

Student Engagement Toolkit:

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Student engagement strategies have varied across post-secondary institutions, especially with the varying needs of students in the past few years. The COVID -19 pandemic, in particular, had a large impact on how students were supported within and outside of classrooms, whether this was due to isolation efforts or when services and programs had to compete for student attention and time post-lockdown. Currently most institutions face similar challenges within academic or social programming; low registration, low turnout, disinterest, burnout, and the gap between the number of services that exist vs. the services students are aware of.

The Student Engagement Toolkit by the Centre for Innovation in Campus Mental Health (CICMH) aims to provide an understanding on what student engagement means within different campus contexts, key practices to increase student engagement and spotlights on initiatives that are currently successful. The content within this toolkit may be relevant for post-secondary staff within various departments such as career services, student wellness, learning services, higher level academic administrators such as the dean, as well as faculty. Throughout the toolkit, we will make references to other toolkits by CICMH that informs some of the details such as the [Accessibility and Accommodations](#), [Anti-Oppressive Practice](#) and [International Student Mental Health toolkits](#).

This toolkit was created in collaboration with post-secondary campus staff, students and content experts, informed by literature, community of practice meetings, forums and reviewing. Special acknowledgement to Jill Stringer and Ellie Khalifa for contributing pieces to this toolkit, as well as Carli Fink and Alyssa Hall for reviewing from a staff and student perspective. The leads on this project, Taylah Harris-Mungo and Tarin Karunagoda, both bring lived and professional experience on program and academic engagement for youth and students. An EDIAA approach was embedded during the planning, research and writing phases of the toolkit.

Introduction



The concept of student engagement has evolved through different theories ranging from student participation, student integration within campus life, and student interaction with their institution, whether it is within their classroom, campus initiatives or social clubs. Although there are different definitions of engagement, within the post-secondary context, it is an important component of academic success, retention, wellbeing, and mental health.

What does it mean for a student to participate?

Traditionally student participation may have referred to a student partaking in questions and discussion within a classroom. However, keeping in mind the diversity of students and their needs and manners of being, participation can look very different depending on the student. For instance, neurodiverse students may not participate the same way neurotypical students are expected to and yet achieve high academic satisfaction or engagement.

Student engagement is multidimensional and reflected in



Behaviours, such as participation, attendance, persistence, and effort.



Cognitions, such as, investment in meaningful learning strategies.



Affect, such as interest, enjoyment, and belonging.

Students are responsible for their own involvement, but schools and staff are responsible for creating environments that stimulate and encourage a certain level of student participation. Thus, engagement can be defined from both the student and institutional perspective. When both students and the campus focus energy and time into helping students reach their desired goals from their post-secondary experience, student engagement is achieved.

In this toolkit, we explore engagement in three major areas:

- 1. Academic** - in teaching, learning, research, and with faculty and staff
- 2. Social** - with other students and the post-secondary community
- 3. Program** - with programs and initiatives led by the post-secondary community.

While we discuss these areas separately within the toolkit, these realms interconnect in many ways. According to Schlossberg's theory, if student initiatives are to be meaningful, it is crucial that they involve peer interactions. In other words, social, program, and academic engagement all reinforce each other. For example, increased social engagement can facilitate academic discussions, course work, and current issues within the classroom with confidence.

Types of Student Engagement

Dr. Hamish Coates, an expert in learner engagement, characterized four styles of student engagement: collaborative, intense, passive, and independent. These styles exist along two axes: academic and social. Faculty, staff and administration can benefit from understanding these types of engagement as they can inform the nature of the of practices they might want to implement within their class or program.

1. **Intense engagement** may look like high involvement in academic realms as well as social realms equally.
2. **Independent engagement** styles are characterized by more academic and less socially oriented approaches.
3. **Collaborative engagement** styles emphasize social aspects of post-secondary life, work, and learning over exclusively academic activities.
4. **Passive engagement** styles are demonstrated by low involvement within the social and academic approaches.

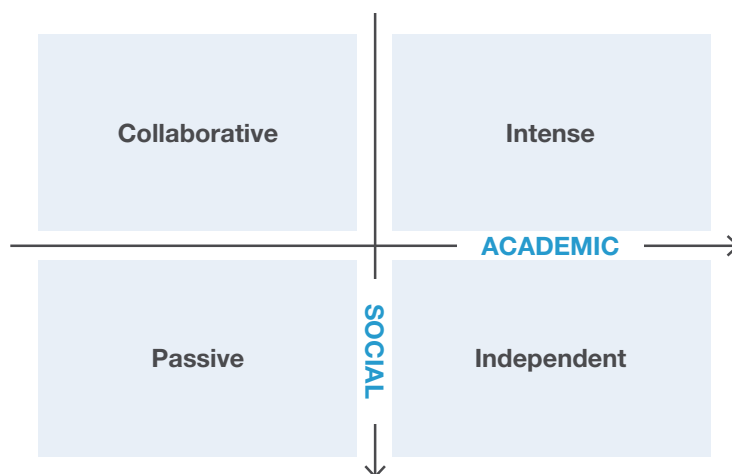


Image from Trowler, 2010

It is important to note that these styles are not intended to be seen as student traits but transient characteristics that may arise based on content material, material delivery, student circumstance and learning styles. For instance, some students may engage in independent engagement styles when learning materials for a course online as they can control how they pace themselves and not rely on one another to complete the learning. But for some students this may invoke a passive engagement style as they do not have opportunities to collaborate and may not suit their learning style if they engage better through in-person learning. Burnout and limited time can also contribute to passive engagement within students. Each style has its merit depending on where it is applied to and sometimes may not be correlated with academic performance or wellbeing.

Types of Institutional Engagement

Student engagement is determined beyond the individual level. The culture, characteristic and structure of the post-secondary institution can also play a role in how students are engaged within campus. According to education researchers, Pike and Kuh (2005), there are seven types of institutional engagement based on characteristics of technology use, diversity, connectedness, academic activity and technology.

Diverse but interpersonally disconnected

- Students within these institutions may be exposed to diversity but tend not to view their institution as supportive of their academic or social needs, nor do students view their peers as encouraging or helpful.
 - Ex. Toxic competitiveness among peers and lack of support from faculty within academics. This can look like constant comparisons as well as pushing others down for their own gain.
- This would generally be considered a negative environment.

Homogenous and interpersonally connected

- These institutions may be less diverse, but students tend to view their peers as supportive.
 - Ex. Students within equity deserving groups may not find many peers who relate to their unique circumstances but are generally among supportive members of campus.

Intellectually stimulating

- These institutions offer a variety of academic activities with which students engage and provide a large amount of interaction with faculty.
 - Ex. Final year thesis project with a professor who invests time and energy to educate students.

Interpersonally supportive

- Students at these institutions tend to be exposed to lots of diversity and view both their peers and their campus as supportive.
- Learners may also have a good amount of contact with faculty.
 - Ex. Events that bridge faculty/staff and student connections are consistently held and are well attended due to accessible locations and times.

Academically challenging and supportive

- Faculty at these institutions set high expectations and emphasize conventional learning approaches. Students support one another and view their campus as supportive.
 - Ex. Challenging coursework has accompanying practice test materials offered by faculty as well as opportunities for students to get help from upper year students.

Collaborative

- Students support one another and often leverage technology such as online discussion forums, quizzes, and virtual office hours to support their learning. There is less exposure to diversity, but a reasonable amount of contact with faculty – who are viewed as supportive.
 - Ex. Faculty hold virtual office hours or flexible windows for contact so that concerns can be addressed together.

High tech, low touch

- An overuse of technology at these schools may encroach on other types of interactions, creating little collaboration, little academic challenge, and an interpersonal environment that is not considered very important.
 - Ex. A completely online training that entails completing a module and an open book quiz for completion. There are no opportunities to collaborate or discuss material with peers.

Some of these institutional engagement methods are encouraged, some can be improved, and others can be a barrier to student engagement. It is important to recognize where your institution lies within these categories and see whether these methods are benefiting all students.

Academic Engagement

Academic engagement is when students are fully immersed in their learning, instead of superficial learning that occurs with memorization and merely doing the work necessary to pass the course. Students who are academically engaged are drawn to think in-depth, understand the material, and even discuss it with their peers. Academic engagement is ideally holistic, where it aims to address learning in the classroom. Successful academic engagement can contribute to lifelong learning, and even inspire continued engagement after post-secondary.

Improving the following components can contribute to effective academic engagement:

Cognitive engagement: the students' ability to be involved in academic tasks through thinking

- Are the course materials and classroom environment built for students to pay attention and process the information?
- Is accessibility a forefront in the classroom?

*You can access our Accessibility and Accommodation Toolkit [here](#).

Metacognitive engagement: ways students use to manage cognitive activities for learning

- Are students inclined to reflect on their learning, engage in planning through concept mapping and work on knowledge gaps through engaging in different perspectives by peers?

Affective engagement: regulation of emotion within the student as well as their peers

- Do students handle boredom and curiosity with the learning material, know how to regulate anxieties, maintain interest and motivation, and show empathy?

Social engagement: establishing opportunities for students to network with peers and teachers

- Is there time set aside to cultivate supportive relationships from faculty, encourage group work and promote supportive peer relationships?

Task engagement: the intensity and methods in which students interact with learning materials meaningfully

(This is often reliant on a student's interest and motivation as well as personal attributes such as resilience and endurance).

- Is the student inclined to practice academic skills to improve as well as strive for attainable goals and rewards? Does the professor encourage or reward such manners?

Communicative engagement: engagement in terms of communication such as written, spoken, and non-verbal forms

- Is the classroom equipped for receptive activities such as attentive listening, observing body language, gestures, and facial expressions? Is the classroom culture encouraging and safe(r) for productive activities such as presenting arguments or refuting the arguments?

Barriers to academic engagement can occur when any or all these components are not addressed within and outside of the classroom by the campus. There is an immense responsibility by the post-secondary institution to create the space and environment for student engagement through policy, training, and allocation of resources.



How can Student Engagement Impact Student Experience/Wellness?

Post-secondary academic engagement can have a significant role in a student's experience of education and wellbeing. Specifically, student engagement has been correlated with increased health promoting behaviors as well as positive mood. One study showed that increased emotional engagement to academic content increased a sense of mental wellbeing for students. Increased academic engagement can lead to an increased performance, which promotes wellbeing in the sense of satisfaction and positive emotions. These feelings can in turn fuel the motivation for a student's academic engagement.

Therefore, the relationship between academic engagement and wellbeing is bi-directional. The more the student experiences academic satisfaction, performance, engagement, and success, the more the student may experience positive wellbeing that feeds into their motivation to carry on that path.

Student Retention and Success

There is considerable research to link student engagement with success - including growth, personal development, learning, satisfaction, academic performance, and persistence. Student success can look like many things based on the student. Some deem it based on grades, awards and performance that is required to further their academic or career journey. Others may consider success as simply graduating from higher education. However, student satisfaction is a key component regardless of the outcome.

There are five predictors of student satisfaction and academic success:

1. The degree of course demands.
2. The depth and type of student-faculty relationships.
3. Level of inspirational experiences related to academics.
4. The quality of supportive environment by peers, faculty and staff.
5. Intensity of caring post-secondary environment.

Student retention within the traditional sense refers to how post-secondary institutions measure the number of students who stay within post-secondary and how many discontinue higher studies (student attrition). Student retention may be used to measure the level of engagement an institution is able to provide, the environment it cultivates for the students, and the supports it provides.

Student retention in some sense may be a measure used for student success, but this can be considered an institute centric view with the interest of the institute in mind. In some cases, students discontinuing from a class, program or school may be in their best interest and lead to better opportunities for their success.

Four variables for predicting academic success and retention:

1. Secondary educational performance, whether it is through grades, participation or the ability for a student to achieve their academic goals.
2. Demographic and socio-economic characteristics such as age, income, race, sex, gender and health.
3. Collegial integration such as whether students feel integrated within the campus community and feel a sense of belonging.
4. Institutional support, financial aid conditions, and overall quality of instruction.

Recommendations for Improved Academic Engagement

- Promote cohort-based learning where peers can take multiple courses together and have opportunities to foster relationships and collaborate.
- Embed community-based projects within courses (i.e., service-learning).
- Support students participating in faculty-led research projects for deeper learning.
- Offer senior year experiences such as capstone courses or comprehensive evaluations to provide diverse learning methods for students.
- Offer experiential learning opportunities such as internships, co-ops, field experience, student teaching, and/or clinical placements to improve academic engagement.
- Support study abroad programs to provide students with novel perspectives and different learning environments to pique interest.

Social Engagement

Types of On-Campus Social Engagement

Social engagement is defined as the way students engage within their social environment. Relationships with the following groups can impact sense of belonging, wellbeing, and academic performance:

- Class peers
- Peer mentors
- Faculty
- Support staff
- Community members and organizations

Studies have shown the crucial nature of social engagement for students. Peer and mentor groups have shown to positively impact confidence, competence, and connectedness. Social engagement may impact student retention and influence feelings of social competence among students.

Feelings of Belonging: Impact on Student Wellness and Experiences

Feelings of belonging and academic retention have a positive correlation in the post-secondary context. When students do not feel like they belong, they are less likely to continue post-secondary education entirely or in a meaningful manner. Additionally, it has a positive effect on mental health, showing low likelihood of students experiencing stress, anxiety and depression when they feel like they belong.

Feelings of belonging can be a subjective notion. It can exist strictly within social settings and the campus community, but also in how students feel within their program or their classroom.

The sense of belonging a student feels within their campus can be influenced by the following factors:

1. Fitting in with their peers
2. Their interactions with their professors
3. Connections to particular staff or faculty (e.g., mentorship)
4. Participation in school organized activities

Practices highlighted within literature that supports students in their sense of belonging are as follows:

Empathizing with the student is a key practice to aid in their feelings of belonging. Post-secondary institutions must create ways to routinely examine the course path that students take in their program and inquire and recognize the barriers. If institutions reshape and restructure the first two years of post-secondary in terms of services and supports, students would be able to start off their higher education journey feeling wanted and supported.

Time in the classroom can contribute to feelings of belonging by implementing collaborative activities such as small group discussions and problem-solving challenges. Other supportive mechanisms to enhance feelings of belonging are connected to the type of communication between post-secondary institutions and students. The "Caring Campus " program by The Institute of Evidence based change (IEBC) in the US, has worked with over one hundred community colleges to expand the efforts of their community and advocate the need for students to feel welcomed. Initiatives like Caring Campus help create a sense of belonging for students by building community and providing a supportive academic environment.

Sometimes little things can make a difference in how a student views their learning environment for the next few years. The article "*Redesigning the Early College Experience to Maximize Student Success*" examines ways of making the higher education experience more practical and supportive for students. This article highlights simple methods, such as referring to office hours as 'student hours,' to help support students in connecting with their professor.

Access and Inclusion

Along with the challenge of making connections and feeling a sense of belonging at post-secondary institutions, students within equity-deserving groups face even larger social engagement barriers. Barriers can pertain to many things, such as finances, accessibility and cultural safety among many more. *“Beyond Accommodation: Removing Barriers to Academic and Social Engagement for Students with Disabilities”* explains how to enhance inclusion for students experiencing disabilities or any other students within equity-deserving groups. Here are a few of these methods:

➤ Peer-to-peer social justice workshops for students.

These workshops help students form social connections, receive support, provide a space for inclusivity, and build compassion between students. Furthermore, these workshops can provide students with a sense of belonging and address areas that their institution can improve on for greater accessibility and inclusion.

➤ Hosting orientations to best support equity deserving students when starting their academic journey.

This method gives equity deserving students such as international students and students with disabilities, academic support and an opportunity for engagement with others who may face similar challenges. It helps to prepare and guide students in their academic journey and inform them of the support available to them.

Example: START Orientation at University of Guelph

The University of Guelph provides separate orientations for specific incoming students such as START International for international students and START Indigenous for Indigenous students.

➤ Implementing peer-to-peer mentorship programs to develop a social support system.

This method allows students to find common ground with other students, develop relationships, and have a support system readily available. Having a peer mentor throughout a student’s academic journey can not only enhance student engagement for both the mentor and mentee, but also help with retention and community on campus. You can access our peer support toolkit [here](#).

➤ Organizations that are dedicated to students of equity-deserving groups

This method is the essential backbone to supporting students, especially when a school must navigate various situations students may face both in and outside of the classroom. These organizations advocate for different types of student needs, help bridge the gap between students and their place of education, and provide a supportive space for all students.

Example: Open Path International Student Service Centre

OPISSC is a non-profit organization in Ottawa that aims to welcome and provide a nurturing community for international students and help them thrive in unfamiliar environments. Led by individuals who were international students themselves, they strive to provide various services for international students to help them feel at home.



Recommendations for Social Engagement

Institutional cultures and inclusive environments have been identified as a critical success factor for supporting student engagement and success, thereby positively impacting student mental wellbeing.

Both the institutional cultures and the degree to which an institution has an inclusive environment are influenced by the policies and procedures that support students of all identities and backgrounds to be able to engage equitably. To create an equitable environment, institutions must build processes and structures that are responsive to students' diverse needs and backgrounds, as well as ensuring that they are not reaching just one type of group within the student population.

You can access our [Anti-Oppressive Practice Toolkit Part I](#) and [Part II](#) on practices that promote equity and inclusivity and our [Intersecting Identities Toolkit on engaging 2SLGBTQ+ students](#)

As we explain below, supporting students' social engagement can be approached at several levels.

1 - Inclusive Policies and Procedures

At the highest level, institutional policies and procedures should promote inclusion and accessibility. For example, an institution may make all physical and digital environments and resources accessible, coordinate anti-racism initiatives, and implement psychological safety frameworks. Further, institutions should enshrine diversity, equity, inclusion, and belonging as core values guiding institutional activities.

2 - Community level

At the community level, research shows that interventions that support collaborative and compassionate climates foster belonging and social engagement. Initiatives to develop these climates can include anti-racism and allyship training, orientation programs, or constructing environments that leverage inclusive design principles, for example.

3 - Interpersonal level

Supportive social relationships are a key factor to fostering belonging and social participation, especially for underserved groups. These types of relationships can be promoted through training and implementation of inclusive teaching practices (e.g., collaborative learning, group discussions and problem-solving, interactive learning strategies), provision of a variety of extracurricular activities, and peer and faculty mentorship programs.

Example: Mentorship and Peer Program at University of Toronto

“Mentor Navigators” are upper year students who provides connection on wellness, academic and other realms to specific communities, whether it is African Black Caribbean students, first generation students or southeast Asian students. These mentors help students navigate novel experiences and barriers during their post-secondary experience through appointments, drop ins, and events.

4 - Individual level

Finally, support at the individual level effectively promotes social engagement by ensuring students have the resources necessary to participate and profit from their educational experience. Social and academic support should be flexible and personalized for students in terms of accessibility, learning style, and background.

Example: “Thriving on Campus”

The “Thriving on Campus” initiative strives to promote belonging, wellbeing, and academic development of 2SLGBTQ+ university students across Ontario by using research to inform policy reform in post-secondary institutions. This initiative explores the experiences of students of diverse sexual and gender identities and provides recommendations for campuses to support their wellbeing and success.



Program Engagement

What is Effective Student-Centered Programming?

To help post-secondary students succeed in achieving their academic goals, institutions often offer various programs to support their wellbeing. These programs may include mentorship and orientation programs, academic support, career development, wellness initiatives, financial aid, diversity, equity and inclusion programs, and many more. These programs not only support student wellness, but also provide a sense of belonging, self-efficacy, and opportunities to address any [disengagement](#).

However, students may not be able to attend these programs due to competing demands; lack of awareness, information, accessibility; or many other factors. Additionally, with the limited time and continuous stressors students face, programs may fail to clearly indicate a compelling reason for continued attendance or engagement. This approach is fundamentally one of co-creation. To have effective student-centred programming, institutions must consider the following:

- Students are involved at each level of decision making during the conceptualization of programs.
- The program encourages participation of diverse student voices at each stage of program development and evaluation, especially for equity deserving groups
- The program focuses on encouraging students to be active, engaged, and/or learn.
- Leadership within the program is student centred and the program supports students.
- The program is continuously assessed by students. This assessment is key for the development of the program.

Co-creation

Co-creation brings students in to be part of program development on campus. When co-creating, students might consult, participate, provide opportunities for growth, and co-produce programming.

The benefits to co-creation are vast when applied to campus initiatives, especially when these initiatives are related to mental health:

- Ensures support is relevant and prioritizes student needs within the campus community.

- Centers social justice through prioritizing diverse student voices.
- Shapes the direction of program implementation based on experiences and current issues and trends.
- Builds trust and communication with institutional staff, faculty, and students.
- May improve understanding, knowledge, and confidence on what the campus provides.
- Provides skill building opportunities for students.

Check out our webinar on Engagement and Co-Design [here](#).

The 3 Rs - Resourcing, Reciprocity, and Reinvestment

In addition to co-creation, resourcing, reciprocity and reinvestment ensure that students – specifically student staff or volunteers – remain engaged within campus programming.

- **Resourcing** ensures that students are equipped with sufficient tools and resources that allow them to attend or be part of programming. Resourcing can look like providing adequate materials, training, support, staffing, etc.
- **Reciprocity** ensures that students are provided with something of value for being part of programming. Reciprocity may look like providing certifications, course credit, recommendation letters, monetary compensations, or food and beverages. It is important to gauge what students find worthy of their valuable and limited time and energy. This can be done through a pre-program survey or through co-design.
- **Reinvestment** ensures that contributions and lessons learned from each student are used to benefit the experience of future students. Reinvestment may look like ensuring exit interviews and feedback from students and staff are taken seriously, and that there is continuous effort for improvement and commitment to center students through student voice.

Example: University of Guelph

The University of Guelph's Peer Helper program incorporates co-creation and the 3 Rs to provide students with the opportunity to build skills in different departments including health promotion, career advising, and community engagement. Peer Helpers can collaborate and inform events and initiatives conducted within these realms, develop employment skills, receive access to free training, and receive honoraria as well as a notation on their transcript.

Example: Western University

The Western Wellness Hub at Western University uses a “for students by students” approach and embeds co-creation as a core component to provide courses such as “Navigating Change” that support mental wellbeing on campus.

Example: University of British Columbia

The University of British Columbia developed a foundational training on starting conversations on mental health through co-creation and uses the lived experience of students to inform their program.

Co-Creation and the 3 Rs can be a foundational approach to provide effective student engagement within different programming.

Recommendations for Program Engagement

- 1. Highlight programs as skill-building as opposed to help-seeking.**
- 2. Supplement services with online methods to increase accessibility.**
- 3. Partner with academic staff to ensure well-rounded availability.**
- 4. Implement strategies that normalize support.**
- 5. Regarding Co-creation**
 - a.** Have clear guidelines on confidentiality at each stage of co-creation.
 - b.** Determine which staff are appropriate to include in co-creation so they can show up authentically and speak freely.
 - c.** Address intersectionality by increasing opportunities for student groups who face specific concerns or barriers around access to services such as racial discrimination, ableism, and many other barriers.
 - d.** Provide hybrid options to increase accessibility for students to partake in co-creation.
 - e.** Consider how stigma can be addressed during recruitment for co-creation (specifically for mental health programs)
 - f.** Provide financial incentives for participation in co-creation.

*Check out our [grants tip sheet](#) on ways to improve funding.

The Francophone Perspective

As we have seen throughout this toolkit, successful student engagement requires a multi-dimensional, thoughtful approach. This approach needs to be equally nuanced with regards to supporting equity-deserving groups, such as Francophone students.

Francophone enrolment on campuses has increased in both Francophone and bilingual universities across Ontario. For example, l'Université de Hearst saw a 22% increase in enrolment from 2022 to 2023, while the University of Ottawa showed a 21% increase from 2018 to 2022. In 2021, 32 percent of the University of Ottawa's students were French speakers. Many new Francophone students in Ontario are also international students. This growth of Francophone communities on campus requires us to also grow and strengthen the ways we connect with and engage with them. Here are some ways you can start.

Understand Their Reality

There is not one singular experience of reality for Francophone students. That said, bear in mind that they often must contend with barriers for being Francophone – for example, when trying to access government services under Ontario's *French Language Act* or doing mundane activities like shopping. These barriers are often increased by intersecting identities.

Recommendations

1. Become knowledgeable about what many Francophone students face as international students through the [CICMH International Students Toolkit](#)
2. Understand how you can bring an anti-oppressive framework into your work with students
3. Stay informed on the changing landscape for Francophone and international students through reputable news and academic sources.

Appreciate the Challenge of Asking for Services in French.

Many Francophone students who might otherwise want to engage with your campus's services might not be comfortable doing so due to various fears. For example, they might fear they will not receive the services they have requested if they ask for them in French, or that they might not get the service in a timely manner. Language is a social determinant of health as receiving health services in one's own language is acknowledged as having various positive effects on the person seeking support.

Recommendations

1. Become familiar with how to recognize, respond, and refer students experiencing mental health issues to these services through our [More Feet on the Ground](#) course to help engage with students.
2. After taking the course, learn about what services are offered in French on your campus and in your community and how to best navigate each system.
3. When creating community connections with Francophone organizations, connect with organizations that support various equity-deserving groups so that you can easily refer students to these organizations.

By being able to expect what barriers Francophone students might face, the campus will be better equipped to know how to support them or where they can get support. When they feel more supported, they will be more likely to engage with their campus community.

Conclusion



Student engagement is a key step when building a mentally well campus. However, there is not one size fits all approach when it comes to engaging students or specific student groups within a class, program, or club. Each scenario must be addressed uniquely, based on the student demographic, their needs, and resource availability.



Program Engagement Checklist

We encourage staff to consider this checklist that will guide the process towards successful student engagement in different programming.

Design

- Diverse and relevant student voices are embedded within the leadership, development, delivery, and feedback process of the program (e.g., 2SLGBTQ+ students with intersecting identities are involved in programs that support individuals who have not come out).
- Accessibility and accommodation, inclusivity, cultural safety, and anti-oppressive lenses are applied in all areas of program planning, delivery, and evaluation.
- Students are offered alternate ways of participation (e.g., virtual methods are available and provide a very similar experience to in-person programs).
- Location and timing of programs is accessible as well as convenient to students' schedules as much as possible.

Promotion and Marketing

- Students are aware of the service/program that is offered through multiple channels that receive a lot of traffic (e.g., use both social media and have in-person promotional booths in an active manner).
- The service/program and its objectives are clear, either through its name or promotional description
- There is active promotion of the service/program to the target demographic and in relevant environments (e.g., marketing supports for nursing students within a nursing class).
- Marketing based on student demographic (e.g., how can promoting programs to male athletes differ from promoting programs to student leaders?).
- Staff and faculty are involved to maximize the reach to students (e.g., collaborating with faculty to present information during class).
- Any barriers to access are clear in all the promotional material (e.g., a room that is only accessible by stairs).

Delivery

- Program delivery can be easily adapted to student interests (e.g., activity driven conversations on mental health, such as a cooking class or paint night as the backdrop).
- Provide food or beverages during the program for the attendees.

Evaluation

- Program attendees are able to complete evaluations with ease and they are provided with an incentive whenever possible.
- Evaluations ask questions related to barriers to access, retention, types of compensation, success in promotion and helpfulness of the service/program to actively address them.

Other

- Students who are involved in the program in any capacity are fairly compensated.
- Student incentives are clear, appropriate, and useful (e.g., micro-credentials that are recognized within resumes).

Notes

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