Well-being

We safeguard the overall health of our community by embedding well-being into all aspects of WMU's culture, administration, operations, and academics by utilizing the social determinants of health and eight dimensions of wellness-physical, emotional, spiritual, intellectual, social, environmental, financial and occupational.

Full Recommendation

Well-being

Seven cross-campus working groups composed of over 200 faculty, staff, students and community members were formed to address our institutional key priorities—Academic Excellence, Community Building, Diversity, Equity and Inclusion (DEI), Research and Creative Scholarship, Sustainability, Internationalization, and Well-being.

Numerous campus engagement activities were conducted by the seven key priority working groups during spring 2022, with over 450 registrations across the 18 themed listening sessions centered around the seven priorities. In addition, over 350 student survey responses were received that answered specific priority questions from a student lens. Next, the working groups began analyzing data and incorporating community feedback as they worked toward identifying, developing and recommending achievable, metric-based goals that centered around these seven key priorities.

The Well-being working group was charged with discovering what WMU can do to better safeguard the overall health of our community through education about the eight dimensions of well-being—physical, emotional, spiritual, intellectual, social, environmental, financial and occupational.

After a multiple-step review process, the following is the final draft of their submitted recommendation which includes possible strategies and metrics that were essential in informing the goals and objectives. Further, they serve as a starting point for prioritization and refinement of institutional initiatives as the strategic plan moves into implementation. In addition, if available, the Strengths, Opportunities, Aspiration and Results (SOAR) summary reports, as well spring 2022 process reports, are attached as unedited appendices to provide further clarity and context.

Finally, this work could not have been completed without our dedicated community members who shared their time, expertise and commitment to improving our institution as they built these recommendations. Working group contributors are recognized in full at the end of this document.

Recommendation

Context: Embed student, faculty, and staff well-being into all aspects of WMU's culture, administration, operations, and academics by 2032 through the utilization of an inclusive national framework, such as the Okanagan Charter for Health Promoting Universities and Colleges.

Goal: We safeguard the overall health of our community by embedding well-being into all aspects of WMU's culture, administration, operations and academics by utilizing the social determinants of health[1] and eight dimensions of wellness—physical, emotional, spiritual, intellectual, social, environmental, financial and occupational.

Aspirational Metric: Increase the proportion of students, faculty, and staff who feel that their health and well-being is a priority at WMU by at least 10% by 2032 with no disparities in these results by race and gender (WMU ACHA-NCHA and ACHA-NFSHA).

Well-being Objective 1: Make systemic changes in the written and unwritten rules and processes throughout the institution to better empower all people at WMU to flourish and thrive, especially historically marginalized communities.

Objective 1 Sample Strategies:

- Deploy a consistent, inclusive process for each unit to incrementally audit and shift their policies, practices and resource allocations using a lens of equitable well-being.
- Allow students one mental health day off per semester.
- Evaluate the time of day that assignments are due in Elearning and adjust for improved sleep.
- Incorporate employee well-being into the performance management process and/or supervisor JCTs.
- Create more efficient and effective hiring practices to reduce the burden of staff vacancies.

Objective 1 Sample Metrics:

- Increase the number of policies and practices audited and changed through a lens of student and employee well-being.

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[1] **Social Determinants of Health:** "Social determinants of health (SDOH) are the conditions in the environments where people are born, live, learn, work, play, worship, and age that affect a wide range of health, functioning, and quality-of-life outcomes and risks." *Healthy People 2030, U.S. Department of Health and Human Services, Office of Disease Prevention and Health Promotion. Retrieved from https://health.gov/healthypeople/priority-areas/social-determinants-health.*

- o Source: Develop a rubric, inventory log and target number of policy/practice changes per unit/VP area for the 3-4-3 year cycle.
- At least 80% of focus group participants agree or strongly agree that recent changes to WMU policies and practices are positively impacting equitable well-being.
  - o Source: New focus group assessment project to be conducted over the course of strategic plan implementation years 3-4-3.
- Reduce the percentage of positions that remain vacant beyond 90 days.
  - o Source: HRIS System.

Well-being Objective 2: Scan the built environments at WMU and enhance the spaces where we learn, work, live and connect so they are more inclusive and conducive to holistic health, safety and accessibility for diverse communities.

Objective 2 Sample Strategies:

- Conduct a comprehensive environmental scan initiative to identify strengths and opportunities to improve holistic health, safety and accessibility while incorporating any recent scans such as the ADA action plan.
- Recruit a diverse group of WMU community members to translate the environmental scan results into action and track intentional, sustainable changes in our learning, working, living and social spaces.

Objective 2 Sample Metrics:

- Engage at least 15 faculty, staff and students in the environmental scan process, at least 10 of which identify as part of a historically marginalized community.
  - o Source: Anonymous survey of participants.
- Increase the proportion of capital projects that include intentional design conducive to equitable well-being.
  - o Source: Any capital project or projects over a certain dollar amount must use a new tool that incorporates the wellness dimensions and rating scores among other existing attributes (cost, legal risk, student enrollment impact, reach, ROI, etc.).
- Increase the proportion of students and employees who say that improvements in physical spaces and the built environment are having a positive impact on their well-being.
  - o Source: Custom questions added to existing surveys (ACHA-NCHA/ACHA-NFSHA) and/or focus groups.

Well-being Objective 3: Adopt the Okanagan International Charter for Health Promoting Universities and Colleges[2] and mobilize an institution-wide, multi-disciplinary

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[2] **Okanagan Charter for Health Promoting Universities and Colleges:** "The charter has two calls to action for higher education institutions: (a) Embed health into all aspects of campus culture, across the administration, operations and academic mandates. (b)

coalition of students, faculty, staff and alumni to take collective action for a culture of well-being.

Objective 3 Sample Strategies:

- Build infrastructure to formally charge a well-being coalition and engage 40 diverse members in co-creating systemic action and culture shifts to foster thriving, connected and healthy communities at WMU, with at least 40% of members identifying as part of the global majority/historically marginalized groups, including representatives of the Black Faculty Staff Council and National Panhellenic Council.
- Complete the ACHA Healthy Campus Inventory as a baseline by summer 2023 and re-evaluate during years 3-4-3 of the University strategic plan cycle.
- Officially announce WMU's adoption of the Okanagan Charter and host a kick-off event celebrating our renewed commitment to equitable well-being.
  - Hold an annual town hall to share well-being progress and continue soliciting university-wide input. Consider timing this with Homecoming activities to connect with Alumni.
- Empower the diverse well-being coalition to develop a university-wide scorecard of equitable well-being supported by integrated data systems. The scorecard will serve as key performance indicators for measuring progress toward mutually set targets for student and employee well-being.
  - Select specific health indicators from the WMU ACHA surveys of students and employees that cover each dimension of wellness and experiences of discrimination, sense of safety, purpose and belonging. Publish a dashboard at least annually.

Objective 3 Sample Metrics:

- Evaluate the coalition using the rubric and rating scale from the CAS Cross-Functional Framework for Advancing Health and Well-Being. Set target scores for years 3-4-3 for incremental improvement toward a culminating score in 2032 of 2 on a 2-point scale for at least 90% of the quality practice indicators.
  - Source: Combination of CAS self-study and external review.
- Compared to baseline measure, increase the average score on the Cornerstone Campus, Community Campus and Culture Campus sections of the Healthy Campus Inventory by at least 1 point on the 5-point scale by 2025, another 1 point by 2029, ultimately reaching an average of 4.5 points in each section by 2032.
  - Source: ACHA Healthy Campus Inventory.
- Ensure that by 2025, all Cabinet members can give a compelling "elevator speech" about the purpose of the Okanagan Charter at WMU, making sure that their messages resonate with people most on the margins of the University community.

Lead health promotion action and collaboration locally and globally." *Okanagan Charter: An International Charter for Health Promoting Universities and Colleges (2015).*

- Source: Interview rubric to be developed.
- Ensure that by 2029 and again in 2032, all Cabinet members can give a compelling "elevator speech" about the progress made at WMU using the Okanagan Charter, making sure that their messages resonate with people most on the margins of the University community.
  - Source: Interview rubric to be developed.
- By 2032, at least 75% of students, faculty and staff agree or strongly agree with the following statement: "Our university has a culture of well-being" with no disparities in the results by race and gender.
  - Source: Custom question added to the student ACHA-NCHA survey, employee ACHA-NFSHA, and/or Employee Engagement Survey.
- After the well-being scorecard is developed, set targets for each data point, including aggregated and disaggregated data for students and employees.
  - Potential Sources: ACHA biennial surveys of WMU students and employees, Western Wellness Health Risk Appraisal (de-identified), Sindecuse Health Center visit type data (de-identified).

Well-being Objective 4: Provide effective, equitable opportunities for students, faculty and staff to build the personal capacity, health information fluency and life-enhancing skills they need to thrive in all aspects of the WMU Well-being Wheel[3], including social, financial, spiritual, environmental, physical, emotional, intellectual and occupational wellness.

Objective 4 Sample Strategies:

- Expand the use of the WMU Well-being Wheel throughout university programs, services, curricula and communications.
- Add well-being to coursework across the academic curriculum beyond courses in health-related disciplines, e.g., add wellness photovoice assignments in English 1050 and expand well-being information in New Employee Orientation.
- Enhance opportunities for students and employees to build skills and fluency in all eight dimensions of wellness, prioritizing mental health, spiritual wellness (purpose) and social wellness (belonging).
- Develop wellness workshops on discovering purpose and meaning in life. Increase utilization of CliftonStrengths.
- Grow the "Moving Conversations" training for staff and students.

Objective 4 Sample Metrics:

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[3] **WMU Well-being Wheel:** The WMU Well-being Wheel is composed of eight internal dimensions (social, financial, spiritual, environmental, physical, emotional, intellectual, and occupational) and six external influences (equity, community/cultural norms, public/organizational policy, living/working environment, sustainability and socioeconomic conditions/access). These fourteen factors and a person's intersectionality of identities interact to influence an individual's overall well-being. *Retrieved from https://wmich.edu/wellness/wheel.*

- By 2032, 80% of students, faculty and staff will recognize the WMU Well-being Wheel.
  - Source: Intercept interviews potentially conducted by students in Public Health courses.
- Increase the number of events offered related to each wellness dimension.
  - Source: Experience WMU.
- Increase the percentage of students and employees who attend well-being programs, services and events with no disparities in results by race or gender.
  - Source: Experience WMU.
- After participating in a wellness skill building session, 80% of students, faculty and staff will agree or strongly agree they are better equipped to manage their well-being.
  - Source: Post-participation surveys.
- Decrease the proportion of students scoring positive for loneliness by 20% by 2032 with no disparities in results by race, gender and age.
  - Source: WMU ACHA-NCHA.

Well-being Objective 5: Create or re-orient WMU services to provide equitable access to and distribution of resources for prevention, support and treatment.

Objective 5 Sample Strategies:

- Disaggregate existing and future data to identify inequities in well-being program/service utilization and satisfaction based on race, gender and other key demographics.
  - Share these results with the well-being coalition and University leadership to discover and implement corrective actions that help dismantle systems of inequity by using anti-oppressive practices that value and engage members of the demographic groups experiencing these inequities.
- Implement the Empowering Futures Initiative to transform the well-being, retention and graduation of under-represented, marginalized students.
- Develop campus options or community partnerships for childcare access.
- Connect students to financial wellness resources.
- Grow and promote mental health resources for students, faculty and staff.
- Launch a mental and social well-being peer health education program that lifts students' voices and ideas for anti-deficit approaches to health equity.
- Continue and expand Mental Health Week to students and employees.
- Bring multiple units together to collaboratively develop a cohesive, multi-media marketing system to promote comprehensive well-being resources, success stories and involvement opportunities.
- Develop solution-squad type service to help staff and faculty navigate and utilize services available for their health and well-being.
- Develop a transparent approach to allocating funding for well-being programs and services throughout WMU.

- Set up a mini-grant for RSOs to receive funding for their student well-being events/initiatives in partnership with the well-being coalition or Wellness Executive Team.

Objective 5 Sample Metrics:

- Use disaggregated data to set incremental targets toward correcting inequities in well-being service utilization and satisfaction by 2032.
    - Sources: Experience WMU, Point N Click, SRC swipes, satisfaction surveys, pre-post activity evaluations.
- Increase the student mean and median score on the Flourishing Scale for Psychological Well-Being by 10% by 2032 with no disparities by race, gender and age.
    - Source: WMU ACHA-NCHA.
- Decrease the proportion of students who report anxiety impeded their academic performance by 10% by 2032 with no disparities by race, gender and age.
    - Source: WMU ACHA-NCHA.
- Increase proportion of students, faculty and staff that are aware of well-being resources available at WMU.
    - Source: Add a few questions to existing surveys or develop a new research project with focus group or intercept interview methods.
- Increase the percentage of financial resources allocated specifically to addressing student and employee well-being.
    - Source: Departmental, divisional and University annual or quarterly budgets—funds clearly designated for well-being activities, projects and initiatives that must be defined in advance at the organizational level.

Appendix A: Well-being Working Group Progress Summary

December 2021-May 2022

Brief Overview

The Well-being Working Group included 29 faculty and staff and 1 student. We met 8 times as a full group and 18 times in subcommittees. Many members were actively engaged and made significant contributions throughout the process. To conduct the SOAR analysis, we divided into groups by dimension of wellness. We gathered SOAR input for each of the 8 dimensions from the subcommittee members, full Working Group, and interviews with the campus community. We asked each member to interview at least one employee and one student with different identities than their own as part of our approach to using a DEI lens. We learned from the SOAR that many people at WMU experience the dimensions as interconnected, so we decided to reorganize our subcommittee work by task instead of wellness dimension to bring cohesion.

Each member joined one of the following project teams:
- Interviews
- Listening Sessions
- Data/Metrics
- Plan Drafting

We engaged at least 450 faculty, staff, and students in providing input on the development of our final recommendations for well-being. 42 people participated in interviews, 39 attended one of two listening session town halls, and 370 students responded to the survey question about well-being. We listened and prioritized to develop one goal, five objectives, and several illustrative strategies and metrics for holistic well-being at WMU.

Summary of Activities and Takeaways

Each project team and the overall working group worked simultaneously to make significant progress in just one semester. We gathered a lot of important information and documented our work for use going forward. A few key actions and takeaways are included below.

SOAR Analysis and Interviews
This group was charged to create a template for interviews to ensure we included students and diverse voices beyond the Working Group representatives when evaluating the current and future states of well-being at Western.
- Coordinated the interview process conducted by each member of the Working Group.
- Analyzed and summarized results into themes to be used by the Plan Drafting Committee.

- **Key Takeaways:**
  - **Students and employees alike acknowledged strengths at WMU in wellness programs, services, some collaborative partnerships, and a university-wide well-being model.**
  - **Students and employees alike said we have a long way to go for comprehensive well-being; we need to do something significantly different than in our past; mental health, financial wellness, culture of well-being, and a systems approach were top suggestions.**

Listening Session Town Halls

This group coordinated the agenda, logistics, and invitations for the university-wide town halls for our priority area. With our sessions being scheduled toward the end of the semester, we framed the listening and input around prioritizing the large volume of information we collected from the SOAR.

- Hosted one session in person and one virtual. Each started with a brief presentation to give an overview of our charge, the WMU Wellbeing Wheel, and our initial findings and framework. Then we engaged in an activity to gather input on priorities. The in-person session involved small group work and the virtual session used a Jamboard.
- When asking attendees to voice which actions should be priorities for well-being at WMU, we focused on equity-mindedness with this prompt:
  - Consider actions for well-being that will address patterns of inequity, exclusion and oppression and will include the voices and priorities of historically marginalized people at WMU.
- **Key takeaways:**
  - **Students, faculty and staff have a lot of great ideas about how to advance well-being at WMU; the challenge now is to create structures for synergy, a mutual agenda and shared measures for collective action.**
  - **WMU is ready to bring our efforts on student and employee wellness together more often while still addressing the unique needs of both populations.**

Data and Metrics

The purpose of this group was to identify existing WMU data to inform our priorities and draft metrics.

- Completed an inventory of existing data sources that could be used to measure results of overall well-being and/or the eight dimensions of wellness for students/employees.
- Per request of the Core Team, developed an overarching summative metric for well-being at WMU.
- Wrote a handful of illustrative metrics that align with the objectives and illustrative strategies recommended by the Working Group.
- **Key Takeaways:**

- o   **Several units collect data on student and employee wellness and program/service utilization and impact. This is not coordinated nor shared broadly for collective action and decision-making.**
- o   **Data gaps exist within some dimensions of wellness and disaggregation is not consistent. Student data collection is more robust and routine than employee wellness data.**
- o   **We are interested in building shared metrics for university-wide tracking and targets for student and employee well-being.**

Planning Framework and Drafting

- This group was highly dedicated and took on the challenge of writing the wellbeing goal, objectives, and strategies. Review and select a planning framework; draft well-being goals, objectives, and strategies for input and approval from the full Working Group.
- Invited all working group members to recommend planning frameworks to be considered for setting priorities for wellbeing of WMU students and employees. Nine were suggested. The subcommittee reviewed and narrowed down to two. Full group approved next step of using both the Okanagan Charter and Healthy Campus Framework when drafting the goal, objectives, and strategies.
- Used Okanagan Charter and Healthy Campus Framework to brainstorm lots of potential goals. Each subcommittee member wrote a few options with a goal statement and 3-5 objectives. Subcommittee melded our ideas and revised into one goal and five objectives to recommend to the full working group for feedback and approval.
- Incorporated the SOAR results, listening session input, and student survey responses to write illustrative strategies/actions.
- Infused DEI into the written drafts using the SMARTIE model and resources from The Management Center (managementcenter.org). Examples of questions we asked ourselves during this work:
  - o   Does this goal include marginalized communities in a way that shares power, shrinks disparities, and leads to more equitable outcomes?
  - o   Is there an unintentional disparate impact along lines of power and identity? How can we change the goal to mitigate this or make equity and inclusion more explicit?
- **Key takeaways:**
  - o   **Throughout the process, most working group members resonated with the Okanagan Charter, so this inspired the final recommendation.**
  - o   **We have several other versions of a goal statement and corresponding objectives that could be used if the Steering Committee/CORE team request significant revisions.**
  - o   **Members are very excited about our recommendations with several stating this is refreshing their energy and hope after several difficult years working here.**

<u>Wellbeing Working Group</u>
Overall, we made significant progress in listening to the campus community and prioritizing how the institution can take action for the well-being of faculty, staff and students over the next decade.

- Revised the well-being priority statement to align with the social determinants of health.
- Provided input on the WMU mission, vision, and values to include well-being.
- **Key takeaways:**
    - **This group worked very well together and clearly cares about the well-being of all people at WMU.**
    - **Many group members expressed interest in staying involved during the revision and implementation phases.**

Appendix B-H: Wellbeing SOAR Analysis

Well-Being Working Group SOAR Analysis Worksheet

Subgroup: _____

Strengths: What makes us proud?

- What makes us unique?
- What is our greatest achievement in the last year or two?
- How do we use our strengths to get results?
- What do we do or provide that is world class to our stakeholders?
- How do our strengths fit with the realities of the marketplace?

Opportunities: How do we make sense of the opportunities in our environment?

- Who are our stakeholders and what are our stakeholders asking for?
- What are the top 3 opportunities to focus on?
- How can we best meet the needs of our stakeholders?
- Who are our new customers?
- How do we differentiate ourselves from existing or potential competitors?
- What are our new markets, products, services, or processes?
- Are any new skills needed for us to move forward?

Aspirations: What do we care deeply about?

- When we explore our values and aspirations, what do we care deeply about?
- Reflecting on our strengths and opportunities, who are we/who should we become/where should we go?
- What is our most compelling aspiration?
- What strategic initiative (projects, programs, and processes) would support our aspirations?

Results: How will we know we're succeeding?

- Considering our Strengths, Opportunities, and Aspirations, what meaningful measure would indicate we're on track to achieving our goals?
- What are 3-5 indicators that would create a score card?
- What resources are needed to implement vital projects?
- What are the best rewards to support those who achieve our goals?

Strengths:

Opportunities:

Aspirations:

Results:

Other Notes

Well-Being Working Group SOAR Analysis Worksheet

Subgroup: _Financial Wellness_____

Definition: Developing financial literacy and skills to effectively manage financial resources and overcome financial challenges.

Strengths: What makes us proud?

- What makes use unique?
- What is our greatest achievement in the last year or two?
- How do we use our strengths to get results?
- What do we do or provide that is world class to our stakeholders?
- How do our strengths fit with the realities of the marketplace?

Response:

- Financial aid financial literacy program for students to understand cost of attendance.
  - Financial education literacy center

    https://wmich.everfi-next.net/welcome/financialeducation
- Bronco Express accessibility – multiple ways to access, drop in, call, etc.
- Managing through COVID
  - Distribution of HEERF funds to students
  - Creativity in finding emergency funds for student
- Assist students to degree completion, continued enrollment
- Provide grants/scholarships for persistence
- Out of the box thinking
- Collaborating with other units to assist students
- Scholarship Universe – all scholarships are located in one place and assists students in being able to identify scholarships they may be eligible for

Opportunities: How do we make sense of the opportunities in our environment?

- Who are our stakeholders and what are our stakeholders asking for?
- What are the top 3 opportunities to focus on?
- How can we best meet the needs of our stakeholders?

- Who are our new customers?
- How do we differentiate ourselves from existing or potential competitors?
- What are our new markets, products, services, or processes?
- Are any new skills needed for us to move forward?

Response

- Students asking for financial resources for tuition, housing, food, emotional support
- Expanding existing programs, implementing new programs to fill gaps, reaching more students, getting input from students on what they need
- Student account hold cycle and it's impact on underserved/minority students – is there a way to continue to hold students accountable for funds they owe but allow them equity in the registration process?
- Proactive support and helping students to understand what it costs to attend WMU
- Provide training to assist all staff (regardless of role) to be able provide some assistance/additional resources to students
- Team focus to assist students in crisis mode
- Creating a financial advocate program associated with student success
- Manage withdrawals from courses and impact on financial aid
- Helping students to understand where they fit in at WMU, what they want to be, and how college fits into their big picture

Aspirations: What do we care deeply about?

- When we explore our values and aspirations, what do we care deeply about?
- Reflecting on our strengths and opportunities, who are we/who should we become/where should we go?
- What is our most compelling aspiration?
- What strategic initiative (projects, programs, and processes) would support our aspirations?

Response:
- For students to have a career plan and how not having a career plan that impacts their ability to getting closer to earning their own income in a professional job
- Success of our students, stability for them while attending WMU
- Better educate students on what financial aid means (grants, loans, etc.)
- Adapting how FYE credits are applied so it's not additional cost for all incoming students
  - Some programs do not require elective courses, so FYE would be considered an additional cost
- Understanding how the financial decisions that students make today impact their future financial status
- Some sort of aptitude test so WMU can understand where students are at in understanding financial literacy
- Partner with community and create more collaborations within the local community

Results: How will we know we're succeeding?

- Considering our Strengths, Opportunities, and Aspirations, what meaningful measure would indicate we're on track to achieving our goals?
- What are 3-5 indicators that would create a score card?
- What resources are needed to implement vital projects?
- What are the best rewards to support those who achieve our goals?

Response:

- Retention, graduation, enrollment

- Debt ratio for students – what is it and can it be improved?

- Career planning

  o Graduating w/ a job that has a wage that the student can live on and support their student debt

- Accessibility to student financial information

- Rewards would include graduation and a job at or close to graduation

Other Notes

Well-Being Working Group SOAR Analysis Worksheet Subgroup: PHYSICAL WELLNESS

Strengths: What makes us proud?

1. What makes use unique?
2. What is our <u>greatest achievement</u> in the last year or two?
3. How do we use our strengths to get results?
4. What do we do or provide that is world class to our stakeholders?
5. How do our strengths fit with the realities of the marketplace?

Opportunities: How do we make sense of the opportunities in our environment?

1. Who are our stakeholders and what are our stakeholders asking for?
2. What are the top 3 opportunities to focus on?
3. How can we best meet the needs of our stakeholders?
4. Who are our new customers?
5. How do we differentiate ourselves from existing or potential competitors?
6. What are our new markets, products, services, or processes?
7. Are any new skills needed for us to move forward?

Aspirations: What do we care deeply about?

1. When we explore our values and aspirations, what do we care deeply about?
2. Reflecting on our strengths and opportunities, who are we/who should we become/where should we go?
3. What is our most compelling aspiration?
4. What strategic initiative (projects, programs, and processes) would support our aspirations

Results: How will we know we're succeeding?

1. Considering our Strengths, Opportunities, and Aspirations, what meaningful measure would indicate we're on track to achieving our goals?
2. What are 3-5 indicators that would create a score card?
3. What resources are needed to implement vital projects?
4. What are the best rewards to support those who achieve our goals?

Strengths:

1. Sindecuse Health Center (wide variety of services and accessibility)
   a. Vaccination Clinics
   b. Free Testing
   c. Surveillance Monitoring
   d. Massage Therapy
2. SRC
   a. One of the largest facilities in the MAC. All undergraduate students have access to the building as long as they are enrolled in classes.
   b. VIP Bronco program for residence hall students to encourage participation in fitness classes, intramural sports, and climbing wall.
   c. Intramural & Club Sports

         i.   Multiple clubs compete at a national level each year and contend for national championships
- d. Fitness & Wellness programming
  - i.   Offer a wide variety of fitness programming options for students, faculty and staff to stay active and healthy
  - ii. Only F45 Functional Training studio on a college campus in Michigan
- e. Western Wellness program for employees
3. Intercollegiate Athletics
4. Backpacking Trips (Student Engagement)
5. Cross collaboration to get through COVID-19 pandemic, did not rely on 1 area to help maintain or support health.   Caring for the students to get through it all.
6. Staff and program care about the health and well-being of campus. Front and center in terms of dedication with minimal financial support.

Opportunities:

1. Budget planning, (alignment of priorities, funding, and goals), and transparency.
2. Identify more sustainable and enlarged funding models. true pillar we need to do more and put the funds into that showcase that rising priority.
3. Surfacing physical safety concerns (carjacking, physical violence) - adding self-defense programming
4. New students, faculty, and staff – recruiting is ever evolving – how can we retain populations and segments even with ever changing individual persons.   keeping them engaged.
5. Are there other ways we could utilize facilities that address physical needs of both our immediate communities but also the greater communities in which we reside?
6. Double check we are meeting the physical needs of all groups.
7. Address food insecurity for students as it directly impacts physical health
8. Gathering a needs assessment.

Aspirations:

1. Be able to let things go we do not do well.
2. Confronting our capacity and capabilities reality; aligning that to a real and tangible mission.
   - a. Completely different entity than what we were 3 years ago.
3. A clear definition of who we are now and will be in the future with well-being included.
4. Becoming as one as possible. More integration of effort, which also means alignment of resources (people, time, and funding).
5. Programs that support well-being are permanently funded, not have to beg for funds every year.
6. 100% access to things that help them stay healthy (formerly a cast system based on enrollment fees).
7. Diverse programming – delivering options to as much reach as we can based on our capacity and capabilities allow where differentiating value can still be achieved consistently.
8. Partnering with others, that is a more balanced approach vs. WMU being expected to carry most of the weight.
9. Making wellness as part of the job (x number of hours per week to participate in wellness programming...aka finding the time in the day).

10. Students and employees mention physical well-being support as being one of the best things about their experience with WMU. Without it, they would not be at the physical well-being level they are today and expect to progress towards in the future. creating healthy habits and mindsets every day!

Results:

1. The SRC uses a Healthy living profile for students to determine their improvement in college by using the SRC. It is defined as those who use the SRC 15 o rmore times per semester have an increased (specific marker)…
    a. Make this information widely available
2. Benchmark survey – how important was a healthy lifestyle before and after college?
3. SHC and/or Holton and Associates – biometric related health data (baseline and progression over time)
4. Enrollment Rate in Employee Wellness Program
5. Departmental Labor Hours contributing to the program support
    a. Also, it plays a factor in recognition.
6. Wellness Activity Participation hours
7. Incentive points or dollars awarded – what creates the incentive for those to participate, stay engaged, promote with others?

Other Notes

Well-Being Working Group SOAR Analysis Worksheet

Subgroup: Spiritual Wellness: Angela Feltner (point person), Amy Moran, Cari Robertson

Strengths: What makes us proud?

- What makes use unique?
- What is our greatest achievement in the last year or two?
- How do we use our strengths to get results?
- What do we do or provide that is world class to our stakeholders?
- How do our strengths fit with the realities of the marketplace?

Opportunities: How do we make sense of the opportunities in our environment?

- Who are our stakeholders and what are our stakeholders asking for?
- What are the top 3 opportunities to focus on?
- How can we best meet the needs of our stakeholders?
- Who are our new customers?
- How do we differentiate ourselves from existing or potential competitors?
- What are our new markets, products, services, or processes?
- Are any new skills needed for us to move forward?

Aspirations: What do we care deeply about?

- When we explore our values and aspirations, what do we care deeply about?
- Reflecting on our strengths and opportunities, who are we/who should we become/where should we go?
- What is our most compelling aspiration?
- What strategic initiative (projects, programs, and processes) would support our aspirations?

Results: How will we know we're succeeding?

- Considering our Strengths, Opportunities, and Aspirations, what meaningful measure would indicate we're on track to achieving our goals?
- What are 3-5 indicators that would create a score card?
- What resources are needed to implement vital projects?
- What are the best rewards to support those who achieve our goals?

Strengths:

- Ethical decision-making class - Office of Student Conduct.
- Faith-based Registered Student Organizations - Office of Student Engagement.
- United Campus Ministries group (Kathleen King).
- Some mindfulness sessions offered at CHHS and Rec Center.
- Welcoming atmosphere for people with varying religious and spiritual beliefs/values.
- Inclusive and diverse population - Our campus community allows space for people to be themselves.
- Past few years, University has achieved COVID safety goals and vaccination rates without mandating and providing more options that respect different views.
- We embrace differences and this is marketbable. Can help recruit students and employees compared to other places.

Opportunities:

- Develop purposes workshops.
- Focus on providing spiritual growth outside of religious/faith based community connections.
- Where can students go to talk about their spiritual wellness if they do not identify with a specific religion?
- Stakeholders are students, faculty, staff, and parents. Provide different holiday observance options for time off work or class when having different beliefs than WMU observed holidays.

Aspirations:

- We care about students and employees having truly meaningful expereiences here - becoming their best selves - positive growth.
- We could become excellent at helping people explore and articulate their purpose.
- Could be connection between career services, faith-based organizations, and health/wellness educators.
- Need more meditation time, spaces, happiness/gratitude- student interns/practicum for providing this for their class experience as well.
- Purpose workshops.
- Encourage to take breaks throughout the day, taking care of yourself and holding each other accountable for working on spiritual wellbeing.

Results:

- Number of events offered with the tag of spiritual wellbeing increase by x% over the next 3 years (as tracked in Experience WMU).
- Number of participants at events tagged spiritual wellbeing increase by x% over the next 3 years (Exp WMU).
- Increase the proportion of WMU students who spend at least one hour in a typical week participating in spiritual or religious activities. (NCHA 2021, #3F)
- Increase the proportion of WMU students who spend at least one hour in a typical week participating in meditation or meditative activities. (NCHA 2021, #3P)
- Increase the proportion of WMU student who agree or strongly agree that they lead a purposeful and meaningful life. (NCHA 2021, #41A)
- Retrospective pre-post learning outcomes at meditation and purpose sessions: As a result of participating in this session, I am better equipped to manage my spiritual wellbeing.
- Qualitative data, i.e. student impact stories, would rave about how the purpose workshops make a huge difference.
- Resources: staff time dedicated to coordinating efforts, marketing opportunities to students, materials for purpose workshops, facilities costs for meditation spaces.

- Western wellness question on HRA about spiritual wellbeing for employees, it may become less taboo to talk about beliefs, values.
- Resources: coworkers available to hold each other accountable, time, knowledge, opportunities, development of a list of quick 5 minute options for a break to breathe, laugh, trivia, reflect, stretch, connect with nature.

Other Notes:
May want to interview OSE staff to learn more about the history, goals, and ideas for faith-based RSOs.

Well-Being Working Group SOAR Analysis Worksheet

Subgroup: Environmental Wellness

Strengths: What makes us proud?

- What makes use unique?
- What is our greatest achievement in the last year or two?
- How do we use our strengths to get results?
- What do we do or provide that is world class to our stakeholders?
- How do our strengths fit with the realities of the marketplace?

Opportunities: How do we make sense of the opportunities in our environment?

- Who are our stakeholders and what are our stakeholders asking for?
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Results: How will we know we're succeeding?

- Considering our Strengths, Opportunities, and Aspirations, what meaningful measure would indicate we're on track to achieving our goals?
- What are 3-5 indicators that would create a score card?
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Strengths:

1. Outdoors: the Landscape department does an outstanding job of maintaining the existing green spaces, trees and flowers.
2. Indoors: a. the new(er) living spaces and new Student Center add to the updated face of campus. b. Older buildings that require more upkeep are being torn down.
3. Culture: a. Staff and faculty love WMU, believe in it's core mission, and want to see it succeed. b. People care about the campus and bring deficiencies to the attention of leadership. c. WMU is a learning environment: mistakes are viewed as learning opportunities and not as "gotcha" moments.

Opportunities:

1. Outdoors: a. ADA Accessibility needs improvement to access buildings, specifically during orientation tours: cracks in sidewalks, stairs and positions of ramps. (see Notes #1) b. Make ADA Accessibility more obvious when navigating around construction areas.
2. Indoors: a. Some areas on campus have cosmetic challenges such as holes in walls, ripped carpeting, ceiling tiles that are stained/warped/missing. This is depressing to be exposed to every day and it is embarrassing to bring new people into the space. b. ADA Accessibility barriers to building's inner doors such as to access labs, classroom space, and restrooms. c. Continue working toward implementing green energy and lead building certifications.
3. Culture: a. employees are being told to do more with less, with no end in sight, with the additional fear of losing their jobs if they do not keep up, fear of using AL/SL and falling so far behind they will not catch up or being told not to use AL/SL. b. Some processes feel cumbersome and the use of paper feels outdated. Some processes take a long time due to the movement of paper. (see Notes #2)

Aspirations:

1. Outdoors: a. green spaces increase in size, number, and quality of space. b. People of all abilities have the same access to all areas of campus. c. Campus has a fresh face to present to all stakeholders.
2. Indoors: a. Campus is a place people come to work, study and play in, and they are proud to be here. b. People of all abilities have the same access to all areas of our buildings. c. Lead certification and using green energy pay show a genuine interest to do the right thing for the environment.
3. Cultural: a. WMU becomes a place where self care in encouraged and expected, and limits are respected. b. Processes are streamlined and simplified.

Results:

1. Outdoors: a. the number of green spaces has increased and improved, improving moral. b. Assessment completed and action plan put into place to eliminate ADA Accessibility issues when gaining access to building and while navigating campus. c. A plan is put into place during the planning phase of construction projects to warn and redirect people with disabilities around construction projects. d. A plan is put into place to assess sidewalks and a system is put into place to replace/repair broken sidewalks, replace stairs with ramps as possible.
2. Indoors: a. Indoor spaces project success and are beautiful places to work and learn. b. Indoor spaces are assessed for ADA Access issues and a plan is put into place to have them corrected. c. Lead certification and green energy allow the university to save money. d. Maintenance issues are addressed in a timely manner and can sometimes be addressed by building occupants when appropriate to save time. e. New construction implements ADA Accessibility automatically into the design.
3. Cultural: a. WMU departments re-assess staffing levels and hire in areas that are stretched too thin, funding is given to support this initiative. b. Employees are no longer afraid or discouraged to take AL/SL.c. a.+b. = less burnout d. Time and money are saved by streamlining processes and systems.

Other Notes

#1: ADA Access issues examples: Entrances to buildings that only have stairs. Doors that do not have access buttons such as: double doors in hallways, classroom doors, restrooms and labs. Cracks in sidewalks that are significant enough to create an obstacle for people using wheelchairs. The amount and condition of stairs on campus. There needs to be a thorough assessment of campus.
#2: Processes that seem to have unnecessary paperwork examples: wc210 at Sindecuse (duplicate info is filled out on accident report), getting signatures to gain access to online programs such as peoplesoft.

Well-Being Working Group SOAR Analysis Worksheet

Subgroup: Occupational Wellness (Allison Haan, Julie Carr, Adrienne Fraaza)

Strengths: What makes us proud?

- What makes use unique?
- What is our greatest achievement in the last year or two?
- How do we use our strengths to get results?
- What do we do or provide that is world class to our stakeholders?
- How do our strengths fit with the realities of the marketplace?

Opportunities: How do we make sense of the opportunities in our environment?

- Who are our stakeholders and what are our stakeholders asking for?
- What are the top 3 opportunities to focus on?
- How can we best meet the needs of our stakeholders?
- Who are our new customers?
- How do we differentiate ourselves from existing or potential competitors?
- What are our new markets, products, services, or processes?
- Are any new skills needed for us to move forward?

Aspirations: What do we care deeply about?

- When we explore our values and aspirations, what do we care deeply about?
- Reflecting on our strengths and opportunities, who are we/who should we become/where should we go?
- What is our most compelling aspiration?
- What strategic initiative (projects, programs, and processes) would support our aspirations?

Results: How will we know we're succeeding?

- Considering our Strengths, Opportunities, and Aspirations, what meaningful measure would indicate we're on track to achieving our goals?
- What are 3-5 indicators that would create a score card?
- What resources are needed to implement vital projects?
- What are the best rewards to support those who achieve our goals?

Strengths:

-Lots of WMU alum who work here, we are proud to come back and be employed here; lots of international students/bring diversity
-From day one, we focus on career-readiness: i.e. FYE starts with Strengths and FOCUS so that they begin thinking about careers
-Accessible, resourceful, and knowledgeable employees who help the students, and can talk about what it's like to work here, what future careers look like
-Acheivement: continuing to keep operating during pandemic and keeping people employed; students didn't lose out on services; continuation of virtual services offered; demonstrates that we can be flexible and responsive on short notice - helped us be more on trend with other schools already doing that, helps students be more career-ready
-We foster learning among our employees (free tuition, PD, etc)
-Student employees, interns - caring and safe environments where they can make mistakes, develop career readiness skills, foster sense of belonging
-Career Services provides training for employers and supervisors on how to be good supervisors to student employees and interns
-We have a wealth of career-focused resources on the Career website for both students and employers
-Student Employee Appreciation Week
-We are a leader in community for international diversity, we welcome them here

Opportunities:

-Stakeholders: anyone who has a job or who wants to a job (i.e. students and current employees)
-Meet their needs to by remaining connected to them, listening to their needs and wants; be responsive to their needs
-Opportunities: for employees - promoting work-life harmony; for students: continue to infuse career-readiness competencies into students' coursework; remove barriers for international students to find jobs and internships
-New customers: incoming students, new employees, new employers/internships
-Differentiation: everyone does everything they can to help a student be successful; connected with greater community to support student job and internship placement; well-connected network; we are student advocates
-New: educate university and community employers on how to hire international students

Aspirations:

-We care deeply about helping people feel like they belong and matter in their positions
-Continue to connect with each other, dismantle silos to better serve students, prepare them for careers and find a meaningful career path
-Most compelling aspiration: to graduate students and prepare them for meanginful careers; for employees, support PD so they can move forward and grow and improve as professionals

Results:

Results for students: 93% of students are actively engaged after graduation (employed, continuing education, professional volunteering, military); 88% of graduates have jobs related to their degree; 91% of graduates completed at least one experiential education activity; our Internship Catalog features 3,000+ internships by major; there are over 25,000 jobs posted in WMU's job portal, Handshake; 98% of graduates had at least one insutrctor who made them excited about learning; 90% felt that their insturctors cared about them as a person; 89% said that their education and experience as a student at WMU prepared them for their profession.

Other Notes

Well-Being Working Group SOAR Analysis Worksheet

Subgroup: Emotional Wellness

Strengths: What makes us proud?

- What makes use unique?
- What is our greatest achievement in the last year or two?
- How do we use our strengths to get results?
- What do we do or provide that is world class to our stakeholders?
- How do our strengths fit with the realities of the marketplace?

Opportunities: How do we make sense of the opportunities in our environment?

- Who are our stakeholders and what are our stakeholders asking for?
- What are the top 3 opportunities to focus on?
- How can we best meet the needs of our stakeholders?
- Who are our new customers?
- How do we differentiate ourselves from existing or potential competitors?
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- Are any new skills needed for us to move forward?

Aspirations: What do we care deeply about?

- When we explore our values and aspirations, what do we care deeply about?
- Reflecting on our strengths and opportunities, who are we/who should we become/where should we go?
- What is our most compelling aspiration?
- What strategic initiative (projects, programs, and processes) would support our aspirations?

Results: How will we know we're succeeding?

- Considering our Strengths, Opportunities, and Aspirations, what meaningful measure would indicate we're on track to achieving our goals?
- What are 3-5 indicators that would create a score card?
- What resources are needed to implement vital projects?
- What are the best rewards to support those who achieve our goals?

Strengths:

- The Think Big initiative and its focus on the student as a whole person--not just discrete parts like academic success or mental health--is a huge strength and differentiator. Arriving at such an initiative is a success in and of itself.
- The centralization of wellness services for students - i.e. You@WMU, Well Track, wellness coaches - giving students accessible and centralized resources to manage their emotional well-being
- The fact that WMU identifies the need for centralized services around wellness and emotional wellbeing is a major strength
- We have an abundance of services, resources, programs, and departments devoted to supporting different aspects of students' wellbeing, both directly and indirectly. For example, many of the offices housed in Merze Tate College provide services that provide assistance to students in specialized populations, and that turn promotes wellbeing in other areas of those students' lives. There truly are many people here who care deeply about our students and one another.

Opportunities:

- Stakeholders include students, faculty, staff, alumni, employers, and the Kalamazoo community
- Opportunities to focus on include:
    - Following industry best practices that support emotional wellbeing and ensuring the resources (funds, personnel) are available to   follow the practices
    - Broaden the focus from student emotional wellbeing to include emotional wellbeing of faculty and staff; challenges from COVID and/or RIF on top of lack of transparency from leadership have contributed to low morale among staff and faculty
    - Provide centralized resources for staff/faculty wellness
- I think all of our stakeholder groups are begging to be seen, heard, respected, and uplifted. Students, in particular, but honestly I think this is true among faculty and staff as well. We need healing, reconciliation, trust-building, and transparency as a community. Emotionally, mentally, and socially; recognizing the impact of globally traumatic circumstances (including the impact C19) and embracing the cultivation of human-centered connections.

Aspirations:

- Western cares deeply about finances; initiatives, directives, structures, decisions seem to begin and end centralized around available funding rather than actual need. Lots of talk and discussion around breaking down silos and or filling gaps but isn't often supported.
- Think Big is supporting emotional wellbeing and providing resources for students.
- In my opinion, WMU is in the middle of an identity crisis. We don't really have a clear understanding of who we are, and are not unified as a community. On a larger level, the institution is standing at a crossroads. One path is to resist change, "continue to do it the old way," and that will ultimately lead to our deconstruction. However, the other path offers us the opportunity to intentionally re-evaluate who we are, what we are doing, and why we are doing it. To utilize the opportunity these wild few years has presented us to re-construct and course correct by wholeheartedly embracing change, committing to communal healing, and trying to set ourselves on a course toward becoming an institution that is known not only for caring deeply about their stakeholders as a whole, but provides excellent education that is future-focused and responsive.

Results:

- This would have to be related to a specific project like the Wellness Coaches
- Students utilizing the services, what other services are they using, etc.
- Best rewards for champions of emotional wellbeing would include letting them know the positive impact their support has had
- One indicator of success is reports of increased emotional wellbeing among all stakeholder groups, perhaps done through a survey or other form of data collection. Cultivating a culture that is known outside of WMU for being a place that cares deeply about emotional wellness and will support you throughout your journey.

Other Notes

Well-Being Working Group SOAR Analysis Worksheet

Subgroup: Intellectual Wellness

Strengths: What makes us proud?

- What makes use unique?
- What is our greatest achievement in the last year or two?
- How do we use our strengths to get results?
- What do we do or provide that is world class to our stakeholders?
- How do our strengths fit with the realities of the marketplace?

Opportunities: How do we make sense of the opportunities in our environment?

- Who are our stakeholders and what are our stakeholders asking for?
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Aspirations: What do we care deeply about?

- When we explore our values and aspirations, what do we care deeply about?
- Reflecting on our strengths and opportunities, who are we/who should we become/where should we go?
- What is our most compelling aspiration?
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Results: How will we know we're succeeding?

- Considering our Strengths, Opportunities, and Aspirations, what meaningful measure would indicate we're on track to achieving our goals?
- What are 3-5 indicators that would create a score card?
- What resources are needed to implement vital projects?
- What are the best rewards to support those who achieve our goals?

Strengths:

We're going to focus on three points: Global Education, Student Support Services, Contemporary Offerings to Propel Students to Next Level

Global Education: - Haenicke Center, Study Abroad Support, Engaged Faculty Members, The Timothy Light Center for Chinese Studies, Higher percentage of international students, International Festival, World Language and Culture Requirement, Global and International Studies Major, Major specific study abroad opportunities, Study in the States Program, Cultural-Based Excursions, Internships and Field Placements, Focused staffing for student international internship placements

Support Support Services: DSS, Bronco Study Zone, Autism Services Center, TRIO, MLK, Mentoring for Success, Sieta Scholars, Honors College, SPURS, Academic Colleges Enrichment Programming, Academic Colleges Student Support Programs, CASP services, Career Center/Zone, Athletics Academic Services, Peer to Peer Coaching, FYE 2100, Alpha Program, Veterans/Military Services, Reclaim the W, Intellectual focused RSOs

Contemporary Offerings: CliftonStrengths, FOCUS program, UNIV 1020 Career Exploration and Dev., UNIV 1030 How to Market Yourself, Freshmen Introductory Courses, LSAT Courses, CEHD certification prep courses,

Opportunities:

Stakeholders: current and prospective students
Improve quality of academic programs
market programs and get faculty to engage more with students outside the classroom
Other support services that may be needed - look into studies on time spent with university staff, faculty, etc. and how it relates to student retention
Re-establish community on campus - Highlighting intellectual RSOs
Helping students find pathways available

Aspirations:

Prepare students for careers and their post college community life - civil engagement
how can I use what I've learned at WMU to impact my community - local laws, government, schools, etc. social justice
How do we make sure students find the right pathway to achieve their goals or reach their potential
We need to help students learn about options available - grad school preparation, career pathway prep/information
TRIO Program Model - campus wide

Results:

Graduation rates - between subpopulation of students
Employment rates
Frequency of student services usage
Retention from year to year
Student satisfaction measures
Retention of Faculty and Staff
Intellectual Programming

Other Notes

Wellbeing
Working Group Membership

Co-Chairs	
Cari Robertson	Health Promotion and Education
Nathifa Sligh (12/21-1/22)	TRIO Student Success Program
Participants	
Amy Seth	University Recreation Programs and Facilities
Theresa Fletcher	WMUx
Nicole Kalmbach	Division of Student Affairs – Business Operations
Ann McNees	Payroll and Disbursements
Mark Broeckel	Sindecuse Health Center
Joanne Beverage	The Graduate College
Jeremy Blair	Department of Dance
Ashley Dittmar	Student
Kerrie Harvey	Lee Honors College
Julie Carr	Merze Tate College
Kristal Ehrhardt	College of Education and Human Development
Pam Sward	Merze Tate College
Chris Voss	University Recreation Programs and Facilities
Brian Fuller	Sindecuse Health Center- Counseling Services
Adrienne Fraaza	Office of Student Transitions
Karen Schieman	Bronson School of Nursing
Clara Davis	Environmental Health and Safety
Shannon Rininger	Miller Auditorium
Elizabeth Terrel	Department of Theatre
Allison Haan	Human Resources
Amy Moran	Human Resources
Elizabeth Knips	Intercollegiate Athletics
Kevin Lehmann	Intercollegiate Athletics
Carol Weideman	Department of Human Performance and Health Education
Julia Trowbridge	Enrollment Management
Stephanie Radant	College of Arts and Sciences
Angela Feltner	Department of Family and Consumer Sciences
Amanda Geer	WMUx