

# Campus Wellbeing Framework



November 2020

## LAND ACKNOWLEDGEMENT

The Land on which we live, learn and work is the Land of the Haudenosaunee, Anishinaabe, and Huron-Wendat peoples.

As we work together to help improve campus wellbeing, we are keenly aware that the effects of colonization are apparent in all aspects of Indigenous peoples' health and wellbeing, affecting physical, mental, social, emotional and spiritual health.

Since time immemorial, Indigenous peoples have stewarded this Land, caring for and passing it down from generation to generation. Indigenous people have shared with us teachings like a proactive, holistic, settings-based perspective on health and wellness; a perspective that encompasses four dimensions of health – physical, mental, emotional and spiritual wellbeing - and importantly, extends beyond the individual to include close supports, the community and the Land.

Today, this Land is home to many Indigenous people from across Turtle Island from whom we have much to learn. We are grateful to have the opportunity to learn and work on this Land as we together seek to advance, encourage and support a culture of wellbeing for all who live, learn and work at Queen's.

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## EXECUTIVE SUMMARY

Supporting a culture of wellbeing for all who learn, work and live at Queen's helps to build a healthy, happy, productive and contributing community. Improving the wellbeing of students, staff and faculty will have positive impacts far beyond Queen's, strengthening the health and sustainability of current and future societies.

The Campus Wellness Project was launched in 2018 to facilitate campus-wide engagement and conversations to advance a culture of wellbeing at Queen's. In early 2019, Queen's adopted the [Okanagan Charter: An International Charter for Health Promoting Universities](#). This Charter has guided the development of this framework.

The Campus Wellbeing Framework is the result of six months of consultations in 2019-20 with students, staff and faculty. It represents the shared, wellbeing vision of more than 1,800 Queen's community members who told the project team that campus wellbeing is rooted in a culture of care, inclusion and respect, social connectedness, the places we learn and work and in the multiple dimensions of personal health.

Queen's students, staff and faculty are encouraged to use the framework's guiding principles to inform *how* to move towards improved wellbeing on campus. The priority focus areas will assist in identifying *opportunities* and areas of *focus* as we together seek opportunities to make the university a better place to learn, work and live.

## VISION

The Queen's Campus Wellbeing Framework is a shared vision and call-to-action for campus leaders, community members and partners to advance and support Queen's as a health promoting university.

## THE GOAL

The goal of the Campus Wellbeing Framework is to encourage and support an inclusive culture of wellbeing that inspires and enables all who live, learn, and work at Queen's to thrive.

Wellbeing is critical to our success as individuals, as a community and as a university. A healthy, sustainable community is strengthened by the wellbeing of its members. Together we can achieve inspired learning and discovery, heightened creativity, increased productivity, committed service and stronger social connections. When our people are well, our campus thrives. Each of us has a role and responsibility to enhance and embrace a culture of wellbeing, care and inclusion, respecting diversity and embracing our differences.

The wellbeing of our community can be improved through the application of this framework through its guiding principles and priority areas for focusing our path forward.

As a signatory to the Okanagan Charter, we will advance Queen's as a health promoting university, to "create a culture of compassion, wellbeing, equity, social justice... and strengthen the ecological, social and economic sustainability of our communities and wider society." ([Okanagan Charter: An International Charter for Health Promoting Universities and Colleges, 2015](#))

## DEFINING A HEALTH PROMOTING UNIVERSITY AND WELLBEING

A health promoting university, as defined by the Okanagan Charter, “aims to integrate processes and structures within the university's culture supportive of a commitment to health and health promotion. Additionally, the initiatives promote the health and wellbeing of staff, students and the wider community.” The term ‘campus’ refers to both an in-person and a remote university experience for students, staff and faculty.

The term ‘wellbeing’ as it relates to this framework includes and represents concepts of both individual and community health and wellness. Wellbeing at Queen's is multi-faceted and dynamic and is rooted in lived supportive values, social connectedness, the places we learn and work, and in the multiple dimensions of personal health – including physical, emotional, spiritual, intellectual, social, occupational, financial and environmental health. Equity, diversity, inclusivity and indigeneity are valued, collective principles implicitly necessary to advance and nurture a culture of wellbeing and care.

## COMMITMENTS

In January 2019, Queen's made a formal commitment to the health and wellbeing of students, staff and faculty by joining universities from around the world in adopting the Okanagan Charter.

The Charter, developed in 2015 by researchers, practitioners, administrators, students and policy-makers from 45 countries representing educational institutions and health organizations, provides institutions with a common language, principles and framework to become a ‘health and wellbeing promoting campus’. The Charter calls on post-secondary institutions to embed health and wellbeing in all aspects of campus culture, and to lead human and environmental wellbeing promotion locally and globally.

As a health promoting university, Queen's is committed to the vision of the Okanagan Charter:

Health promoting universities and colleges transform the health and sustainability of our current and future societies, strengthen communities and contribute to the wellbeing of people, places and the planet.

### Queen's Commitments to the Okanagan Charter:

- To foster collaboration among students, staff and faculty to develop a system-wide framework to support, encourage and inspire a culture of wellbeing for all who live, study and work at Queen's University.
- To work collaboratively with campus partners to create and apply wellness-related policies and programs with demonstrated impact.

- To build relationships on and off campus to advance health promotion research, teaching, knowledge exchange and action locally, nationally and globally.

## FRAMEWORK CONSULTATION PROCESS

The [Campus Wellness Project](#) was launched in 2018 to facilitate campus-wide engagement and conversations to advance a culture of wellbeing at Queen's. The Campus Wellbeing Framework is the result of this work and fulfills a Charter commitment.

The work has been led by the Office of the Provost, through the [Provost's Advisory Committee on Wellness](#), comprising student leaders, faculty, senior administrators and community health experts. This committee was supported by the [Campus Wellness Council](#), which includes more than 130 members - students, staff and faculty - with wellbeing-related expertise or unique perspectives. (Appendix A.)

More than 1,800 campus community members (33% undergraduate students, 17% graduate students, 35% staff and 15% faculty members) contributed wide-ranging information and ideas related to campus health and wellbeing at town halls, in small group settings, in individual meetings and online in 2019-20.

The development of this framework relied on extensive, iterative, [campus-wide consultation](#), using best practices shared by peer institutions who have undertaken similar projects. As information was gathered, it was reviewed and synthesized by subject matter experts and project stakeholders, reinvestigated, and refined to ensure that the resultant framework reflects the aspirations and goals of the university community. (Appendix B contains a list of consultations. In addition to these consultations, students, staff and faculty contributed comments and ideas in an online survey.)

## HOW TO USE THIS FRAMEWORK

The Campus Wellbeing Framework is an interrelated set of principles and priority focus areas to help support and encourage a culture of wellbeing for all who live, learn and work at Queen's – students, staff and faculty. The framework has been intentionally designed to be sustainable, flexible, and inclusive of different ways of knowing about and experiencing wellbeing.

The framework provides the opportunity to view the university through a wellbeing lens and should be considered by all Queen's community members when evaluating and reflecting on a wide range of decisions, policies, procedures, practices and actions that impact students, staff and faculty. The framework is intended to inspire care, consideration, conversation and collaboration. The framework is guiding rather than prescriptive so that its principles can be applied, as appropriate, across our university in diverse ways and settings.

Examples:

- Reflect on your daily activities at Queen's. Think about how you can incorporate the guiding principles in your learning, teaching, researching or working. Simple acts that demonstrate values of caring, kindness, respect for diversity, differences and inclusion can help to improve a culture of wellbeing.
- Use the Campus Wellbeing Framework as an additional invitation to collaborate with peers or colleagues to embed wellbeing into all aspects of campus life, living, learning and working environments, including planning, policies, practices and programming.
- Use the guiding principles when creating or refining policies, programs, services or practices, ask 'Does this policy, program, service or practice reflect the guiding principles of the Campus Wellbeing Framework?' or 'What can we do better?'
- Assess the framework's priority focus areas and allocate resources as appropriate to facilitate actions that support and advance wellbeing at Queen's. Ask, 'Is this resource, program, service, or practice in alignment with one or more of the Campus Wellbeing Framework priority focus areas?'



## GUIDING PRINCIPLES

The framework's guiding principles are foundational to the Okanagan Charter's calls to action to embed wellbeing across our university culture and lead health promotion action and collaboration, locally and globally. It is important that these principles guide our decisions and actions.

We will.....

### **VALUES-DRIVEN**

Be guided by the principles of equity, diversity and inclusivity; value kindness, compassion, dignity, respect, integrity and justice; focus on activating a culture of care, compassion, collaboration, and community engagement.

### **CAMPUS-WIDE**

Use a campus-wide, whole-system approach to wellbeing and social sustainability; intentionally embed health in planning, policies and practices across administration, operations and academic mandates.

### **CONNECTED & INSPIRED**

Identify and be inspired by best practices and teachings of those who came before us; listen, learn and teach from a myriad of ways of knowing and ways of being; value connectedness, belonging, strength of community and communication.

### **PARTICIPATORY & STRENGTHS BASED**

Engage campus community members, learning, sharing and communicating opportunities, best practices and challenges; promote collaboration and cross-sector, transdisciplinary approaches to advancing wellbeing.

### **EVIDENCE-BASED**

Ensure that research, evidence and population health and wellbeing principles strengthen the wellbeing of our campus communities; evaluate outcomes, refining policies, programs and practices.

## PRIORITY FOCUS AREAS

Four priority wellbeing focus areas have been identified by evaluating themes that emerged during extensive campus-wide consultations. These campus-wide focus areas are cross-disciplinary, connected, and impact all segments of our community. These priority focus areas are not meant to be exclusive – wellbeing improvements in areas outside these areas are also encouraged.

For each priority focus area, examples of current initiatives and actions contributing to the health and wellness of students, staff and faculty are included to inspire ideas and applications of how wellbeing may be advanced in the work, learning and living environments of Queen's community members.

### Priority Focus Areas



#### **Culture**

Expand opportunities for reflective, positive leadership and recognize a shared responsibility among all members of the Queen's community to advance a culture of care, equity, inclusion, respect and empathy.



#### **Belonging & Social Connection**

Recognize the important role that strong, active and inclusive interpersonal connectedness plays in supporting wellbeing and in sustaining a vital community.



#### **Personal Wellbeing**

Promote the multiple dimensions of personal health and recognize the roles and responsibilities of both the university and of individuals in supporting personal health.



#### **Places**

Create and maintain inclusive, accessible, sustainable and inspiring indoor, outdoor and online places that promote learning, enhance social connections, advance active-living and contribute to wellbeing.

## CULTURE



Expand opportunities for reflective, positive leadership and recognize a shared responsibility among all members of the Queen's community to advance a culture of care, equity, inclusion, respect and empathy.

Each member of the Queen's community has a responsibility to respect and advance the university values of care, equity, inclusion, and support with respect to diversities, including ethnicity, race, gender, sexual orientation, exceptionalism and socioeconomic status.

As equity, diversity, inclusivity and indigeneity are valued principles and conditions critical to community wellbeing, all university leaders are encouraged to embrace and model inclusive, wellbeing-supportive values, principles and practices, the implementation of equitable health-promoting policies and actions that advance personal health. The university must identify, challenge and transform systems of oppression and inequities, affecting wide-ranging and systemic change with respect to racism, bigotry and bias on campus, in our communities, and more broadly, within society.

By modelling values of care, respect, empathy, inclusivity, integrity and by encouraging meaningful collaboration regarding health-promoting initiatives, the culture of wellbeing at Queen's will advance.

### *Examples of Current Initiatives and Actions*

#### Principal's Conversation

Principal and Vice-Chancellor Patrick Deane engages with the Queen's community in open conversations about the values and direction of the university.

#### Promise Scholars – Student Awards

The Promise Scholars program is a comprehensive initiative designed to reduce financial barriers and increase access to Queen's for local, first-generation students. The program provides dedicated financial, academic, and career support to help students complete their degree.

#### Yellow House – The Hub for Student-Centered Work in Anti-Oppression

The Yellow House\* is a safe, comfortable and accountable space for queer and racialized students to create community, to feel empowered, to empower others, to celebrate and to honour their histories. The Yellow House team seeks to engage students in initiatives that actively dismantle oppressive, racist and colonial ideologies and practices. With a strong belief that the ability to create community is integral to student wellness, the Yellow House is a safe space for marginalized students to simply *be*; a space where QTBIPOC students can connect with one another to benefit

from the power of community to support, to uplift and stand together. \*Permanent name pending a formal consultation in 2020/21.

### Centre for Teaching and Learning (CTL) Programs

CTL offers a range of programs and opportunities for graduate students, teaching assistants, post-doctoral fellows and faculty to enhance and support student wellbeing by learning:

- Universal course design
- How to engage in reflective and active practice for improving teaching
- How to equip and empower student success
- How to focus on wellbeing in the academic environment.

### Extenuating Circumstances Policy

The university has developed a policy outlining a campus-wide approach to responding to students who experience personal circumstances beyond their control that have direct and substantial impacts on their abilities to temporarily meet essential academic requirements. The policy is guided by the principles of good faith, consistency, fair access and privacy.

### School of Graduate Studies – Student-Supervisor Relationships

Following a recommendation of the Working Group on Graduate Student Success, the School of Graduate Studies is developing expanded supportive resources for students and their supervisors. This work builds on supervisory materials and workshops to strengthen student-supervisor relationships.

### Decolonization and Indigenous Ways of Knowing in Curricula Workshop

The Centre for Teaching and Learning has developed workshops for educators to learn how to integrate Indigenous-focused content into curricula. Participants learn about the implications of decolonization in teaching and learning, how to balance Indigenous knowledge and ways of knowing alongside Western knowledge, and how to incorporate Indigenous issues into courses and programs.

### Diversity and Inclusion Training for New Faculty and Staff

The Human Rights and Equity Offices, in partnership with Human Resources, delivers diversity and inclusion training for new staff at Queen's. Objectives of the training program are for participants to understand the value of equity, diversity, and inclusion, as well as what individual employees can do towards fostering an inclusive workplace culture.

### Intercultural Awareness Certificate

Students can enhance their cross-cultural knowledge by taking the Intercultural Awareness Certificate, offered by the Queen's University International Centre and the Four Directions Indigenous Student Centre. The certificate consists of five workshops that cover concepts of

intercultural learning, the cultural self, the intercultural development continuum, and Indigenous rights and histories.

### Peer Assistance and Mentoring

Student-to student-assistance and mentoring support programs help to ease transitions, demonstrate care, concern, and inclusion and can provide students with resource referrals and practical assistance. Peer programs can help students build connections and feelings belonging through shared experiences and common perspectives. Peer programs at Queen's include Q Success, SASS Peer Writing Assistants, Peer Learning Assistants, Peer Health Educators, AMS Peer Support Centre, ASUS Peer Tutoring, and the Graduate Peer Support Centre.

## BELONGING AND SOCIAL CONNECTION



### **Belonging & Social Connection**

Recognize the important role that strong, active and inclusive interpersonal connectedness plays in supporting wellbeing and in sustaining a vital community.

Belonging is a dynamic sense of feeling respected, valued, included and cared for by others. Humans need social connection. We heard from the campus community that belonging is influenced by our identities and experiences and by perceptions of campus cultural

relevance (including familiarity, knowledge and feelings of validation) and responsiveness (programs and practices).

A sense of belonging positively impacts wellbeing.

Data from the 2019 National College Health Assessment student health and wellness survey shows that 80% of Queen's students feel part of the Queen's community. We strive to both deepen reported social connections and feelings of belonging and to create inclusive environments for all university community members.

### *Examples of Current Initiatives and Actions*

#### Four Directions Indigenous Student Centre

Four Directions Indigenous Student Centre strives to be a home away from home for Indigenous students and a site of information and support for the broader Queen's community. The Centre supports Indigenous students in balancing their academic, spiritual, physical, and emotional needs.

## Queen's University International Centre – QUIC

The Queen's University International Centre (QUIC) is a support service for students, faculty and staff at Queen's. Through its activities the Centre promotes an internationally informed and cross culturally sensitive university community.

## Faith and Spiritual Life

Faith and Spiritual Life (FSL) offers multi-faith nonjudgmental support for religious, spiritual and personal issues. The FSL team is faith-positive, spirituality-positive, and queer-positive. The FSL team is available to assist with faith-based accommodations; meditation and prayer space; ceremonial services; community engagement activities and belonging programs (such as 'Cooking with Grandmas') and support with grief, loss, and transition (such as a support group for students without parents).

## Residences

Residences provide a safe, comfortable environment where students can feel a sense of belonging, have diverse opportunities to build resiliency, be respectful and civically engaged and where they can access ongoing support toward achieving academic success. Upper-year Residence Dons live on each floor, supporting students through their transition to university. Living in residence encourages active participation in campus, local and global communities.

## An Clachan – Queen's Community Housing

An Clachan is a series of apartment-style homes, primarily for international graduate students and their families. An engaged Community Coordinator serves as a resource for tenants and their families living in the An Clachan community, assisting tenants adjust to life in An Clachan and surrounding Kingston community while developing a climate that enhances safety, support, trust, inclusion and learning in a collaborative and diverse environment.

## Encouraging Community Connections

Ongoing efforts to deepen connections between students, staff and faculty, fostering community, creating welcoming and inclusive spaces, sharing knowledge, experiences and ideas. As examples, various senior leaders including Deans and Vice-Principals offer regular open, drop-in opportunities for members of the Queen's community to meet and connect with each other.

## Employee Resource Groups

The Employee Resource Groups (ERG) initiative was developed as a way to promote the career development of equity seeking groups on campus. ERGs are voluntary, staff-led groups that focus on common goals and values of the group, including diversity and inclusivity. ERGs include:

- Queen's Women's Network: seeks to amplify women's voices, promote growth and leadership and encourage development of other marginalized groups across campus.

- Women in Science Queen's (WiSQ) Resource Group: meets to discuss issues of equity within science, career development and work-life balance.

### Art Hive @Agnes

A weekly free art and wellness program at the Agnes Etherington Art Centre, for students and others, ages 18-24, facilitated by an art therapist.

## PERSONAL WELLBEING



Promote the multiple dimensions of personal health and recognize the roles and responsibilities of both the university and of individuals in supporting personal health.

### Personal Wellbeing

The following eight dimensions of personal wellbeing are the responsibility of each of us to recognize, nurture and support:

- Physical health
- Social health
- Mental / Emotional health
- Intellectual health
- Career / Workplace health
- Environmental health
- Spiritual health
- Financial health

The university can play a supporting role in the maintenance of some of these dimensions of personal wellbeing. In some cases, Queen's community members may need to access resources and supports external to the university. The university will continue to partner with community-based supports to assist our students, staff and faculty.

### *Examples of Current Initiatives and Actions*

#### Mental Health Supports for Students

The university has implemented a hub-and-spoke mental health counselling service model, with services provided both at Student Wellness Services (SWS) and within a student's community (e.g. faculty, residence) through embedded counsellors. This model increases the number of counsellors available to students and helps to give context to specific student concerns. Additional support for

students is available 24/7 online via Therapy Assistance Online (TAO) and Empower Me (provided in partnership with the AMS, SGPS and the university).

### Green Folder and Green Card

The Green Folder and Green Card are quick mental health service reference materials for students, staff and faculty members. Both are distributed widely and updated annually. The Green Folder helps faculty, teaching assistants and staff in identifying and responding to students in distress. The Green Card provides resources to help students in need of mental health services and those looking to help a friend.

### Athletics and Recreation

In addition to providing physical space, unstructured recreational activities and events that allow our community to celebrate Queen's spirit and traditions, Athletics & Recreation provides more than 25,500 structured participation opportunities to allow our community to explore and enhance their physical, mental, emotional and spiritual wellbeing. From casual recreation and fitness to instructional programming, intramurals, club, and high performance sport – these opportunities can be transformative, positively impacting physical health and wellbeing, healthy social relationships and connectedness, and enhancing the sense of community and support.

### Food

With three campus dining halls and 23 retail food outlets, Queen's offers community members access to healthy and nutritious food options. All eateries on campus offer plant-based choices and other alternative diet selections to accommodate the diversity of campus community needs. Offerings to improve food access and food literacy among students include confidential nutrition appointments for students who eat on campus, community cooking and meal programs, Swipe it Forward, Good Food Box, and the AMS Food Bank.

The Food Insecurity Working Group was established in June 2019 and tasked with reviewing available data, evaluating current trends, and scanning current practices related to food insecurity at Queen's. The working group's report and recommendations will help guide the university's work in responding to food insecurity at Queen's.

### U-Flourish Project

The U-Flourish Project is a collaborative, longitudinal study by researchers from Queen's Departments of Psychiatry, Psychology, and Public Health Sciences and students from multiple disciplines. This project is examining the wellbeing and academic success of students over their first year at Queen's and follows their progress throughout their upper years. The goal of the project is to generate evidence necessary for the development and refinement of services and initiatives that will ensure a successful transition to university life. This study is being done in collaboration with the University of Oxford (UK) and the University of Sydney (AUS) so that researchers can compare information between universities and countries.



## Thrive

Thrive is an annual series of events co-ordinated by Queen's Human Resources, focused on building positive mental health for Queens students, faculty, and staff while also highlighting the resources available to the Queen's community.

## Staff and Faculty Extended Benefits Plan

Queen's University offers a wide range of wellbeing benefits from which eligible faculty and staff can participate to suit their individual and family needs. Benefits include tuition support and assistance, childcare support, extended health benefits including some coverage for services of a registered psychologist, employee and family assistance program (EFAP) and accessibility support.

## PLACES



Create and maintain inclusive, accessible, sustainable and inspiring indoor, outdoor and online places that promote learning, enhance social connections, advance active-living and contribute to overall personal, environmental and community wellbeing.

### Places

Built and natural environments including their care, maintenance and environmental impacts, affect the physical, mental, social and environmental wellbeing of individuals and our community. When we consider equity, inclusion, the presence of natural elements and opportunities for social connection in the design of our places, we can have a profound impact on our wellbeing.

## *Examples of Current Initiatives and Actions*

### Mitchell Hall

The new (2019) central location of Student Wellness Services, a key recommendation of the Principal's Commission on Mental Health, has helped to increase awareness of student wellbeing-related services and support. In addition, SWS is now located with and amongst other student services, academic and research spaces, reflecting the connection we make between wellness, the student experience and student success.

### Teaching and Learning Environment Enhancements

The university has undertaken a range of projects to support a diverse range of pedagogies and learning opportunities, including the creation of flexible, active learning classrooms, improvements

to classroom accessibility, and the development of informal, accessible learning and gathering spaces. Other recent work includes the opening of the Rose Innovation Hub, improvements to Mac Corry Student Street (South), and the creation of an Indigenous classroom and event space.

### Ban Righ Centre

The Ban Righ Centre is an inclusive space that has served undergraduate, graduate, professional, domestic, immigrant, and international students who identify as women for over 40 years. The brick house at 32 Bader Lane, in the heart of Queen's main campus, has been a "home away from home" for many students while at Queen's. Services include student advising, work spaces, napping rooms, lunch, and financial assistance for mature women students.

### JDUC Revitalization

The John Deutsch University Centre (JDUC) has been central to student life on campus for over 70 years. The proposed JDUC redevelopment project would serve to modernize the facility, creating an accessible, sustainable, and inclusive location for students to learn, socialize, and study.

### New Student Residence (Albert Street)

Construction is underway on a new five-storey Albert Street student residence to house more than 300 students. The building will enable the university to continue to meet its commitment to provide residential living to all first-year students while still accommodating some upper year students. The new residence will target Leadership in Energy and Environmental Design (LEED) Gold certification.

## NEXT STEPS

The framework recognizes that a positive, proactive approach to campus wellbeing includes individual health and behaviour but also looks beyond personal factors, to broader cultural values, settings and systems, policies, practices, programs and resource allocations, as factors that create and enhance health.

This framework includes guiding principles and areas of focus to help support and encourage a culture of wellbeing for all who live, learn and work at Queen's.

This document is to be used to inspire care, consideration and collaborative action as we together work towards embedding health into all aspects of campus life. Its principles can be applied, today, across the university in diverse ways and settings, by embracing and modeling wellbeing-supportive values, principles and practices. Students, staff and faculty are central to leading actions in each of the priority focus areas.

## IMPLEMENTATION

All members of the Queen's community have a role to play in the activation of this wellbeing framework. Together, we can encourage and support an inclusive culture of wellbeing that inspires and enables all who live, learn and work at Queen's to thrive.

Implementation of the Campus Wellbeing Framework will include:

- Recommitment of the Provost's Advisory Committee on Wellness to reflect senior leadership articulation and prioritization of campus wellbeing.
- Implementation of cross-campus, cross-functional wellbeing working groups to support each of the priority areas of action of this framework.
- Centralization of the co-ordination of initiatives, plans and communications to advance campus wellbeing, ensuring collaboration, and efficiency regarding challenges, opportunities, strategies and reporting.

## APPENDIX A

### PROVOST'S ADVISORY COMMITTEE ON WELLNESS

The Campus Wellness Project is guided by the Provost's Advisory Committee on Wellness, Co-Chaired by Donna Janiec, Vice-Principal (Finance and Administration) and Ann Tierney, Vice-Provost and Dean of Student Affairs.

#### **Committee members 2019-2020:**

- Jeremy Ambraska, President, Society of Graduate & Professional Students (SGPS)
- Heather Cole, Senior Advisor and Executive Director, Principal's Office
- Alex Da Silva, Rector
- Leslie Dal Cin, Executive Director, Athletics & Recreation
- Sydney Downey, Associate Director, Return to Work and Accommodation Services, Human Resources
- Duncan Hunter, Interim Head, Department of Public Health Sciences, Faculty Senator
- Donna Janiec, Vice-Principal (Finance and Administration) – Co-Chair
- Austin Pierce, President, AMS
- Fahim Quadir, Vice-Provost and Dean of the School of Graduate Studies
- Ellie Sadinsky, Interim Executive Director, Student Wellness Services
- Stephanie Simpson, Associate Vice-Principal (Human Rights, Equity and Inclusion)
- Claudio Soares, Head, Department of Psychiatry, Faculty of Health Sciences
- Susan Stewart, Director, Chronic Disease and Injury Prevention Division at KFL&A Public Health
- Ann Tierney, Vice-Provost and Dean of Student Affairs – Co-Chair

### CAMPUS WELLNESS COUNCIL 2019-2020

Campus Wellness Council was co-chaired by Ellie Sadinsky, Interim Executive Director, Student Wellness Services, and Sydney Downey, Associate Director, Return to Work & Accommodation Services, Human Resources.

#### The Council includes representatives from:

- Agnes Etherington Art Centre
- Alma Mater Society
- Arts and Science Online
- Arts and Science Undergraduate Society
- Athletics and Recreation
- Bader International Study Centre
- Ban Righ Centre

- Campus Security and Emergency Services
- Career Services
- Centre for Teaching and Learning
- Environmental Health and Safety
- Faculty of Arts and Science
- Faculty of Education
- Faculty of Engineering and Applied Science
- Faculty of Law
- Faculty Relations Office
- Faith and Spiritual Life
- Four Directions Indigenous Student Centre
- Housing and Ancillary Services
- Human Resources Department
- Human Rights and Equity
- Information Technology Services
- International Centre (QUIC)
- Isabel Bader Centre
- Library
- Office of Advancement
- Office of the Associate Vice-Principal (International)
- Office of Professional Development & Educational Scholarship, Faculty of Health Sciences
- Office of the University Registrar
- Office of the Vice-Provost (Digital Planning) and University Librarian
- Office of the Vice-Provost (Teaching and Learning)
- Office of the Vice-Provost and Dean of Student Affairs
- Physical Plant Services
- Public Health Sciences
- School of Graduate Studies
- School of Kinesiology and Health Studies
- School of Medicine
- School of Nursing
- School of Rehabilitation Therapy
- Smith School of Business
- Society for Graduate and Professional Students
- Student Accessibility Services
- Student Experience Office
- Student Wellness Services
- Students-at-Large – Graduate and Undergraduate
- Sustainability
- Union Groups
- University Relations

## APPENDIX B

### CONSULTATION PROCESS

Members of the Campus Wellness Council assisted the project team in organizing consultation meetings with schools, departments and groups within the Queen's community. The project team held two public Open Houses. Students, staff and faculty were encouraged to visit to learn about the Campus Wellness Project and to contribute ideas and thoughts. An online survey was also available to all Queen's community members. The online survey contained a common set of questions.

More than 1,800 campus community members (33% undergraduate students, 17% graduate students, 35% staff and 15% faculty members) contributed wide-ranging information and ideas related to campus health and wellbeing.

In addition to holding Open Houses and collecting information online from the Queen's community, the project team met individually or in groups with (representatives from) the following:

- Adaptive Technology Centre
- AMS Peer Support Centre
- Arts & Science Online
- Associate Dean (Teaching & Learning) Faculty of Arts and Science
- Athletics and Recreation
- Bader International Study Centre
- Ban Righ Centre
- Campus Observation Room Student Volunteers
- Campus Wellness Council
- Career Services
- Centre for Teaching and Learning
- Department of Public Health Sciences
- Division of Student Affairs
- Employee Engagement Cross-Faculty Collaboration Group
- Engineering Student Services
- Faculty of Arts and Science Committee of Departments Meeting (COD)
- Faculty of Arts and Science's Undergraduate Chairs/Assistants
- Faith and Spiritual Life
- Four Directions Indigenous Student Centre
- Gender Studies
- Graduate Students
- Human Resources
- International Centre (QUIC)

- International Programs Office
- International Students
- Law Students
- Library Staff
- Physical Plant Services
- Residence Dons
- Residence Life
- School of Graduate Studies
- School of Kinesiology and Health Studies
- SMITH School of Business
- Student Academic Success Services
- Student Community Relations
- Student Wellness Services
- Undergraduate Students
- University Council on Athletics and Recreation
- University Planning