Healthy Universities: Celebratory Conference
Health, Wellbeing and Sustainability

Developing Leadership and Governance
Healthy Universities: Setting the Scene

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Addressing public health in a higher education setting

Healthy Universities: theory and practice

Developing Leadership & Governance for Healthy Universities: Key Achievements & Outputs
Why should public health invest in higher education?

“Health is created and lived by people within the settings of their everyday life; where they learn, work, play and love.”

WHO (1986) Ottawa Charter for Health Promotion

“This place is the Devil, or at least his principal residence, they call it the University, but any other appellation would have suited it much better, for study is the last pursuit of the society; the Master eats, drinks, and sleeps, the Fellows drink, dispute and pun, the employments of the undergraduates you will probably conjecture without my description.”

Lord Byron, 1788-1824
In the UK, there are:
169 HEIs with 2.4 million students and 370,000 staff

Universities UK, 2008; HESA, 2009

Investing in health and wellbeing is a win-win situation:

- Healthy learners and healthy staff will increase levels of achievement, performance and productivity.
- Universities have potential to make significant contribution to long-term health improvement of the population.
However, universities are large and complex systems that do not have health as their main aim or ‘raison d’être’.

It can therefore be enormously challenging to introduce and integrate health and wellbeing – and in ‘making the case’, it is essential to argue in terms of impact on ‘core business’.

Whilst there is a relative paucity of research on Healthy Universities, it is possible to draw on learning and evidence from healthy schools and other settings, which suggests that most effective programmes adopt a sustained ‘whole system’ approach addressing a range of factors and involving activity across domains.

- Stewart-Brown, 2006
Public Health in Higher Education

Healthy Universities: Theory and Practice

Developing Leadership & Governance for Healthy Universities: Key Achievements & Outputs
'Healthy Universities’ is one application of the healthy settings approach, which is well-established in other settings e.g. Healthy Schools; Healthy Further Education

The approach reflects:

- **Ecological Model:** health and well-being determined through interplay of environmental, organisational and behavioural factors; human and ecosystem health (‘people’ and ‘planet’) essentially interlinked.

- **Systems Perspective:** interconnected inputs, processes, outputs and impacts within, outside and beyond the university.

- **Whole System Thinking:** emphasis on introducing and managing change across whole institution – multi-factorial, multi-stakeholder, multi-domain.
In applying the settings approach to higher education, we must recognise that a university is a complex system...

- a centre of learning and development
- a focus for cross-disciplinary creativity and innovation
- a business, concerned with performance and productivity
- a partner and player within local/national/global communities
- a setting in which students undergo transition – facing challenges; and exploring, experimenting and developing independence and lifeskills
- a context that ‘future shapes’ students.
“A Healthy University aspires to create a learning environment and organisational culture that enhances the health, wellbeing and sustainability of its community and enables people to achieve their full potential.”

www.healthyuniversities.ac.uk
Healthy Universities: How?

Higher Education Drivers
Create healthy and sustainable working, learning & living environments for students, staff & visitors

Whole University Approach
Increase profile of health & sustainable development in learning, research and knowledge exchange

Whole University Approach
Contribute to the health, well-being & sustainability of the wider community

Public Health Drivers

Deliverables & Impacts

Underpinning Values

www.healthyuniversities.ac.uk
Healthy Universities: How?

…connecting between people
Healthy Universities: How?

...connecting between components of the system
Healthy Universities: How?

sexual health

alcohol & substance use/misuse

physical activity

mental wellbeing

food and diet

advertising & sponsorship

...connecting between issues
Public Health in Higher Education

Healthy Universities: Theory and Practice

Developing Leadership & Governance for Healthy Universities: Key Achievements & Outputs
Governance

- Project Board comprising representatives from partner HEIs (UCLan, MMU, NTU, UWE, Teesside, LTUC)
- Leadership Advisory Group chaired by Prof. Richard Parish (CE, RSPH) & Ewart Wooldridge CBE (CE, LFHE) & comprising senior-level representatives from partner HEIs and national stakeholder bodies

Aims

- strengthen the English National Healthy Universities Network
- generate and disseminate web-based guidance tools and case studies
- support further national developments
The English National Healthy Universities Network has grown from its humble beginnings in 2005, when there were just eight universities involved – and it has expanded by around 50% since this project started in 2009.

It now has representation from:

- 69 HEIs
- 27 other stakeholder organisations
- Welsh Assembly
- Scottish, Welsh and Irish HEIs.
Welcome to the National Healthy Universities Toolkit

This toolkit comprises a collection of resources created by the Developing Leadership and Governance for Healthy Universities Project and is designed to support Higher Education Institutions (HEIs) that wish to adopt and/or embed a whole system Healthy University approach.

The toolkit includes a set of Guidance Packages designed to provide guidance to HEIs at all stages in developing and implementing Healthy University initiatives. Each explores a different theme – for example ‘Leading and Implementing a Whole University Approach’ – using key headings to frame the discussion: overview; key concepts and terms; wider context and evidence base; university context; planning and implementation; consultation and partnerships; evaluation and impact. They also include references, links and a resource page – incorporating features such as ‘talking head’ video clips and template powerpoint presentations that can be tailored to your individual requirements (see also Getting Started).

The toolkit includes institutional Case Studies which offer ‘real life’ examples of Healthy University related initiatives which have been implemented in institutions across the country. These can be accessed using a searchable database, categorised according to topic, method and population group. The case studies follow a consistent format and, whilst all are ‘freestanding’, some also provide a supportive/illustrative role for particular guidance packages, with automatic links.

If you have a case study that you would like to contribute to the toolkit please complete this short template and we will be in touch.

The Toolkit also includes the Healthy Universities Self Review Tool, which provides a mechanism for HEIs to review and reflect on their progress in embedding a whole system approach to health and wellbeing into their core business and culture. The Self Review Tool is an online questionnaire structured under five headings: Leadership and Governance; Service Provision; Facilities and Environment; Communication; Information and Marketing; and Academic, Personal, Social and Professional Development. Once a university has completed the questionnaire, a graphic ‘traffic light’ representation (red, amber, green) of progress will be generated, highlighting areas where the university is achieving and those areas where additional input is needed.
1) Leadership and Governance

This section of the toolkit focuses on the corporate commitment of the university in working towards becoming a Healthy University (you may find it helpful to read the Guidance Packages – particularly Leading and Developing the Whole System Healthy Universities Approach and Integrating a Commitment to Health and Wellbeing within a University’s Policy and Planning Process).

**Corporate Engagement and Responsibility**

Q1 The university’s core plans and strategies address the health and wellbeing of students, staff and the wider community.
- No, not at all
- Thinking about it
- Working on this currently
- Yes, we are there

Q2 The university ensures that health and wellbeing related strategic planning and delivery are inclusive and address the needs of the diverse range of individuals throughout the organization.
- No, not at all
- Thinking about it
- Working on this currently
- Yes, we are there

Q3 The university embeds its health and wellbeing work into wider policy and practice relating to sustainable development.
- No, not at all
- Thinking about it
- Working on this currently
- Yes, we are there

Q4 The university has performance criteria and data collection systems in place to measure the satisfaction levels of staff and students with regard to the delivery of health and wellbeing services and support.
- No, not at all
- Thinking about it
- Working on this currently
- Yes, we are there

Q5 The university has a system for assessing the impact of health and wellbeing initiatives on its core business (e.g., by mapping to key performance indicators relating to student retention and staff sickness absence).
- No, not at all
- Thinking about it
- Working on this currently
- Yes, we are there

Q6 The university works in partnership with the local public health/health improvement organizations to ensure that it contributes to local health priorities.
- No, not at all
- Thinking about it
- Working on this currently
- Yes, we are there

**Your Healthy University Self Review Report**

Based on your questionnaire answers, this report uses traffic light (green/amber/red) graphical representation to indicate levels of progress under each key heading. This provides you with information about relative strengths and weaknesses – where your university is achieving and where additional input or effort is needed to move forward on your Healthy University journey. It is designed to help you to set priorities and develop action plans, which can be monitored and reviewed by your cross-university group. It is suggested that the Self Review Tool be used on an annual basis to review progress.
Case Study Categories

by Method:
- Campaign / Event (7)
- Curriculum (3)
- Policy / Procedure (7)
- Project (7)
- Whole System Approach (4)
- Other (9)

by Topic:
- Alcohol / Substance Misuse (4)
- Built Environment (2)
- Food / Healthy Eating (8)
- Mental Health (8)
- Physical Activity / Active Transport (6)
- Sexual Health (4)
- Sustainable Development (7)
- Tobacco (1)
- Other (1)

by Population:
- Staff (8)
- Students (13)
- Wider Community (7)
- Other (9)

Case Studies

These downloadable case studies form part of the National Healthy Universities Toolkit and can be accessed using a searchable database, categorised according to topic, method and population group. The case studies follow a consistent format and, whilst all are ‘stand-alone’, some also provide a supportive/illustrative role for particular guidance packages. If you have a case study that you would like to contribute to the toolkit please complete a short template and we will be in touch.

15 Case Studies Found

Active Travel

Sustainable transport policies are increasingly being developed and championed across the higher education sector. These contribute to action on climate change by reducing carbon emissions and helping to tackle obesity and other chronic diseases by promoting physical activity. This case study highlights a range of achievements to date which demonstrate an holistic approach to travel planning but also indicates the work that still needs to be done and the challenges to progressing such an important agenda for health and wellbeing.

Date added: 26th October 2010 
Author: Steve Ward 
Organisation: University of the West of England

Adventure Therapy

This project is a joint project between the Sport and Well-being department, Student Counselling Service and the mental well-being coordinator, all within Student Services. Students who are receiving counselling are referred onto the scheme. It is a one to two day adventurous activity experience in the Lake District, an environment which evidence has shown is beneficial to health (Eaton, H. & Pretty, J. [2010] What is the best dose of nature and green exercise for improving mental health? A multi-study analysis. Environmental Science and Technology 44 1047-1055). The project has run for three years now, the first two years were a one day experience, whereas the last year was a two day experience with an overnight ‘wild camp’. Before the students go on the ‘experience’ they also attend an orientation/team building session on the University campus, in order to meet the other students and staff attending. To evaluate the scheme, students complete the CORE 10 item Questionnaire and Life Effectiveness Questionnaire (LEQ), prior to and after the experience. They also fill in a health questionnaire prior to attending. Whilst away they are given reflective journals to write about their experience, which they keep for approximately two weeks after the experience to write any further reflections.

Date added: 16th September 2010 
Author: Hazel Wright 
Organisation: Teesside University

Fruit and Vegetable Stalls on Campus

This initiative encourages local healthy food market traders to come onto the university campus to provide a service.

www.healthyuniversities.ac.uk/toolkit
Guidance Packages

These on-line guidance packages form part of the National Healthy Universities Toolkit and have been designed to provide guidance to HEIs at all stages in developing and implementing Healthy University initiatives.

Each Guidance Package explores a different theme, using six key headings to frame the discussion, together with downloadable resources such as powerpoint presentations (sometimes with accompanying notes) where appropriate. Each package is also downloadable as a PDF.

- Leading and Developing the Whole System Healthy Universities Approach
- Connecting and Developing Synergy between Health and Sustainable Development Agendas
- Integrating a Commitment to Health and Wellbeing within a University’s Policy and Planning Process
- Developing an Holistic and Joined-Up Approach to Mental Wellbeing
- Communicating Health as Part of a Whole System Healthy Universities Approach
- Leading and Implementing a Healthy Universities Approach to Enhance Student Experience and Performance
Commissioned by RSPH to develop a Healthy Universities Model and Framework with recommendations – presented to Department of Health in 2010 (and Healthy Universities included within Public Health Strategy).

Supporting parallel developments in Wales and Scotland.

Secured commitment from UCLan to continue to lead the National Network.
“A Healthy University aspires to create a learning environment and organisational culture that enhances the health, wellbeing and sustainability of its community and enables people to achieve their full potential.”

www.healthyuniversities.ac.uk
Thank you!

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