

Table S1. Codebook for student mental health mapping frameworks, strategies, initiatives, and programming across Canadian postsecondary institutions.

Question	Options	Comments
General student population wellbeing		
<i>Please visit the main page of each university and answer the questions below</i>		
1. Institution name	<input type="checkbox"/> _____	
2. Province or territory	<input type="checkbox"/> Ontario <input type="checkbox"/> Quebec <input type="checkbox"/> Alberta <input type="checkbox"/> British Columbia <input type="checkbox"/> Manitoba <input type="checkbox"/> Saskatchewan <input type="checkbox"/> New Brunswick <input type="checkbox"/> Nova Scotia <input type="checkbox"/> Yukon <input type="checkbox"/> Newfoundland & Labrador <input type="checkbox"/> Prince Edward Island	List location of main campus only
3. Access to mental health resources /content directly from main landing page?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
4. Does the school's mission statement reflect the importance of student wellbeing?	<input type="checkbox"/> Yes <input type="checkbox"/> No	E.g., as a foundation for learning and student success?
Frameworks and programming		
<i>Please visit the student wellness webpages to answer the following questions. Note that some of these questions may be answered by navigating to the homepage or by using the search function.</i>		
5. Does the institution have a wellbeing framework or mental health strategic plan?	<input type="checkbox"/> Yes, date published: _____ <input type="checkbox"/> No	Please indicate when this framework or plan was last updated or published. If the date is not reported, please leave blank.
Primary prevention		
6. If a strategy is present, is it endorsed and overseen by senior leadership?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<p>Senior leadership refers to the institution's leaders (e.g., Chancellor, Vice Chancellor, President).</p> <p>Please state 'No' if only student leadership endorses the strategy.</p>
7. Is there a process to review/create institutional policies with a mental health lens?	<input type="checkbox"/> Yes, reported <input type="checkbox"/> Yes, recommended but not established <input type="checkbox"/> No	
8. Does the wellness centre integrate and acknowledge accommodations and accessibility for psychological challenges/illness?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Please only report what you find through the wellness centre or the institutional equivalent of this.
9. Are training, education, or resources available to improve understanding of mental health and mental illness?	<input type="checkbox"/> Education/training <input type="checkbox"/> Resources <input type="checkbox"/> Not reported	Determinants of health, mental health literacy, harm reduction, etc.

10. <i>[If at least 1 of education, training and resources are selected]</i> What actors are these supports provided to?	<input type="checkbox"/> Staff/faculty <input type="checkbox"/> Students <input type="checkbox"/> Not specified	
11. Is there any evidence of anti-stigma activities in the 2022/2023 school year?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Consider activities like the peer support network, mental health awareness week, and use the search function for “mental health stigma”
Secondary prevention		
12. Are education, training, or resources provided to identify and respond to early warning signs in others?	<input type="checkbox"/> Education/training <input type="checkbox"/> Resources <input type="checkbox"/> Not reported	For staff, faculty, and/or other students
13. <i>[If at least 1 of education, training and resources are selected]</i> What actors are these supports provided to?	<input type="checkbox"/> Staff/faculty <input type="checkbox"/> Students <input type="checkbox"/> Not specified	
14. Provision of opportunities to support students in developing self-management skills and identifying their own mental health needs?	<input type="checkbox"/> Yes, workshops and presentations <input type="checkbox"/> Yes, resources <input type="checkbox"/> No	Are workshops, webinars, or presentations offered to promote wellbeing such as mindfulness, stress management, resilience, and coping skills. These include both internal and external resources.
15. Access to ≥ 1 wellbeing program?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Tertiary prevention		
16. Mode of mental health resources and/or treatment services offered?	<input type="checkbox"/> Telephone <input type="checkbox"/> Text-based <input type="checkbox"/> Email <input type="checkbox"/> Internet <input type="checkbox"/> In-person <input type="checkbox"/> Other, specify: _____	Please consider all internal and external resources listed within the university wellness webpages.
17. Indication of institution-community partnership for wellbeing?	<input type="checkbox"/> Yes, treatment/services <input type="checkbox"/> Yes, education/training <input type="checkbox"/> Unclear/No	For example, hospitals, substance use services, Elders, and spiritual leaders. Please state yes if either care or education are considered.
18. Indication of commitment to student-institution engagement or partnership within the wellness centre or well-being framework?	<input type="checkbox"/> Yes <input type="checkbox"/> No	For example, for program design, implementation, and/or evaluation. Examples include peer educators, and student response team.
19. Access to >1 support to address a variety of student needs that impact mental health?	<input type="checkbox"/> Yes <input type="checkbox"/> No	For example, financial wellbeing, relationships, academic stress, transition support, food insecurity, and housing, etc.
20. Does the institution's wellness centre indicate tracking of mental health?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Look to see if there are published reports, dashboards, surveys, statistics of ongoing measurements of well-being across the institution that are

		presented within the wellness centre.
21. Does the wellness centre have dedicated tabs, sections, or links to differentiated programming or resources for equity-deserving groups?	<input type="checkbox"/> Yes, specify: _____ <input type="checkbox"/> No	<p>Wellbeing programs and activities listed can include but are not limited to international students, graduate students, students with disabilities, those with mental health concerns, and Indigenous students, Black students, students of colour, and 2SLGBTQ+.</p> <p>Only indicate Yes and specify group names if easily visible and accessible from the institution's wellness resource centre.</p>
22. Does the institution provide students with crisis response resources?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Can include but are not limited to supports such as hotlines.
23. Is there an institutional crisis response protocol, plan, or procedure?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Evaluation		
24. Does the institution report an evaluation plan for wellness programs and initiatives?	<input type="checkbox"/> Yes, reported <input type="checkbox"/> Yes, recommended but not established <input type="checkbox"/> No	<p>For example, considering the frequency of data collection, key indicators, valid outcome measures and process measures? With a diversity of data sources? And what this will be used for.</p>
25. Does the wellness centre invite community feedback on their plans, programs, and services?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Examples include feedback forms, statement inviting members for feedback, and in-person or online suggestion box.