The health and well-being of our student body is one of our most important assets and has a complex interplay with student success. We have a responsibility as a caring community to create a setting that not only supports students when they struggle, but that helps students flourish and succeed.

I am pleased to present the Healthy Campus Community 2013 Report. This report highlights the work that SFU Health Promotion is undertaking to build a healthier campus for our students. The Healthy Campus Community initiative is based on a systemic approach to well-being. This takes into account how campus features such as policies, learning environments, physical spaces, services and opportunities for social interaction impact student well-being. Such an approach takes comprehensive and whole-campus action to have meaningful and sustained impact. I would like to commend the Health Promotion team on its innovative approach to campus health. They have become a national leader in using a settings-based framework to foster well-being in a post-secondary institution.

I want to personally thank campus members, programs, departments and faculties who are intentionally considering student well-being and contributing to building a healthy campus community. Finally, I encourage others to engage in this initiative.

Dr. Tim Rahilly
Associate Vice President, Students

Building a healthy campus community is about considering how the SFU setting impacts well-being. Integrating a commitment to student well-being within programs, practices, and learning environments will lead to a stronger campus as a whole. By doing this, we will increase our students’ level of resilience and capacity to succeed at SFU and beyond. I am pleased to be a part of the Healthy Campus Community initiative. I encourage us all to ask questions about how we can individually and collectively contribute to a healthy and supportive campus setting.

Dr. Nancy Johnston
Executive Director, Student Affairs
“Our capacity to keep students engaged hinges on the establishment of a healthy, caring environment which enables individuals to find a niche in the social and intellectual communities of the institution.”

-Bergen-Cico & Blyander, 2012, p.103
Simon Fraser University’s (SFU) Health Promotion team, within Student Services, was founded in 2006 with the mandate of improving health and well-being for students at SFU. Initially, health behaviour change was prioritized through outreach and education, addressing a variety of health issues impacting university students. Over time Health Promotion recognized the need to shift to more strategic, systemic and sustainable approaches to impacting campus well-being.

The Health Promotion team began to work through a socio-ecological lens and settings approach to create a healthy campus community. This is in line with health promotion theory and takes into account the dynamic interaction between people and their environments. It recognizes that the settings in which people live, learn, and work, play a crucial determining role in their health and well-being. As such, taking a settings approach in health promotion means making the SFU context the focus of inquiry and action. In 2010, as a result of this shift in approach, the development of the Healthy Campus Community initiative began.
The Healthy Campus Community (HCC) initiative was launched with the intention of taking a systemic, campus-wide approach to create conditions that enhance health and well-being. The initiative links health with learning and student satisfaction, and therefore, integrates well-being into the core business of SFU. It is aligned with the University’s Academic Plan and supports the institutional vision of an Engaged University.

The Healthy Campus Community initiative represents a strategic shift in how health promotion is practiced at SFU. It is based on the World Health Organization (WHO) Healthy University Framework which involves working collaboratively to create campus environments that positively influence the health and well-being of students, staff and faculty.

For more information on SFU’s Healthy Campus Community initiative visit: http://www.sfu.ca/healthycampuscommunity.html
What is a Healthy Campus Community?

A Healthy Campus Community is one where the people, processes and spaces contribute to well-being and success for all. It is the words people speak; decisions that are made; actions that are taken; and the culture and systems that are created. It involves everyone.

What do we mean by health & well-being?

Health is viewed as a “state of complete physical, mental and social well-being and not merely the absence of disease” [WHO, 2011]. Health and well-being are resources that enable individuals to thrive and reach their full potential.

Why is it important?

Post-secondary institutions are increasingly expected to provide students with the experiences and skills they need to succeed in a complex and ever-changing world. This means fostering students who are not just educated, but are resilient, creative, collaborative and engaged citizens. Health and well-being are essential for student success, engagement and retention and as such, are integral to the core business of SFU.
What are the potential positive impacts?

**Community**
- Enhanced Learning
- Professional Development
- Success & Achievement
- Improved Health & Well-being
- Collaborative Citizens

**Publication**

**Presentation**
Canadian Association of College and University Student Services Annual Conference: Fostering Healthy Campus Communities that Enhance Student Success 06/2013

The BC Ministry of Health 2012 Annual Report on “Healthy Minds, Healthy People: A Ten-Year Plan to Address Mental Health and Substance Use in British Columbia” references the SFU Healthy Campus Community initiative.
“Nurturing a healthy and supportive campus community is a key component of our vision of being Canada’s engaged university.”

-SFU President Andrew Petter
In partnership with the Canadian Mental Health Association BC Division, SFU Health Promotion co-hosted a national launch event in August 2013 for their Designing Healthy Campus Communities video. SFU President Andrew Petter spoke at the launch as did Dr. Mark Dooris, an internationally recognized scholar in Health Promoting Universities based in the United Kingdom. The video illustrates how creating a healthy campus community takes an entire campus as student well-being is profoundly impacted by everything from organizational culture, policies and environments to learning experiences and systems.

To view the Designing Healthy Campus Communities video visit: http://www.sfu.ca/healthycampuscommunity

To view the archived webcast from the August 2013 Launch Event visit: http://www.sfu.ca/healthycampuscommunity/resources.html
In a post-secondary institution, the classroom is a central and crucial setting for creating a healthy campus community. Learning environments have an important impact on student well-being and in turn, positive well-being is a key predictor for learning and student success. In collaboration with the SFU Teaching and Learning Centre and SFU instructors, Health Promotion is working to identify, highlight, and increase teaching practices that enhance well-being in the classroom through the Well-being in Learning Environments project.

A Well-being in Learning Environments website has been developed and includes a rationale illustrating the role learning environments and instructors play in student well-being, profiled SFU instructors as well as instructor resources and teaching practices that can enhance well-being. This work has been partially funded by Bringing Theory to Practice, an organization affiliated with the American Association of Colleges and Universities. Recently, SFU Health Promotion among other select post-secondary institutions received an invitation to apply for a second grant through Bringing Theory to Practice for continued support of this work.

**Publication**


**Presentations**

Society for Teaching and Learning in Higher Education Annual Conference: Fostering Well-being in the Classroom: Research and Practical Implications 06/2013

SFU Teaching and Learning Centre Symposium: Well-being in Learning Environments: Teaching Practices that Enhance Well-being 05/2013
These conditions can be created through course design, course delivery, student assessment, and physical spaces among other means.

Visit the website for detailed teaching practices and examples that contribute to the above conditions:
http://www.sfu.ca/healthycampuscommunity/learningenvironments/instructorrecources.html
Research Project

Part of the Well-being in Learning Environments initiative involves a research project to better understand the relationship between specific aspects of learning environments and well-being, and to explore how classroom environments at the post-secondary level can be harnessed to enhance well-being, learning outcomes and engagement. With a campus research partner, Dr. David Zandvliet in the Faculty of Environment and Faculty of Education, the SFU Health Promotion team has been successful in attaining a $10,000 research grant and a $1,000 seminar grant from Bringing Theory to Practice, an affiliate of the American Association of Colleges and Universities.

Publication

The Health Promotion team in partnership with researchers in the Faculty of Health Sciences and a Health Science honours student undertook a research project, with results published in a journal article in Education and Health.

The research involved amending the Guarding Minds @ Work survey tool so that it could be validated for a university population. This tool has successfully been used within the workplace setting to determine how psychosocial risk factors (such as balance, organizational culture and workload management) are linked to the mental health and well-being of employees.

The Guarding Minds @ Work: A University Context survey tool enables a better understanding of the psychosocial factors within the university context that are impacting student well-being which in turn, informs and inspires new programs and approaches to address these determinants of health. The tool also has the capacity to influence the success of individuals within the institution as well as the productivity of the institution as a whole.

For more information about Guarding Minds @ Work visit: http://www.guardingmindsatwork.ca/info/index

Publication

“I wanted you to know how impressed and excited we are with your work, this piece, and what your campus is accomplishing overall.”

– Jennifer O’Brien, Bringing Theory to Practice Program Manager
Everyone plays a role in making SFU a healthy and supportive campus community and there is good work happening throughout SFU’s three campuses. The Champions for a Healthy Campus Community project is intended to highlight supportive features of our campus community and build awareness about a whole-campus approach to student health and well-being.

Following recommendations for individuals, groups, or initiatives (students, staff, or faculty) at SFU that enhance student well-being while contributing to a healthy campus community, the 2013 Champions for a Healthy Campus Community are the BusOne Program within the Beedie School of Business and the Undergraduate Semester in Dialogue led by Mark Winston.

To view the videos that have been prepared to showcase their contribution to a healthy campus community visit: http://www.sfu.ca/healthycampuscommunity/recognizingchampions.html
The World Health Organization recognizes that “health is created and lived by people within the settings of their everyday life; where they learn, work, play, and love” (World Health Organization, 1986). The quality of physical learning environments and spaces has been shown to significantly affect student achievement and satisfaction as well as well-being. For instance, physical spaces have a pivotal role in shaping human social interaction.

SFU Health Promotion is working to increase awareness about the features of health promoting physical spaces and to impact campus spaces for the long-term. The Health Promotion team has valued the opportunity to work with on-campus entities in implementing this initiative, specifically the SFU Classroom Renewal Committee as well as Build SFU who invited the team to provide input regarding the development of the new student union building.

For more information on Physical Spaces including suggestions visit: http://www.sfu.ca/healthycampuscommunity/physicalspaces.html
The **Featured Spaces** component to the **Physical Spaces** website is intended to acknowledge and highlight successful on-campus areas that have intentionally considered student well-being in their development:

**The AQ 2000 Student Lounge Adjacent to Images Theatre**

In January 2013, members of the Student Health Advocacy Committee (SHAC), a student-volunteer supplement to the Health Promotion team, provided a student voice and health lens on a scheduled renovation in the South Academic Quadrangle (AQ). This renovation was led by SFU Facilities Services in consultation with the Classroom Renewal Committee. SHAC collected and synthesized student and staff opinions into a report to inform the project.

The renovation was recently completed and the finished product showcases that the feedback was integrally incorporated into the design. SHAC’s focus on creating a welcoming, effective gathering space for students as well as their integration of student input at the planning stages of the renovation exemplifies how groups across campus can contribute to a healthy campus community. Now frequented by SFU students, the renovated space provides a comfortable, functional area to study, socialize and relax. The AQ 2000 Student Lounge, adjacent to Images Theatre, is a physical space that is supporting student well-being while also engaging the SFU community.

The challenge for higher education institutions is to address the dimensions of personal and collective well-being simultaneously, through both what they do and the way in which they do it.

As the purpose of this work is to create a healthy campus community that fosters conditions for well-being through systems, processes, spaces, policies and learning environments, it is important to measure progress. The impact of the Healthy Campus Community initiative will be evaluated using both outcome and process indicators. The outcome evaluation will draw from existing survey data to establish baseline indicators against which progress can be measured. Sources of data will include the National College Health Assessment (NCHA), National Survey of Student Engagement (NSSE) and the SFU Undergraduate Student Survey (UGSS). Outcome measures will be selected to evaluate progress towards creating conditions for well-being at SFU and the corresponding impacts on student well-being.

Sample outcome indicators:
- % students indicating that they feel part of a caring community at SFU. Source: SFU Undergraduate Student Survey (UGSS).
- % students who report SFU provides them with the support they need to thrive socially. Source: The National Survey of Student Engagement (NSSE).
- % students indicating that SFU is a place that supports students to have a healthy work-life balance. Source: SFU Undergraduate Student Survey (UGSS).
- % students flourishing: National College Health Assessment (NCHA).

In addition to outcome measures, process indicators will enable the tracking of interim progress towards goals and assess the process through which partnerships are built with others across campus to enact a whole-campus approach to health and well-being.

Information about the evaluation plan will be updated on an ongoing basis at: http://www.sfu.ca/healthycampuscommunity
Looking ahead, we are excited to continue to build momentum in this whole-campus approach to well-being and to advance the initiatives and research summarized in this report. We value our existing partnerships and hope to continue exploring possibilities together. We also hope to create new relationships to discover how our institution can further support well-being, especially within learning environments.

We invite you to engage with us in conversation about the Healthy Campus Community initiative to explore how you, your department or faculty could play a role. Please email us at health_promo@sfu.ca or connect with any of the Health Promotion team members.
SFU Health Promotion would like to thank the many stakeholders and organizations that contributed to the accomplishments outlined in this report. We are thrilled by the initiative’s growing momentum which we believe reflects an increasing institutional and national interest in, and commitment to campus health and well-being.

**Martin Mroz**  
Director, Health and Counselling Services  
martin_mroz@sfu.ca  
778.782.3692

**Tara Black, RD, MSc**  
Associate Director, Health Promotion  
tblack@sfu.ca  
778.782.4587

**Rosie Dhaliwal, RD, MEd**  
Health Promotion Specialist  
rosie_dhaliwal@sfu.ca  
778.782.4655

**Alisa Stanton, MPH**  
Health Promotion Specialist  
alisa_stanton@sfu.ca  
778.782.4674

**Crystal Hutchinson, MEd**  
Health Promotion Specialist  
chutch@sfu.ca  
778.782.5470

We would also like to acknowledge Carolyn Harrison’s contribution to the Healthy Campus Community initiative.