employees and students to support their own wellness	E. External Relations/Marketing

Key Objectives & Recommended Actions	Expected Outcomes	Institutional Lead
1.3 Ensure communication and information is available and shared to support faculty and staff in valuing and contributing toward student well-being		
A. Embed wellness of students into the onboarding and orientation of new faculty and staff hires	A. Enhanced ability to support students in achieving wellness needs	A. Office of the Provost, Human Resources
B. Provide faculty and staff with orientation and coaching on how to support Students in Distress	B. Enhanced ability/comfort in supporting students in distress	B. Student Health and Wellness
C. Share student health-related data (e.g. NCHA) to increase understanding of the unique wellness challenges of Lakehead students	C. Increased awareness of student needs at Lakehead	C. Student Affairs
D. Develop web resources to increase understanding of the services/supports available to students	D. Accessible and coordinated resources available for employees to support student wellness	D. Student Health and Wellness

Supportive Inclusive Campus Climate and Environment

A supportive campus environment creates a space for meaningful participation where individuals feel part of a community. It is rooted in sustainability and social justice and looks to overcome barriers to full participation of all its members.

Goal 2: Create and sustain an inclusive campus environment through a health and wellness lens

Key Objectives & Recommended Actions	Expected Outcomes	Institutional Lead
2.1 Ensure that development, design, maintenance and renovation of spaces, inside and outdoors, are inclusive, flexible and conducive to supporting the wellness of all Lakehead community members		
A. Explore the integration of the United Nations Sustainable Development Goals framework and principles of the Okanagan Charter into the development of the Facilities Master Plan and facilities planning processes	A. Evidence-based wellness practices embedded into physical plant planning processes	A. Physical Plant
B. Apply a health and wellness lens into the Facilities Master Plan highlighting the importance of light, windows, open communal spaces, etc.	B. Health and wellness suggestions integrated into considerations for all physical plant projects	B. Physical Plant
C. Ensure optimal learning environments for students through a review of classroom capacities and utilization	C. Learning environments tailored to the needs of the students and delivery	C. Office of the Provost
D. Promote taking pride and ownership in our spaces	D. Lakehead community members take ownership and contribute to beautification of our environment	D. External Relations/ Marketing
E. Expand awareness of reporting mechanisms for issues related to physical environment	E. Shared understanding of “what to do” when concerns are raised	E. Physical Plant
F. Expand the use of artwork across the campuses and within spaces	F. Increased sense of community and cultural and University pride	F. External Relations
G. Promote adding plants and greenery throughout our indoor spaces	G. Expanded adoption of greenery throughout main working/learning areas	G. Office of Sustainability
H. Review larger campus gathering spaces to determine best use (e.g. Agora, Faculty Lounge)	H. Maximize current spaces available for shared/communal use	H. Office of the Provost/ VP Admin & Finance



Key Objectives & Recommended Actions	Expected Outcomes	Institutional Lead
2.2 Increase opportunities for people to learn, work, and play outdoors		
A. Increase outdoor space utilization with expanded seating during warmer months	A. Employees and students using outdoor spaces to learn, work, and socialize	A. Office of the Provost/ VP Admin & Finance
B. Develop an outside campus map to highlight ways to utilize our grounds and surroundings (e.g. approved recreational trail and walking maps)	B. Increased awareness of recreational on-campus walking options	B. Physical Plant
C. Assess current offerings of all outdoor facilities/opportunities to explore feasibility of expanded utilization and access (e.g. outdoor rink, tennis court, sweat lodge, learning spaces)	C. Expanded opportunities for employees and students to use recreational facilities	C. Athletics, Residence
D. Promote on-campus equipment rentals (e.g. kayaks from the School of Outdoor Recreation)	D. Access to recreational equipment for employees and students	D. Athletics, ORPT
E. Create and promote a formal Campus Walking and/or Running Club for all	E. Coordinated opportunities to participate in physical activity	E. Athletics
F. Offer yoga and meditation sessions outdoors more regularly	F. Utilization of our outdoors spaces for wellness-related activities	F. Student Affairs, Athletics
G. Identify opportunities for campus recreation to be delivered outside and in areas across the campus	G. Coordination of campus recreation activities and opportunities	G. Athletics
H. Encourage hosting special events, speaker engagements, etc. outdoors on a more regularly basis	H. Utilization of outdoor space for internal and external events	H. External Relations
I. Host Food Truck Days with local businesses	I. Create scheduled social gathering and outdoor eating opportunities	I. Food and Conference Services



Key Objectives & Recommended Actions	Expected Outcomes	Institutional Lead
2.3 Focus on creating connections and engagement to support feeling part of the Lakehead community		
A. Develop a Social Committee for faculty and staff to plan and shape opportunities for increased interactions	A. Coordinated and scheduled social gathering/event opportunities for employees	A. Human Resources
B. Offer new faculty/staff gatherings to connect new employees with one another	B. Increased sense of community and connection for new employees	B. External Relations
C. Implement Campus Beautification Days to provide the university community with the opportunity to come together to clean the campus	C. Increased connection among University community and enhanced campus appearance and overall pride	C. Physical Plant
D. Create Campus Garden Plots Project to embrace the university community in refreshing and revitalizing the campus grounds with bring-your-own plants and flowers	D. Expanded utilization of garden space on campus and increased sense of community	D. Wellness Advisory Committee
E. Work with our local communities of Thunder Bay and Orillia to recognize the value of our students in the community and celebrate their arrival	E. Created awareness and support in the local communities for our students	E. Student Affairs, LUI
F. Work with the internal university community to play a bigger role in welcoming our students to the Lakehead community	F. Pan-university participation in student orientation	F. Student Affairs, LUI

Key Objectives & Recommended Actions	Expected Outcomes	Institutional Lead
2.4 Improve overall food security at Lakehead University		
A. Continue to increase healthy and diverse food options and the overall availability of food on campus	A. Healthy and culturally diverse food options accessible on campus	A. Food and Conference Services
B. Through the Food Security Committee, continue to explore partnerships with farmers and providers to support increased access to locally grown and affordable foods	B. Support for local food producers and access to fresh food	B. Food and Conference Services
C. Partner with local vendors to bring a Farmer's Market to campus	C. Scheduled access to locally grown food on campus	C. Food and Conference Services
D. Develop and implement a Health Promotion Strategy with an emphasis on food	D. Promotion of evidence-based practices and increased awareness of healthy eating	D. Student Health and Wellness
E. Introduce a Fresh Fruit Program in high traffic/front reception areas during the academic year for students to access	E. Increased access for students to fresh food	E. Student Affairs



Key Objectives & Recommended Actions	Expected Outcomes	Institutional Lead
2.5 Increase focus on ways to be safe and improving the overall sense of safety at Lakehead		
A. Embed how to be safe on and off campus into new student communication and orientation programming	A. Awareness of new students of good safety practices	A. Student Affairs, Security
B. Continued promotion of the Safety App	B. Increased utilization of the Safety App	B. Security
C. Regularly promote tips on safety (e.g. personal safety, vehicle safety, walking alone)	C. Awareness of good safety practices	C. Security
D. Partner with key local organizations (e.g. Police, Fire, City Transit) to bring greater awareness of safety	D. Awareness of safety practices and external resources available	D. Security
E. Demonstrate the value of our local communities through good new stories/information sharing of the benefits that the community brings (e.g. local events)	E. Promotion of local community leading to improved sense of safety and perception of University/community	E. External Relations

Key Objectives & Recommended Actions	Expected Outcomes	Institutional Lead
2.6 Expand communication and information sharing		
A. Develop a centralized web experience to promote and share well-being opportunities at Lakehead University	A. Centralized information point to access current wellness-related offerings	A. External Relations/Marketing
B. Increase communication and understanding of the availability of meditation sessions and yoga delivered on campus for all students, faculty and staff	B. Increased awareness and participation	B. Student Health and Wellness, Athletics
C. Explore ways to communicate new faculty and staff hires, retirements and changes in roles (e.g. Department Chair)	C. Shared understanding of staffing changes in the University	C. Human Resources, Media Relations
D. Celebrate the success of our faculty and staff accomplishments	D. Increased formal recognition of our employees' accomplishments	D. Office of the Provost, Human Resources
E. Provide all departments and front receptions with Student Referral Guides	E. Consistency in awareness and application of student support mechanisms	E. Student Affairs
F. Explore development of Employee Referral Guides for faculty and staff	F. Shared understanding and streamlined access to proper services and departments	F. Human Resources
G. Further develop the Students webpage to provide students with information related to safety, spiritual, health, etc	G. Expanded information available to support students overall well-being	G. Student Affairs

Wellness Awareness and Education

The promotion of wellness through awareness and education initiatives aims to improve overall well-being through increased knowledge and understanding of the determinants, nature, impact, prevention and management of wellness.

Goal 3: Positively encourage the uptake of healthy behaviours in individuals, groups and communities

Key Objectives & Recommended Actions	Expected Outcomes	Institutional Lead
3.1 Reduce the stigma associated with mental health changing how we see and support mental illness within the University community		
A. Systematic training and awareness-raising for mental health personnel on Human Rights	A. Enhanced understanding of Human Rights obligations amongst student serving employees	A. Office of Human Rights and Equity (OHRE)
B. Develop and implement an Anti-Stigma campaign (e.g. consider the Opening Minds initiatives through the Mental Health Commission of Canada)	B. Dispelled myths and reduced stigmas amongst the University community	B. Student Affairs, Human Resources
C. Review/revise Accommodation Policies to include retroactive accommodations and other wellness best practices	C. Policies revised in-line with best practices	C. Student Affairs, Human Resources, OHRE
D. Develop and disseminate tools and resources for students, faculty and staff to improve their knowledge and mental health literacy skills (e.g. promotion of Bell Let's Talk)	D. Increased knowledge and understanding of mental health concerns and supports	D. Student Affairs, Human Resources
E. Expand upon the Resiliency Campaign sharing stories of students, faculty and staff	E. Reduced stigmas and sharing of successes and challenges	E. Student Affairs
F. Explore the participation in the notmyselftoday.ca (or similar) program for faculty and staff	F. Additional resources for employees to support their mental health needs	F. Human Resources

Key Objectives & Recommended Actions	Expected Outcomes	Institutional Lead
3.2 Continue to support and enhance mental health awareness and accommodations		
A. Ensure the Accommodation Policies and relevant legislation are well understood and followed	A. Consistent adherence to policy and support for students and employees	A. Human Resources, Student Affairs, OHRE
B. Provide training and resources to the Accommodation Teams as per the Accommodations Policy for Students	B. Consistent adherence to policy and support for students	B. Student Affairs, OHRE
C. Develop and implement mental health campaigns	C. Increased knowledge and understanding of mental health concerns and supports	C. Student Affairs, Human Resources



Key Objectives & Recommended Actions	Expected Outcomes	Institutional Lead
3.3 Promote wellness more often and openly for all community stakeholders		
A. Host Wellness Days for students, faculty and staff	A. Coordinated opportunities to promote health and wellness and sharing of successes	A. Student Affairs, Human Resources
B. Partner with community health organizations to support the promotion of healthy lifestyles and prevention on campus	B. Increased health promotion and understanding of external resources available	B. Student Affairs, Human Resources
C. Full implementation of the Student Health Promotion Strategy, with expansion to faculty and staff	C. Shared understanding of personal health and wellness	C. Student Health and Wellness, Human Resources
D. Leverage the SWAT Team, and Peer Wellness Team to increase understanding of being well for students.	D. Shared understanding of personal health and wellness	D. Student Health and Wellness
E. Provide training to Managers on how to best leverage innovative and collaborative staff development opportunities	E. Dissemination of knowledge to team managers to take a lead in departmental wellness	E. Human Resources

Key Objectives & Recommended Actions	Expected Outcomes	Institutional Lead
3.4 Support the development and adoption of well-being practices directly into the classroom		
A. Create and deliver training/workshops through the Teaching Commons for faculty	A. Knowledge promotion of recognizing and supporting student wellness needs	A. Teaching Commons
B. Provide practical and easy ways for faculty/instructors to adopt well-being best practices	B. Knowledge promotion of recognizing and supporting student wellness needs	B. Teaching Commons
C. Develop a Train the Trainer Model through Student Health & Wellness to build capacity in partnering with academic units	C. Distribute knowledge and training capabilities throughout the University	C. Student Health and Wellness

Accessible Wellness Services

For those struggling with meeting their wellness needs, an accessible range of services available to support students and employees is important in closing this gap.

Goal 4: Ensure the provision of accessible, effective, health and wellness services which employ evidence-based findings and strategies in support of the campus community

Key Objectives & Recommended Actions	Expected Outcomes	Institutional Lead
4.1 Promote the importance of physical activity and increase participation		
A. Explore the feasibility of reduced gym membership fees at local health and fitness clubs (Thunder Bay and Orillia)	A. Increased affordability and access to gym facilities	A. Human Resources
B. Engage local health-related organizations to develop and implement an affinity program offering discounts to faculty and staff	B. Discount program for Lakehead employees to local business and services	B. Human Resources
C. Expand campus recreation programming in various locations across the campus	C. Coordinated activities and programs available and marketed	C. Athletics

Key Objectives & Recommended Actions	Expected Outcomes	Institutional Lead
4.2 Provide direct service and support		
A. Explore the feasibility of expanding access of Student Health & Wellness services to faculty and staff	A. Health related services available for employees on campus	A. Student Health and Wellness, Human Resources
B. Review the adequacy of existing benefit plans for employees	B. Analysis conducted of benefit plan for opportunities to improve offerings within resources	B. Human Resources
C. Explore the feasibility of on campus opportunities for external health service providers (e.g. massage, chiropractor, physiotherapy, etc)	C. Paramedical services available on campus	C. Student Health and Wellness
D. Ensure Counselling Services is culturally supportive to accommodate a growing diverse student body	D. Supportive and skilled counselling services	D. Student Health and Wellness
E. Explore the feasibility of repurposing spaces to be conducive to quiet, restful, relaxation areas (e.g. sleep pods)	E. Dedicated quiet spaces for relaxation	E. Office of Provost/VP Admin & Finance



Acknowledgment

The Lakehead University Wellness Strategy is the result of contributions from the Lakehead community as a whole, through both broad-based and targeted consultation feedback. Specifically, significant contributions continue to be made and leadership demonstrated by the Lakehead University Wellness Advisory Committee.

Lakehead University Wellness Advisory Committee

Andrea Tarsitano: (co-chair)
Vice-Provost (Students) &
Registrar

Adam Shaen: (co-chair)
Associate Vice-President, Human
Resources

Denise Baxter: Vice Provost,
Indigenous Initiatives

Dr. Betsy Birmingham: Dean,
Faculty of Social Sciences and
Humanities

Dr. Amanda Diochon: Associate
Professor, Geology

Chris Glover: Director, Student
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Aimee Jaun: Associate Vice-
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Dr. Kristen Jones-Bonofiglio:
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Ursula MacDonald: Manager,
Health, Safety, and Wellness

Shannon Scott: Human
Resources Partner (Orillia)

Tom Warden: Director, Athletics

Farhan Yousaf: Past
Vice-President, Finance and
Administration (LUSU)

Prabhjot Singh Ahuja,
Vice-President Operations &
Finance (LUSU)

EXCEPTIONAL. UNCONVENTIONAL.



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