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WELL-BEING AS A FOUNDATION FOR THE PEOPLE STRATEGY AT THE UNIVERSITY OF IOWA

Presented by

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WELL-BEING IN THE WORKPLACE

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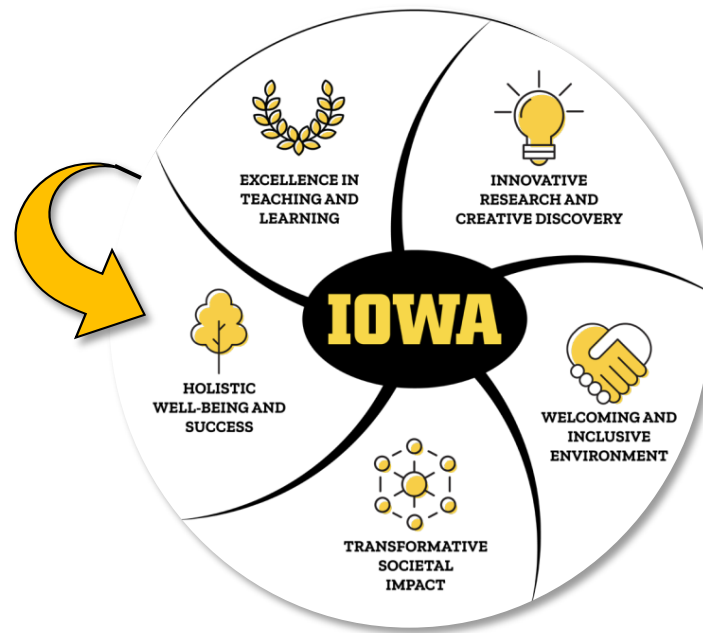
WHAT'S OUR ROLE

PEOPLE

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CAMPUS ALIGNMENT

UI Strategic Plan

Holistic Well-Being and Success

Provide a comprehensive foundation of support throughout all stages of their relationship with the university, beginning by attracting and retaining talented students, faculty, and staff who will contribute to a thriving university community.

EXCELLENCE IN TEACHING AND LEARNING

INNOVATIVE RESEARCH AND CREATIVE DISCOVERY

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HOLISTIC WELL-BEING AND SUCCESS

WELCOMING AND INCLUSIVE ENVIRONMENT

TRANSFORMATIVE SOCIETAL IMPACT

EMBED WELL-BEING AND MENTAL HEALTH INTO ALL ASPECTS OF CAMPUS CULTURE TO BETTER SUPPORT STUDENTS, FACULTY, AND STAFF.

01
EVALUATE EXISTING WELL-BEING PROGRAMS

02
IDENTIFY NEEDS OF DIVERSE GROUPS

03
CREATE INCLUSIVE FRAMEWORK OF RESOURCES

04
INCREASE ACCESS AND AWARENESS OF RESOURCES

05
EXPAND CURRICULAR AND CO-CURRICULAR LEARNING

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# WELL-BEING AND MENTAL HEALTH CAMPUS COLLABORATIVE

STEERING TEAM CHARGE

Well-being at the University of Iowa is a process focused on life-long learning that promotes and sustains optimal health, personal connectedness, meaningful experiences, and a purposeful life.

- Set yearly strategic priorities to embed well-being and mental health into all aspects of campus.

- Lead collaboration to elevate and expand research, enhance partnerships, and identify gaps.

- Develop and communicate a framework that supports employees and students' success pillars.

- Ensuring well-being and mental health strategies are inclusive and culturally responsive.

- Develop key performance indicators and assess progress.

STEERING TEAM GUIDING PRINCIPLES
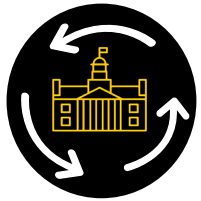
→ Use whole system approaches that embed well-being into the campus ecosystem and are focused on the whole-person.
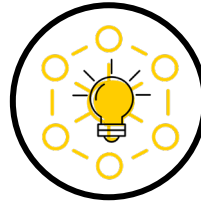
→ Ensure a comprehensive and campus wide approach engaging with varied stakeholders from the campus community that include diverse groups of students, faculty, and staff.
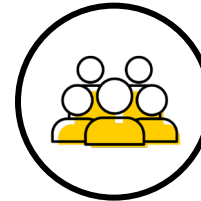
→ Develop relationships and cross-sector partnerships through collaboration and engagement.
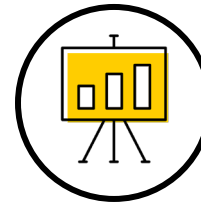
→ Promote research, innovation, and evidence informed action to help guide the work of the collaborative.
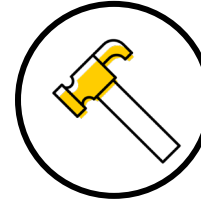
→ Build on strengths of the UI community in developing campus well-being strategy and goals.

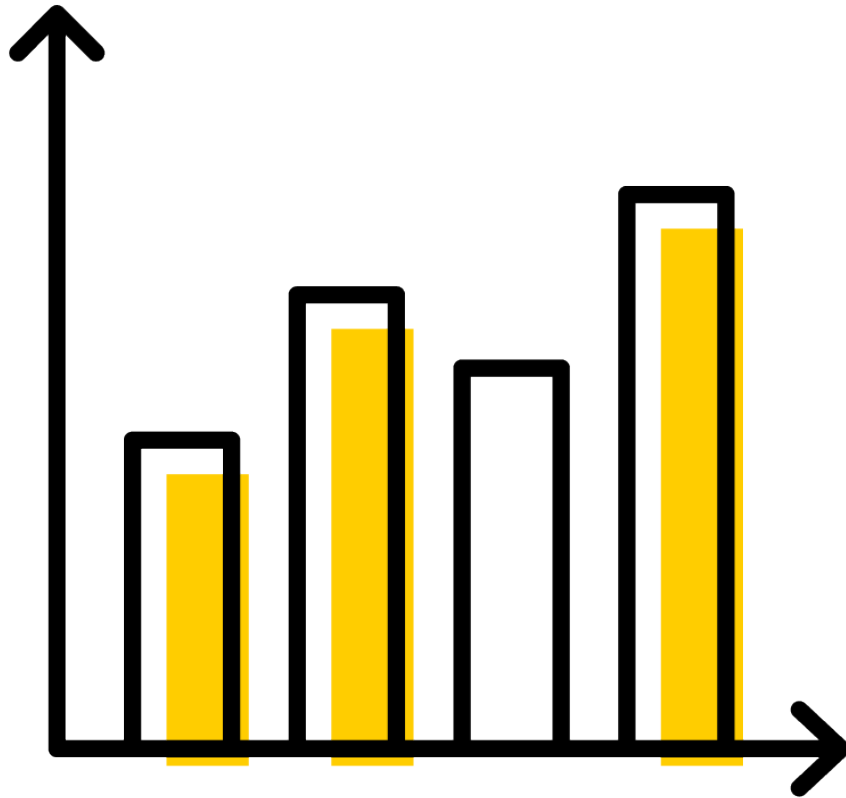→ Value diversity, equity, and inclusion of all populations.

→ Demonstrate progress on campus well-being and mental health.

→ Model behaviors that support the guiding principles.

DATA TO ESTABLISH PRIORITY AREAS

→ Personal Health Assessment (faculty and staff)

→ National College Health Assessment Data (students)

→ Basic Needs (students)

→ Working at Iowa (engagement survey for faculty and staff)

→ Campus Climate surveys for faculty, staff, and students

→ Health Claims Data

→ Community data (county and state)

→ Utilization of current health and well-being services

→ Stakeholder feedback

KEY INDICATORS

FACULTY AND STAFF POPULATION

WELL-BEING INDEX

66%

55%

■ 2019 ■ 2022
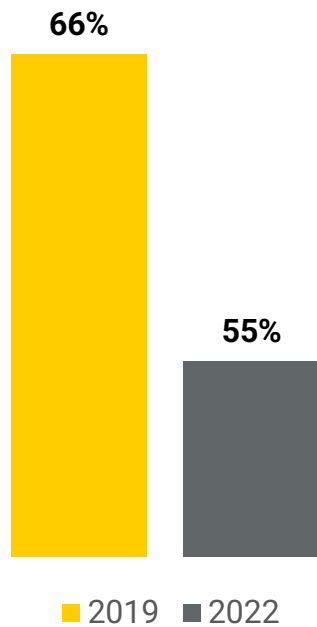
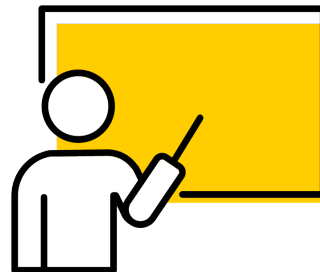## SUPERVISOR SUPPORT

87% in 2022

MY SUPERVISOR SUPPORTS WELLNESS WITHIN MY UNIT

## PHYSICAL WORK ENVIRONMENT SUPPORT

81% in 2022

MY PHYSICAL WORK ENVIRONMENT PROVIDES OPPORTUNITIES FOR ME TO MAKE HEALTHY CHOICES

RECHARGE+ RESILIENCE

With the need to offer employees a resilience program that was available 24/7 and did not take up a lot of time, recharge+ was offered in 2022 as a text-message program designed to help increase resilience.

It is designed to activate users in their journey in three domains of resilience: reset, rethink, and reconnect.

FIRST SESSION
- 7%
- 13%
- 80%

LAST SESSION
- 4%
- 15%
- 83%
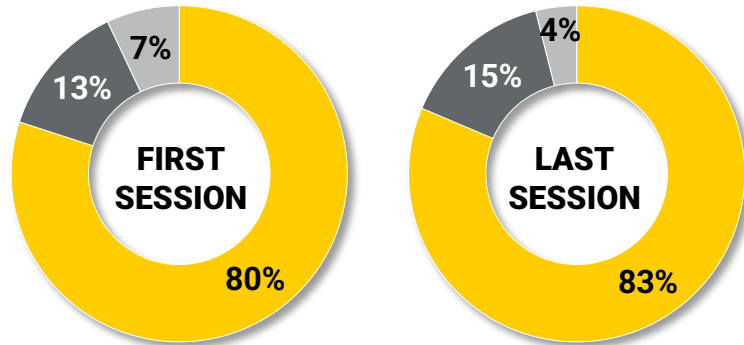
■ Moderate Resilience
■ High Resilience
■ Low Resilience

3,543 individuals enrolled in recharge+ and on average, people engaged 1.4 times.

53% of users improved their level of resilience. The average score on the Resilience Evaluation Measure at the first session was 65 out of 100 and at the most recent (last) session was 67.

Reset *your life's meaning and purpose*

Rethink *your mindset*

Reconnect *through strong social connections*

Kognito *At Risk*

Online, interactive, avatar-based simulations that help you with skill & confidence building for "leaning in" with student/staff distress.

Learning & Practicing:

1. Recognizing Student/Staff Distress
2. Inquiring About Student/Staff Distress
3. Knowing & Referring to Campus Resources
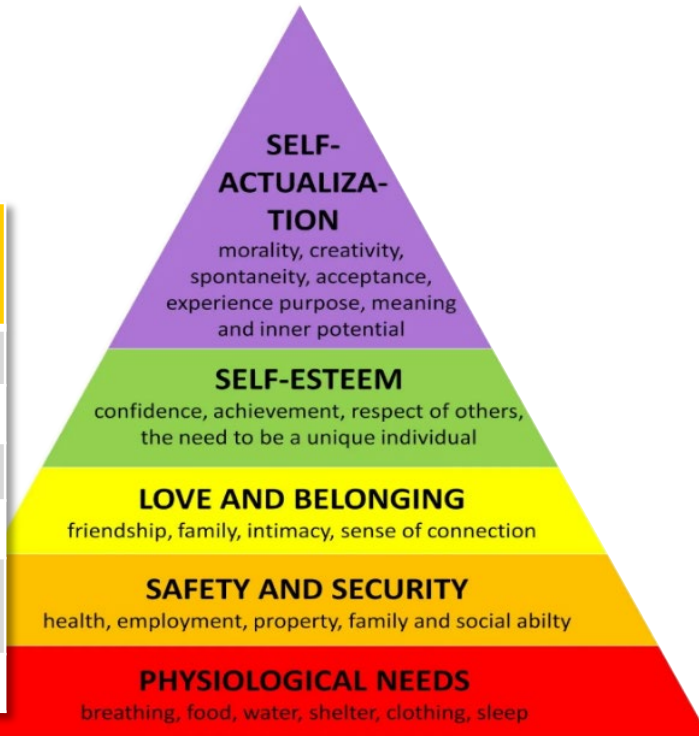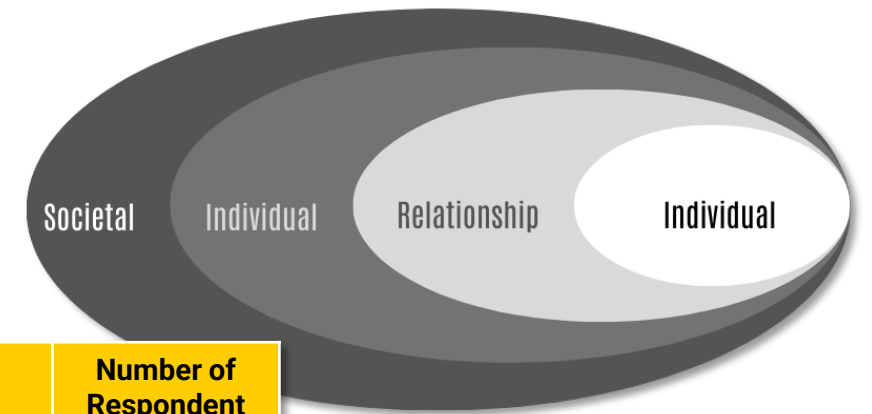4. Knowing Your Limits & Boundaries

WELL-BEING
COMMON LANGUAGE AND BEHAVIORS

Q. WHAT WORDS COME TO MIND THAT DESCRIBE WELL-BEING?

Maslow's Hierarchy Level	Number of Respondent Answers
Physiological	85
Safety	86
Belonging	61
Esteem	48
Self-Actualization	41
Total	321

SELF-ACTUALIZA-TION
morality, creativity, spontaneity, acceptance, experience purpose, meaning and inner potential

SELF-ESTEEM
confidence, achievement, respect of others, the need to be a unique individual

LOVE AND BELONGING
friendship, family, intimacy, sense of connection

SAFETY AND SECURITY
health, employment, property, family and social abilty

PHYSIOLOGICAL NEEDS
breathing, food, water, shelter, clothing, sleep

Q. WHAT BEHAVIORS SUPPORT WELL-BEING?

Societal Individual Relationship Individual

Social Ecological Level	Number of Respondent Answers
Individual	202
Relationships	46
Community	45
Societal	5
Total	298

WHAT'S NEXT...

→ Integrating well-being into existing systems.

→ Common and consistent language/behaviors for the campus community.

→ Making sure basic needs are met for our students, staff, and faculty.

→ Expansion of tailored and accessible services.

→ Expanding evaluation framework to include "belonging in the workplace" measurement.

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