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A black wrought-iron archway with intricate scrollwork, featuring a central lantern and a circular seal at the top. The seal contains the text 'RUTGERSIENSIS' and '1823'. In the background, a white building with a dome and a flagpole is visible against a blue sky and green trees.

**Becoming a Health Promoting University:
A Case Study**

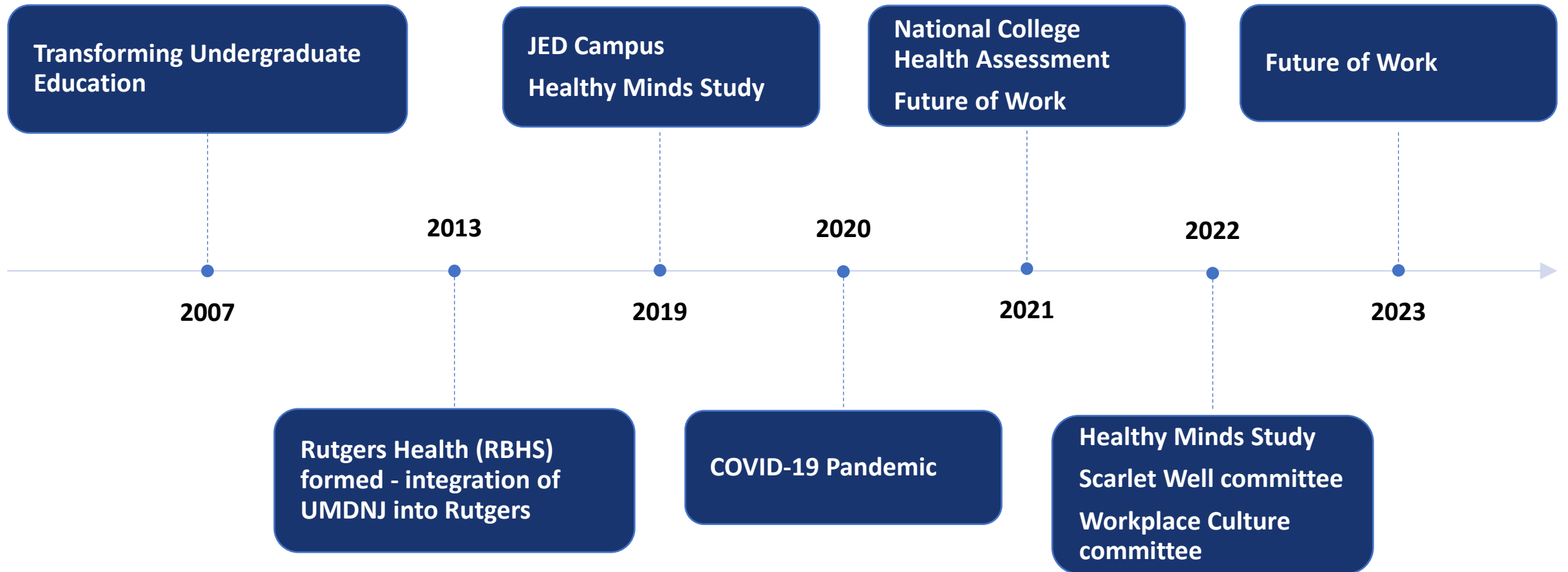
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- Introductions
 - Objectives
 - Our History/Context
 - Socio-Ecological Model
 - Okanagan Charter/Collective Impact
 - Outcomes
 - Leadership Matters
 - Lessons Learned
 - Next Steps
 - Questions & Answers

Presentation Objectives

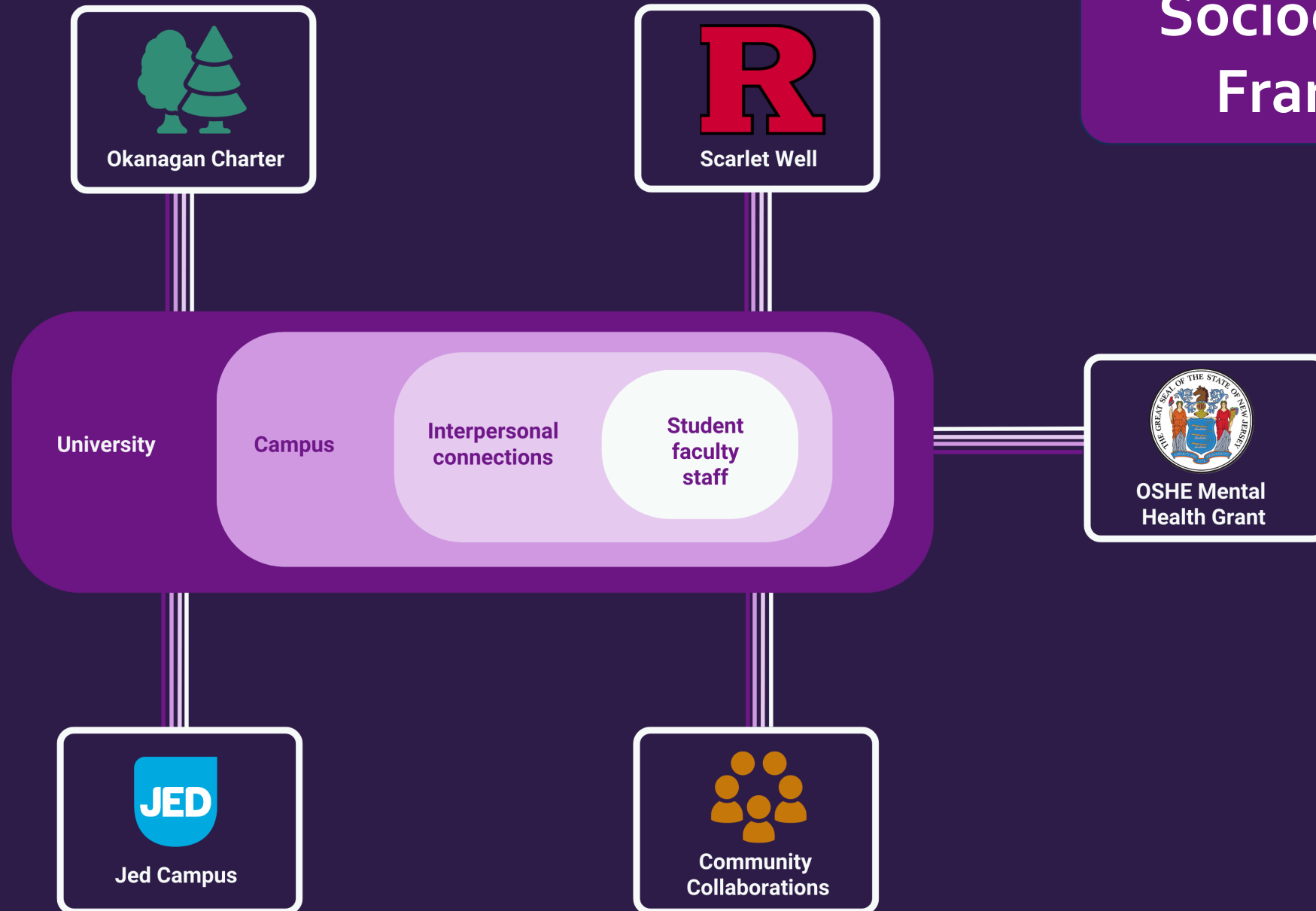
- Share how Rutgers-NB is seeking to become a health promoting university.
- Discuss potential collaborative partnerships between student affairs, academic affairs and human resources.
- Evaluate current campus wellness supports and initiatives for students, faculty and staff.
- Identify key initiatives and data to support campus wellness.



Timeline

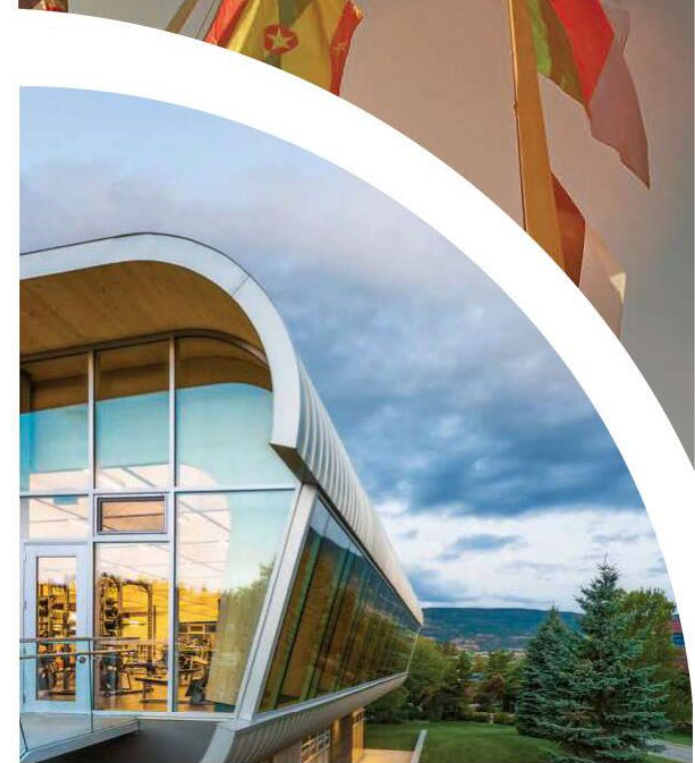


Socioecological Framework



TWO CALLS TO ACTION FOR HIGHER EDUCATION INSTITUTIONS

1. Embed health into all aspects of campus culture, across the administration, operations and academic mandates.
2. Lead health promotion action and collaboration locally and globally.



OKANAGAN CHARTER AN INTERNATIONAL CHARTER FOR HEALTH PROMOTING UNIVERSITIES & COLLEGES

An outcome of the 2015 International Conference on Health
Promoting Universities and Colleges / VII International Congress

Kelowna, British Columbia, Canada

Five Conditions for Collective Impact



"Collective impact is a network of community members, organizations, and institutions who advance equity by learning together, aligning, and integrating their actions to achieve population and systems level change."

The Collective Impact Forum

The grant as an opportunity

- Conceptualizing: what should we do?
 - Use the Okanagan Charter framework
 - Focus on prevention
 - Change systems
 - Increase access
 - Equity lens
 - Health is everyone's responsibility, and outside of the clinical arena
 - Capitalize on local expertise and existing relationships
 - Examine the data to drive change

Outcomes

- Jed Campus – Leave of absence and suspension support
- SIY – Mindful leadership
- Focus on neurodiversity for student success

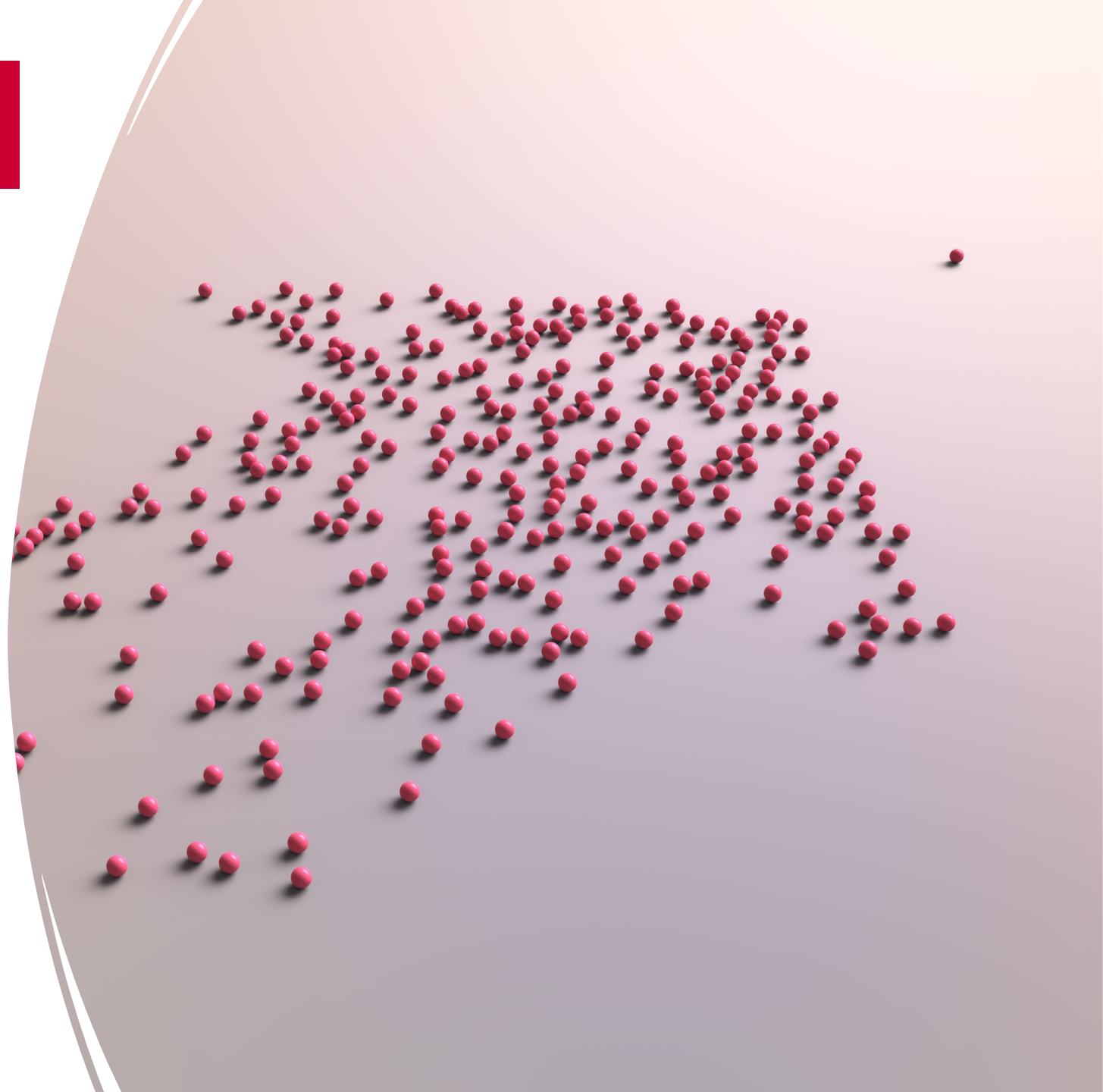


Role of the academic space in wellness

- All Schools
 - Social events
- Business School & School of Communication
 - Chair massage
 - Meditation
 - Therapy dogs
- GSAPP & Bloustein School
 - Welcome table & treats
 - Self-care packages
- GSAPP & School of Arts & Sciences
 - Mental health & wellness workshops for faculty, staff & students
 - Retreat with wellness focus
 - Wellness components in courses & gatherings
 - Embedded community-based counselors
 - Access to free therapy through alumni

Leadership Matters

- Role of NB Chancellor
- AVC Health & Wellness roles
- Pandemic/Post-Pandemic Impacts
- Human Resources – Workplace culture





Lessons Learned

Flexibility

Not a linear process, still learning, readiness to pivot, evolving & iterative

Patience

Long-game, changing perspectives from a programmatic model to systems and processes

Communication & Relationships

Collaboration, collective impact, a shared vision, and a common language

Data

Data-driven decisions, identify both assets and deficits, common goals and objectives

Next Steps

- Adoption and implementation of Scarlet Well recommendations
- Further exploration for the adoption of the Okanagan Charter
- Continued implementation of OSHE grant initiatives
- Taking stock of our current state...



Questions?

