

# National Standard Working Group Action Plan and Report





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# ABOUT

## INTRODUCTION FROM THE CHAIR

The National Student Standards Working Group is pleased to present our final report, recommendations and suggested operational action plan to the University of Ottawa, and the Mental Health Steering Committee.

The National Standard of Canada for Mental Health and Well-Being for Post-Secondary Students is the world's first standard to help post-secondary institutions support positive mental health and well-being for students. Its voluntary guidelines were developed by an expert technical committee and informed by dialogue with students, administrators, service providers, health agencies, governments, and individuals with lived and living experience of mental illness from across the country

uOttawa's Student Standards Working Group undertook an extensive process to assess our institution against the Standards, and we look forward to the continued evolution toward improved student mental health and well-being in our community.

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# CONTEXT/HISTORY

## OBJECTIVE

The Student Standards Working Group will support the implementation of Section B of Recommendation 1 of the President's Advisory Committee on Mental Health and Wellness:

### 1. SIGN THE OKANAGAN CHARTER AND IMPLEMENT THE STANDARDS

- Although the objective addresses 3 major strategic policies (Okanagan Charter, National Standard of Canada for Psychological Health and Safety in the Workplace (employee focused) and National Standard of Canada for Mental Health and Well-Being for Post-Secondary Students), this working group is **only focusing on implementing the National Standard of Canada for Mental Health and Well-Being for Post-Secondary Students** developed by the Mental Health Commission of Canada. Two other working group processes are working on the Okanagan Charter and the Workplace Standards.

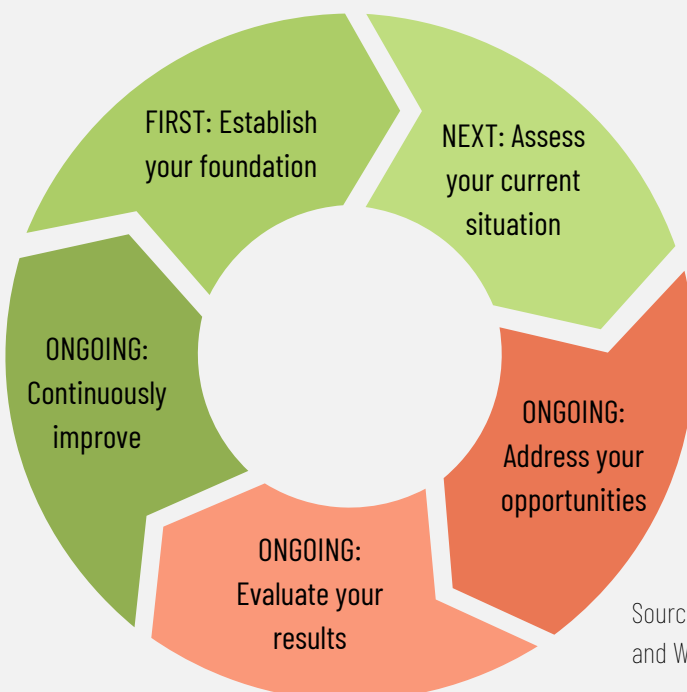
### Employee Standard

- Established in 2013
- Developed by the Canadian Standards Association
- Focused on workplaces, used by all types of workplaces
- Approved for implementation by the uOttawa Board of Governors in the RoadMap to Wellness Report (Campus Action Group) in January 2020, being implemented by HR

### Post-Secondary Student Standard

- Development started in 2018, launched publicly in August 2020
- Developed by the Canadian Standards Association
- Focused on post-secondary institutions, particularly on students
- Approved for implementation by uOttawa Board of Governors in the RoadMap to Wellness Report (Campus Action Group) in January 2020 and President's Advisory Committee Recommendations in December 2020

## STEPS FOR THE STANDARD



Source: Starter Kit: For National Standard of Canada Mental Health and Health and Well-Being for Post-Secondary Students

# WORKING GROUP, TERMS OF REFERENCE AND MEMBERSHIP

## OBJECTIVE

The Student Standards Working Group will support the implementation of **Section B** of Recommendation 1 of the President's Advisory Committee on Mental Health and Wellness: Sign the Okanagan Charter and implement the standards

## REPORTING STRUCTURE

The Working Group regularly reports to the Mental Health and Wellness Steering Committee through its chair.

## SCOPE

The primary responsibilities of the Working Group are as follows:

- A. Participate in an initial assessment and in-depth consultation process, using tools provided by the Mental Health Commission of Canada.
  - B. Participate in a strengths and gap analysis exercise to determine which actions would need to be undertaken at uOttawa to attain the recommendations of the Standard.
  - C. Identify initial focus areas based on the results of the assessment and of the gap analysis.
  - D. Implement the proposed high-level action plan (including targets, roles and responsibilities, timeline) necessary for uOttawa to address the goals of the Standard.
  - E. Define outreach tools and processes, as well as a communication plan to report internally and to the community.
- Outline timelines and means for ongoing assessment, improvement and progress reporting.

- The work will be broadly informed by leading practices at uOttawa and peer organizations.
- The recommendations in the action plan will align and complement the vision and goals of the Okanagan Charter and the National Standard of Canada for Psychological Health and Safety in the Workplace.

Embrace the 7 pillars of wellness, and the concepts of "Moving towards a culture of compassion and wellness."

## MEMBERSHIP

Rachelle Clark (Senior Director – Student Health, Wellness and Support, Student Affairs) serves as Chair of the Working Group. The members are:

- Two Advisory Committee members
  - Samiyah Khodabocus, Undergraduate Student – Faculty of Social Sciences
  - Elmira Mirbahaeddin, Graduate Student – Telfer School of Management
- Community members and experts
  - April MacInnes, Senior Mental Health Advisor – Student Affairs
  - Elizabeth (Betsy) Kristjansson, University Advisor, Mental Health and Wellness & Professor, Centre for Research in Educational and Community Services
  - Jennifer Keays, Manager – Health Promotion
  - Andrée-Anne Maranda, Manager – Counselling Service
  - Jaclyne Mooney, Manager, Student Support – Student Affairs
  - Elizabeth Ogunrinola, Lead Coordinator – Residence Safety
  - Isabelle Décarie, Student Experience Manager – Telfer School of Management
- Former members and experts
  - Brigitte Paré, Projects and Performance Coordinator – Student Affairs
  - Jenepher Lennox-Terrion, Vice-Dean, Students – Faculty of Arts
- Other experts and community members will be invited to join the Working Group as needed:
  - Benoit Lefebvre, Wellness and Return to Work Advisor – Human Resources (National Standard of Canada for Psychological Health and Safety in the Workplace)
- Project coordinator
  - Josaphat Joseph, Administrative Assistant/Interim Project Coordinator – Student Affairs

## TIMELINE

### 2020

- Approved for implementation by uOttawa Board of Governors in the [RoadMap to Wellness Report](#) (Campus Action Group) in January 2020 and President's Advisory Committee Recommendations in December 2020, alongside the signing of the Okanagan Charter

### 2021

- Working group assembled, with Terms of Reference in Summer 2021
- Community consultation process commenced Fall 2021
- uOttawa invited to pilot the Campus Action Tracker tool
- uOttawa successfully won Bell Let's Talk Kick Off grant funding to help defray consultation costs

### 2022

#### Winter 2022

- Student focus groups
- Ongoing key informant & stakeholder consultation

#### Spring/Summer 2022

- Participated in feedback process around Campus Action Tracker tool
- Analysis and working group ranking of results

### 2023

- Prioritising recommendations
- Develop a workplan and implement recommendations
- Uptake into Dr. Kristjansson's planned mental health framework

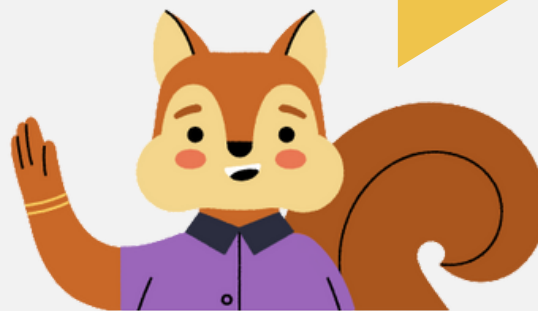


# COMMUNITY CONSULTATION – METHODOLOGY SUMMARY

## THREE STREAMS OF CONSULTATION

Key Informants	Topic Expert Groups	Student Focus Groups
<ul style="list-style-type: none"><li>• Direct 1 to 1 interviews with stakeholders with expertise on specific Campus Action Tracker Tool questions (i.e. Manager, Academic Accommodation).</li></ul>	<ul style="list-style-type: none"><li>• Working group members attended regularly scheduled meetings of other existing working groups or experts (i.e. BIPOC support group) to ask questions relevant to their expertise.</li><li>• These topic expert groups included staff, profs, students.</li></ul>	<ul style="list-style-type: none"><li>• Student focus groups were facilitated by a grad student.</li><li>• The recruitment emphasized student representation from targeted and minority population groups (i.e. international students).</li><li>• Each group also submitted mini polls on their allocated Campus Mental Health Action Tracker Tool questions.</li></ul>

Over 200 participants have attended or participated in focus groups, interviews and discussions



# ANALYSIS STRATEGY AND PROCESSES

## Campus Mental Health Action Tracker Tool Legend

### Chronologically

- Completed the environmental and Audit tool (2020 & 2021).
  - Purpose: First level assessment of uOttawa's status, documentation and gaps.
- Completed the Baseline Ranking document (which was our offline version of the Campus MH Action Tracker) which wasn't yet available.
- Working group
  - Completed the Campus MH Action Tracker tool ranking – via consensus and meetings.
  - Purpose: to have uOttawa community experts assess and provide context, feedback and prioritisation of community input and consultation.
  - To lead direction and scope of work.
  - To develop practical concrete actions to respond to the community's assessment that would apply in the uOttawa context.
- Ranking analysis
  - Purpose: Determine where the University evaluates itself in terms of progress on each theme and identify emerging gaps.
- Wooclap (priority exercise 1)
  - Purpose: Determine which recommendation are most important, according to the working group, in each priority ranking level (Not there yet, Taking steps, Good progress, We're there) and by category (main themes of the National standard mental health strategy).
- PACE Matrix (priority exercise 2)
  - Purpose: Determine which recommendation to prioritize based on benefit and level of effort required.

<b>NOT YET</b>
<ul style="list-style-type: none"> <li>No activities pursued around this element of the Standard</li> <li>Basic awareness around this element, some intention, but general lack of concrete engagement or action on this aspect</li> </ul>
<b>TAKING STEPS</b>
<ul style="list-style-type: none"> <li>Some areas of activity / concrete signs of development with respect to this element of the Standard</li> <li>For multi-part questions, we have taken steps on some of the parts</li> </ul>
<b>GOOD PROGRESS</b>
<ul style="list-style-type: none"> <li>Clear evidence of planning and action regarding this element of the Standard</li> <li>For multi-part questions, we have made good progress on many of the parts</li> </ul>
<b>WE'RE THERE!</b>
<ul style="list-style-type: none"> <li>This element of the Standard has been fully implemented, is currently in operation, and there is evidence of effectiveness</li> <li>For multi-part questions, we do all parts</li> </ul>

### Wooclap Questions

**www.wooclap.com/IFAUJT**

Priority by ranking - Not there yet

RECOMMENDATION: We need to have a systematic review process and a plan to incorporate existing and new policies, practices, programs, regulations and guidelines as they emerge with a student mental health and well-being lens and in accordance with the principles in the Standard. (i.e. WHO, other countries' practices)...

224 pts

RECOMMENDATION: The mental health framework should embed the community feedback and input into its evaluation plan

141 pts

SUMMARY: 28 - Consultation: - Consultation needs to be built in ("springs" business term ...

RECOMMENDATION: We need to develop a mental health and wellbeing framework - align with top U15 universities

135 pts

SUMMARY: 2 - Framework development: - Communications are a weakness...

**www.wooclap.com/IFAUJT**

Priority by ranking - Taking steps - Evaluation & Reporting

RECOMMENDATION: We need to be more thoughtful about engaging students and circling back.

245 pts

SUMMARY: 75 - Evaluation Engagement: - Need to consider the lifecycle of students, feedback loop...

RECOMMENDATION: We need to have a collaborative approach in aligning the data collected.

234 pts

SUMMARY: 78 - Document retention: - We collect a lot of data, but we don't have a collaborative ...

RECOMMENDATION: We need to have HR more involved in evaluation and reporting.

121 pts

SUMMARY: 79 - Evaluation indicators: - We don't have a cross-university wide knowledge...



# PACE MATRIX GRAPHIC – RANKING BY WORKING GROUP

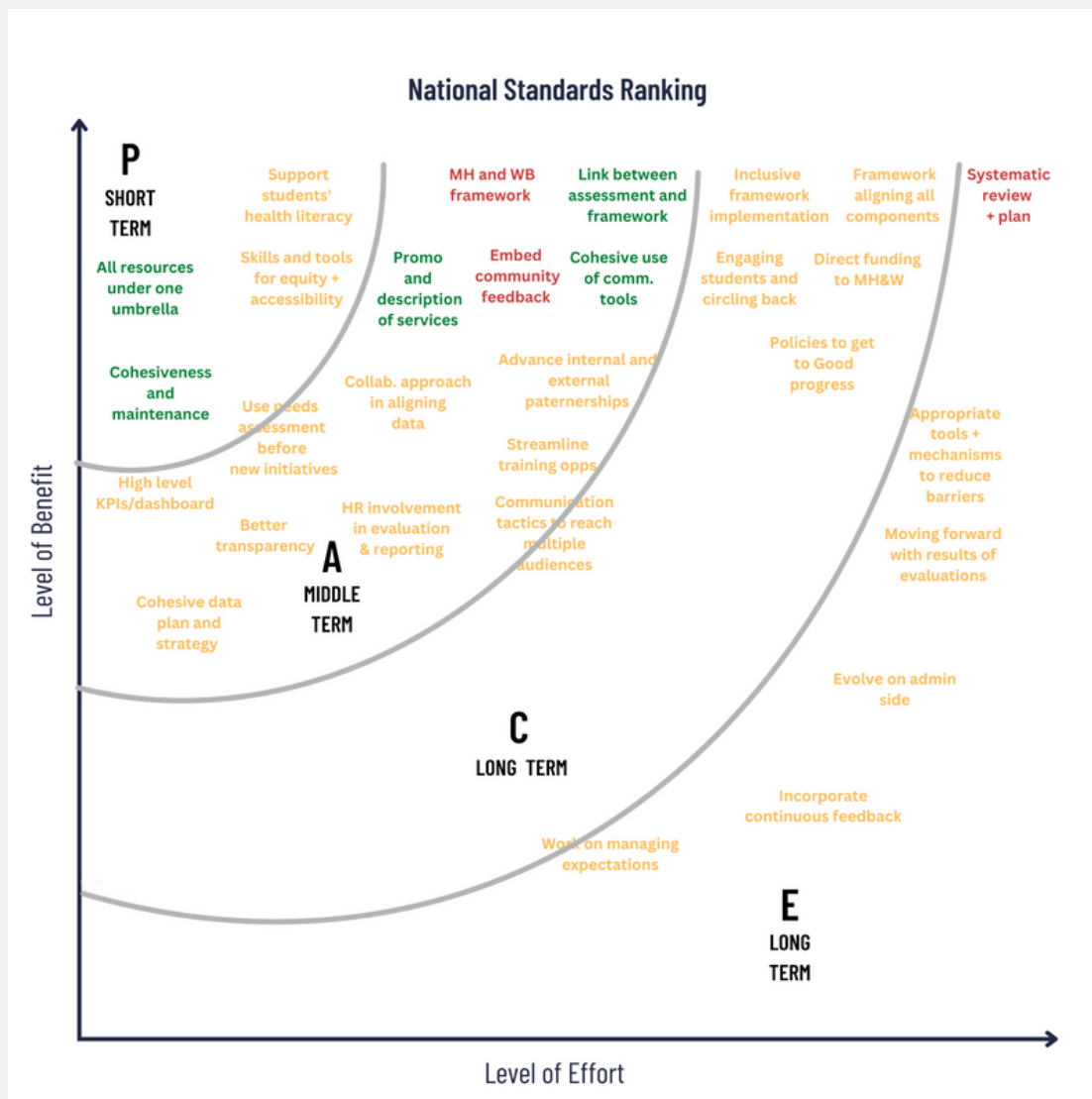
How we decided to use the PACE Matrix

**P** (Priority) / **A** (Action) / **C** (Consider) / **E** (Eliminate)

- The recommendations are plotted on a graph based on benefit (y-axis) and level of effort required (x-axis), as assessed by working group members.
- **P = Priority A = Action C = Consider:**
- N.B. Some initiatives that were able to be completed within the 24-month timeframe were incorporated into the “Action” aspect of the workplan.
- E = Eliminate: Longer-term work where the level of effort outweighs the benefit N.B. “Eliminate” is part of the PACE Matrix methodology, however, it does not mean that the working group means the initiatives themselves need to be eliminated. It means that in the short-term the amount of resources/effort required to implement these recommendations may not be available at this time. The working group recommends that as part of the periodic review recommendation in the framework, these actions are revisited as resources, capacities and the uOttawa environment grows/evolves.

Colour ranking was not the only criteria /matched with feasibility/resources available.

E.g., Not yet started – Systematic and periodic review. Due to placement on PACE Matrix as both highly beneficial but also high effort (many resources and time involved), this is not the highest priority on the workplan.



See page 8, Campus MH Action Tracker Tool Legend for colour ranking

## LESSONS LEARNED/ CHALLENGES

- It was difficult to get working group members to participate consistently due to competing priorities. COVID-19 pandemic meant that consultations were on-line which reduced capacity for engagement of specific student groups.
- The adoption of online collaborative tools such as Wooclap were used to facilitate brainstorming and decision-making, but were more difficult to implement.
- A dedicated resource for the project would have allowed for quicker timelines and focused effort and would have reduced the attrition of working group members that was experienced over time. The National Employee Standards has a national ranking system via Excellence Canada. The National Student Standards does not have the equivalent. We do recommend that the MHCC and the SRDC move towards a national system.

## SUCCESSES AND ACHIEVEMENTS

- Having a member on the working group who was part of the National Employee Standards was beneficial.
- uOttawa was proud to be selected as a pilot site and a reference group for the Campus Mental Health Action Tracker tool and were pleased to share our approach with others.
- We received a grant of \$5000 which was used towards the project.
- We were pleased to develop a Webinar for Best Practices – in Canadian Higher Education
- It was important to work in collaboration with others on campus doing similar work including the Okanagan Charter working group responsible for the team to implement the National Employee Standards.
- Bell Let's Talk Kickoff Grant funding \$25K allowed uOttawa to hire students and complete the consultation process for the standards.

## SUMMARY OF RESULTS

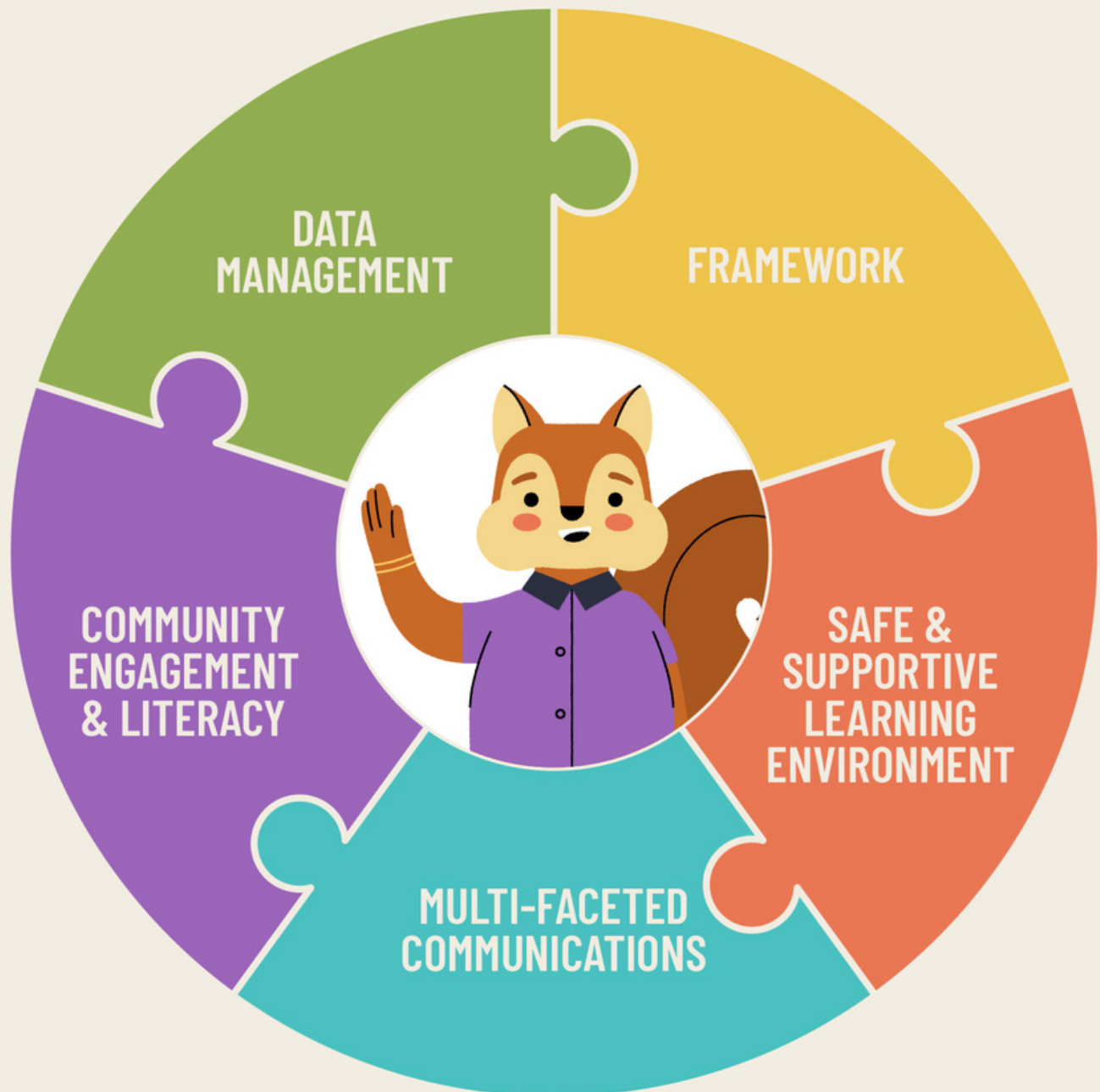
- The University situates itself in "Taking steps" in most of the recommendations brought up by the focus groups. Areas where we rated ourselves as "Not there yet" also scored low on our priority setting exercise (PACE Matrix).
- Cohesiveness (no silos, reduced duplication) emerged as a recurring theme.
- The importance of ongoing communication at all levels of the institution emerged as a top priority.
- Five priority areas emerged which are detailed in the following sections.



# RESULTS AND RECOMMENDATIONS

## UOTTAWA NATIONAL STANDARDS PRIORITY AREAS

The results of the consultations were themed into priority areas and help the community understand the main areas of focus that emerged. The results and ensuing recommendations and actions are themed within these priority areas in the following pages.



# UOTTAWA NATIONAL STANDARDS

## PRIORITY AREAS

### DATA MANAGEMENT

- Better collaborating coordinating and maintaining shared data
- Using collated data effectively and transparently to communicate shared progress and challenges with the community

### FRAMEWORK

- Implement a cross-university MH and wellbeing framework
- Systematically embed compassion MH & W into uOttawa's core business
- Plan for, seek and allocate funding that is directly allocated to mental health and wellness

### SAFE & SUPPORTIVE LEARNING ENVIRONMENT

- Equip the uOttawa community with skills & tools to support equity and accessibility

### MULTI-FACETED COMMUNICATIONS

- A systematic communication strategy for MH, compassion and Wellness throughout the student life cycle
- Support the ongoing growth of students' health literacy
- Ensure uOttawa views health communications as a core component of university business

### COMMUNITY ENGAGEMENT & LITERACY

- Community engagement & feedback mechanisms are key for stakeholder buy-in
- Streamline & expand training opportunities for the uOttawa community
- Incorporate the uOttawa community's formal & informal knowledge to inform initiatives

# STRATEGIC PRIORITY AREAS & RECOMMENDATIONS

The recommendations are organized first by level of priority for implementation based on PACE (Priority, Action, Consider, Eliminate), and color-coded by theme. While this section does not specifically identify timelines, it is generally understood that Priority items will be addressed first, in the short term, followed by Action and Consider as longer term. It is understood that the recommendations that follow are aspirational and intended to assist in creating a culture of wellness over time.

P

Priority

**MULTI-FACETED COMMUNICATIONS**

Support the ongoing growth of students' health literacy

RECOMMENDATION	CONCRETE ACTION
That the University of Ottawa supports the ongoing growth of students' health literacy – including awareness of services, navigation and personal skill development. Ongoing, targeted strategic programming means that the student population's collective knowledge will be strengthened, enhancing receptiveness and uptake.	PRIORITY 1 Collaborate with Central Comms & Okanagan Charter communication plan development to shift uOttawa to a compassionate and health promoting university culture, increasing health-literate ongoing, cross-university communications

CONCRETE ACTION	RECOMMENDATION
<p>PRIORITY 1-2</p> <ul style="list-style-type: none"> <li>Assign Health Literacy Specialist to develop a cross-university communication workplan.</li> <li>Maintain transparency and access to all resources under one umbrella by ongoing maintenance of the wellness website platform and related tools (i.e. Wellness App).</li> </ul>	That the University of Ottawa implements a systematic and ongoing communication strategy about mental health and wellness throughout the entire student life cycle, from high school to alumnus. As communication and awareness were the most frequent community concern and feedback, and is key to student retention and success, we need to allocate appropriate resources and capacity to communications operations to match this need.

**MULTI-FACETED COMMUNICATIONS**

A systematic communication strategy for MH & W throughout the student life cycle

**SAFE & SUPPORTIVE LEARNING ENVIRONMENT**

Equip the uOttawa community with skills & tools to support equity and accessibility

RECOMMENDATION	CONCRETE ACTION
That the University of Ottawa equips our students and the uOttawa community with practical skills and tools to support equity and accessibility. By implementing appropriate equity and accessibility mechanisms: <ul style="list-style-type: none"> <li>we will reduce barriers.</li> <li>we will create mentally healthy and supportive learning environments through compassionate teaching.</li> </ul>	<p>PRIORITY 3</p> <p>Work with key stakeholders to encourage mandatory training on inclusive pedagogies for all professors and teaching assistants:</p> <ul style="list-style-type: none"> <li>The training already exists and has been offered to a small number of professors and TAs.</li> <li>A new webpage including a wealth of resources was launched in November 2022 to support inclusive practices. (<a href="https://saea-tlss.uottawa.ca/inclusion/en/">https://saea-tlss.uottawa.ca/inclusion/en/</a>)</li> </ul>

CONCRETE ACTION	RECOMMENDATION
PRIORITY/ACTION 2, 5, 15 Develop and maintain a shared data platform with managed access (SharePoint, OneDrive, etc.).	That the University of Ottawa better collaborates, coordinates and maintains shared data. This should include: <ul style="list-style-type: none"> <li>• Having all data resources amalgamated under one umbrella for better leverage and cohesive use by our professional community.</li> <li>• Ensuring use of data and evidence (i.e., needs assessment) before committing to new initiatives.</li> </ul>

**DATA MANAGEMENT**

Improve collaboration by better coordination & usage of data

**SAFE & SUPPORTIVE LEARNING ENVIRONMENT**

Equip the uOttawa community with skills & tools to support equity and accessibility

RECOMMENDATION	CONCRETE ACTION
That the University of Ottawa equips our students and the uOttawa community with practical skills and tools to support equity and accessibility. By implementing appropriate equity and accessibility mechanisms: <ul style="list-style-type: none"> <li>• we will reduce barriers.</li> <li>• we will create mentally healthy and supportive learning environments through compassionate teaching.</li> </ul>	Promote and implement the upcoming proposed postsecondary education standards by Accessibility in Ontario (2023), particularly in relation to specific recommendations related to mental health and wellbeing, data collection and training.  Support and promote the implementation of uOttawa's upcoming training related to accessibility and accommodations for people with disabilities "Accessibility and Accommodation for people with disabilities [name subject to change] currently under development with the Human Rights Office.

**A** Action

**FRAMEWORK**

Systematically embed MH & W into uOttawa's core business

RECOMMENDATION	CONCRETE ACTION
That the University of Ottawa move from "ad hoc" processes around mental health and wellness, to systematically embedding compassion, mental health and wellness into the university's core business and existing infrastructure. This means: <ul style="list-style-type: none"> <li>• Having consistent, periodic reviews of the mental health framework and activities.</li> <li>• Using mental health and wellness as the "lens" to review all existing or changing policies, and new policies, practices, programs, regulations and guidelines.</li> </ul>	ACTION/PRIORITY 4-7,9 <ul style="list-style-type: none"> <li>• Develop/adapt a simple uOttawa tool on embedding compassion, mental health and wellness into the framework.</li> <li>• Pilot this lens on specific key upcoming policies: <ul style="list-style-type: none"> <li>◦ Sick note policy.</li> <li>◦ Residence Agreement, Code of Conduct, and Disciplinary Procedure (RACCDP).</li> </ul> </li> <li>• Develop a compassion training module and/or ladder onto existing training. Use some items from a compassionate leader scale.</li> <li>• Train Compassion ambassadors in use of lenses as well as training module.</li> </ul>

CONCRETE ACTION	RECOMMENDATION
Review academic policies with a mental health lens and reduce barriers.	That the University of Ottawa equips our students and the uOttawa community with practical skills and tools to support equity and accessibility. By implementing appropriate equity and accessibility mechanisms: <ul style="list-style-type: none"> <li>• we will reduce barriers.</li> <li>• we will create mentally healthy and supportive learning environments through compassionate teaching.</li> </ul>

**SAFE & SUPPORTIVE LEARNING ENVIRONMENT**

Equip the uOttawa community with skills & tools to support equity and accessibility

**SAFE & SUPPORTIVE LEARNING ENVIRONMENT**

Equip the uOttawa community with skills & tools to support equity and accessibility

RECOMMENDATION	CONCRETE ACTION
<p>That the University of Ottawa equips our students and the uOttawa community with practical skills and tools to support equity and accessibility.</p> <p>By implementing appropriate equity and accessibility mechanisms:</p> <ul style="list-style-type: none"> <li>we will reduce barriers.</li> <li>we will create mentally healthy and supportive learning environments through compassionate teaching.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage the uptake of offered training multiple times during the year.</li> <li>Add a special rubric on Inclusive pedagogies in TLSS newsletters.</li> <li>Track access (viewing and downloading) to the Inclusive Pedagogies section of the TLSS website.</li> </ul>

CONCRETE ACTION	RECOMMENDATION
<p><b>ACTION/PRIORITY 6,8</b></p> <ul style="list-style-type: none"> <li>Leverage the Wellness Website and data display/sharing tools under development to be able to feedback relevant and useful data to our wider community.</li> <li>Develop a clear/simple, ongoing set of measurement and reporting tools to be transparently reported to our community regularly, via the Wellness website and other appropriate mediums.</li> <li>Develop simple guidelines/rules for which data is shared, by whom and for whom (internally and externally).</li> </ul>	<p>That the University of Ottawa should use our collated data effectively and transparently to communicate shared progress, and our challenges with the community.</p>

**DATA MANAGEMENT**

Effective & transparent use of our data to communicate shared progress & challenges

**FRAMEWORK**

Implement a cross-university MH and wellbeing framework

RECOMMENDATION	CONCRETE ACTION
<p>That the University of Ottawa develop and implement a cross-university mental health and wellbeing framework (strategy) to align with the best practices.</p> <p>This framework should:</p> <ul style="list-style-type: none"> <li>Promote an inclusive and equitable implementation process that will address the diverse needs of all students.</li> <li>Include a plan for continuous improvement.</li> <li>Clearly align with relevant university strategies, committee recommendations and campus mental health services best practices and guidelines such as the National Standards and the Okanagan Charter.</li> <li>Embed the community feedback.</li> </ul>	<p><b>ACTION/PRIORITY 9,12</b></p> <p>The framework development is underway by the University Advisor, Mental Health and Wellness, and is due to be signed off at the highest levels of the university by June 2023.</p> <p>The framework provides a sustainable vision that would allow the uOttawa community to identify priority actions that align with the National Standards recommendations to include:</p> <ul style="list-style-type: none"> <li>Measurable objectives and targets.</li> <li>A sustainable implementation plan.</li> <li>Clear actions to make this plan and progress visible to the uOttawa community.</li> <li>A clear governance model and delegation of authority and responsibility for progress, including periodic reviews.</li> </ul>

RECOMMENDATION	CONCRETE ACTION
<p>Our community has made it clear that their engagement and feedback is key for stakeholder buy-in. Thus, the University of Ottawa needs:</p> <ul style="list-style-type: none"> <li>To utilize appropriate community engagement tools.</li> <li>To implement ongoing feedback mechanisms for incorporating timely feedback and continuous input.</li> <li>Actions to be seen and shared/communicated.</li> <li>Both internal and external stakeholders to feel and see their contributions and the resulting impact.</li> <li>To inform the community on the barriers to implementation and how they can contribute to change.</li> </ul>	<p><b>ACTION/PRIORITY 8,12</b></p> <ul style="list-style-type: none"> <li>Augment the existing wellness website platform with interactive community engagement tools to allow for two-way interaction/feedback. <ul style="list-style-type: none"> <li>Work with IT Communications and Design to allow for website to move from static to interactive.</li> <li>Using new tools under development, incorporate shorter community feedback consultation opportunities into programming and evaluation.</li> <li>Promote findings from community feedback interactions such as Street Team (HP), UOSatisfaction and other ways to close the loop on consultations.</li> </ul> </li> <li>Provide shareable resources to our community groups on campus to increase distribution of appropriate information. (i.e. student and employee associations, clubs, Street Teams, etc.)</li> </ul>

**COMMUNITY ENGAGEMENT & LITERACY**

Community engagement & feedback mechanisms are key for stakeholder buy-in

CONCRETE ACTION	RECOMMENDATION
<ul style="list-style-type: none"> <li>• Include EDI and psychological safety training for all new profs.</li> <li>• Support the development of a policy directing a small proportion of university supported teaching assistant (TA) hours towards training for wellbeing (i.e. More Feet on the Ground training).</li> </ul>	<p>That the University of Ottawa equips our students and the uOttawa community with practical skills and tools to support equity and accessibility.</p> <p>By implementing appropriate equity and accessibility mechanisms:</p> <ul style="list-style-type: none"> <li>• we will reduce barriers.</li> <li>• we will create mentally healthy and supportive learning environments through compassionate teaching.</li> </ul>

**SAFE & SUPPORTIVE LEARNING ENVIRONMENT**

Equip the uOttawa community with skills & tools to support equity and accessibility

**COMMUNITY ENGAGEMENT & LITERACY**

Incorporate the uOttawa community's formal & informal knowledge to inform initiatives

RECOMMENDATION	CONCRETE ACTION
<p>That the University of Ottawa uses our community's rich expertise. We need to incorporate both formal knowledge (such as research and best practice), and the informal knowledge of lived experience and ideas, to inform our strategies and initiatives. We can do this by:</p> <ul style="list-style-type: none"> <li>• Strengthening partnerships and community buy-in;</li> <li>• Reducing silos to avoid duplication and create more cohesiveness in our groundwork/frontline efforts/programming.</li> <li>• Making sure our process actively incorporates our diverse community members, including minorities and vulnerable populations to feel heard and that their needs and ideas are incorporated.</li> </ul>	<p><b>ACTION/PRIORITY 12, 14</b></p> <ul style="list-style-type: none"> <li>• Develop a plan with Health Literacy Specialist to cross-pollinate and reduce silos of peer stories and successes across students, employees and alumni (internal focused).</li> <li>• Work with incoming Wellness Communications Strategist to uncover concrete opportunities to target different audiences (cross-university and externally such as employee unions).</li> <li>• Align with both the data management and multi-faceted communications actions to reduce duplication.</li> </ul>

CONCRETE ACTION	RECOMMENDATION
<p><b>ACTION 13, 18</b></p> <ul style="list-style-type: none"> <li>• Ensure that student health and wellness is part of the mandate at the highest level of senior university administration.</li> <li>• Add mental health &amp; wellness updates to Board of Governors and Administration Committee (CA agendas (annually).</li> <li>• Include student and employee mental health &amp; wellness directly into the mandate of the senior central communications team.</li> </ul>	<p>That the University of Ottawa community understands/views health communications as a core component of university business. Health and wellness communications need to be cohesive, systematic and have high visibility within university communications. We need to move from an ad hoc communications model, to a streamlined, integrated, collaborative, high priority model. We need all our community stakeholders to be health literate, informed and engaged, for the benefit of all.</p>

**MULTI-FACETED COMMUNICATIONS**

Ensure uOttawa views health communications as a core component of university business

**COMMUNITY ENGAGEMENT & LITERACY**

Streamline & expand training opportunities for the uOttawa community

RECOMMENDATION	CONCRETE ACTION
<p>That the University of Ottawa streamlines its many training opportunities offered to the entire University community (student &amp; staff).</p> <p>This would include:</p> <ul style="list-style-type: none"> <li>• Organizing student mental health training into a clear curriculum or pathway.</li> <li>• Recognize participation or certification in a systematic fashion.</li> </ul>	<p><b>ACTION 16</b></p> <ul style="list-style-type: none"> <li>• Develop student mental health training into a clear curriculum or pathway.</li> <li>• Develop a system of compassionate ambassadors and corresponding modules.</li> <li>• Develop a recognition badging and/or certification system recognizable across the uOttawa community for students and employees.</li> </ul>



C

Consider

**FRAMEWORK**

Plan, seek and directly allocate funding to MH & wellbeing

CONCRETE ACTION	RECOMMENDATION
<p>CONSIDER 22</p> <ul style="list-style-type: none"> <li>Develop an oversight plan on mental and wellness related funding to support targeted direction of existing or received funds to priority or emerging areas.</li> <li>Set priorities for mental health funding.</li> </ul>	<p>That the University of Ottawa plan for, seek and allocate funding that is directly allocated to mental health and wellness.</p>

E

Eliminate

**Eliminate : Longer-term work and more resources required**

- The working group recommends that as part of the periodic review recommendation in the framework, items categorized here as part of the PACE Matrix exercise are revisited for action as resources, capacities, and the uOttawa environment grows/evolves. See legend on page 9.

## CONCLUSION

The National Student Standards Working Group is proud to present our final report, recommendations, and operational action plan to the University of Ottawa and the Mental Health Steering Committee. As the world's first standard to help post-secondary institutions support positive mental health and well-being for students, the National Standard of Canada for Mental Health and Well-Being for Post-Secondary Students provided a framework for our assessment of uOttawa's mental health support services. Through dialogue with students, administrators, service providers, and individuals with lived and living experience of mental illness, our Working Group developed a comprehensive understanding of the needs and challenges facing our community. We are confident that the recommendations and operational action plan will help to further advance student mental health and well-being at uOttawa. With the final report tabled, the Working Group has met its mandate. As a community, we must work towards the recommendations outlined and continue the discussions on mental health and wellness to ensure that our institution remains at the forefront of supporting positive mental health outcomes for all students. As outlined in our report, we are "taking steps" towards creating a healthy campus community.

