



Australian
National
University

ANU Mental Health and Wellbeing Strategy 2025-2030

Appendices

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Appendix A: ANU Mental Health and Wellbeing Strategy Review Taskforce

Terms of Reference

Introduction

1. This Terms of Reference sets out the ANU Mental Health and Wellbeing Strategy Review Taskforce's ('the Taskforce') objective, authority, composition and tenure, roles and responsibilities, reporting and administrative arrangements.
2. The Taskforce is formed under the authority of the IDEA Governance Committee (IGC).

Objective

3. The objective of the Taskforce is to review the current ANU Mental Health and Wellbeing Strategy and draft its successor using a strengths-based approach, as part of the University's commitment to the creation of a world class learning, working and living environment for all staff and students that is inclusive, diverse, equitable and accessible.
4. In the process of completing this work the Taskforce will:
 - a. Review the current state of mental health and wellbeing approaches at ANU;
 - b. Consider how we can build on these strengths into the future; and
 - c. Consider what else can be added.

Roles and Responsibilities

5. The Taskforce's responsibilities are to:
 - a. Review the current ANU Mental Health Strategy 2016 and identify the current strengths of the supports available for ANU staff and students;
 - b. Identify what is missing in the data and support available to ANU staff and students;
 - c. Build a new strategy for staff and students involving comprehensive consultation across the University and with reference to high quality evidence and practice; and
 - d. Submit a final draft strategy to the IGC for consideration by July 2024.
6. The Chair of the Taskforce is authorised, where necessary, to take executive action on behalf of the Taskforce between meetings and must report to the Taskforce as soon as practicable on any executive action taken.
7. Secretariat support to the Taskforce will be provided by the Inclusive Communities Team.

Authority

8. The Deputy Vice-Chancellor (Academic), as the Chair of the IGC, authorises the Taskforce to do the following, within the scope of its role and responsibilities:
 - a. obtain any information it needs from any ANU employee and/or external party (subject to their legal obligation to protect information);

- b. request the attendance of any ANU staff at Taskforce meetings;
- c. discuss any matters with external parties (subject to confidentiality considerations); and
- d. obtain external professional advice, as considered necessary to meet its responsibilities, at the University's expense.

Composition and Tenure

9. The Taskforce will consist of:
 - a. The ANU Mental Health and Wellbeing Strategy Review Project Director, as Chair- **Lyndall Strazdins**
 - b. Ex officio, the Head of Inclusive Communities – **Larissa Siliezar Mendoza**
 - c. Ex officio, a representative from the People and Culture Division, nominated by the Chief People Officer – **Kylie Grady**
 - d. Ex officio, the Director University Experience – **Lisa Kennedy**
 - e. Ex officio, a representative from the Residential Experience Division, nominated by the Chief Residential Services and Operating Officer- **Felicity Gouldthorp**
 - f. Ex officio, the Director of the ANU Research School of Psychology- **Bruce Christensen**
 - g. An ANU academic involved in the Orygen Institute's University Mental Health Framework- **Lou Farrer**
 - h. An Academic staff member with an interest in the area of mental health and wellbeing- **Jo Ford**
 - i. **Elizabeth Moore**, Coordinator-General, ACT Health, or her nominee agreed by the Chair
 - j. At least one undergraduate student, recommended by ANUSA and agreed by the Chair- **Mira Robson, Sonali Varma, and Griffin Wright**
 - k. At least one postgraduate student, recommended by ANUSA and agreed by the Chair- **Abolfazl Amjadipour**
 - l. Two Aboriginal and Torres Strait Islander representatives, internal or external to the University- **Jill Guthrie and Fiona Cornforth**
10. The Chair will be responsible for reporting to the IGC on behalf of the Taskforce.
11. Taskforce members will be appointed until April 2024, after which point the Taskforce will cease upon the delivery of the final draft strategy.
12. An appointed member may resign from the Taskforce in writing to the Chair.
13. The Chair will have regard to the short timeline for the completion of the Taskforce's work in filling positions on the Taskforce.
14. The Chair will have regard to the need for diverse lived experiences to be represented in the Taskforce's membership when appointing to roles which are not ex officio.

Responsibilities of Members

15. Members of the Taskforce are expected to understand and observe the legal requirements of the Australian National University Act 1991, the Public Governance, Performance and Accountability Act 2013 and University legislation.
16. Members are also expected to:

- a. act in the interests of the University as a whole;
- b. contribute the time needed to study and understand the papers provided and complete the work assigned between meetings; and
- c. apply good analytical skills, objectivity and good judgment

Reporting

- 17. The Taskforce, with leadership from the Chair, will provide reports to the IGC on its operation and activities as required in advance of the July 2024 deadline

Administrative Arrangements

Meeting and Planning

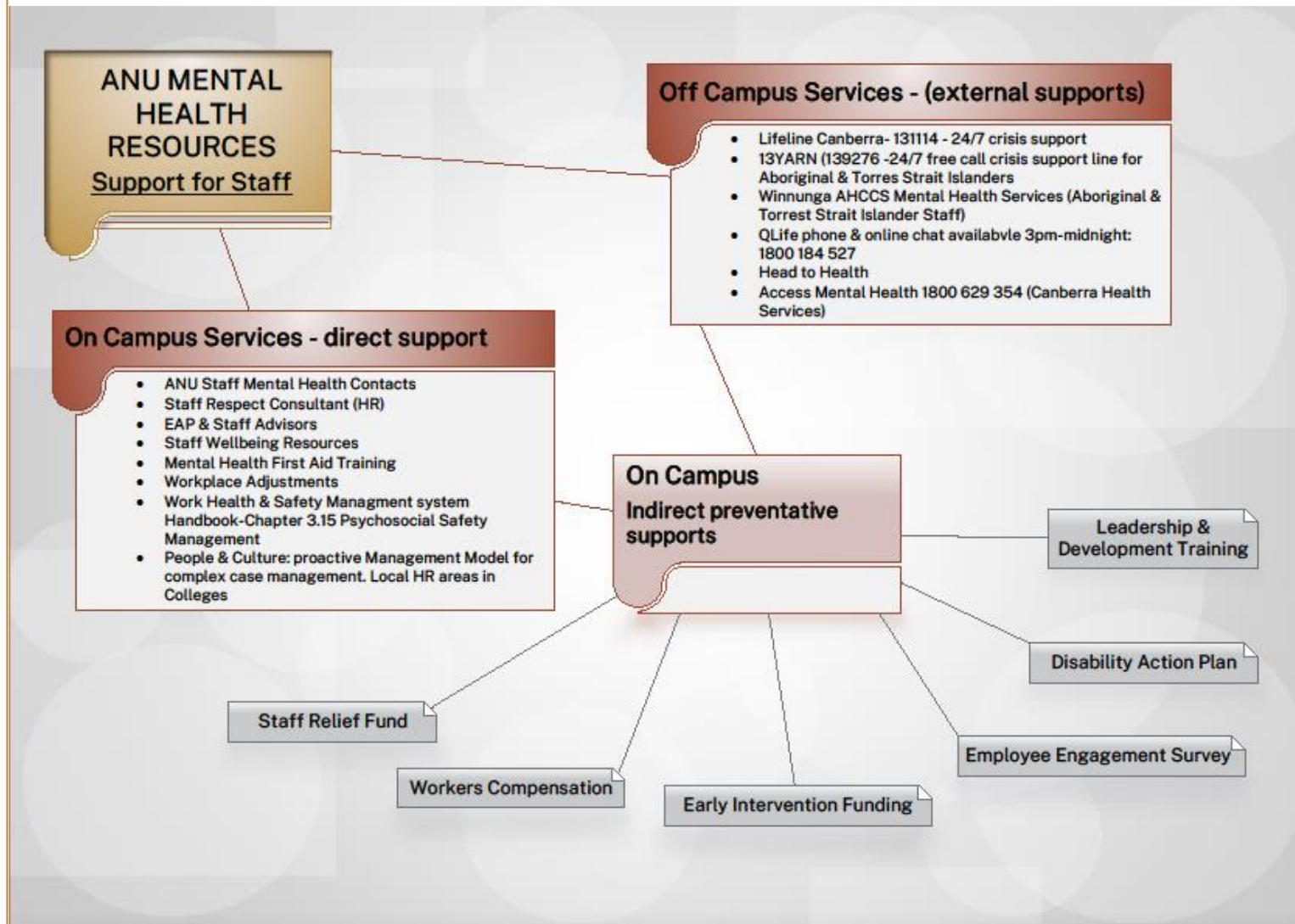
- 18. The Taskforce will meet at least once per month on dates determined by the Chair.
- 19. A forward meeting plan, including meeting dates, location and agenda items, will be determined by the Chair. The forward meeting plan covers all its responsibilities, as detailed in this Terms of Reference.
- 20. The Chair convenes and presides at all meetings of the Taskforce at which they are present. The Taskforce operates on a consensus basis and where a vote is necessary, this will be facilitated by the Chair. Where a deciding vote is necessary this will be undertaken by the Chair.
- 21. The procedure at meetings of the Taskforce is determined by the person presiding over the meeting, taking account of the advice of the Taskforce members.

Attendance and Quorum

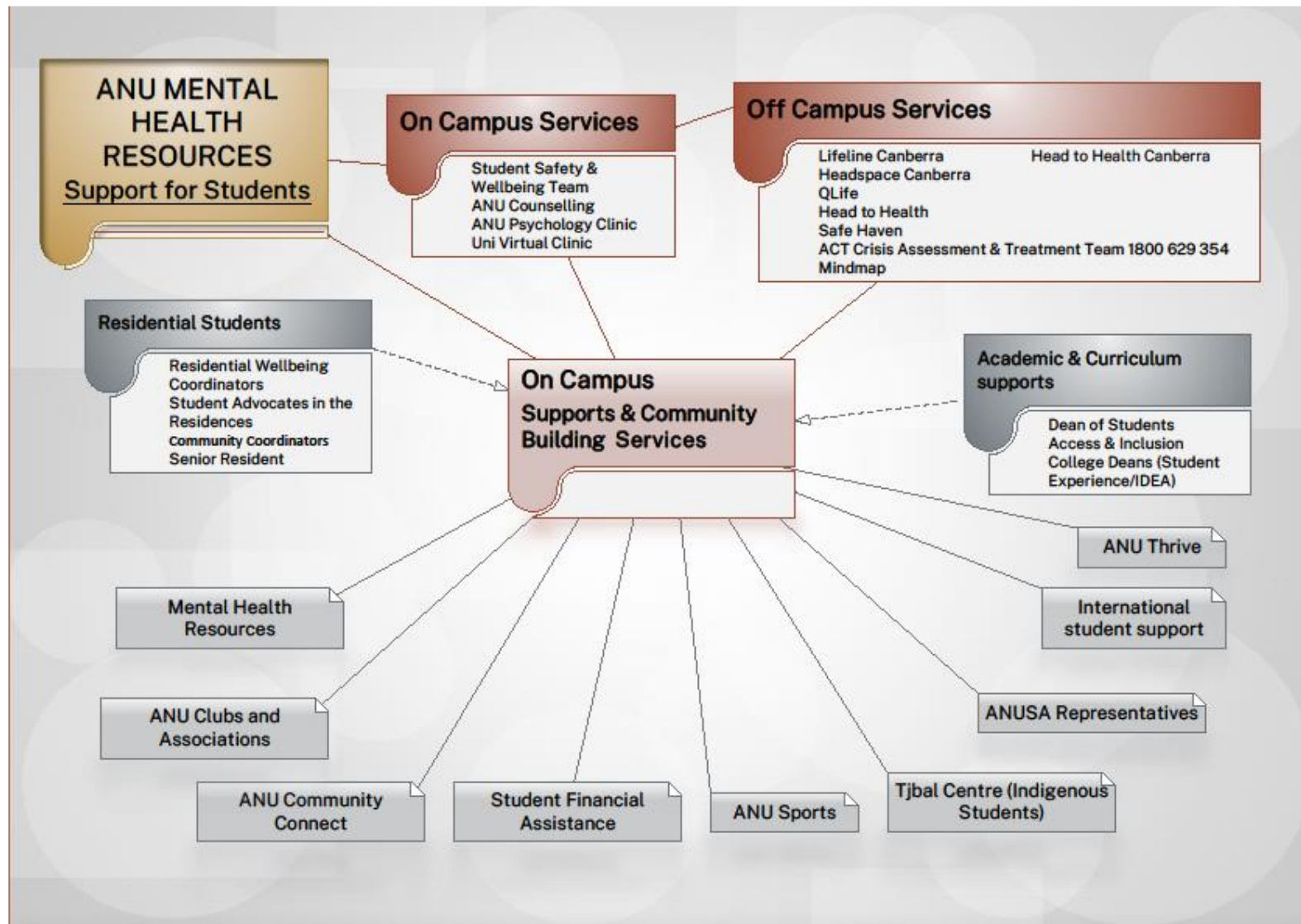
- 22. A quorum consists of at least 50 per cent of Taskforce members who hold office for the time being.
- 23. Meetings are held either in person or online, at the discretion of the Chair. Hybrid participation will be facilitated where appropriate.
- 24. A member of the Taskforce who is unable to attend a meeting of the Taskforce may nominate an alternate with the approval of the Chair.
- 25. The Chair may request any other ANU employee and/or external party to attend Taskforce meetings or participate in certain agenda items.
- 26. Observer status will be facilitated where appropriate.

Secretariat

- 27. The Inclusive Communities Team will provide secretariat support to the Taskforce.
- 28. The secretariat will ensure the outcomes of the meetings are recorded and maintained. They must be approved by the Chair and circulated to each member of the Taskforce.



Appendix B: ANU Mental Health Resources- Students





Consultation Questions

Below are the questions we used to structure campus conversations

ANU staff and student focus groups

Considering the mental health and wellbeing of students and staff at ANU

1. What is working?
2. What else is needed, what are the gaps, what needs to be improved?
3. What are the three most important things the University could do to make a difference to student and staff mental health and wellbeing, including addressing inequities? [Please consider what is within the University's control] [please brainstorm and record all options]
4. What might the University need to learn or do differently to get there?

Aboriginal and Torres Strait Islander staff and student focus groups

Considering the mental health and wellbeing of Aboriginal and Torres Strait Islander students and staff at ANU

5. What is working?
6. What else is needed, what are the gaps, what needs to be improved?
7. What are the three most important things the University could do to make a difference to Aboriginal and Torres Strait Islander students and staff mental health and wellbeing, including addressing inequities? [Please consider what is within the University's control] [please brainstorm and record all options]
8. What do you want to see come out of the strategy?
9. Do you (and, if so how do you) want Aboriginal and Torres Strait Islander perspectives, services and supports to be included in this strategy?

ANU service, systems and supports focus groups

1. What are you doing now that is working?
2. What else would you like to do, and what do you need to succeed? (e.g., resources, backing, capabilities)
3. What are the top three things you'd like to change in the University's approach to staff and student wellbeing and mental health, including addressing inequities?
4. Are there losses or risks in making these changes or investments?

ANU leadership focus groups

1. What is ANU doing now that is working? What should ANU do more of? What should ANU do less of?
2. What are the top three things you'd like to change in the University's approach to staff and student wellbeing and mental health, including addressing inequities?
3. What might ANU lose or risk in making these changes or investments? What will happen if ANU doesn't change or invest?
4. What is needed for leadership to invest in staff and student mental health and wellbeing as strategic goal?

Appendix D: Summaries of Staff and Student Consultation Feedback

Staff Consultation Summary

Question	Theme	Key Feedback	Theme Occurrence
Question 1. What is ANU doing now that is working?	Capacity Building and Implementation (CB/I)	<ul style="list-style-type: none"> Enhancing mental health awareness and response training for teachers, supervisors, and managers. Expanding post-incident support and increasing the number of staff advisors. Improving awareness and access to Employee Assistance Program (EAP) resources. Providing more training for handling difficult conversations. Implementing preventative measures and simplifying assessment processes. Improving staff and student orientation to highlight available support resources. Enhancing training for managers and leaders. Utilizing data relevant to mental health and wellbeing. Integrating closer cohort models for better student familiarity. Providing services in residential halls and improving internal referral processes. Promoting a culture of flexibility and supportive management. 	Theme highlighted 67 times
Question 1. What is ANU doing now that is working?	Kind Culture and Kind Systems (KC/KS):	<ul style="list-style-type: none"> Promoting kindness, empathy, and support in interactions. Enhancing flexibility in academic assessments and deadlines. Creating a supportive and inclusive campus environment. Encouraging open communication and valuing student feedback. Addressing competitive academic culture and supporting diverse needs. Emphasizing team cohesion and supportive management. Developing policies that promote a caring and inclusive community. 	Theme highlighted 55 times
Question 1. What is ANU doing now that is working?	Accountability (A):	<ul style="list-style-type: none"> Aligning skills and expertise in roles to manage staff conflicts. Progressive Enterprise Agreement and focus on measuring outcomes. Building evidence for informed decision-making. Risk management to prevent negative media outcomes. 	Theme highlighted 14 times

		<ul style="list-style-type: none"> Encouraging leaders to promote access to mental health resources. 	
Question 1. What is ANU doing now that is working?	Psychosocial Safety and Cultural Safety (PS/CS):	<ul style="list-style-type: none"> Creating more safe spaces and addressing disparaging comments about mental health. Increasing community building through smaller group interactions. Shifting focus to prevention in student experience. Providing access to counsellors and maintaining a pleasant physical environment. Utilizing successful models like the Tjabal Centre for quick service access. 	Theme highlighted 12 times.
Question 1. What is ANU doing now that is working?	Partnerships-in-Place (PiP):	<ul style="list-style-type: none"> Collaboration between residential and university experiences for holistic student support. Working with external service providers to enhance support networks. Providing in-person counselling options for staff and their families. Encouraging external review options for staff and students. Connecting residents with a wide range of support options. 	Theme highlighted 9 times
Question 2. What else is needed, what are the gaps and what needs to be improved?	Capacity Building and Implementation (CB/I):	<ul style="list-style-type: none"> Provide resources for staff to access professional and confidential advice. Enhance training for educators in recognizing and responding to mental health issues. Make mental health training mandatory for all new staff. Streamline processes to improve student accessibility. Address student cost of living issues. Develop social connection programs in student residences. Improve communication channels for mental health support. Conduct regular surveys to gauge staff and student wellbeing. Expand capacity for resources/services and create more effective outreach programs. Enhance connections between students and academics. Develop resilience-enhancing strategies rather than relying on trigger warnings. Conduct administrative reviews focusing on mental health impacts of workload. Implement systems to manage workplace psychosocial risks. Increase staffing for counselling services. Enhance support for LGBTQ+ staff and provide more training on crisis support. Address the need for clearer strategic direction and program logic for health, safety, and wellbeing initiatives. 	Theme highlighted 55 times

<p>Question 2. What else is needed, what are the gaps and what needs to be improved?</p>	<p>Kind Culture and Kind Systems (KC/KS):</p>	<ul style="list-style-type: none"> • Foster an environment of respect for all regardless of race, religion, sexuality, or gender. • Clarify roles to ensure new staff feel welcome and included. • Foster social connections between students and staff. • Reduce the emphasis on exams in academic assessment. • Create more supportive environments for staff and students with neurodiverse conditions. • Enhance support for staff returning from parental leave. • Foster an environment where talking about mental health issues is normalized. • Provide better support for staff with caring responsibilities. • Encourage more compassionate interactions and a more collective approach. • Address stigma associated with discussing mental health openly. • Establish clear protocols and support systems for seeking help on behalf of others. 	<p>Theme highlighted 35 times</p>
<p>Question 2. What else is needed, what are the gaps and what needs to be improved?</p>	<p>Accountability (A):</p>	<ul style="list-style-type: none"> • Move away from avoidance and quick fixes; adopt long-term solutions. • Implement behavioural expectations in performance reviews and job descriptions. • Establish clear independent processes for reporting cultural issues. • Establish mechanisms for addressing poor behaviour. • Create a coordinated point of contact for issue follow-ups. • Ensure better enforcement of existing policies. • Embed accountability in institutional policies and procedures. • Improve management of mental health issues within the university. • Address bad behaviour from leadership and ensure accountability for inappropriate actions. 	<p>Theme highlighted 14 times</p>
<p>Question 2. What else is needed, what are the gaps and what needs to be improved?</p>	<p>Psychosocial Safety and Cultural Safety (PS/CS):</p>	<ul style="list-style-type: none"> • Reinstate the position of Dean of Staff. • Improve managers' understanding of psychosocial safety in the workplace. • Mandate additional training for leaders, including Mental Health First Aid and Sexual Harassment awareness. • Provide pastoral care tailored to younger undergraduate students. • Foster a culture of trust minimizing the need for proof when seeking help. • Create a physical drop-in space for staff wellbeing. 	<p>Theme highlighted 11 times</p>

		<ul style="list-style-type: none"> • Ensure disestablished roles do not shift focus away from promoting staff wellbeing. • Improve accessibility to psychological support, possibly through interstate collaborations. 	
Question 2. What else is needed, what are the gaps and what needs to be improved?	Partnerships-in-Place (PiP):	<ul style="list-style-type: none"> • Expand counselling services with additional support, online options, and surge capacity. • Reduce long wait times for counselling. • Increase availability of emergency appointment slots. • Improve Employee Assistance Program (EAP) with more qualified professionals. • Encourage institutional support for external review options to ensure fairness. • Address structural disconnect between hospital discharge processes and residential support. • Advocate for institutional funding and partnerships for community support activities. • Increase accessibility for students not based on Acton campus. • Fund wellbeing initiatives outside of work. 	Theme highlighted 10 times
Question 3. What are the three most important things the University could do to make a difference to students and staff mental health and wellbeing, including addressing inequities?	Capacity Building and Implementation (CB/I):	<ul style="list-style-type: none"> • Increase in-house capability to support mental health and culture. • Investment in more services to support mental health. • Challenges in prioritizing new initiatives and understanding opportunity costs. • Develop a self-empowerment module for setting boundaries and managing fatigue. • Allocate funding for additional support or emergency services. • Enhanced support for neurodiversity and carers. • Revise parking and food policies to reduce stress and financial strain. • Improve accessibility to mental health support and integration of services. • Expand the Student Safety and Wellbeing Team. • Increase access to and availability of counsellors and psychologists. • Resource enhancement and proactive support. • Improve case management processes and information sharing. • Support for managers and supervisors in helping staff/students. • Simplify processes and procedures to reduce unnecessary complexity. • Reduce workload to prevent burnout. • Establish robust support structures for preventing psychological injuries in sensitive research areas. • Increase staff advisor availability and resources for staff dealing with sensitive materials. 	Theme highlighted 75 times.

<p>Question 3. What are the three most important things the University could do to make a difference to students and staff mental health and wellbeing, including addressing inequities?</p>	<p>Kind Culture and Kind Systems (KC/KS):</p>	<ul style="list-style-type: none"> • Foster an environment of respect for all regardless of race, religion, sexuality, or gender. • Address workload balance and the pressures of change management. • Promote open conversations about mental health and wellbeing. • Create a culture that supports recognizing and discussing feelings. • Implement policies for better work-life balance. • Provide better support for neurodiverse staff and students. • Develop programs to reduce loneliness and isolation among students, especially international students. • Commit to destigmatizing mental health and normalizing discussions. • Promote transformational leadership and support structures. • Provide time and resources for staff wellbeing activities. • Enhance support for sensitive materials to prevent vicarious trauma. 	<p>Theme highlighted 55 times</p>
<p>Question 3. What are the three most important things the University could do to make a difference to students and staff mental health and wellbeing, including addressing inequities?</p>	<p>Accountability (A):</p>	<ul style="list-style-type: none"> • Make hard decisions and prioritize actions at the ANU level. • Move resources to achieve desired outcomes. • Implement accountability frameworks for mental health initiatives. • Take corrective actions against misconduct by leaders. • Build trust in HR as a support system. • Establish clear independent processes for reporting issues and addressing poor behaviour. • Reward recognition and celebration of successes. 	<p>Theme highlighted 14 times</p>
<p>Question 3. What are the three most important things the University could do to make a difference to students and staff mental health and wellbeing, including addressing inequities?</p>	<p>Psychosocial Safety and Cultural Safety (PS/CS):</p>	<ul style="list-style-type: none"> • Reinstate the position of Dean of Staff. • Improve managers' understanding of psychosocial safety in the workplace. • Mandate additional training for leaders, including Mental Health First Aid and Sexual Harassment awareness. • Foster a culture of trust minimizing the need for proof when seeking help. • Create a physical drop-in space for staff wellbeing. • Commit at the institutional level to creating and maintaining a psychosocially safe environment for all. • 	<p>Theme highlighted 11 times</p>
<p>Question 3. What are the three most important things</p>	<p>Partnerships-in-Place (PiP):</p>	<ul style="list-style-type: none"> • Expand counselling services with additional support and surge capacity. • Reduce long wait times for counselling. 	

the University could do to make a difference to students and staff mental health and wellbeing, including addressing inequities?		<ul style="list-style-type: none"> • Increase availability of emergency appointment slots. • Improve Employee Assistance Program (EAP) with more qualified professionals. • Encourage institutional support for external review options to ensure fairness. • Strengthen institutional partnerships for broader and more integrated support. • 	Theme highlighted 10 times
Question 4. What may the University need to learn or do differently to get there? (this may be cultural, strategic, systems, how things work)	Capacity Building and Implementation (CB/I):	<ul style="list-style-type: none"> • Training and support for leadership in mental health and wellbeing. • Fund debriefing sessions for staff handling distressing situations. • Performance expectations and training of supervisors. • Develop local, evaluated programs that are not off-the-shelf. • Provide bespoke support and programs through financial investments. • Implement structured education programs for work groups. • Offer culturally appropriate counselling services. • Develop strategies for responding to overseas crises affecting staff and students. • Clear policies and improved university website information for help. • Efficient recruitment processes to avoid understaffed teams. • Prioritize mental health and wellbeing in ANU strategy and operational planning. • Fund evidence-based services and evaluate their effectiveness. • Reduce workload and stress levels by ensuring adequate staffing. • Provide support staff for conveners to help with admin load. • Integrate mental health and wellbeing into all policies and frameworks. • Help conveners with administrative burdens and service loads. 	Theme highlighted 63 times
Question 4. What may the University need to learn or do differently to get there? (this may be cultural, strategic, systems, how things work)	Kind Culture and Kind Systems (KC/KS):	<ul style="list-style-type: none"> • Cultivate a culture of kindness and honesty among leaders. • More transparency about leadership commitment to mental health. • Allow staff to work reasonable hours. • Recognize the alignment of mental health strategies with good culture development. • Focus on supporting people to shift workplace culture. • Promote understanding and expectations surrounding outputs with reduced staff numbers and smaller budgets. 	Theme highlighted 41 times

		<ul style="list-style-type: none"> • Focus on the wellbeing of sick staff and provide support rather than removal. • Proactive strategies to eliminate negative associations with mental health and increase psychological safety. • Change the culture to nurture the longevity of teams for a productive and happier university. 	
Question 4. What may the University need to learn or do differently to get there? (this may be cultural, strategic, systems, how things work)	Accountability (A):	<ul style="list-style-type: none"> • Leaders held accountable for mental health strategies. • A visible and active executive body demonstrating commitment. • Clarity on HR vs WHS responsibilities and actions. • Holding each other accountable for behaviour that undermines mental health. • Unified approach from all leaders, leading by example. • Student wellbeing as a Key Performance Indicator at the Council level. • Cross-category risk affecting institutional reputation and legal standing. • Rewarding right behaviour and corrective measures against misconduct. 	Theme highlighted 18 times
Question 4. What may the University need to learn or do differently to get there? (this may be cultural, strategic, systems, how things work)	Partnerships-in-Place (PiP):	<ul style="list-style-type: none"> • Invest in staff advisors for dedicated support. • In-residence counsellors for staff and student awareness. • Increased working relationship with ACT Health and other Mental Health providers. 	Theme highlighted 7 times
Question 4. What may the University need to learn or do differently to get there? (this may be cultural, strategic, systems, how things work)	Psychosocial Safety and Cultural Safety (PS/CS):	<ul style="list-style-type: none"> • Foster safe and open communication about mental health issues. • Leaders should be prepared to be vulnerable and truthful. • Stop assuming everyone has similar lifestyles (e.g., drinking coffee, disposable income, no family). • Promote circles of niceness with colleagues. 	Theme highlighted 7 times

Student Consultation Summary

Question	Theme	Key Feedback	Theme Occurrence
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Question 1. What is working?	Capacity Building and Implementation (CB/I):	<ul style="list-style-type: none"> Adequate mental health accommodations and services. Support structures at residential halls. Effective advocacy and assistance by student organizations like ANUSA. Issues related to accessibility, wait times, and diversity of mental health support. 	Theme highlighted 37 times
Question 1. What is working?	Kind Culture and Kind Systems (KC/KS):	<ul style="list-style-type: none"> Efforts by BIPOC representatives and student advocates in community building. Positive impact of clubs, departments, and centres like Tjabal Centre and Brian Kenyon Student Space (BKSS). Educational and financial support initiatives. Availability of mental health services and flexible academic support. 	Theme highlighted 22 times
Question 1. What is working?	Psychosocial Safety and Cultural Safety (PS/CS):	<ul style="list-style-type: none"> Existence of safe spaces for diverse student groups. Effective communication and accessibility of mental health services. Proactive mental health initiatives and workshops. Concerns about the adequacy of mental health support for severe issues and cultural competence of staff. 	Theme highlighted 17 times
Question 1. What is working?	Partnerships-in-Place (PiP):	<ul style="list-style-type: none"> Student safety and wellbeing initiatives. Effectiveness of community support teams and safe spaces. Free healthcare services and counselling availability. Improvement needed in procedural support for reporting grievances and enhancing community trust. 	Theme highlighted 12 times
Question 2. What else is needed, what are the gaps, what needs to be improved?	Capacity Building and Implementation (CB/I):	<ul style="list-style-type: none"> Enhanced procedural support for reporting racism. Increased accessibility and clarity of support services. Diversity and culturally informed care in counselling services. Training improvements for anti-racism, ableism, homophobia, transphobia, and sexism. Better support and training for student representatives and community coordinators. Addressing economic accessibility of medical services. Improved awareness and education on intersectional mental health issues. Better handling of extenuating circumstances applications. Flexible scheduling of assessments and reduction in exam weightings. 	Theme highlighted 55 times

Question 2. What else is needed, what are the gaps, what needs to be improved?	Kind Culture and Kind Systems (KC/KS):	<ul style="list-style-type: none"> • Better advertisement of campus services to marginalized students. • Development of more student spaces for community building. • Faster access to extensions for mental health issues. • Better support and empathy for international students. • Receptiveness to feedback from lived experience perspectives. 	Theme highlighted 15 times
Question 2. What else is needed, what are the gaps, what needs to be improved?	Psychosocial Safety and Cultural Safety (PS/CS):	<ul style="list-style-type: none"> • More diverse and culturally sensitive counselling services. • Better integration and support for non-native speakers and diverse cultural backgrounds. • Improved handling of severe mental health issues. • Ongoing cultural sensitivity training for staff. 	Theme highlighted 13 times
Question 2. What else is needed, what are the gaps, what needs to be improved?	Partnerships-in-Place (PiP):	<ul style="list-style-type: none"> • Enhanced campus transportation. • More targeted support for international students and diverse student groups. • Specific health services for women. 	Theme highlighted 6 times
Question 3 What are the three most important things the University could do to make a difference to students and staff mental health and wellbeing, including addressing inequities?	Capacity Building and Implementation (CB/I):	<ul style="list-style-type: none"> • Hiring and training more diverse counselling staff. • Enhancing training for student representatives and leaders. • Making mental health resources more accessible and visible. • Reducing wait times for counselling and improving the transparency of access to services. • Providing better support for BIPOC representatives and services. • Educating staff on the needs of students with disabilities and Indigenous students. • Improving financial and academic support for students struggling with mental health issues. • Increasing the staffing and training of mental health services. • Enhancing communication strategies to raise awareness of mental health resources. • Implementing comprehensive mental health training for all student leaders and staff. • Improving accessibility and quality of consent education and mental health support training. • Ensuring more reasonable academic workloads and enhancing cultural literacy. • Utilizing feedback to assess and respond to student mental health issues. 	Theme highlighted 28 times

Question 3 What are the three most important things the University could do to make a difference to students and staff mental health and wellbeing, including addressing inequities?	Kind Culture and Kind Systems (KC/KS):	<ul style="list-style-type: none"> • Building stronger community on campus through clubs and societies. • Allowing simple, no-questions-asked extensions to support mental health. • Introducing policies to limit assessment weightings to reduce academic pressure. • Providing therapeutic activities like having animals on campus. • Addressing the balance between academic workload and personal wellbeing. • Implementing policies to support students with sensory issues and ensure spacing between major assignments. 	Theme highlighted 12 times
Question 3 What are the three most important things the University could do to make a difference to students and staff mental health and wellbeing, including addressing inequities?	Psychosocial Safety and Cultural Safety (PS/CS):	<ul style="list-style-type: none"> • Enhancing support for international students facing unique challenges. • Improving mental health literacy and awareness among students. • Implementing group therapy and support programs to reduce feelings of isolation. • Providing specialized health services for female students and other groups requiring specific care. • Creating a fast-track system for students needing urgent mental health services. 	Theme highlighted 6 times
Question 3 What are the three most important things the University could do to make a difference to students and staff mental health and wellbeing, including addressing inequities?	Partnerships-in-Place (PiP):	<ul style="list-style-type: none"> • Making all health services, including psychology clinics, free for students and staff. • Developing an integrated approach to mental health across university systems. • Addressing the cost of living at ANU, particularly rent for on-campus accommodation. • Continuing and expanding consent programs for comprehensive education. • Enhancing orientation and ongoing support systems that include mental health education. • Reducing stigma around seeking help for mental health issues, especially among minority groups. 	Theme highlighted 6 times
Question 3 What are the three most important things the University could do to make a difference to students and staff mental health and wellbeing, including addressing inequities?	Accountability:	<ul style="list-style-type: none"> • Transparency in the performance of support services and collecting feedback from students. • Prioritizing the disadvantages of vulnerable people. • Recruiting more support staff to ensure priority cases are not overlooked. 	Theme highlighted 6 times
Q4 What might the University need to learn or do differently to get there?	Capacity Building and Implementation (CB/I):	<ul style="list-style-type: none"> • Training tutors and staff on academic policies for consistency. • Enhancing accessibility to support services and intersectional consent programs. 	

		<ul style="list-style-type: none"> Improving training for key community members and prioritizing student experiences. Developing cultural competence among staff. Implementing mental health impact assessments for new policies. Engaging students in co-designing mental health initiatives. Increasing the mental health budget and hiring more counsellors. Creating more peer support opportunities. Emphasizing proactive mental health care and reducing stigma. 	Theme highlighted 27 times
Q4 What might the University need to learn or do differently to get there?	Kind Culture and Kind Systems (KC/ KS):	<ul style="list-style-type: none"> Removing conflicts of interest in reporting procedures. Adopting a more inclusive approach to student support. Enhancing flexibility in academic assessments. Implementing trigger warnings and creating safe spaces. Consulting with students and valuing their feedback. Addressing the competitive academic culture. Developing policies that promote an inclusive and supportive campus environment. 	Theme highlighted 14 times
Q4 What might the University need to learn or do differently to get there?	Psychosocial Safety and Cultural Safety (PS/CS):	<ul style="list-style-type: none"> Supporting students with different needs, such as autistic students. Recognizing mental stress as a valid reason for academic concessions. Improving communication and outreach about mental health services. Addressing cultural stigma among international students. Providing options for students to choose their counsellors. Following up on students who stopped seeking services. 	Theme highlighted 7 times
Q4 What might the University need to learn or do differently to get there?	Accountability (A):	<ul style="list-style-type: none"> Building trust with students through transparency, accountability, and effectiveness in mental health support services. Providing training in interpersonal skills for tutors and staff. Improving accessibility of web pages and connections with job markets. 	Theme highlighted 6 times