

HEALTHY CAMPUS CASE STUDY	
<b>Name of Institution</b>	IADT
<b>Who led the initiative?</b>	Staff Training officer
<b>Date and timeframe of the initiative</b>	Spring 2023
<b>What was the reach of the initiative?</b>	Target audience – all staff and students in IADT and staff working in Blackrock Education Centre (BEC), Monkstown Educate Together National School (METNS) and staff in the start-up companies of the IADT Media Cube.
<b>Initiative Title</b>	Campus Community Choir
<b>Aims/ Objectives</b>	That the campus community (staff, students, BEC, METNS) would have the opportunity to connect/get to know one another in a positive environment on campus
<b>The rationale for the action, including any identified health needs</b>	This is a campus community initiative. After the isolation of the various lockdowns and the development of hybrid working arrangements, this in-person activity gave members of the campus community an opportunity to meet colleagues, students and staff from the wider campus community in a relaxed environment. Specific health needs were not identified in advance though research regarding the potential health benefits of singing is well developed. “Sing Yourself Better” published in September 2017 by the Irish World Academy of Music and Dance in partnership with Sing Ireland, University of Limerick and Workplace Choir of the Year explores the health and wellbeing benefits of singing with a choir and specifically mention in their key findings <i>‘the potential for choirs to improve well-being in a myriad of settings, including but not limited to nursing homes, workplaces and educational institutions’</i> . (P1) and the key benefits of singing in a choir were <i>‘increased social connection; improved respiratory health; cognitive stimulation; improved mental health and transcendence from everyday worries and pain.’</i>
<b>Identify all frameworks, policies, or strategies this initiative aligns to</b>	The Healthy Campus framework suggests that holistic, multicomponent, whole campus approaches are more likely to be successful and it was felt a

<p><b>(Internal, local or national)</b></p>	<p>Campus Choir was something that ticked those boxes. See below for all boxes related to the framework.</p> <p>In terms of the IADT HCSG action plan it was felt the whole campus approach of the choir had potential to support staff and students in the context of campus culture (collegiality, one campus - one choir). Singing in a choir also applies to personal development.</p> <p>This initiative aligns with 3 of the 5 pillars of wellbeing identified in the terms of reference of the IADT HCSG</p> <ul style="list-style-type: none"> <li>• Social (togetherness – campus community - all ages),</li> <li>• Mental (including psychological/emotional benefits)</li> <li>• Physical (physiological - breathing, warm up etc)</li> </ul> <p>The IADT strategic plan outlines a focus on staff and student wellbeing and the promotion of positive physical and mental health. Because singing in a choir may not immediately spring to mind as a wellbeing initiative in the traditional sense of physical &amp; mental wellbeing events and engagement can come from those who might not ordinarily participate in those wellbeing events.</p>
<p><b>Summary</b></p>	<p>We started with a one-off sing-along session on a day dedicated to work life balance day in February. Staff and students were invited.</p> <p>Feedback was very positive and lots of support for the pilot plan.</p> <p>A 4-week pilot was set up with promotion by email to staff, students and others on campus.</p> <p>Bookings were made on Microsoft forms with sign up initially of 37 (18 students and 16 staff and 1 staff member from Blackrock Education centre. Confirmations were sent by email.</p> <p>A Conductor and accompanist organised for in-person sessions in March.</p> <p>The pilot ran for 4 Mondays in March from 1-2pm</p> <p>Attendance varied from 30 to 14 from Week 1 – 4 with lowest number 11.</p> <p>Apologies were received from a further 5 (on average) each week</p> <p>Students mentioned the challenge of end of term work and assessment pressures. The students who continued to attend described how worthwhile it was for them.</p> <p>Informal evaluation at the final session indicated that the choir was considered a success by those who participated with potential to attract higher numbers with more extensive promotion and in particular the idea that it would start at the beginning of an academic year.</p>
<p><b>Did you collaborate with internal and/or external stakeholders to deliver?</b></p>	<p>Initial idea discussed with HR Manager and the HCSG including SU rep.</p> <p>Contact made with relevant stakeholders on campus - Director of Blackrock Education Centre (BEC), Principal in Monkstown Educate Together National School (METNS – unfortunately they couldn't participate because of the timing during the school day).</p> <p>Support from management team for staff to participate at lunchtime once a week.</p> <p>Support from Estates re logistics of room etc.</p>

	<p>Technology technician provided the piano.</p> <p>Students Union were involved in promoting with students.</p>
<b>How was the initiative organised?</b>	<p>A one of workshop on our annual work life balance day in IADT (Feb 24<sup>th</sup>, 2023)</p> <p>Approval to run a 4 week pilot in March 2023 – once a week one hour.</p> <p>Sourced a Choir conductor and accompanist plus piano</p> <p>Reached out to staff and students who had attended the initial workshop to come up with best day and time.</p> <p>Email to all staff on campus with booking form.</p> <p>Invited other communities on the campus to come along – Blackrock Education Centre and Monkstown Educate together National school.</p> <p>Ran a 4 week Pilot Mondays 1-2pm in March.</p>
<b>What resources did you need?</b>	<p>Choir conductor and accompanist plus piano (&amp; funding to pay for them)</p> <p>Suitable room – tiered classroom at end of corridor so music wouldn't disturb others (classes are scheduled through lunchtime)</p> <p>Participants!</p>
<b>Has it been evaluated? How successful has it been?</b>	<p>4 levels of evaluation at this pilot stage</p> <ol style="list-style-type: none"> <li>1. Attendance – Initial sign up was excellent with 36 (18 staff, 17 students and 1 from Blackrock Education Centre). 30 attended the first day with 14 on the last day (and several apologies each week). Communication at this stage to try and get numbers back up resulted in some information about the difficulties (particularly for students) at this time of the year.</li> <li>2. Feedback from the group in person on the last day – very positive and strongly supporting the idea of starting afresh in Sept with the new cohort of students</li> <li>3. At the end of the Pilot last week emails were sent to all participants inviting expressions of interest to continue and welcoming feedback about the structure and the timing. Summary of feedback attached.</li> <li>4. Discussion at HCSG with further feedback from SU in relation to timing for students – indication that Sept start would be popular and more likely to result in longer term participation.</li> </ol>
<b>Any future plans, including the sustainability of the initiative?</b>	<p>Currently planning to run again in Sept when all stakeholders will be back on campus. Discussions in progress in relation to small charge for staff and that students would be supported by funds from student engagement/SU/HCSG Improvements planned in terms of communication and promotion with opportunities available with Intranet development and social media promotions via SU.</p> <p>HCSG support the follow up plan for Academic year start.</p>
<b>Key Learning Points</b>	<ol style="list-style-type: none"> <li>1. Timing is a big factor for staff and students.</li> <li>2. Hybrid working – challenge of finding the right day and time to suit all.</li> <li>3. Reminders need to be sent until people have made it a habit to come along on the day and time.</li> </ol>

	<p>4. Discussion about widening participation to the local community or perhaps to the University of the 3<sup>rd</sup> age (U3A) group who meeting in Blackrock Education Centre – we have to discuss the balance of age groups and choice of music to suit this.</p> <p>5. Communication can be improved by using intranet and social media as well as display screens on campus.</p>
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**Healthy Campus Framework Categories (please tick all that apply)**

Healthy Campus Process	Whole Campus Approach	Topic	Population Group
Commit <input checked="" type="checkbox"/>	Leadership, Strategy & Governance <input checked="" type="checkbox"/>	Alcohol <input type="checkbox"/>	Students <input checked="" type="checkbox"/>
Coordinate <input checked="" type="checkbox"/>	Campus Environment (Facilities & Services) <input checked="" type="checkbox"/>	Substance Misuse <input type="checkbox"/>	Staff <input checked="" type="checkbox"/>
Consult <input checked="" type="checkbox"/>	Campus Culture & Communications <input checked="" type="checkbox"/>	Healthy Eating / Food <input type="checkbox"/>	Wider community <input checked="" type="checkbox"/>
Create <input checked="" type="checkbox"/>	Personal & Professional Development <input checked="" type="checkbox"/>	Mental Health & Wellbeing <input checked="" type="checkbox"/>	Other <input type="checkbox"/>
Celebrate & Continue <input checked="" type="checkbox"/>		Sexual Health & Wellbeing <input type="checkbox"/>	
		Tobacco Free Campus <input type="checkbox"/>	
		Physical Activity / Active Transport <input checked="" type="checkbox"/>	
		Wellbeing on the Curriculum (can also fall under 'Personal & Professional Development') <input type="checkbox"/>	

		Health & Sustainability <input checked="" type="checkbox"/>	
		Other Community engagement <input checked="" type="checkbox"/>	

### Contact Details

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