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INGENIUM for a Healthy Campus: Preliminary Guidelines and Recommendations

WP9 – INGENIUM for a Non-Discriminatory and Socially Engaged Higher Education

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Document history

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Definitions & Acronyms

Definition/Acronym	
CNAE	Coordination nationale d'accompagnement des étudiants
ECTS	European Credit Transfer System
EHEA	European Higher Education Area
EU-OHSA	Spanish Network of Healthy Universities
FISU	Fédération Internationale du Sport Universitaire
HEA	Higher Education Authority
HEI	Higher Education Institutions
HP	Health Promotion
HPU	Heath Promoting University
HU	Healthy University
IHPCN	International Health Promoting Universities & Colleges Network
KOTT	Finish Student Health Survey
OECD	Organisation for Economic Cooperation and Development
SDG	Sustainable Development Goals
STEM	Science, Technology, Engineering and Math
UKHUN	UK Healthy Universities Network
WHO	World Health Organisation

SUMMARY

In an era where the pursuit of academic excellence intertwines with the imperative of holistic well-being, the concept of a 'Healthy Campus' emerges as a beacon of comprehensive support for the entire university community. This document delves into the evolution, policy drivers, best practices, and recommendations surrounding the implementation of Healthy Campus initiatives within educational institutions across our alliance.

Pillar 1: Introduction and Context navigates through the historical trajectory of the Healthy Campus concept, tracing its roots and the driving forces behind its adoption. From the foundational principles laid down by the Okanagan Charter for Health Promoting Universities and Colleges to the burgeoning international networks fostering its growth, this section illuminates the contextual landscape within which Healthy Campus policies thrive. Additionally, it explores the diverse policy contexts existing across our alliance, spanning mature national networks to emergent frameworks, and further regions poised for engagement.

Pillar 2: Best Practices delves into the heart of Healthy Campus endeavours, elucidating the multifaceted strategies employed to nurture health, well-being, and resilience within university settings. From integrating health initiatives into academic and extracurricular spheres to promoting physical activity and sustainability, this section unveils exemplary practices driving tangible outcomes in fostering a culture of health and vitality on our campuses.

Pillar 3: Recommendations and Next Steps serves as a compass, guiding the INGENIUM partners towards actionable insights and pathways for advancing Healthy Campus agendas within their respective institutions. Through a lens of identified needs, opportunities, and challenges, this section offers strategic recommendations touching upon leadership, culture, core business operations, environmental stewardship, and the pivotal role of student and staff initiatives in driving sustained progress.

Our strategy aims to:

- **Advocate and support a 'Whole-Campus' perspective to health and wellbeing**: Embrace a comprehensive approach that addresses physical, mental, emotional, and social well-being for all members of the university community.
- **Create a culture of wellbeing**: Cultivate a campus culture that prioritises and promotes wellbeing as a fundamental aspect of academic and personal success.

- **Co-create supportive campus environments**: Design and maintain physical and social environments that foster health and well-being, ensuring access to resources, services, and opportunities for all.
- **Enhance mental health support**: Provide robust mental health resources and support services that address the diverse needs of individuals within the campus community, promoting resilience and psychological wellbeing.
- **Integrate health promotion and wellness initiatives into academic programs**: Embed health promotion and wellness initiatives into academic programs and curriculum development, recognising the interplay between health and academic success.
- **Foster collaboration and partnerships**: Forge strategic partnerships and collaborations with local health agencies, community organisations, and other stakeholders to leverage resources and expertise in advancing Healthy Campus initiatives.
- **Foster community engagement**: Promote active participation and engagement in health-promoting activities and initiatives among students, faculty, staff, and community members, fostering a sense of belonging and collective responsibility for campus wellbeing.

Through these strategic pillars, we aspire to create vibrant, resilient, and inclusive campus communities where all members have the opportunity to thrive and succeed academically, personally, and professionally.

DESCRIPTION, METHODOLOGY AND DISCUSSION OF THE FINAL OUTCOME

The group of experts from the INGENIUM partner universities, convened monthly, undertook a collaborative and comprehensive approach to address the needs and challenges surrounding student and staff wellbeing and health. Here's a description of their work:

1. **Regular Meetings:** The experts met every month to share insights, and collaborate on initiatives related to student and staff wellbeing and health.

2. **Needs Assessment:** Recognising the importance of understanding the unique needs and challenges within their respective university communities, the group conducted ongoing needs assessments. This involved gathering feedback through surveys, open discussions, to identify areas requiring attention and support.

3. **Exploration of Challenges:** Through dialogue and information sharing, the group explored the multifaceted challenges impacting the wellbeing and health of students and staff.

4. **Collection of Best Practices:** Drawing from the collective expertise of the partner universities, the group systematically collected and curated best practices in student and staff wellbeing and health.

5. **Sharing Experiences:** Each university within the alliance contributed valuable insights and experiences from their unique contexts. Through peer learning and knowledge exchange, the group gained a deeper understanding of the diverse perspectives and approaches to promoting wellbeing and health on campus.

6. **Development of Recommendations:** Building upon their collective knowledge and findings, the group formulated guidelines and recommendations aimed at enhancing student and staff wellbeing and health within their respective institutions.

The 9.4 working group will continue to meet regularly for follow-up discussions and activities organised for the 10 Days of INGENIUM events (workshops, conferences, sports events). The follow-up meetings will allow measuring the impact of the Healthy Campus strategy and monitoring the implementation of the the guidelines and recommendations proposed by the expert group.

PILLAR 1: INTRODUCTION AND CONTEXT

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'. (Dooris et al., 2010, p. i)

1.1. Evolution of the 'Healthy Campus' Concept

Health promotion (HP) is defined as 'the process of enabling people to increase control over, and to improve their health' (WHO, 1986). The 'settings approach' to HP posits that health can be created and supported by the structures and environments within habitual societal settings (WHO, 2024). Essentially, this paradigm is cognisant of the complex interactions between individual, inter-personal, environmental, and broader social determinants of health (Dooris, 2006; Dooris et al., 2014).

Higher Education Institutions (HEIs) constitute potent settings within which to support, advocate, and implement a myriad of interventions to enhance health and wellbeing (Okanagan Charter, 2015). HEIs have been previously described as distinct 'communities' that are subject to perceived norms and influenced by cultural, organisational, and built-environment factors (Dooris, 2001; Newton et al., 2016). Furthermore, as complex 'systems' (Dooris, 2006), HEIs are uniquely positioned within contemporary society to advocate for health, wellbeing, and sustainable development through knowledge generation, advocacy, and capacity building of students, staff, and broader communities (Okanagan Charter, 2015).

Discourse and literature pertaining to the settings approach to HP within HEIs uses an array of inter-changeable terms, such a 'Healthy Campus', 'Healthy University (HU)' or 'Health-Promoting-University (HPU)'. For consistency, the current guidelines will explore, examine, and propose a series of recommendations for 'Healthy Campus' activities (but will reference and draw upon the breadth of literature pertaining to HUs/HPUs, as appropriate).

1.2.'Healthy Campus' Policy Drivers

Contemporary Healthy Campus Frameworks (both international and national) have largely evolved from a seminal framework for *Health Promoting Universities* that was published in 1998 by the World Health Organisation and was a key output of the First International

Conference on Health Promoting Universities (Tsouros et al., 1998). Whilst the concept has been adapted in more contemporary frameworks and literature, a HPU (or Healthy Campus) has been characterised as one that:

1. Includes a tangible consideration for, and commitment to health and sustainability in all HEI policies and operations (particularly the Strategic Plan)
2. Equitably enables the campus population to (i) habitually engage in health-enhancing lifestyle choices/behaviours, (ii) access ample health and wellbeing supports, and (iii) meaningfully participate in decision making
3. Strives to create and maintain a supportive and health promoting environment
4. Embeds health and wellbeing within and across curricula and multi-disciplinary research activities. (Tsouros et al., 1998)

1.2.1. Okanagan Charter for Health Promoting Universities and Colleges

To date, the most significant contemporary progression of the 'Healthy Campus' (or Health Promoting University) has been constituted by the *Okanagan Charter for Health Promoting Universities and Colleges*, which was an output of the 2015 International Conference on Health Promoting Universities in Kelowna, British Columbia, Canada. Delegates from 45 countries participated in a co-creation process to disseminate a Charter that would serve as a global policy driver and encourage HEIs to commit to addressing complex issues around factors like wellbeing, sustainability, and health.

The Okanagan Charter served as a challenge to HEIs world-wide to create healthier campus cultures. The Charter continues to serve as an international guidance document and has underpinned both the strategies and subsequent Healthy Campus (or Healthy University/ Health-Promoting University) frameworks that have been implemented within many nations (including countries within the current INGENIUM Alliance e.g., Ireland (Healthy Ireland, 2021), Spain (EU-OSHA, n.d.), and Germany (Working Group for Health-Promoting Universities, n.d.).

The Okanagan Charter includes two 'Calls to Action' for HEIs, as follows:

1) **Embed health into all aspects of campus culture, across the administration, operations, and academic mandates.**

   ▪ Embed health in all campus policies;
   ▪ Create supportive campus environments;

- Generate thriving communities and a culture of wellbeing;
- Support personal development;
- Create or re-orient campus services.

2) Lead health promotion action and collaboration locally and globally.
- Integrate health, wellbeing, and sustainability in multiple disciplines to develop change agents;
- Advance research, teaching and training for health promotion knowledge and action;
- Lead and partner towards local and global action for health promotion.

The objective of the Charter is to use health promotion (i.e., 'the process of enabling people to increase control over their health and improve their health') and a holistic approach to create coordinated 'whole-campus' actions. The Charter has eight key principles of action that are designed to operationally guide universities/higher-level institutions, as follows:

1) Use settings and whole system approaches;
2) Ensure comprehensive and campus-wide approaches;
3) Use participatory approaches and engage the voice of students and others;
4) Develop trans-disciplinary collaborations and cross-sector partnerships;
5) Promote research, innovation, and evidence-informed action;
6) Build on strengths;
7) Value local and indigenous communities' contexts and priorities;
8) Act on an existing universal responsibility.

1.2.2. Further Developments: International 'Healthy Campus' Networks

As outlined above, the Okanagan Charter is the seminal international guidance document within the domain of campus health promotion. Of note, it is intended that the Charter will be recommitted to as part of the 2025 International Conference on Health Promoting Universities and Colleges that will take place in Ireland in June 2025 (University of Limerick). Of note, it is anticipated that current INGENIUM Alliance members (MTU Ireland) will contribute to the Charter renewal process as part of the Scientific Committee.

From a practice perspective, the HPU/Healthy Campus concept has gained traction through the establishment of Healthy Campus (or Health Promoting University) Networks and

Communities of Practice. Globally, the Healthy Campus approach is advocated by the International Health Promoting Universities and Colleges Network (IHPCN), which is the global entity responsible for the advocacy of the Okanagan Charter, in addition to international symposia/conferences (including the 2025 iteration in Ireland, as described above).

The mandate of the IHPCN (https://www.healthpromotingcampuses.org/) is to advance health promoting practices internationally through HEIs. A key objective of IHPCN is nurturing an ecosystem of affialiated national and international Healthy Campus/HPU Networks to further expand the Healthy Campus agenda. In this regard, the IHPCN has main hubs in 15 different countries, as well as an international Central Steering Group. Being a member of the IHPCN means contributing towards the goals of the Okanagan Charter.

As one of the most seminal geographical Networks (in turn affiliated with the IHPCN above), the UK Healthy Universities Network (UKHUN) (https://healthyuniversities.ac.uk/) was formed from a collaboration between the University of Central Lancashire, and Manchester Metropolitan University. This Network has served as a central conduit of the progression of efforts to advocate for Healthy Campuses/Health Promoting Universities across both the UK and Europe. Its membership base extends to both Full (i.e., UK-based) and Associate (i.e., non-UK) HEIs, and aligned stakeholder organisations.

Finally, the breadth of the Healthy Campus approach enables multiple lateral and synergistic alignments with parallel stakeholders and agendas. In a sporting context, it is pertinent to note that the International University Sports Federation (i.e., FISU) has developed and advocated a bespoke Healthy Campus accreditation process (https://www.fisu.net/programmes/healthy-campus/). This constitutes a 2-year accreditation system (bronze, silver, gold, platinum), which requires advance registration, completion of a self-assessment process, response to feedback, and receipt of the initial accreditation label at 12 months. During the second year, there is an external audit of the HEI, which forms the basis of an evaluation report. The FISU benchmarking criteria include an array of components such as Healthy Campus governance structures, nutrition, disease prevention, physical activity and sports provision, mental and social wellbeing, and environmental responsibility (FISU, 2020).

1.3. Current Policy Context Across the Alliance

Through a grey literature search, and internal WP9.4 meetings/dialogue (see Needs Assessment process outlined further below in Section 1.5), it appears that national 'Healthy Campus' (including HPU/HU) policy contexts are at different stages of maturation across the Alliance.

1.3.1. 'Mature'/Established National Networks:

- The German Network of Health Promoting Universities (https://www.gesundheitsfoerdernde-hochschulen.de/health-promoting-university) is affiliated with the IHPCN, and was established in 1995 by the Lower Saxony Association for Research in Health Sciences, and the Lower Saxony Association for Health. Its website links to nationally adapted success criteria/implementation principles, and an explicit alignment with the Okanagan Charter.

- The Spanish Network of Healthy Universities (EU-OHSA, n.d.) was established in 2008 by the Ministry of Health and Consumer Affairs and the Conference of Vice-Chancellors of Spanish Universities. It is listed as a formal affiliate Network of the IHPUCN. This network was described as 'quite active' (resources, annual 'convention' etc.) from Spanish representatives during WP9.4 exploratory dialogue.

1.3.2. Emergent National Policy and Framework

- In an Irish Context, the Healthy Campus concept has continued to gain substantial momentum. Following a national stakeholder consultation and co-creation process (spearheaded initially by the Dept. Health in alignment with a 'whole-of-government' health promotion strategy called 'Healthy Ireland'), the Healthy Campus Framework and Charter were formally positioned under the direct remit of the Irish Higher Education Authority in 2022. Since then, the HEA has direct responsibility of implementation of the Framework (in further alignment with the global IHPCN), and has resourced a National Healthy Campus Co-Ordinator.

1.3.3. Further Regions of the Alliance

Although there do not appear to be formal National Networks affiliated with the IHPCN, pertinent policy drivers, and evidence of national leadership to support health and wellbeing within the higher education sector is evident within several Partner Countries.

- Internal dialogue within WP9.4 identified the Finnish Student Health Survey ('KOTT') as a prominent national dataset and seminal reference point. Previous iterations (pre-2021), were conducted by the Finnish Student Health Service, and recent iterations are implemented by the Finnish Institute for Health and Welfare. This national survey is repeated approximately every four years, and gathers data from a randomly selected target population (circa N=12,000) of undergraduate students at both traditional universities, and universities of applied sciences (aged 18-34). The web-based instrument used in the current (i.e., 2024) wave of KOTT comprises of approximately 90 items that measure a myriad of health domains and behaviours (perceived health, exercise, nutrition, sleep, substance use, internet use, living and social conditions). (Finnish Institute for Health and Welfare, 2024).

- Recent developments at a national level in France include a listening and support platform called Cnaé, which is under the remit the French ministry of higher education and research, and implemented by the 'En Avant Tous' association (Campus France, n.d.). The platform (hotline) offers in the moment support and signposting, in addition to support regarding reporting issues such as discrimination, bullying, sexual violence and harassment) (Campus France, n.d.). Available referral and support pathways include the 'Student Psych Health' scheme (8 consultations with a psychologist), access to the reformed Student Health Services, or via University Psychological Support Offices situated in University cities.

- In Sweden, although the WP9.4 representative was not aware of any formal national network or overarching Healthy Campus policy, empirical research has been published that is indicative of a rationale for adopting a 'salutogenic' (i.e., focusing on positivist health-enhancing resources) perspective towards identifying the correlates of positive health and wellbeing during students' transition to higher education in Sweden (Ahlstrand et al., 2022).

- Similarly, the WP9.4 Needs Assessment consultation with WP representatives (see Table 1 below), did not indicate any operational 'Healthy Campus' Networks or national policies in Italy, Bulgaria, Romania, or Crete. However, a grey literature Google search (e.g., 'Healthy Campus + [COUNTRY]') identified the *'Campus Bio-Medico – One Health*

Report' from a single HEI in Italy, which acknowledges the intricate associations between health and sustainability, and proposes an integrated sustainable development plan (Campus Bio-Medico, 2023).

- In Bulgaria, a WP9.4 representative outlined that there was no National overarching policy for Healthy Campus, but did describe annual involvement of the Medical University of Sofia in the 'International Day of Bioethics', of which past themes have included ('Protecting Future Generations'). MUS students/staff have previously participated in the 'Air for Health' association, with a focus on protecting against the detrimental impacts of air pollution.

- In Romania, recent legislation has moved to further the objectives of 'Educated Romania', and will include higher education programmes to reduce attrition, enhance services and activities, and to support STEM, internationalisation, and scholarships for Romanian students (Eurydice, 2023). This is relevant given the well-established associations between student engagement, inclusion, and wellbeing within higher education settings.

Further samples of good practice from across all Partners in the Alliance are outlined below in Pillar 2 of this report. The collective compendium serves to highlight multiple opportunities to align, and to cohesively share practices and policy insights across all regions of the Alliance.

1.4. Healthy Campus Rationale

1.4.1. Introduction

The rationale for HEIs to support, advocate, and integrate health and wellbeing within all aspects of their culture and operational mandates is multi-faceted (Okanagan Charter, 2015). Effectively, HEIs serve as potent and influential settings, within which future policy-makers and societal leaders can be influenced (Tsouros, 1998). Moreover, pragmatic opportunities exist to concurrently advocate the intrinsically associated agendas of health, inclusion, and sustainable development (Dooris, 2013; Okanagan Charter, 2015).

1.4.2. Public Health Context and Challenges

In a broader public-health context, 74% of global mortality has been attributed to non-communicable diseases [NCDs], which are chronic, non-infectious conditions such as

cardiovascular disease and diabetes (WHO, 2023) that are purported to cost EU economies €115 billion per year (OECD & European Commission, 2016). Moreover, the prevalence of overweight and obesity has substantially increased within the European region since 1975 (overweight +51%, obesity +138%) (WHO, 2022). Empirically informed public health research strategies to monitor and enable healthier habitual behaviours could constitute a prudent and scalable strategy to reduce the future incidence of NCDs, whilst concurrently aligning with the UN SDGs.

The transition to higher education has been described as a pivotal stage in the life course which substantially shapes students' progression towards increased autonomy (Gambles et al., 2022). As both advanced educational settings and workplaces for diverse staff cohorts, HEIs serve as key environmental settings and contexts within which to collectively reach substantial proportions of the population. In essence, HEIs are uniquely equipped with both the infrastructure and expertise to implement impactful interventions that could contribute towards broader societal efforts to address complex health challenges such as overweight/obesity, modifiable non-communicable disease risk factors (such as physical inactivity, hazardous alcohol consumption, sub-optimal nutritional behaviours, and tobacco smoking), sexual violence, harassment, discrimination, and indeed complex mental health challenges such as depression, anxiety, and loneliness.

EU data indicate that there were 18.5 million tertiary education students across the European Union in 2021 (Eurostat, 2023). This appears to exceed the stated populations of London [8.9 million in 2019] and New York [8.3 million in 2019] combined. Therefore, the possible magnitude of aligned geographical efforts and strategies (such as cohesive approaches and commitments across the geographical regions of the INGENIUM Alliance) is substantial.

1.4.3. Further Thematic and Policy Alignments

Notable alignments can be drawn between international Healthy Campus Frameworks, concurrent EDI agendas, and numerous health-related policies within the higher education landscape. With regard to EDI, addressing social and health inequalities is a fundamental commitment comprised within the seminal Ottawa Charter (WHO, 1986), which was a seminal output that effectively defined the discipline of Health Promotion. An ethos of inclusion was also firmly re-enforced within the Okanagan Charter for Health Promoting Universities and Colleges (2015), which challenged HEIs to 'create campus cultures of compassion, wellbeing, equity and social justice' (p. 2). Healthy Campus entities that strive to equitably support all facets of society to reach their full potential, also unequivocally align with the fundamental

Principle 9 as agreed by the European Higher Education Area (EHEA) countries. 'Higher education institutions should ensure that community engagement in higher education promotes diversity, equity, and inclusion' (EHEA, n.d., p. 8).

Furthermore, Healthy Campus entities can serve to deliver social interventions that concurrently enhance (i) the student experience during the transition to higher education (i.e., perceived sense of belonging), (ii) organisational commitment and engagement amongst staff, and (iii) wider community outreach activities for local citizens and aligned stakeholders within a HEI's network. Interventions to enhance social connectedness (and social wellbeing) within the higher education sector could serve to contribute towards addressing the prominent issue of loneliness amongst European populations. In this regard, recent data indicate the residual psychological impacts of the restrictions and social distancing measures that were implemented during the COVID-19 pandemic, which will likely be further compounded by migration due to ongoing socio-political instabilities. For example, the 'EU Pilot Project on Loneliness' reported that 13% reported feeling lonely either 'most' or 'all of the time', and that loneliness was associated with sub-optimal health and wellbeing outcomes (Berlingieri et al., 2023).

In terms of fundamental teaching, learning, and research activities, ample opportunities exist to design, deliver, and implement innovative curricular interventions that support the personal and professional development of multi-disciplinary cohorts of students and staff (and not merely those directly within the health sciences domains). Within the higher education sector, the socio-cultural, and economic benefits of internationalisation/mobility are well-established priorities within the EHEA. From a health and wellbeing perspective however, international students concurrently navigate social isolation and the cultural adjustments associated with attending University abroad (Wu et al., 2015), therefore further substantiating the rationale for holistic Healthy Campus interventions to support belonging and wellbeing.

1.4.4. Alignment with UN Sustainable Development Goals

Efforts to advocate for Healthy Campuses align with several of the UN Sustainable Development Goals (SDGs), particularly:

- **Good Health and Wellbeing (SDG 3):** Promoting healthy campuses contributes to this goal by providing access to healthcare services, promoting mental health support, and promoting healthy lifestyles among students and staff.

- **Quality Education (SDG 4):** Healthy campuses provide a setting which is conducive to learning. When students and staff are healthy and well-supported, they can better engage in educational activities, leading to improved learning outcomes.

- **Gender Equality (SDG 5):** Efforts to promote healthy campuses are cognizant of gender-specific health issues and ensure equal access to healthcare services and resources for all.

- **Decent Work and Economic Growth (SDG 8):** Healthy campuses support the well-being of staff, creating a positive work environment. This can lead to higher productivity, reduced absenteeism, and improved job satisfaction among employees.

- **Reduced Inequalities (SDG 10):** Advocating for healthy campuses involves addressing health disparities and ensuring that all students and staff have equal access to health-promoting resources and services.

- **Partnerships for the Goals (SDG 17):** Collaboration between universities, governments, NGOs, and other stakeholders is essential for promoting healthy campuses. Fostering partnerships can maximize the impact towards achieving the SDGs collectively.

1.5. Needs Assessment

1.5.1. Introduction

A needs assessment constitutes a fundamental preliminary activity to inform the design of any interventions or cross-sectoral actions that aim to support health and wellbeing (Smith et al., 2006). When implemented through a participatory paradigm, a HP needs assessment can serve to engage and empower beneficiaries in the co-creation process of health-enhancing policies and initiatives, whilst concurrently capturing the breadth of ecological determinants of health and wellbeing (Smith et al., 2006).

1.5.2. Design

In keeping with best practice, the current guidelines have been informed by a mixed methods needs assessment that has encompassed both (i) primary data collection, in addition to (ii) secondary analysis of relevant peer-reviewed and grey literature. Of specific note, the WP needs assessment has drawn upon a narrative literature review and series of empirical insights comprised within a recently published PhD thesis in Ireland (MTU), which constituted a novel baseline needs assessment to inform the design of a regional 'Healthy Campus' entity (Bickerdike, 2023). This has served, therefore, as a critical guidance resource for the current document, given its in-depth discussion pertaining to the relevant ecological (i.e., individual, organisational, environmental, and sectoral) determinants of health and wellbeing within contemporary HEIs.

The full complement of data sources that were drawn upon to implement the current WP9.4 needs assessment are summarised below in Table 1. Where relevant, data sources have been further examined and discussed during WP 9.4 meetings, enabling further discourse and triangulation of data points to derive ecologically valid recommendations. Moreover, collective discussions of data sources in real time also enabled the identification of policy, practice, and/or provision gaps.

Table 1. Needs Assessment Design and Implementation

Data Source	Cohort	Description
Baseline WP9.4 Consultation Survey	Served as a preliminary consultation with WP 9.4 representatives	10-item electronic survey distributed to representatives within WP9.4 Survey items established: • Demographics of WP9.4 (name, HEI, role [s]) • Broad strategic commitment (*Is the health and wellbeing of your students and staff part of your university's strategy*) • Current provision and services ('*What does your university do to promote a healthy lifestyle for students and staff? [open ended item]* • Ranked-order items to establish thematic priorities ('*What do you think are the priority areas when it comes to health and wellbeing in the university campus?*' • Sports provision, and most popular sporting activities within each Alliance HEI (2-items)

		• Perceived barriers within each HEI ('*In your opinion, what are the main difficulties in creating a healthy and happy environment for students and staff?*)
In-person 'Healthy Campus' workshop as part of INGENIUM Summer School in Karlsruhe (June 2023). Facilitated by David Leroy, VP Student Affairs, URN	INGENIUM Junior Summer School student participants	• Qualitative data capture (notes taken in response to a purposively designed series of open-questions that had been discussed and agreed by WP9.4 members) • Students collaborated in groups to consider and present their collective insights, and to share their lived experiences Key prompt questions included: • *What does well-being mean to you?* • *From your perspective, what does a 'healthy lifestyle' involve?* • *What are the barriers in accessing health and well-being services at your university?* • *How does your university set up sports practice? Is sports practice part of your curriculum?*
Facilitated 'real-time' dialogue and insights captured during WP9.4 meetings – e.g., group facilitated discussion at WP9.4 meeting on September 12th 2023	WP9.4 representatives	Facilitated qualitative discussion to explore perspectives and lived experiences regarding 'Big-Picture' Healthy Campus priorities across the Alliance. The focussed discussion centred around three specific thematic questions ('Big Picture questions'), and participants were encouraged where possible to share insights from their specific HEI/country so that concurrent themes and shared challenges could be identified. Specific questions explored during this live dialogue session were: 1. *What do you see as the **single main benefit** of your University implementing a 'Healthy Campus' policy or initiatives?* 2. *In your opinion, what are the **top three barriers** to health and wellbeing within your specific University setting (your answer can relate to students/staff, or both)* 3. *In your opinion, what are the **top three enablers** of good health and wellbeing within your specific University setting?*
Follow up 'in-depth' qualitative consultation	WP9.4 representatives (in consultation with relevant HEI stakeholders, as required).	This was a purposive follow-up and expansion on the initial facilitated 'Big Picture' discussion items. All WP9.4 members were sent an electronic survey with a series of in-depth questions that requested representatives to share more detailed information regarding:

		• National 'Healthy Campus' policy context in their country (if any) • Health and wellbeing policies (if any) within each HEI in the Alliance • Formal 'Healthy Campus' structures/commitment within each HEI in the Alliance (if any), including a specific item ascertaining whether health and wellbeing was referenced within the HEI's strategic plan • Built-environment interventions/approaches to enable health and wellbeing. • Cultural elements of the HEI intrinsically associated with health and wellbeing.
Best-practices compilation	Sample initiatives/interventions/policies etc. within each HEI	▪ A bespoke template was created and disseminated to all WP9.4 members, and each member was tasked with identifying and submitting at least one sample of good practice (in terms of enabling health and wellbeing) within their HEI. ▪ This served to (i) create a compilation of good practice examples (as presented in Pillar 2 below), in addition to (ii) identifying relative 'gaps' and/or domains of health and wellbeing that might require greater consideration moving forward.
Student consultation and co-creation workshop (using a 'World-Café qualitative approach) Facilitator: Dr Andrea Bickerdike (MTU), supported by members of MTU's Healthy Campus Team: Ms Karrie-Marie Mc Carthy, Ms Chloe O'Callaghan, and Ms Lauren	Student participants in the INGENIUM Winter School at MTU (February 2024)	▪ INGENIUM for a Healthy Campus 'World Café'. This aimed to build upon the previous student workshop, by examining students perceived needs regarding more macro-level (i.e., Leadership/Governance, Environmental, 'Core-Business') elements of the 'whole-campus' approach (as advocated by the Okanagan Charter). ▪ Student participants circulated systematically between break-out tables to discuss three specifically designed prompt questions: 1. *What is needed from **University Leaders/Management** to enable health and wellbeing?* 2. *What does a 'healthy' University **environment** look like? (campus design, spaces, facilities, buildings, remote environment etc.)* 3. *How can Universities enable health and wellbeing through their **'core' activities?***

Muttucomaroe		
Secondary data sources	Empirical and theoretical data sources, as appropriate.	Sources included (but were not limited to): - Seminal health promotion guidance documents (e.g., Ottawa Charter for Health Promotion), in addition to the fundamental principles comprised within the Okanagan Charter for Health Promoting Universities and Colleges (2015), and the website of the International Health Promoting Universities and Colleges Network (https://www.healthpromotingcampuses.org/), and relevant National Healthy Campus networks, as appropriate. - Recent PhD thesis (MTU), and its associated empirical outputs (Bickerdike et al., 2018; 2019; 2022), to leverage transferable insights regarding the determinants of health and wellbeing within HEIs, in addition to pragmatic considerations to maximise the reach and ecological impact of 'Healthy Campus' interventions and approaches. - Relevant empirical literature data pertaining to specific domains of health and wellbeing, to guide interpretation of insights from the various workshops and primary qualitative data sources.

1.5.3. Findings

Empirical evidence continues to highlight the concerning prevalence of health-risk indicators (behavioural, psychological, physiological) amongst both HEI student (Bickerdike et al., 2019; Sheedy O'Sullivan et al., 2022) and staff (Bickerdike et al., 2022) cohorts. Although somewhat less represented in campus health promotion literature relative to the abundance of studies examining the health and wellbeing of students, sectoral discourse has acknowledged that contemporary HEI staff are habitually exposed to pervasive occupational stressors, in the context of an increasingly 'neoliberal' higher education sector (Nureev et al., 2020).

1.5.3.1. Baseline consultation survey with WP9.4 Expert Representatives:

The baseline WP Consultation Survey received insights and contributions from 10 WP representatives, whose remits/expertise extended across the domains of Public Health (n=2), Health & Safety (n=1), Student/Academic Affairs (n=2), Sports promotion (n=1), and other academic and/or Faculty positions (n=4). With regard to health-enhancing initiatives and/or facilities within HEIs across the Alliance, WP9.4 representatives sporting facilities and/or

recreational physical activity provision was a recurrent theme that permeated throughout many contributions (MUS, HKA, UOC, TUIASI, XAMK, HS, MTU, UdA, URN).

A representative from the University of Skövde (HS) described sports offerings that were cognisant of the need to negate or reduce costs, and also to maximise reach through online provision:

> The university's sport services organise free of charge or low budget sports activities on campuses and also online for students and staff. (HS)

In addition, some WP9.4 participants described how the HEIs built-environment facilities and/or infrastructure were leveraged for the purposes of enabling physical activity, active transport, relaxation, and/or healthier dietary choices:

> UdA' offers students and staff a canteen service to promote healthy nutrition and avoid excessive junk food consumption. The Chieti's Campus has the 'Percorso Vita', a track of more than one thousand meters that goes through the whole University's spaces. The path is surrounded by trees and meadows. The track, which does not present particular difficulties, is equipped with stations, with specific wooden gymnastic equipment and special signs instructing on the suggested exercises to be performed: https://www.unich.it/campus/strutture/altre-strutture/percorso-vita. (UdA)

With regard to factors that challenge the creation of healthy and happy environments for students and staff, scarcity of financial resources was cited as a shared barrier. Additional perceived challenges included the breadth of the 'Healthy Campus' remit (i.e., the need for Healthy Campus programmes to reach and include diverse cohorts with heterogenous needs), culture and communications issues that can manifest in contemporary HEIs, the challenge of securing Senior Management buy in, logistical challenges with regard to demonstrating impact, and extant pressures with regard to workloads:

> The logistical challenges with regard to demonstrating the efficacy and outcomes of 'Healthy Campus' programmes (particularly long-term impacts upon policies, social norms, cultures etc.) can impact upon the ability of health promotion practitioners to present a substantial fiscal and/or 'resource case' to secure sufficient funding (particularly in light of ongoing sectoral funding constraints). This leads to time-limited 'projects', rather than macro-level policy changes. (MTU).

1.5.3.2. Students' lived experiences and perceived needs

As outlined in Table 1 above, rich qualitative data and insights were gathered during two separate workshops (Workshop 1: 14 June 2023, Workshop 2: 16 Feb 2024) to elicit a breadth of students' views regarding health, wellbeing and campus needs.

The cohort of students who participated in Workshop 1 in HKA, cited holistic and positivist definitions of wellbeing that referenced physical, mental, emotional, and sexual health domains. There was a particular emphasis on the importance of mental and emotional health, and on the fundamental role of HEIs as offering a potential 'space to feel at home', to feel supported and enabled to 'maximise full potential'. The most common perceived barriers to accessing and engaging with campus health and wellbeing initiatives/events/supports were communication issues (overload, poor communication from University), lack of specialists and/or service provision, a tendency to dismiss health-related information, and complicated structures and health systems. The role of HEIs in fostering belonging, connections and communications was extensively mentioned, and specific events such as induction weeks, international weeks, themed parades, Student Union events, sports and cultural events were referenced as part of this discourse. Notably, relative 'segregation' and/or separation between campuses within multi-campus HEI settings was also cited as a challenge for students.

Workshop 2 (INGENIUM for a Healthy Campus, MTU Ireland) was an experiential session that incorporated qualitative data gathering using active learning methodologies and validated approaches. During the session, students were supported to engage in a co-creative dialogue, drawing upon the internationally recognised 'World Café' method (Schiele et al., 2022). This involved purposive interactions and movement between break-out tables to co-create a series of recommendations that could be captured in the current WP9.4 deliverable output. This encouraged safe discourse, inter-cultural exchange, and the dissemination of consolidated viewpoints from the group (captured in real time with a wall display as indicated in Figure 1). The workshop concluded with a brief experiential activity, aligned with the 'Five Ways to Wellbeing' framework (Aked et al., 2008) [Figures 2 and 3].

Fig. 1. Workshop 2: INGENIUM for a Healthy Campus (MTU, Ireland)

Fig. 2. Real-time Qualitative Data Gathered from the World Café Task
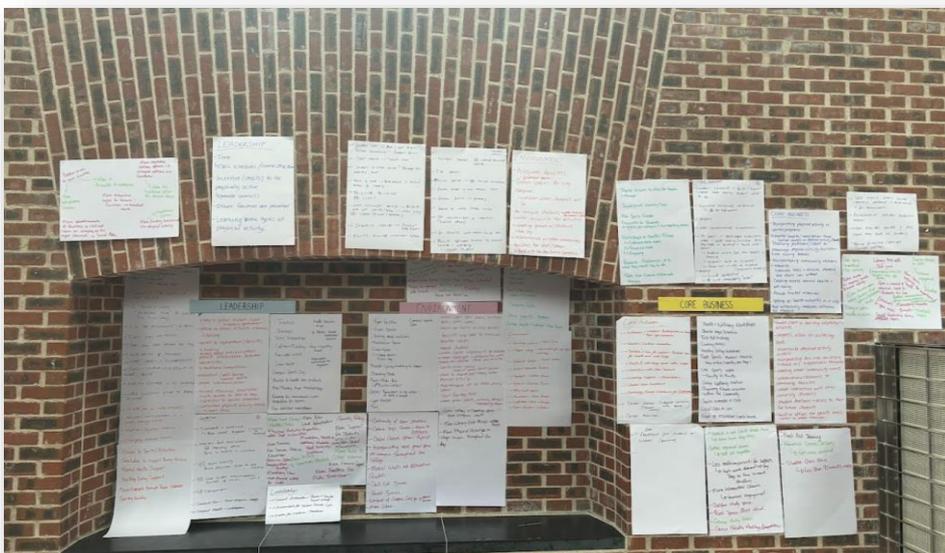
Fig. 3. Students' Co-Creation and Active Contributions to the Five Ways to Wellbeing Task

Specifically (see Table 1 above), student participants were asked to consider and identify needs and/or gaps regarding elements of the 'whole-campus' approach to supporting health and wellbeing. They were asked to consider (i) perceived needs from HEI Leadership, (ii) built environment needs to support health, and also (iii) needs with regard to integrating health and wellbeing within 'core-business' of HEIs. A full synopsis of the captured data has been attached as Annex 1. Pertinent suggestions included:

- **Perceived Needs from HEI Leadership to Support Health & Wellbeing**
  - Due consideration given to timetabling, workload allocation, and scheduling of examination. Students strongly articulated a lack of perceived time to engage with health promotion events/initiatives and/or facilities on campus.
  - Commitment to health and wellbeing. Advocacy for inclusion and provision of supports. Serving as role models.

- Lead and strategise for sufficient environmental and service provision (and/or activities that could be participated in 'for credit')

- **HEI Environment needs included:**
  - Social spaces (both formal and informal, e.g., outdoor seating, games areas, recreational spaces).
  - Needs for green spaces were also articulated, particular in urban campuses.
  - Design elements were also referenced as being conducive to wellbeing, such as campus layout, artwork, murals, adequate signage, lighting considerations.
  - With regard to the 'remote' HEI environment (i.e., for distance learners), suggestions included a need for video-based health and wellbeing resources, opportunities to facilitate group-based engagement, and online reminders to be group-based to take breaks).

- **Core Business Needs:**
  - Supportive induction processes, and integration of health and wellbeing educational and relationship-building activities within induction protocols
  - Embed wellbeing events, content, interventions within academic curricula
  - Establishing a research strategy to measure key outcomes
  - Design interactive lectures and integrate 'real life examples of good health and wellbeing' within and across academic curricula
  - Leverage role modelling capacity of front-facing teaching staff, who can encourage and support students to engage in health-enhancing behaviours

1.5.3.3. WP 9.4 Consultation and 'Big Picture' Priorities:

A recorded facilitated dialogue session took place during one WP9.4 meeting on September 12th 2023 (see Table 1 above). During this session, representatives were asked to share their perspectives and insights in response to three 'Big Picture' questions (perceived benefits of Healthy Campus programmes, top three enablers of health within HEIs, and top three barriers to health within HEIs).

Perceived benefits of implementation of Healthy Campus programmes:

The group discourse highlighted the intricate associations between wellbeing and 'belonging', and also highlighted multiple perceived benefits of implementing Healthy Campus programmes, as follows:

- Improved sense of belonging and enhanced 'integration' of students/staff within the campus culture

- Potential to reduce attrition (students) and to increase broader organisational engagement (staff).

- Healthy Campus programme could serve to highlight and raise awareness of services, supports, and initiatives that are already available, and to highlight the opportunities to support wellbeing within 'habitual' and 'everyday' campus life through small actions on the part of the HEI.

- Feeling safe and cared for on campus. Opportunities to leverage campus environment to enable social connections and to outreach into the community to enhance wellbeing (UNIOVI provided an example of how social integration on campus had been enabled through positioning multiple wooden picnic benches throughout the campuses, outside Faculty buildings. The positive impact of this environmental approach to foster social connections was acknowledged, both for the campus community and indeed local citizens).

Perceived barriers to health and wellbeing within HEI:

WP9.4 participants described multiple commonalities in terms of perceived barriers to health and wellbeing within the context of their HEI, such as:

- Overarching 'lack of time' to participate in any 'extra' activities (students due to academic workloads or part time work, and staff due to occupational duties). A lack of 'protected time' to engage with the environmental facilities (such as sport and physical activity facilities) that are available.

- Perceived lack of healthy dietary choices within campus food environment.

- Challenge of enabling students to engage with any 'extracurricular' activities. It was agreed that student workloads were a substantial barrier, and that it often proves difficult to ask students to engage with activities outside of their timetabled

commitments (such activities should be integrated within the habitual day, and/or embedded within the timetable).

- Logistical challenges in the context of multi-campus HEIs (this was a shared challenge described by multiple WP9.4 participants). It was noted that in some cases there is a substantial geographical distance between campuses, which renders it difficult for all students to equitably access campus facilities and infrastructure.

- Challenge in terms of keeping informed (or 'keeping up') with student preferences and needs.

- Lack of a 'common direction' in the HEI with regard to implementation of a cohesive Healthy Campus programme or policy. Potential lack of clarity in terms of roles/responsibilities.

Enablers of health and wellbeing within HEIs:

There was a consensus that health and wellbeing was appreciated and respected by all HEIs in principle. Specific 'enablers' of positive health and wellbeing were cited, including:

- Ethos of broadening access to higher education, particularly to those from traditionally underrepresented socio-demographic groups.

- Opportunities to provide access to multiple welfare, educational, and academic supports (which in turn are intrinsically associated with wellbeing).

- Strong sporting traditions, and opportunities to enable campus cohorts to trial and undertake 'new' and innovative sporting activities (including recreational activities and capacity-building activities such as self-defence skills)

- Opportunities to leverage the campus-built environment to support social wellbeing and to create informal 'social spaces' or social infrastructure on campus.

- Opportunities to collaborated with local networks of stakeholder organisations, and to implement collaborative health promotion events

- Broad cultural recognition of the importance of student and staff wellbeing. Goodwill of HEI stakeholders to 'put effort in' to support health and wellbeing where possible. Despite this goodwill however, difficulties with regard to securing funding for such activities were also noted.

- Opportunities for HEIs to explicitly commit to health and wellbeing, and to demonstrate this commitment within documentation such as Strategic Plans.

1.5.3.4. Triangulated evidence: pertinent health-related domains

A previous mixed-methods empirical needs assessment conducted in Ireland (Bickerdike, 2023), outlined the key determinants (i.e., factors that impact upon health and wellbeing) and domains of health and wellbeing that should be prioritised within the strategic development of 'Healthy Campus' programmes.

Key determinants included socio-demographic factors (age, gender, socio-economic status, programme of study), and the multiple inherent stressors (workload, pressures) embedded within the 'higher education' experience. However, 'people and relationships' were also proposed as potent enablers of positive health via (i) a hierarchal role modelling effect within layered organisations (such as HEI), and (ii) meaningful social connections that accumulate to enhance organisational commitment and belonging (Bickerdike, 2023; Bickerdike et al., 2019; 2022).

In addition, a narrative literature review comprised within this aforementioned PhD thesis also outlined key domains of health and wellbeing that should be of pertinent concern to campus health promotion practitioners. Such domains include (but are not necessarily limited to) (i) mental health and stress management, (ii) physical activity, (iii) nutrition, (iv) body composition, (v) reduction of behavioural risk patterns (including substance use), (vi) sexual health and wellbeing.

Interestingly, contributions from both staff (WP 9.4 representatives) and student participants in the current needs assessment re-enforced the need to focus on the above thematic domains. The inherent sectoral pressure and stressors were re-enforced and articulated by one WP9.4 representative as part of the initial baseline survey:

> Students and staff face a range of stressors that can impact their mental and physical health. Academic pressure, workload, personal issues, and other stressors can lead to burnout, anxiety, and other health problems.

PILLAR 2: BEST PRACTICES

2.1. Health, Wellbeing & High-Risk Factors

2.1.1. Introduction

At many universities the importance of mental health and wellbeing is seen as critical components of a supportive learning and working environment. This extends beyond just physical health to include stress management, mental wellbeing, sustainability, and more, as important facets of campus life. Universities within an alliance offer a variety of activities, encompassing organisational strategies, academic programs, and extracurricular engagements to support the health and wellbeing of their community. This comprehensive approach provides a model for creating environments that are supportive, sustainable, and conducive to health. Here is a selection of best practices from various institutions within the alliance covering various of areas.

2.1.2. Academic integration

This category includes initiatives that are integrated into the curriculum or academic programs designed to improve mental health and wellbeing skills among students.

- South-Eastern Finland University of Applied Sciences (Xamk), Finland offers optional online courses, designed to promote students' wellbeing and study skills.
  The course *Using Wellbeing Skills to Promote Studying Ability:* This course is part of the study psychologist's services and uses Acceptance and Commitment Therapy (ACT) as its theoretical base. It aims to promote students' study ability and wellbeing by offering tools that support learning, coping, and wellbeing. The course covers several themes including study skills, wellbeing in everyday life, managing thoughts, emotions, and self-knowledge, as well as handling stress, stage fright, and enhancing social skills.
  More info: https://www.xamk.fi/en/open-amk-courses/using-wellbeing-skills-to-promote-studying-ability-nonstop-start-2-ects-cr/

Fig. 4. Xamk course 'Using wellbeing skills to promote studying ability'
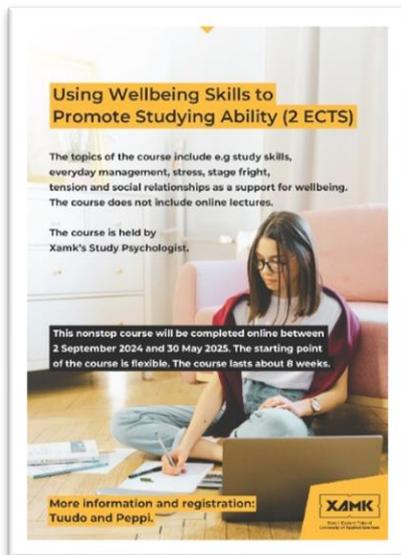
- Another course 'Study Skills', at Xamk, supports students in identifying their own strengths and areas needing improvement in skills and learning practices. It aims to strengthen self-confidence, motivation, and belief in one's own success in studies. The course provides tools for recognising personal strengths, identifying improvement areas, setting objectives, and taking responsibility for the steady progress of degree program studies. Themes include time management, group work skills, concentration, learning methods and strategies, reading techniques, writing, and an elective theme chosen by the student such as stress management, studying languages, studying maths, or performing and presentations. The courses count towards 2 ECTS credits each and can be included in the degree.

- The 'Reconnect' workshop at Munster Technology University (MTU), Ireland, is designed to prompt reflection on digital technology use among students and staff, focusing on its effects on wellbeing. Launched in 2021, it has reached around 300 students and 27 staff members, using research findings to fuel discussions on internet use, loneliness, and wellbeing. The workshop offers strategies for developing healthier digital habits, with participants leaving with actionable insights and a digital badge accreditation. Feedback indicates a significant increase in participants' awareness of their digital habits and confidence in making positive changes.
  More info: https://tlu.cit.ie/re-connect

- University of Skövde (HS), Sweden, through its Project Integrated Support (PIS) 2019-2023, involving the student support, student health office and the library, seeks to integrate targeted support initiatives into academic programs and focuses primarily on the students' first year. Supporting activities are also designed for teaching staff. The project, based on the Model for Student Engagement, highlighted the importance of embedding academic skills, group development, reflection training and other tools within the curriculum, aiming to increase student engagement, increase retention, fostering a sense of belonging and improve stress management and wellbeing of students.
  More info: PIS – Projekt Integrerat Stöd - Högskolan i Skövde (his.se)

2.1.3. Extracurricular Activities

This category encompasses extracurricular or co-curricular activities designed to enhance mental health and wellbeing outside the traditional classroom setting.

- XAMK online courses on wellbeing and study skills, incorporating Acceptance and Commitment Therapy (ACT). Xamk also promotes physical activity and sustainable commuting through events like bicycle maintenance and active environment strategies.

- MTU: Besides the 'Reconnect' workshop, the broader initiative 'A Healthy MTU' might encompass various activities aimed at promoting a healthy university environment.

- University of Rouen Normandy, France (URN) is promoting physical activities through its Physical Activities and Sport Centre (SUAPS), offering a wide range of fitness and wellness activities and supporting the participation of disabled students in sports.
  More info: https://suaps.univ-rouen.fr/

Fig. 5. URN Physical Activities and Sport Centre (SUAPS)
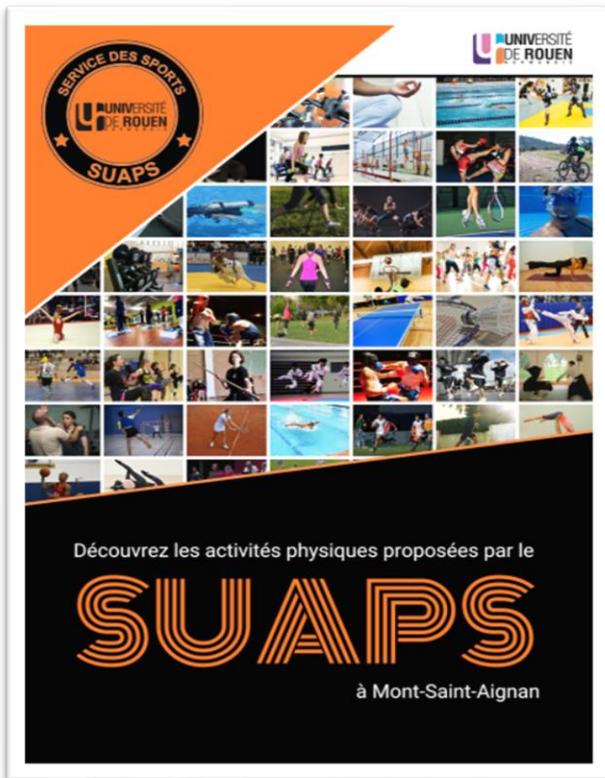
- Universidad de Oviedo, Spain (UNIOVI) encourages physical activity among its students by providing affordable access to sports facilities and organising friendly competitions.

- Gheorghe Asachi Technical University of Iași, Romania, (TUIASI) hosts Campus Days-TUIASI Open Days - the largest student festival in Romania: A large-scale student festival that includes a variety of events and sports activities aimed at both high school students and university students. It is combining physical activities with cultural events to foster community spirit.
   More Info: https://www.youtube.com/watch?v=150rZb6KCPA&t=2s

- University of Crete, (UOC) engages in projects like FRESHAIR4Life and the Erasmus + EMBRACE Higher Education Project, addressing air pollution, tobacco exposure, and mental health for students.

- Counselling Services offered by the G. d'Annunzio University of Chieti-Pescara, Italy (UdA), provide support helping individuals navigate personal, emotional, and behavioural challenges.

- HS, through the Student Support office offers online webinars in for example stress management, study planning and study techniques, stop procrastinating, a balanced student life, group development. Other activities such as promoting study skills and wellbeing as extra-curriculum activities.
  More info: Student Support activities - University of Skövde (his.se)

2.1.4. Organisational commitment and support services

Organisational commitment to mental health and wellbeing involves implementing strategic policies and approach that foster a work and study environment conducive to mental health and wellbeing.

- There are various of examples within the alliance of strategic initiatives such as sports facilities for both students and staff, subsidised training programs encouraging physical activities (UNIOVI, URN) Counselling services, psychological support, and stress management resources are provided to both students and staff, emphasising the importance of mental health (UdA, MTU, XAMK, HS). Flexible work arrangements and programs supporting extracurricular engagement are in place to help balance work study, and personal life (HS). Some universities promote healthy eating by ensuring access to healthy food options through campus canteens (XAMK), high-risk prevention activities (UoC, URN). Programs are also in place at some universities for preventive health management, access to occupational health care, support of the social aspects of university life, cultural activities, promoting community and reducing isolation among students and staff.

- MTU showcases its commitment to health and wellbeing through the 'A Healthy MTU' initiative, launched in 2016. This comprehensive health promotion strategy, aligned with the Irish Healthy Campus Charter, is spearheaded by the HEX-SPO Research Group. It aims to improve the campus community's health by focusing on extensive research to inform policies and interventions. Addressing key health concerns like low energy, insufficient sleep, and poor nutrition, the initiative has catalysed significant

external funding, academic collaborations, and the integration of health into the curriculum. It has successfully raised health awareness and fostered an environment conducive to wellbeing.

More info: A Healthy MTU' A Mixed Methods Baseline Programme of Research to Empirically Inform a Campus Health Promotion Initiative within an Irish Higher Education Setting (cit.ie)

- HS provides a Student Health Service that offers individual counselling sessions and advice on a range of issues including stress, sleep, diet, anxiety, depression, relationships, and the impact of lifestyle on physical and mental health. Collaborating with the university's study counsellors, the service organises short webinars and lectures on topics such as prevent stress in your studies, balanced student life, procrastination, study planning, study techniques, successful group work, academics skills, mindfulness and involuntary loneliness. The service is also integral to the welcoming program for new students each semester.
Student support - University of Skövde (his.se)

- The Psychological Counselling Service at UDA, launched in October 2021, offers targeted support for the university's community, addressing emotional, behavioral, and academic-related challenges. Staffed by registered psychologists from the Clinical Psychology Laboratory, the service has successfully managed 300 out of 650 requests, achieving a 90% satisfaction rate. Sessions focus on academic concerns, study methods, and relational difficulties, significantly improving users' general functioning and academic engagement. This initiative not only aids individual participants but also cultivates a campus-wide mental health culture, effectively reducing the stigma associated with mental health issues.
More info: Services of psychological support and learning disorders | Università degli Studi "G. d'Annunzio" Chieti - Pescara (unich.it)
https://www.youtube.com/watch?v=AHMm91trkFI

- At MTU, the Student counselling Service offers several free sessions to university students. Student Medical Centre and Students Union Welfare Officer provide health-related support and welfare guidance. Additionally, there are 24/7 self-help resources available for both students and staff, like 'Silvercloud', an online self-help platform.
More information: MyCIT.ie - Student Counselling

2.1.5. Health Promotion Initiatives

- UoC's involvement in the Erasmus+ EMBRACE Higher Education Project has resulted in the creation of essential resources designed to support student mental health and wellbeing. Key outputs include comprehensive academic literature reviews, multi-language toolkits for understanding and supporting student wellbeing, guidelines for integrating wellbeing practices into institutional frameworks, and innovative techniques for enhancing campus wellbeing. Additionally, the project developed resources addressing social inclusion, diversity, and identity related to mental health and interactive case studies on mental health support in higher education. These contributions aim to equip educational institutions with the tools to create a supportive environment that fosters student mental health and wellbeing, reflecting a proactive approach to addressing the complexities of student life.

- URN addresses menstrual precariousness and promotes women's health by installing eco-responsible sanitary pad dispensers across its campuses. Targeting economic insecurities, especially among refugee and exile female students from regions like Ukraine, Afghanistan, and Syria, URN aims to alleviate the high costs and social taboos associated with menstrual health. Dispensers are accessible in women's toilets, offering organic tampons, pads, and hygienic products free of charge, reflecting URN's commitment to combating menstrual insecurity and fostering equality.
  More info: https://sciences-techniques.univ-rouen.fr/vie-etudiante-br-nouvelle-distribution-br-de-culottes-menstruelles-800529.kjsp?RH=1378324104436

Fig. 6. URN distribution of sanitary and menstrual products for female students

- Educational programs, including workshops and courses like MTU's 'Reconnect' and Xamk's wellbeing courses, online-webinars as in HS play a role in promoting mental health awareness

- MTU offers are 24/7 self-help resources available for both students and staff, like 'Silvercloud', an online self-help platform.
  More information: MyCIT.ie - Silvercloud Self Help Programmes

2.1.6. Digital Health Initiatives

- With the increasing use of digital technology, programs like MTU's 'Reconnect' workshop are essential. They address the relationship between technology use and mental wellbeing, emphasising the importance of managing digital habits for a healthy lifestyle.

2.1.7. High Risk Prevention Initiatives

- UOC is involved in the FRESHAIR4Life project, which focuses on developing interventions to reduce exposure to tobacco and air pollution, especially in disadvantaged populations. This initiative is particularly relevant to addressing high-risk behaviours such as smoking. Through quantitative and qualitative methods, the project aims to assess challenges, stratify risks, and take action to mitigate these high-risk behaviours among the student population. This effort highlights the University's commitment to health and wellbeing by actively seeking to understand and reduce the factors contributing to high-risk behaviours within its community.

- To combat high-risk behaviours, particularly at festive events, URN distributes prevention and harm reduction kits named 'Only fun no trouble'. These kits include drink protection covers to prevent substance tampering and contraceptives, among other safety items. This initiative reflects URN's dedication to student safety and health, aiming to mitigate the risks associated with alcohol consumption, drug use, and unprotected sex. By addressing these concerns proactively, URN contributes to creating a safer and more aware campus environment.

More info: https://sante-social.univ-rouen.fr/medecine-preventive-279428.kjsp

Fig. 7. URN party kit: 'Just fun, no trouble' (distributed by the Preventive Medicine)

2.2. Best practices on Physical Activity Promotion

2.2.1. Facilities

- Build facilities (large and/or small) on campus, close to the whole community (UNIOVI, MTU).

- Free access to sport facilities (TUIASI) or very affordable prices (UNIOVI) to all university members: students, teachers and administrators.

- Allow family members to be part of the university community to perform physical activity (UNIOVI).

- When the university does not own any sport facility, sign agreements with institutions (public/private) to use theirs (HKA, TUIASI).

- When there are no facilities on campus, create 'activity corners' in the buildings for 'exercise breaks' with easy-to-use equipment (XAMK).

Fig. 8. Create study environments that support physical activity to perform table tennis, pool table, sub-soccer or air-hockey (XAMK)
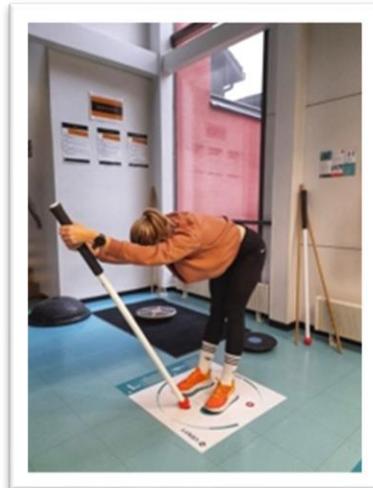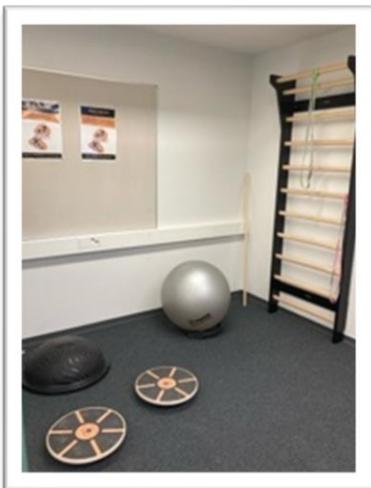
2.2.2. Activities

- Offer a great variety of weekly activities: indoor (e.g., Zumba, Pilates…), outdoor (e.g., Nordic walking, hike trails…), in the pool (e.g., aquarobics, swimming…), in the weight room (e.g., conditioning, weightlifting…).

- Sign partnerships with public and/or private companies to provide weekly classes (TUIASI).

- 'Find your activity': offer different 'options' for all type of individuals: 1) weekly classes of non-competitive activities (e.g., Zumba, Yoga, Pilates, weigh training…), 2) friendly

competition on an annual league (e.g., football, basketball, volleyball), 3) university championships (e.g., badminton, rugby, golf, fencing, trail running…) and 4) national/regional leagues in the university teams (track and field, sail) (UNIOVI, TUIASI, URN).

- Special events to perform physical activity on a festive atmosphere: welcome, end of the year (URN).

2.2.3. Academics

- Physical activity/sport 'pays': any active participation on the campus activities (weekly classes, friendly competition, championships, university teams) is 'converted' into free ECTS credits for the students (UNIOVI).

- Embedding physical activity interventions (STEPS-walk) within the curriculum and engaging students in sport programmes to serve as role models/coaches/mentors (STEPS Ambassadors) for other students (including 1st year) earning credits (MTU).

2.3. Sustainability and Social Responsibility for a Healthy Campus

Several universities have initiatives that underlines the importance of sustainable practices and social inclusion.

- HKA have a strategic plan to become a climate positive campus that focus on sustainable buildings and green open spaces, emission-free mobility, interaction and social empowerment. This makes the campus climate positive in two senses. On the one hand, in terms of reducing harmful emissions such as CO2, and on the other hand, as a place with exceptional quality of stay that contributes to the positive climate between people on campus. They offer an electric bicycle on every campus for employees to borrow (e.g., meetings nearby) an also a bicycle repair station free of charge in order to promote climate-neutral mobility.
  More info: Die HKA - Die Hochschule Karlsruhe: Climate-positive campus (h-ka.de)

Fig. 9. HKA bicycle repair station
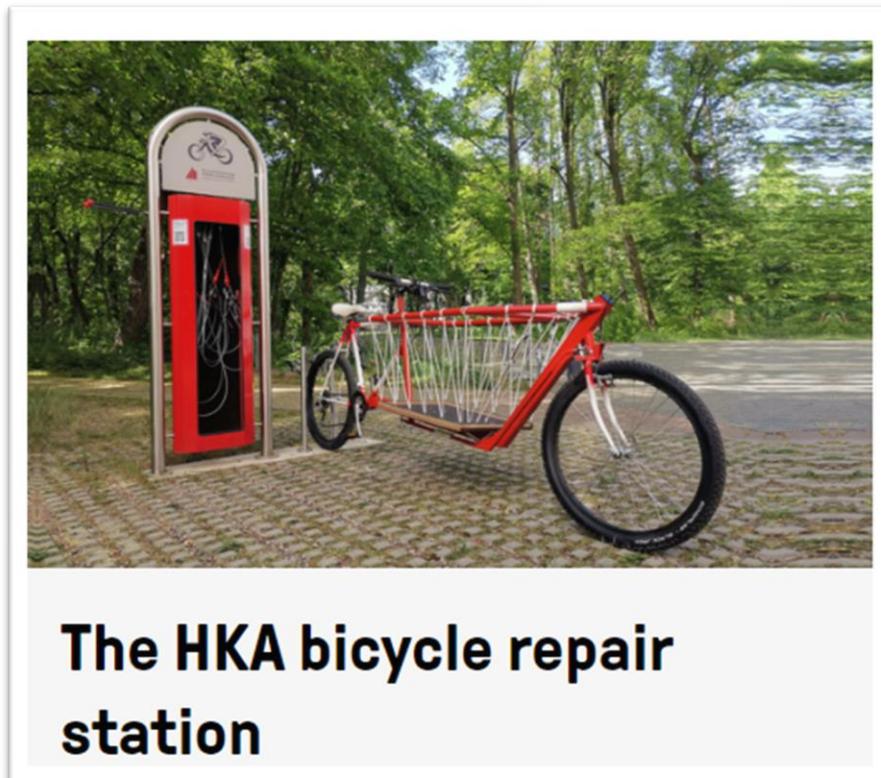
- Xamk has bicycle maintenance event to encourage students and staff to use bicycles for commuting by providing free maintenance services. This initiative is part of the university's responsibility activities, supporting sustainability and promoting eco-friendly transportation options. The events are held twice a year, aligning with the seasons most favourable for cycling—spring and autumn. During these events, students and staff can bring their bicycles to the university where the maintenance is carried out free of charge by professionals. While the labour for maintenance is covered by the university, any replacement parts required must be paid for by the bicycle owners themselves. Beyond just maintenance, the university also facilitates the use of bicycles by having electric bicycles available on campus for employees to borrow for short trips, such as attending meetings nearby. By providing these services, Xamk not only supports sustainable commuting but also contributes to safety, as regular maintenance ensures that the bicycles are in good working condition. This initiative reflects the university's commitment to environmental sustainability and its responsibility towards the health and safety of its community.

Fig. 10. Picture HKA website
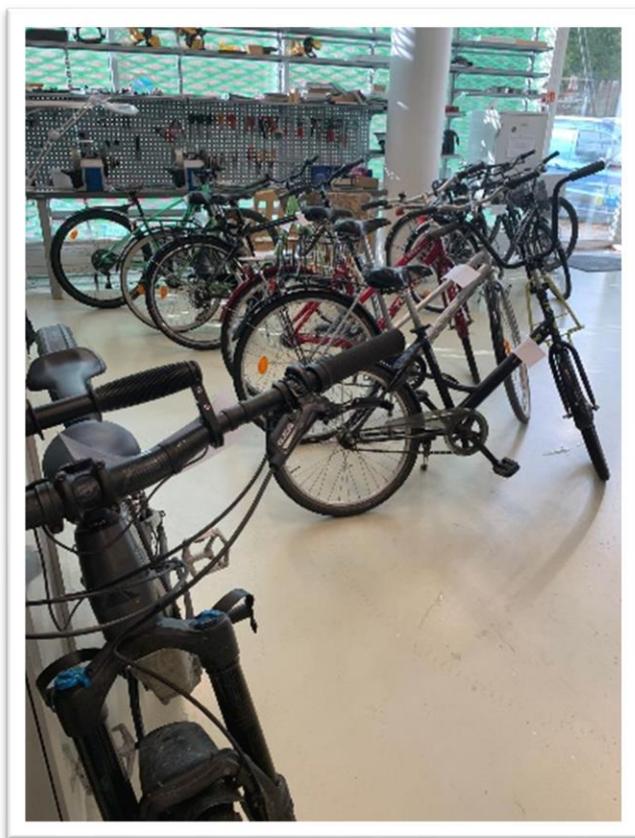
- Efforts to address health issues and promote inclusivity, including providing sanitary products at the University of Rouen Normandy and organising community engagement activities at 'Gheorghe Asachi' Technical University, show a commitment to creating an inclusive and supportive campus environment.

PILLAR 3: RECOMMENDATIONS AND NEXT STEPS

3.1. Introduction

The compendium of good practices outlined in the previous chapter showcase a breadth of possibilities and supportive actions to promote health and wellbeing implemented within specific HEIs in the Alliance. However, the Healthy Campus approach should be recognised and co-ordinated at a macro level so that the actions and initiatives for health and wellbeing are aligned across all Partner HEIs.

The importance of finding a common consensus and cohesive strategy across the Alliance was also highlighted by the baseline qualitative survey that was circulated across WP9.4 representatives:

> The well-being aspect is considered more and more nowadays, but more work is still needed. Creating a healthy and happy campus should be seen as everyone's task at the university. All small actions are important in the big picture. Maybe the guidelines will be just what we need.

The recommendations included in the current concluding chapter are based upon the cumulative needs identified during the needs assessment (Section 1.5 above), and have also been discussed by the WP9.4 experts on health and wellbeing during monthly meetings.

3.2. Identified needs

The needs assessment process (outlined in Section 1.5. above) revealed an array of opportunities and shared challenges across the Alliance, as summarised below.

3.2.1. Opportunities

- There remains an extant body of empirical evidence to strategically guide WP9.4 activities in the short term (Bickerdike, 2023). Moving forward however, there is an opportunity to integrate 'Healthy Campus' activities within 'core' HEI operations (e.g., research curricula) through the establishment of a designated research strategy that would (i) cohesively monitor health outcomes across the geographical regions of the Alliance, (ii) ensure consistent and rigorous evaluation of any 'Healthy Campus' interventions/initiatives, (iii) serve to sustain the initial progress made as part of WP9.4.

- It was evident from the needs assessment that both students and staff perceive health and wellbeing through holistic and positivist paradigms. This creates opportunities to extend 'Healthy Campus' activities to encompass a breadth of domains and activities beyond simple educational initiatives and/or behavioural interventions to reduce risk-related behaviours. Moreover, there was a consensus amongst both student and staff participants that 'Healthy Campus' activities should encompass interventions or environmental approaches that support belonging, integration, and an overarching sense of social wellbeing within the HEI culture.

- The structure and geographical magnitude of the INGENIUM Alliance itself would enable the implementation of highly scalable health promotion interventions and approaches (i.e., co-created interventions and initiatives that could be implemented concurrently across all Partner regions).

- In addition, it would be prudent to consider opportunities to establish a formal INGENIUM Healthy Campus Network (extending beyond the lifecycle of WP9.4), and also to endeavour to align with the seminal global oversight body (i.e., the International Health Promoting Universities and Colleges Network; https://www.healthpromotingcampuses.org/networks/)

3.2.2. Challenges

- The needs assessment highlighted the diversity (in terms of scale and relative maturation) of Healthy Campus structures and activities across the Alliance. Some HEIs included a reference to 'Healthy Campus' activities within their Strategic Plans (e.g., MTU largely driven by national policy drivers), whereas other HEIs were at an earlier stage of exploration of the concept itself.

- Moreover, national 'Healthy Campus' policy contexts ranged from relatively mature/established contexts (Germany, Spain), to either evolving structures (Ireland), or to contexts without any singular Healthy Campus national policies in operation (at the time of writing). This creates both concurrent challenges and opportunities. Firstly, future activities aligned with WP9.4 should remain cognisant of the variations in resourcing and capital across the Alliance, and therefore enable equitable 'entry-points' so that all Partners can meaningfully engage. However, there are also potent opportunities for practice-sharing within the Alliance, whereby HEIs who are at a more

mature phase on the 'Healthy Campus' journey could partner/pair with HEIs whose 'Healthy Campus' structures and/or activities are evolving.

▪ There remains a need to conduct a more intricate mapping of the specific structures and/or full ecosystem of stakeholders that contribute towards the creation of 'Healthy Campuses' within each Partner HEI. Given the complexity of this exercise, it remained beyond the scope of the current needs assessment.

▪ Further challenges include broader socio-political and economic challenges that mediate culture, environment, and habitual behaviours within contemporary HEIs. In turn, such challenges manifest in scarcity of resources, workload-related stressors, academic demands, social isolation and/or perceived 'loneliness' on campus, and constant changes in the sectoral environment. Finally, efforts to integrate 'Healthy Campus' programmes within campus cultures and operations (as advocated by the Okanagan Charter) will be challenged by the traditional cultural segregation of the 'health' and 'education' sectors in contemporary society, whereby Healthy Campus activities could be perceived as extraneous rather than core.

3.3. Recommendations

In the light of the challenges identified by students, faculty staff and the members of WP9.4 on health and wellbeing, the INGENIUM Partners are encouraged to take into consideration and implement the following guidelines and recommendations.

The guidelines have been constructed around the key tenets of the recommended 'whole-campus' approach, which is recommended within the international Okanagan Charter for Health Promoting Universities and Colleges (2015). The specific pillars of the 'whole-campus' approach are also articulated in the Irish Healthy Campus Framework (Healthy Ireland, 2021), and encompass (i) Leadership, Governance & Strategy, (ii) Campus Environment, (iii) Campus Culture and Communications, and (iv) Personal and Professional Development (of both students and staff). Moreover, a seminal author, academic and thought leader who has spearheaded the global expansion of the 'Healthy University'/Healthy Campus domain (Professor Mark Dooris) has continuously articulated the need to integrate health and wellbeing within *"core business"* (Dooris et al., 2014, p. 14). Therefore 'core business' recommendations have also been included below, as an additional 'whole-campus' tenet.

A fundamental and overarching recommendation is to advocate for (and/or continue to leverage) Senior Management commitment to the Healthy Campus agenda. The Senior

Management Team of any HEI plays a critical and central role in the management, organisation, administration, and control of the organisation. This 'Team' universally consists of strategically selected leaders, inclusive of the President, who are jointly responsible for the strategic direction, academic development and management of the university. In addition to setting the vision, mission and core values of the HEI, the Senior Management Team is also responsible for the development and strategic direction of the institution, with student and staff health now globally recognised as a core constituent of this strategy. In fact, by 'buying in' to, and advocating for, the progression of the Healthy Campus approach, Senior HEI Management can create a positive, supportive, and thriving environment that benefits everyone associated with the institution.

With specific regard to the impact of same on the student cohort, research has demonstrated that a positive and impactful healthy campus model can directly contribute to the success and wellbeing of students (Bickerdike, 2023). Further, with students more likely to thrive academically, socially, and personally as a consequence, this inevitably leads to higher retention rates, improved graduation rates, and overall levels of student satisfaction. From a staff perspective, it is well-established that employees who feel supported in their own health and wellbeing are more engaged, have higher productivity levels, and have a greater likelihood of staying with their organisation for a longer period of time. Both of these points serve to enhance the positive reputation of a university setting, from within (student and staff satisfaction) and outside (external engagement) the academic community, which can positively impact not just student recruitment, but also that of staff, who are looking for a supportive and healthy environment in which to learn and/or work.

Of course, HEIs have a duty of care towards their students and staff cohorts, and by supporting and progressing the Healthy Campus agenda, respective Senior Management Teams are fulfilling their core responsibilities as stated above by demonstrating a commitment to the wellbeing of those within the campus community. However, it is those HEIs who 'live and breathe' the Healthy Campus experience on a daily basis, as opposed to merely 'ticking a box', who really do reap the rewards, both physically and mentally, and beyond.

3.3.1. Leadership

'Review, create and coordinate campus policies and practices with attention to health, wellbeing and sustainability.' (Okanagan Charter, 2015, p. 7)

Objective:

- Co-create a bespoke INGENIUM Healthy Campus Strategic Action Plan

Recommendations:

- Advocate for (or re-enforce) Senior Management commitment to the co-creation and implementation of initiatives across all regions of the Alliance where health equity, mental health, wellbeing, and sense of a learning and engaged community are promoted;
- Switch from an over-emphasis on time limited projects towards macro level policy changes;
- Support efforts to embed and integrate 'Healthy Campus' programmes and health promotion activities within all aspects of campus life, including within:
  - o credit-bearing curricular offerings that enhance health literacy and habitual life skills within and across multi-disciplinary curricula (not solely health-related programmes);
  - o accessible health services;
  - o supportive environmental contexts (health-enhancing food environments, wellbeing-enhancing built and/or virtual environments);
  - o recreational spaces and activities;
  - o all workshops and capacity building events that aim to support and encourage health-enhancing behaviours;
  - o sexual health seminars;
- Define and develop an aligned research strategy to evaluate the impact of activities upon key markers of health and wellbeing;
- Engage and consider all HEI staff as key beneficiaries and stakeholders in Healthy Campus approaches and activities;
- Adopt a wholly inclusive paradigm whereby 'Healthy Campus' programmes aim to support health and wellbeing for all members of campus communities (students, staff, alumni and indeed citizens of surrounding communities).

3.3.2. Culture and Communication

'Be proactive and intentional in creating empowered, connected and resilient campus communities that foster an ethic of care, compassion, collaboration and community action.' (Okanagan Charter, 2015, p. 7)

Objectives:

- Define the best ways to communicate with students and staff on health-related issues.
- Foster a campus culture that enables wellbeing, inclusion, equity, and psychological safety.

Recommendations:

- Continuously advocate for health equity, inclusion, and diversity;
- Advocate for a culture of collaboration across and within HEIs to co-create approaches/initiatives that recognise the intricate associations between health, wellbeing, sustainability, EDI and curricular design;
- Implement an array of educational and communication campaigns on health and wellbeing;
- Adopt an ethos of innovation to underpin campus communications (i.e., social media, role-modelling, media rich content, minimising text-based communications)
- Create a bank of highly scalable online materials on health and wellbeing (podcasts, videos, conferences);
- Devise a cohesive communication strategy for all engagements with both students and staff (through other means than emails). Ensure that such communications are planned and timed strategically to avoid perceived sense of 'overload' and disengagement;
- Cooperate with local NGOs, networks and stakeholders to promote health and wellbeing.

3.3.3. Core Business

'Address the core mandate of higher education by improving human and environmental health and wellbeing, which are determinants of learning, productivity and engagement.' (Okanagan Charter, 2015, p.6)

Objectives:

- Increase the profile of health and sustainability in core HEI/sectoral activities i.e., teaching & learning, research, knowledge exchange, and outreach events.
- Connect with and contribute to the health and wellbeing of the wider community.

Recommendations:

- Co-create, and advocate for accredited health offerings (e.g., ECTS offerings). Such of-ferings should be embedded across a breadth of programmes, and not merely con-fined to health-related curricula. Thematic content could encompass (but need not be limited to) mental health & wellbeing, social ability, ergonomics, physical activity, sleep, and nutrition;
- Embed physical activity within core activities through 'active breaks' and advocacy of 'active meetings' where possible. Mandatory computer breaks, and/or environmental approaches to foster a culture of movement rather than sedentary behaviours should be encouraged;
- Foster civic engagement and community outreach programming;
- Promote active and experiential methodologies and assessment, whereby students contribute to the design and/or implementation of Healthy Campus activities;
- Advocate for interactive lectures and 'real-life' examples of good health and well-being practices in class;
- Embed health and wellbeing within and across HEI research strategies and/or curricula (e.g., dissertations or post-graduate research curricula);
- Advocate to develop and agree a designated Alliance-wide 'Healthy Campus' research strategy to monitor and enhance health-related parameters of campus populations.

3.3.3. Environment

'Enhance the campus environment as a living laboratory, identifying opportunities to study and support health and wellbeing.' (Okanagan Charter, 2015, p. 7)

Objectives:

- Align with the international Okanagan Charter, and advocate for the creation of healthy and supportive learning, working, and living environments.
- Ensure that all facets of the contemporary HEI environment (i.e., built, cultural, and virtual) encourage healthy living.

Recommendations:

- Prioritise environmental interventions and approaches that enable social interactions, connections, and relationship-building;
- Strive to create a campus community environment that supports cultural safety and equity;
- Use a team-centred and co-creative approach that fosters support, personal and group development, collaboration and respect for individual and group strengths, experiences, and contributions;
- Make space for change, challenges, creativity, and collaborations that contribute to innovative teaching-learning practices;
- Create adequate facilities for different needs, such as:
  - independent study;
  - group work;
  - socialising (social spaces);
  - relaxation (comfort spaces);
  - quiet spaces;
  - physical activity.
- Campus environments should culturally promote activity rather than sedentary behaviours;
- Endeavour to consider the impacts of environmental design (colour, light, greenspaces) on health and wellbeing;
- Include a consideration for 'virtual' and 'remote' environmental contexts and interactions within overarching Healthy Campus environmental strategies.

3.3.5. Student/Staff initiatives

'Develop and create opportunities to build student, staff and faculty resilience, competence, personal capacity and life enhancing skills – and so support them to thrive and achieve their full potential and become engaged local and global citizens while respecting the environment.' (Okanagan Charter, 2015, p. 7)

Objective:

- Endeavour to support all members of the campus community to attain their full potential.

Recommendations:

- Advocate and strive to implement an array of capacity-building interventions to support the personal and professional development of both students and staff (Healthy Ireland, 2021);
- Recognise all HEI staff as key beneficiaries of campus-based interventions, supports and health promotion activities;
- Whilst not prescriptive, Healthy Campus interventions to support campus communities (students, staff) may include;
    - o projects and/or initiatives in collaboration with cross-university stakeholders that aim to support a myriad of domains of health and wellbeing;
    - o competitions and group-based social interventions;
    - o integration of Healthy Campus activities within campus 'orientation' activities, to support health and wellbeing during the transition to higher education. Such an approach could serve to:
        - ▪ support 'independent-living' through enhancement of fundamental skills (cooking, financial management, lifestyle management);
        - ▪ enable social interactions;
        - ▪ build relationships between students and staff;
        - ▪ create opportunities for group-based and social physical activity events.
    - o designated orientation and/or induction programmes for HEI staff, to assist with fundamental aspects of health and wellbeing such as stress management and/or time management;

- o collaborative cross-university approaches to embed health and wellbeing content within student fora, on University websites, within library resources etc.
- o peer-to-Peer support;
- o online mental health resources.

3.4. Suggested Actions

Table 2. Suggested Actions within INGENIUM

Area	Suggested Actions within INGENIUM	Time Period
Leadership	Ongoing advocacy of the 'Healthy Campus Agenda' and identification of efforts to engage Senior HEI management as potent enablers, role-models and advocates of Healthy Campus approach.	2024-2026
	WP 9.4 discussions to strategise and continue to progress to develop sustainable INGENIUM 'Healthy Campus' leadership and governance structures.	2024-2026
Culture & Communication	Communication campaigns to raise awareness about health and well-being in all INGENIUM universities.	2024-2026
	Newsletters on student and faculty accomplishments, collaborations, research on health and wellbeing and diversity, equity and inclusion initiatives.	2024-2026
Core business	Advocate for integrative curricular integration of health and wellbeing related content, activities, and assessments.	2024-2026
	Workshops for students and staff during all 10 Days of Ingenium editions.	2024-2026
	Workshops focusing on the determinants of health and wellbeing, in addition to mindfulness, meditation, stress reduction.	

Student/staff initiatives	Physical activity challenges (results shared on a forum) e.g., International Day of University Sports (21 September). Workshops for students and staff during all 10 Days of Ingenium editions.	2024-2026 Workshops for students and staff during all 10 Days of Ingenium editions.

CONCLUSION

In closing, the discourse on Healthy Campus initiatives encapsulates not merely a set of policies or practices, but a transformative ethos that underscores the intrinsic connection between well-being and academic success. Through the exploration of its evolution, policy frameworks, best practices, and recommendations, this document has illuminated the diverse facets of the Healthy Campus paradigm.

As we reflect on the journey traversed within these pages, it becomes evident that the pursuit of a Healthy Campus is not a solitary endeavour but a collective endeavour requiring the concerted efforts of the INGENIUM partners at all levels. It is a commitment to fostering environments that nourish the mind, body, and spirit, where students, faculty, and staff can thrive and reach their full potential.

The recommendations outlined herein serve as a call to action, urging institutions to embrace a culture of health, resilience, and inclusivity as foundational pillars of their mission. Leadership must be visionary, recognising the imperative of prioritising wellbeing in strategic decision-making. Cultures must be nurtured that celebrate diversity, empower individuals, and cultivate a sense of belonging. Core business operations must be imbued with principles of sustainability and social responsibility, ensuring that the pursuit of excellence is not at the expense of human flourishing or health.

As we embark on the next phase of our journey, let us champion the cause of the Healthy Campus, not merely as an aspiration, but as a lived reality where every member of the INGENIUM community thrives, and our institutions serve as beacons of holistic excellence in an ever-changing world.

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Annex 1. Surveys and Workshops

1.Survey circulated to the WP9.4 working group

Needs Assessment: Questions to Consider

Broad questions ('big-picture' priorities, to be discussed during the meeting on Sept 12th).

1. What do you see as the **single main benefit** of your university implementing a 'Healthy Campus' policy or initiatives?

2. In your opinion, what are the **top three barriers** to health and wellbeing within your specific University setting (your answer can relate to students/staff, or both)

3. In your opinion, what are the **top three enablers** of good health and wellbeing within your specific University setting? (i.e., in what ways does your university serve to enable positive health? As examples, your answer could consider specific initiatives, facilities, cultural norms, policies, or anything that you feel is relevant).

Specific 'in-depth' questions (will be referenced at the end of meeting on Sept 12th, but Partners will be asked to submit written answers prior to October meeting)

1. Does your country have a specific 'Healthy Campus' national policy (e.g., National Healthy Campus Frameworks or Networks) within your country? If so, could you provide links to same?

2. Does your university have a formal 'Healthy Campus' or 'Healthy University' structure (Co-Ordinator, Committee, Resourcing?) If so, please provide a brief description

3. Is your university already signed up to any 'Healthy Campus' Framework? (or similar?)

4. Are there any aspects of your university's built-environment that you feel impact health and wellbeing?

5. Are there elements of your university's culture (or the culture of the sector) that you feel impact health and wellbeing?

6. What health and wellbeing policies (if any) are in place at your university?

7. Is health and wellbeing referenced within your university's strategic plan? If so, in what context?

2. Workshop WP9, 10 Days of INGENIUM, HKA, Karlsruhe, June 2023

Workshop: **INGENIUM Student Wellbeing (definition, challenges)**

Facilitator: David Leroy, Vice-President for Student Affairs URN.

> ➤ **Aim**: to see how 'well-being' is defined by the students at the 10 partner universities, find a common ground and outline future actions.
> ➤ **N.B.** The questions will be prepared in advance, and the answers will be discussed during the workshop.

- What does 'well-being' mean to you?
- From the student's perspective, what does a 'healthy lifestyle' involve?
- What are the barriers in accessing the health and well-being services at your university?
- Do you have access to information on health and well-being? What can be done to improve the university communication on these issues?
- What is the student life like at your university? What is the campus life like at your university? What is included in your inscription fees?
- How does your university include students with special needs, such as those with disabilities?
- How does your university include students with special needs, such as student employees?
- How does your university set up students' health prevention?
- How does your university set up sports' practice? Is sports practice part of your curriculum?
- How is your university involved in the students' meals? Do you think students have a good diet?
- How is your university involved in connecting students?

3. Workshop WP9, 10 Days of INGENIUM, MTU, Cork, February 2024

Workshop: Co-Creating a Healthy Campus

Workshop Overview:

This participatory workshop will be facilitated by Dr. Andrea Bickerdike (Lecturer in Health & Wellbeing, Healthy Campus Research Lead within the 'HEX-SPO' Research Group [*Health, Exercise & Sport*], and MTU's Representative on the Irish Healthy Campus Network), supported by members of the HEX-SPO *'Healthy Campus'* Research Team.

Workshop activities will be structured into three phases (*'Grounding'*, *'Co-Creation'* and *'Consolidation'*), and will commence with a guided holistic exploration of the concepts of health and wellbeing. Participants will be encouraged to challenge their own perceptions of health, and to consider the impact of socio-economic, environmental, and cultural determinants on population health and wellbeing within contemporary university settings[1] (i.e., the *'Social Determinants of Health'*). Thereafter, participants will engage in a co-creative dialogue, which will draw upon the internationally recognised *'World Café'* method [2]. This will involve interactive exercises to co-create a series of recommendations that will be integrated within the forthcoming INGENIUM Healthy Campus Toolkit (aligned with Work Package 9.4). This interactive format has been purposively selected to enable and encourage safe discourse, intercultural exchange, and the dissemination of consolidated viewpoints from the group. The workshop will conclude with a brief experiential activity, aligned with the *'Five Ways to Wellbeing'* framework[3].

Facilitator Bio:

Dr. Andrea Bickerdike is a Lecturer in Health & Wellbeing at MTU, Academic Lead of a Healthy Campus strand within MTU's HEX-SPO (*'Health, Exercise and Sport'*) Research Group, and MTU Programme Director of a joint online MSc programme in Health & Wellbeing. Andrea's background traverses both healthcare and the social sciences, with an undergraduate degree in Medicine (MB BCh BAO, First Class Honours), and a PhD in Health Promotion. Specifically,

Andrea's PhD research constituted a mixed-methods baseline needs analysis to inform MTU's 'Healthy Campus' entity. This work drew upon both public-health and sociological paradigms to encompass a quantitative assessment of campus population health metrics, in addition to a qualitative investigation into the lived experiences and perspectives of stakeholders from multiple strata of the University.

Resources:

1. Bickerdike, A. (2023). *'A Healthy MTU' A Mixed Methods Baseline Needs Assessment to Empirically Inform a Campus Health Promotion Initiative within an Irish Higher Education Setting.* [PhD Thesis, Munster Technological University].
Available at: https://sword.cit.ie/allthe/535

2. World Cafe Community Foundation (2024). *World Café Method.* https://theworld-cafe.com/key-concepts-resources/world-cafe-method/

3. New Economics Foundation (2008). *Five Ways to Wellbeing.* https://neweconomics.org/2008/10/five-ways-to-wellbeing

Core Business	Enviroment	Leadership
Inform students and build 'buy-in' rather than telling students what to do	Adequate facilities	Timetable considerations
Consistent, regular messaging / reinforcement	Outdoor gyms / areas for physical activity on campus	Seminars
Projects	Green spaces for city campuses	Cafeteria funding - free and healthy foods
Inter-depeartmental competitions	For remote students: video tutorials, discounted activites, opppertunities to create gro	Free Health services
Have a dedicated induction week for 1st years - Build cooking / nutrition skills. Partake in e	Facilities for rest / sleep	Exam timetable considerations to reduce stress
Recycling education	Seating areas outdoors	Free water access
Help / advice for living independently	Student kitchen area / storage area	Information workshop on hygeine
Student app - book / post events, develop social connections, student forum, etc.	Bookshelves in social areas for renting books	Green house
Offer credit courses regarding wellbeing	Brighter buildings / natural light	Regular campus sports days
Improve relationships between students and lecturers	More colourful desgins in buildings - plants, flowers, greenery, etc.	Access to health care products
Make lecturers aware of there impact on students	Standing tables in study rooms	Free / funded gym memberships
Renew formalities / barriers where possible	For remote students: facilities to encourage movement breaks, yoga, meditation, etc.	Funding for individuals with disabilities in sport
Incorporating physical activity / mental health practices into courses	Comfort spaces	Free nutrition workshops / access to dietitions / Science based nutrition plans
Teaching staff to encourage physical activity / going outdoors during breaks	Fire spaces	Provide courses to encourage physical activity - incentivise using credits
Incorporating community members + resources	Social spaces	Ensure facilities are provided [to promote health & wellbeing]
Provide trusted resources	Games areas - pool tables	Increased availability of healthy foods
Setting up health initiatives that measure outcomes for research	Online reminders to be active or to take a break	A comitment to health
Ask students for their opinions and satisfaction levels	For remote: software solution to enable health and wellbeing	Having 'protected time' for health scheduled into timetable
Incentivize physical activity	Free coffee	Wide range of activities offered by the university
Have interactive lectures & real life examples of good health and wellbeing practices in clas	More uniformed marketing	More support for students living further away from the college
Have student and teacher mentors for health and wellbeing with regular contact	More motivational qoutes as murals on walls, doors, etc.	A method for gethering student inputs - student government
Establish a fixed lunch break hour for students	Indoor green space	Equality policies
Better access to gym facilities and have introductory sessions	Free sporting equiptment	More feedback on grades from lecturers
Have more regulated canteen options i.e., healthy options are cheaper - make the healthy c	Student health hub	Promote collaboration between universities
Access to first aid training for students	Online health and wellness video bank	Accommodate and adjust for students private life
Shorter class times (less than 90 minutes) to allow for a break between classes	Bigger library to accommodate for crowding	Ensure staff act as role models
Deliver theory classes outside	Social / education balance	Student ambassadors in well being centres
Have extra courses on mental health and social ability	Bike / walk paths	Mental / physical coaches
Have mandatory computer breaks	Comfortable chairs	Mandatory 1 hour physical activity for credit
Give students access to a free mental and physical health coach	Better signed room numbers and directions	Manage timetable + workload better
Have sound proof meeting pods for quiet time	Reduced traffic by improving road design	Solve problems with student accomodation
Discounts for students in gyms on campus and surrounding areas	Places to shower / get ready after exercise	Sexual health seminars / funding
Provide workshops on health and fitness that are different each week. They should be pra	Proper maintanence of all these spaces	
Have department/faculty specific research into how active/healthy they are	'Fast'' healthy food outlets	
Create an online wellbeing chatbot for students		
University sports week - faculty vs. faculty & also involve the wider community (local clubs etc.)		
Light glasses		

Annex 2. Matrix to be used by partners to list and to monitor the progress of their key institutional priorities related to the deliverable.

Institutional transformation objectives	*Please list the institutional transformation objective that you seek to attain.* *Select between 3/5 institutional objectives*
Barriers faced to achieve those objectives at the institutional level	*Please list and explain the barriers that you currently face to achieve your institutional objectives.*
Potential Actions to be taken at the institutional level	*List the actions that you plan to take within your institution.*
Actions to be taken at other levels	*List potential actions concerning other actors, such as regional or national governments.*
Responsible(s) within the instituion	*Explain who from the institution will be involved in the actions. Include the main responsible and other involved actors.*
Expected timeline and key milestones	*Please define an expected timeline and establish milestones if possible,*