The Healthy Campus Community initiative calls upon us to consider how we can individually and collectively create campus environments that better support well-being. The health and well-being of our students, staff and faculty members are central to the success of our institution, and we have a responsibility to create the healthiest environments that we can. This is about considering well-being in our learning environments, programs, processes, policies, physical spaces, and everyday activities and interactions. What particularly impresses me about the Healthy Campus Community initiative is that everyone can do their part and relatively small changes can make a difference.

I am pleased to introduce the 2014-2015 Healthy Campus Community Report that highlights collaborations, partnerships and activities that are positively contributing to the health and well-being of individuals and our institution. I want to thank campus collaborators who have been working on the various projects featured in this report. Creating a healthy campus community takes cross-campus participation and engagement and I encourage others to become involved.

Dr. Jon Driver
Vice-President, Academic and Provost

Last fall, I was part of the Healthy Campus Community Consultation and was astounded by the energy and enthusiasm from over one hundred campus members, when it came to discussing a shared vision and systemic action to create a healthy campus community at SFU. Together we can continue to build momentum and move this initiative forward. I want to thank campus members already involved and acknowledge the SFU Health Promotion team for leading the Healthy Campus Community initiative. In doing so, the team has been recognized internationally for leadership and innovation in the field.

Dr. Nancy Johnston
Executive Director, Student Affairs
"I have the privilege of working with universities across the United States, Canada, and beyond who are trying to implement Healthy Campus initiatives. Simon Fraser University has one of the most innovative models, particularly your approach to engaging and mobilizing your campus community to get involved and take action."

- Allison J. Smith, Chair, American College Health Association Healthy Campus Coalition
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Simon Fraser University’s Health Promotion team is taking a systemic, settings-based approach to enhance campus conditions for health and well-being through the Healthy Campus Community initiative. This initiative 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. Throughout 2014, the SFU Health Promotion team has continued to be a national leader in enacting this approach to addressing health within a post-secondary setting.
ABOUT THE HEALTHY CAMPUS COMMUNITY INITIATIVE

The Healthy Campus Community initiative was launched in 2012 and takes a systemic, campus-wide approach to engage the SFU community in creating conditions that enhance health and well-being. The initiative links health with learning and student success, and therefore, integrates well-being into the core business of SFU. It is aligned with the University’s Academic Plan (Objective 1.2.3) and supports the institutional vision of an Engaged University. It also draws on principles of collaboration to create campus environments that positively influence the health and well-being of students, staff and faculty.
WHAT IS A HEALTHY CAMPUS COMMUNITY?

A Healthy Campus Community is one where the people, programs, policies and spaces foster well-being as a resource for community members to thrive and succeed at SFU and beyond. It is the words people speak, decisions that are made, actions that are taken, and the culture and systems that are created.

OUR MISSION

To engage and enable staff, faculty, students, administrators and community partners to work collectively towards creating campus conditions that enhance well-being and success for all. This can be achieved through the following areas for action:
WHAT DO WE MEAN BY HEALTH AND WELL-BEING?

Health is viewed as a “state of complete physical, mental and social well-being and not merely the absence of disease” (WHO, 2010). Health and well-being are resources that enable individuals to thrive and reach their full potential. The Healthy Campus Community initiative is intended to both reduce negative, and increase positive well-being outcomes:

Why Is Well-being Important in a Post-Secondary Setting?

Health and well-being are essential for student success, engagement and retention and as such, are integral to the core business of SFU. The potential positive impacts of creating a healthy campus community for staff, students and faculty include:

- Improved health and well-being
- Enhanced learning
- Social and community connectedness
- Success and achievement
- Collaborative and engaged citizens
- Professional development and personal resilience

Stress
Isolation
Anxiety
Hopelessness
Depression

Resilience
Flourishing
Thriving
Persistence
Connection
Sense of Community
COMMUNITY CONSULTATION & VISION

During September 2014, a consultation was held to co-create a shared vision for a healthy campus community. Over 120 people attended including administrators, faculty members, students, and staff representing all faculties and all three campuses as well as community partners. The online component garnered the highest social media engagement for the team in 2014. Themed discussions explored how policies and processes, learning and working environments, services and supports, social connectedness and physical spaces can contribute to well-being, learning, and the student experience. The shared vision will be used to shape and propel work within the Healthy Campus Community initiative and will be launched in 2015.
“I loved the energy and interest generated by the meeting; it was reassuring to know the campus community cared and was invested, looking forward to seeing what collaborative initiatives come from it!”

- Consultation Participant
Creating ‘supportive campus and learning environments’ is part of our Vision for an Engaged University, and the Healthy Campus Community [initiative] is an important contributor to this.”

- Andrew Petter
SFU President and Vice-Chancellor
"We have a responsibility to try and provide the healthiest environment we can at the university."

- Dr. Jon Driver, Vice-President, Academic and Provost
WELL-BEING IN LEARNING ENVIRONMENTS

Positive well-being is a key predictor for learning and student success. In collaboration with the Teaching and Learning Centre and over 50 teaching faculty members, Health Promotion is working to identify, highlight, and increase teaching practices that enhance well-being within the learning environment. An interactive web resource features conditions for well-being such as positive classroom culture and optimal challenge. These can be created through course design, course delivery or student assessment and the website includes tangible examples from Profiled Faculty Members as well as tools and resources. The site was recently revised and has had over 21,000 page views to date.

This project has been partially funded by Bringing Theory to Practice, an organization affiliated with the Association of American Colleges and Universities. The Well-being in Learning Environments project has garnered interest from the international post-secondary health promotion community.

For detailed examples that contribute to the above conditions visit: www.sfu.ca/healthycampuscommunity/learningenvironments

Collaborating Partner: Teaching & Learning Centre
HIGHLIGHTS

AWARDS:
2014 Innovation Award from the Canadian Association of College and University Student Services (CACUSS) for Well-being in Learning

2015 Best Practices in College Health Award from the American College Health Association (ACHA)

PUBLICATIONS:

WEBINAR:
“Creating Conditions for Well-being in Learning Environments” hosted by the Centre for Innovation in Campus Mental Health. 10/14.
WELL-BEING IN LEARNING ENVIRONMENTS : RESEARCH PROJECT

Part of the Well-being in Learning Environments project includes a research component to understand the links between learning environments and well-being. With research partner, Dr. David Zandvliet in the Faculty of Education and Faculty of Environment, the SFU Health Promotion team successfully attained grants from Bringing Theory to Practice, an affiliate of the Association of American Colleges and Universities as well SFU’s Teaching and Learning Development Grants program.

With 14 faculty members as participatory action research partners, over 1000 student responses were collected. Positive links were found between learning environment variables (such as opportunities for social connection, student involvement, and real-life learning) and well-being variables (flourishing, sense of community, happiness, and life satisfaction). Qualitative feedback reinforces the value of the project and provides examples of how learning experiences impact well-being.

Collaborating Partner: Dr. David Zandvliet (Faculty of Education and Environment), Teaching and Learning Centre
WELL-BEING IN ACADEMIC SETTINGS

Within higher education institutions, academic departments and faculties are a strategic setting for impacting well-being. Similar to workplaces, academic units provide the primary structure for students’ experiences on campus, and as such can have a significant impact on student well-being. Despite the potential for academic units to positively contribute to conditions for well-being, there is limited documentation on how academic settings can be structured to support well-being. With literature from workplaces, schools and higher education and feedback received from campus partners, the Well-being in Academic Settings project aims to work collaboratively with academic units in order to create conditions for well-being within the academic setting. Through feedback and consultation with SFU Faculties and Departments, key methods have been outlined and are featured in a casebook, “Embedding Conditions for Well-being in Academic Settings”.
RECOGNIZING CHAMPIONS

Everyone plays a role in making SFU a healthy and supportive campus community and there is good work happening throughout SFU’s three campuses. This was the third year of the Champions for a Healthy Campus Community project that highlights supportive features of our campus community and builds awareness about a whole-campus approach to student health and well-being.

Following nominations for individuals, groups, or initiatives at SFU that enhance student well-being while contributing to a healthy campus community, the 2014 Champions for a Healthy Campus Community were Dr. Laurie Anderson, Executive Director of SFU’s Vancouver Campus and the Academic Enhancement Program, a collaboration with the Student Learning Commons and School of Computing Science.

"These are great examples of how we can all positively impact not only the student’s well-being but also the general sense of health and community and well-being on all of our campuses."

- Dr. Jon Driver at the Healthy Campus Community Champions Reception
Students are key in informing, shaping, and implementing the Healthy Campus Community initiative. It is a core value of the Health Promotion team to actively engage and empower students in the process of building a healthy campus community. The 2014-15 Student Health Advisory Committee (SHAC) provides direct input to the Health Promotion team. SHAC’s contributions also include advocacy, collection of student feedback and engaging the broader SFU student community in an ongoing dialogue around well-being.
In January 2015, the Student Health Advisory Committee, in collaboration with SFU Health Promotion, hosted the Healthy Campus Community Student Consultation. Fifty undergraduate and graduate students were in attendance with representation from 17 faculties and academic departments. Students contributed their thoughts on how SFU can support student health and well-being which will contribute to a shared vision for a healthy campus community.
“This event made me realize that students can impact decisions and make positive change on campus.”

- Student Participant
The Peer Health Educators are a group of trained, para-professional student volunteers that work with the Health Promotion team at SFU to create a positive campus culture and enhance student resilience and well-being. The Health Peers provide health education outreaches, workshops and presentations centered on topics such as sexual health, responsible partying, stress management, resilience, nutrition, active living and positive body image. They also coordinate and deliver semester long programs designed to enhance the health and well-being of SFU students.

The Health Peers are also contributing to the institutional vision by engaging external and on campus partners through their work at SFU. In partnership with Recreation, the Health Peers offer a free weekly fitness class for students. Working with International Services for Students, Residence and Housing and Nesters Market, the Health Peers facilitate a free community cooking workshop each semester which aims to increase international students’ nutrition knowledge and cooking skills. The workshop also builds community by creating a safe space for students to engage in a dialogue around their well-being and connect with one another while preparing and sharing a meal. Lastly, the Health Peers collaborate with the Pacific Eating Disorder Awareness (PEDAW) campaign for their ongoing Love Your Body, Love Yourself activities. With over 40 Health Peer led events successfully implemented over the 2014 fall and 2015 spring terms, approximately 3500 students have been engaged through on campus health education outreach.
“The Health Peers at SFU have been consistently supportive in partnering with the Provincial Eating Disorders Awareness (PEDAW) campaign and in effectively bringing awareness and prevention of eating disorders and disordered eating to their Burnaby SFU campus. The enthusiasm, passion, and support from the Health Peers have greatly contributed to this year’s PEDAW campaign success! Not only do their efforts create a sense of community connectedness among the students on campus, but it also elicits conversation, reduces stigma, and decreases the silence about eating disorders.”

- Amy Pezzente, Coordinator, Provincial Eating Disorders Awareness Campaign
Addressing Resilience and Well-being in the Back on Track Program

In May 2014, Health Promotion developed a new session for the Back on Track 100 program entitled “Bouncing Back: Building Resilience and Supporting Well-being”. Back on Track 100 is a course designed to help students on Academic Probation develop personal, academic and career goals and achieve greater success in their students. The fall 2014 session had a 105% increase in student participant confidence levels in the program.

The “Bouncing Back” presentation has been adapted into an online Canvas course. If you are an SFU Faculty or staff member interested in offering “Bouncing Back” to your students, please contact health_promo@sfu.ca

“Beyond Tolerance: Creating More Inclusive and Respectful Communities” in the Passport to Leadership Program

In spring 2014 the Health Promotion team collaborated with Student Engagement and Retention to co-create a session for Passport to Leadership. The course was designed to increase student understanding of the role each person can play in creating a supportive, respectful and inclusive campus community. This session was timely because of the increase in media coverage around students engaging in inappropriate sexual behavior or related acts at Canadian and American colleges and universities.
ADDRESSING WELL-BEING THROUGH POLICY

Policy has a profound ability to impact student well-being. A policy may cause undue stress, anxiety or confusion through language and communication, the policy itself, or the procedures and processes relating to the policy. Alternatively, a policy can facilitate access to resources, services and supports and create a positive, supportive and inclusive culture on campus.

SFU is one of few Canadian post-secondary institutions intentionally considering how policy impacts well-being. In order to better understand how policy is impacting well-being, input was sought from two community consultation events and a policy focus group with key administrators and stakeholders. A pilot project was also initiated in partnership with the Associate Registrar, Senate and Academic Services to apply a well-being lens to policies within the Academic Calendar.

Collaborating Partner: Senate and Academic Services, Registrar’s Office

WEBINAR:
“Policy Approaches to Campus Mental Health: A Scan of Current Practice” hosted by the Centre for Innovation in Campus Mental Health. 11/14.
WELL-BEING THROUGH PHYSICAL SPACES

Physical space features directly impact mental, social and physical health. Well-designed spaces have the ability to positively impact mood, creativity, social connectedness and learning. In a post-secondary setting, supportive physical spaces are important for fostering student well-being and success.

The Well-being through Physical Spaces project enhances student well-being by way of built environments. Using literature, as well as qualitative research findings at SFU, key features of physical spaces that impact student learning and well-being have been identified and summarized online. Recent renovations at Burnaby campus in the Academic Quadrangle (AQ 2000 and 3000 level) and at Vancouver in the Harbour Centre West Lounge demonstrate spaces that have included input from SFU Health Promotion. Student feedback on the AQ renovation has been very positive with 90% of responses indicating the new spaces positively support well-being.

For more information on Well-being through Physical Spaces visit: www.sfu.ca/healthycampuscommunity/physicalspaces

Collaborating Partners: Campus Planning and Development within Facilities Services, Burnaby Classroom Renewal Committee, Vancouver Learning Spaces Committee, Build SFU, Task Force on Flexible Education, Residence and Housing, Centre for Students with Disabilities
THE WELLNESS WHEEL

The Wellness Wheel is an interactive tool designed to connect students to resources in all dimensions of their health and was developed by SFU Health Promotion in 2007. The tool and associated quiz have been redesigned to be compatible with new web technology and mobile devices. A new database allows tracking of the Wellness Quiz results to further inform Health Promotion practice at SFU. Two thousand three hundred students have completed the quiz since it was revised in August 2014.
“I commend you on this very positive initiative. Your objectives are highly relevant, clearly identified and I appreciate the examples provided.”

- SFU Faculty Member
The progress and impacts of the Healthy Campus Community initiative are being tracked using both process and outcome indicators to measure change over time towards the mission and vision of the initiative.

The Healthy Campus Community initiative is mobilizing collective action for health through community engagement and capacity building. The number of campus stakeholders engaged in the work is being tracked along with qualitative indicators that capture the level of engagement and interest from campus stakeholders.

Outcome indicators are being used to measure the impacts of the Healthy Campus Community initiative both in relation to creating conditions for well-being on campus and measuring the long term impacts on student health and well-being. Indicators and benchmarks from existing survey data are being used to track change over time. These include measures from the National College Health Assessment (NCHA), National Survey of Student Engagement (NSSE) and the SFU Undergraduate Student Survey (UGSS). Some sample indicators are below:

- % students indicating that they feel part of a caring community at SFU. Source: SFU UGSS.
- % students who report SFU provides them with the support they need to thrive socially. Source: NSSE.
- % students indicating that SFU is a place that supports students to have a healthy work-life balance. Source: SFU UGSS.
- % students experiencing isolation, stress and sleep difficulties: NCHA.

As student health and well-being are correlated with overall student satisfaction and learning, efforts to create a Healthy Campus Community will also benefit overall student experience and learning. For more information about the Healthy Campus Community Evaluation Plan please contact health_promo@sfu.ca
“Most of your time is spent in the learning environment. It’s a big part of your life [...] so it’s obviously very important to have an environment to thrive in.”

-SFU Student
LOOKING AHEAD

The year ahead brings exciting opportunities for the Health Promotion team.

As a Practice Leader for the 2015 International Conference on Health Promoting Universities and Colleges, SFU Health Promotion will play a lead role in the creation of an International Health Promoting University Charter. Additionally, SFU Health Promotion is involved in the planning of the 2015 Canadian Association of College and University Student Services (CACUSS) Annual Conference for which the theme is based on the Healthy Campus Community initiative.

SFU Health Promotion will continue to work with collaborating partners to advance existing projects and build new connections with faculty members, staff, administrators, and students. Campus stakeholders will continue to be invited to engage with the Healthy Campus Community initiative to build collective momentum.
WHAT ROLE CAN YOU PLAY?

It takes a whole campus to create a healthy campus community for all. 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 to connect with any of the Health Promotion team members, follow us on twitter @SFUhealth_promo or visit : www.sfu.ca/healthycampuscommunity
THANK YOU

SFU Health Promotion would like to thank the many campus stakeholders and external organizations that contributed to the successes outlined in this report and the momentum of the Healthy Campus Community initiative.

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