M. Gauthier: this benchmark is only on mental health. Our students report over 80% debilitating academic anxiety.

I. Oke: questioned the usefulness of BMI to assess healthy weight

D. Maysinger: Agreed. Criteria is important - whether you can set your own threshold or if it is determined by professionals

J. Fyles: We are using the survey numbers as general picture; we are not interpreting them to use as cut-off criteria. More important to ask ourselves questions: what does this mean to us at McGill?

D. Maysinger: What struck you as being the key, essential problem that we should be dealing with and how should we deal with it?

M. Gauthier: this report and other reports that our students have done in terms of health and wellness echo the following concerns: academic distress, anxiety, depression rates, suicidality (10% of McGill students considered suicide with attending McGill). These areas of concerns are higher at McGill than other instituations.

V. Romano: concern for mental health is not surprising. Primary areas of concern: anxiety (academic and mood), substance, suicidality. Don't forget other things that come up such as touching without consent, sleep, etc. Sleep deprivation is the foundation of a lot of health/mental health issues. Need to look at the report wisely.

M. Gauthier: The report has a nice section on what students would like more info on, helps us to understand what students are looking for in terms of information. Another section about where do they want to get this info from. As we move forward in developing Student Services Strategic Plan, there are some topics/concerns that students want to talk to students about and some they want to talk to professionals. This will help us decide where we put the peer support, where we build our capacity in terms of working with students on different issues.

- d. Discussion of CSS mandate and activities for the year ahead
- Review of feedback from brainstorming session on CSS mandate (from April 2017 Meeting)

CSS received a categorized list of the points contributed at the brainstorming session and a

distinguished.

J. Fyles: do we have a mandate to communicate to someone that leads us to have a newsletter? Unclear on the other ways that S2 business gets communicated to students and to Senate; what role should this committee have a role in this communication?

M. Gauthier: in terms of S2, in order to be more accountable and have more structure, we will develop a strategic plan with objectives, measurables. Had an audit done this summer and the first recommendation was to develop strategic plan.

Role of this committee is recovering/providing information   students will take information back to their groups.

J. Fyles: acco   but we may want to be looking at changing the structure. This group acts as forum that you can bring your concerns to the table. Students can consult with their constituencies and bring it back to this table.

M. Gauthier: do you want me to bring things we are doing or thinking of doing to this table for feedback? Want to be able to get feedback from students but decision timeliness is a concern.
I. Anderson: important to bring ideas to the committee, a lot of students feel blindsided by things that are happening in S2 as there was no consultation. Communicate ideas, then have time to do consultation.
M. Gauthier: agrees with this but with the understanding that some things are time sensitive and there has to be certain decisions made.

Does this group have a mandate to set priorities?

A. Hundemer: setting priorities is a bit too strong, we are not in a position to know what can be implemented

J. Pura: rolling basis: not necessary to set something, topics and conversations will be ever changing as the year progresses, everyone should have the understanding of what this committee is used for.

The first sentence of the CSS Terms of Reference refers to "formulate broad policies" - relates to setting priorities. Goes

J. Fyles: in the past, students have been very vocal about the budget so would like to hear from students concerning this.
J. Pura: decisions are often made without consultation. We can only have a say after the fact. Trying to understand the process of how decisions are made. We can do our best to start conversations with our own committee but we are also playing catch up with what has been done.

MG: many more students were being assessed, getting therapy, etc, but not in the program.

J. Earle: If more people were in the program, would that have been a factor in deciding to continue it?
M. Gauthier - hard to say, not a huge increase

M. Gauthier: conversations that were happening with Psychiatrists were confidential, hadn't yet made a decision about the EDP. In future, when these types of things are happening, best way to address it is to give student association a confidential a heads up that this is happening.

I Oke: added issue of students who were planning on using the program. No communications to students using program.

M. Gauthier: head psychiatrists and I were working on messaging to students. Students apply

Tuesday, October 24	10:00-12:00	Brown, 3001
Wednesday, November 29	1:30-3:30	James Admin, 302
Wednesday, January 31	1:30-3:30	James Admin, 301
Wednesday, February 28	1:30-3:30	James Admin, 301
Thursday, March 29	10:00-12:00	TBC