Healthy Campuses: Mobilising for the Future Wellbeing of People, Place & Planet

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Where opportunity creates success
Context & History

Theory & Practice

Global Picture, Experience & Insights

Challenges & Opportunities for HEIs

Reflections: Role of Higher Education Authority
Context: Higher Education

Universities play an increasingly important role in society:
- 2000: 100 million enrolled students globally
- 2016: 216 million enrolled students globally
- 2040: 594 million enrolled students globally

But...what are universities for?
- communities of learning and development
- sources of expertise and vocational identity
- sites for generation/evaluation of knowledge
- contributors to and shapers of society

UNESCO: Universities as key driver for cultural, economic & social development, as a capacity-builder and as a promoter of human rights, sustainable development, democracy, peace & justice.

https://en.unesco.org/themes/higher-education
Context: Higher Education

“Ireland’s HEIs will be open, transformative, transnational, regionally rooted, deeply networked, sustainable, diverse, engaged and discernibly Irish.” (p10)

The principal purposes of HEIs are to:

- Empower citizens of diverse ages and backgrounds to become lifelong learners, acquiring the values, knowledge, critical thinking and communication skills they seek or require for personal fulfilment, employment and active, responsible

- Create knowledge through research and learning and apply it through innovation, mindful of societal needs and guided by the UN Sustainable Development Goals (SDGs) and the EU Green Deal.

- Advance society as a whole and share expertise with industry, the arts and tourism sectors and external stakeholders to foster an ecologically sustainable, inclusive, diverse, just and economically successful Ireland. (p5)

https://www.ria.ie/sites/default/files/he_futures_-_future_landscape_of_higher_education_0.pdf
“Universities are both apart from and a part of society. They are apart in the sense that they provide a critically important space for grasping the world as it is and – importantly – for reimagining the world as it ought to be...But universities are also a part of our societies. What’s the point unless the accumulated knowledge, insight and vision are put at the service of the community? With the privilege to pursue knowledge comes the civic responsibility to engage and put that knowledge to work in the service of humanity.” (p5)

Speech by the President of Ireland, Michael D. Higgins
Healthy Campuses: Origins

“Health promotion is the process of enabling people to increase control over, and to improve, their health.”

“Health is created and lived by people within the settings of their everyday life; where they learn, work, play and love. Health is created…by ensuring that the society one lives in creates conditions that allow the attainment of health by all its members.”

WHO, 1986 – Ottawa Charter for Health Promotion
Healthy Campuses: History & Evolution:

1994/5: HPU Projects
- Lancaster
- & UCLan, UK

1995: German HPU Network

1998: WHO HPUs Book

1998: UK, Ibero-American, Spanish & Other Networks

2003: 1st International HPU Congress [Ibero-American]

2006-13: International HPU
- Conference, Okanagan Charter & International Network

2014-15: ASEAN & New Zealand/Aotearoa Networks

2015/16: Irish Healthy Campus Network and Framework & Charter 2020-25

2016: Canadian Network

2020-24: USA Network & Other Networks

2025: International Healthy Campus Conference - Limerick
Outline

Context & History

Theory & Practice

Global Picture, Experience & Insights

Challenges & Opportunities for HEIs

Reflections: Role of Higher Education Authority
Healthy Campuses: What?

“If the frogs in a pond started behaving strangely, our first reaction would not be to punish them or even to treat them. Instinctively, we'd wonder what was going on in the pond”

DAN REIST, UVIC, CANADIAN INSTITUTE FOR SUBSTANCE USE RESEARCH

Acknowledgement: Dr Matt Dolf, University of British Columbia
Healthy Campuses: Conceptual Framework and Characteristics

Source: Adapted from Dooris, 2006, Dooris et al, 2007
Healthy Campuses: How?

Core Business Drivers

Underpinning Values

Key Focus Areas

Create healthy, supportive, sustainable & connected learning, working & living environments

WHOLE UNIVERSITY / SYSTEM APPROACH

Integrate health, wellbeing & sustainability in learning, research & societal engagement

WHOLE UNIVERSITY / SYSTEM APPROACH

Contribute to the well-being, resilience & sustainability of the wider community

Public Health Drivers

Whole University / System Approach

Adapted from Dooris et al., 2010 (drawing on Baric, 1993)

People

Place

Planet

Achievement

Performance

Productivity

Reputation

Underpinning Values

People

Place

Planet

WHOLE UNIVERSITY / SYSTEM APPROACH

Achievement

Performance

Productivity

Reputation

Adapted from Dooris et al., 2010 (drawing on Baric, 1993)
A Whole University/Whole System Approach

Implementing a Whole University and Whole System Approach

Develop ethos, culture, and learning, working, living environments that support and enhance health, wellbeing, sustainability and community connectedness

- Agree values that underpin the university & its activities
- Map & harness what’s working well across institution
- Identify gaps & work to fill them

Embed health into and join up all aspects of the university’s business

- Make health key consideration in all policies, services, activities & developments
- Appreciate value of connecting between different thematic areas of work & agendas
- Knit together disparate areas of activity & bridge silos – everyone part of ‘bigger picture’

Focus on whole population, promoting health and wellbeing of students, staff and the wider community

- Balance top-down leadership & direction with bottom-up engagement, ownership & action
- Appreciate and address needs of different ‘sub-populations’ within the university community
- View university as part of locality & wider system - & understand how it impacts outside of itself

Adapted from:

See also:
Universities are large, complex & distinctive organisations. If we are to advocate in terms of ‘core business’, we must consider:

- what this means & what the entry & leverage points are.
- cultural specificities & influencing factors

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Suárez-Reyes & Van Den Broucke, 2016
Suárez-Reyes et al, 2019; Suárez-Reyes et al 2021
Healthy Campuses
Within the ‘ecosystem’ of Healthy Settings

PLACE (city, town)

University

Neighbourhood/Community
School
Workplace
Places of Worship

Older People’s Care
Young People’s Care
Homes
Hospital

GP Surgery/Primary Care
Sports Club/Stadium
Prison

Parks & Nature
Healthy Campuses
Within the ‘ecosystem’ of Healthy Settings

- An educational setting forming part of the wider educational system and pathway.
- A community that often forms a ‘city’ within a ‘city’ – a large multi-component setting within its place.
- A workplace for multiple academic and non-academic staff.
- A ‘training ground’ preparing students to enter employment and take up roles in society.
- A diverse population that moves in and out of multiple connected settings.
- A setting characterized by ‘transition’ – into, through and out of the university.
Healthy Campuses: Why?

Higher Education Institutions have served as settings for delivery of projects on specific issues.

Within single topic programmes such as mental wellbeing, there has also been growing recognition of the importance of taking ‘whole university’ and ‘whole system’ approaches.

Shift from single topic focus on ‘health promotion in the setting’ to develop holistic стратегic ‘whole system’ perspective.
Healthy Campuses: Why?

“While it is not possible to state with certainty that multi-component, whole-settings approaches are more successful in college and university settings than one-off activities, the evidence points in this direction.” (Warwick et al, 2008: 27)

Effective programmes are “likely to be complex, multifactorial and involve activity in more than one domain.” (Stewart-Brown, 2006: 17)

Embedding a ‘whole system’ commitment to health into university structures/processes results in positive outcomes for students, staff and the organisation as a whole. (Newton, 2014)
Healthy Campuses: Vision

“Healthy Universities and Colleges transform the health and sustainability of our current and future societies, strengthen communities and contribute to the wellbeing of people, places and the planet.”

Okanagan Charter for Healthy Universities & Colleges, 2015
Healthy, Just & Sustainable Universities

People’s health can no longer be separated from the health of the planet.

WHO, Shanghai Declaration on Promoting Health in the 2030 Agenda for Sustainable Development, 2016
Healthy Campuses: How?
Okanagan Charter: Call to Action 1

Embed health into all aspects of campus culture, across the administration, operations & academic mandates.

- Embed health in all campus policies
- Create or re-orient campus services
- Create supportive campus environments
- Support personal development
- Generate thriving communities & a culture of wellbeing

Okanagan Charter for Healthy Universities & Colleges, 2015
Healthy Campuses: How?
Okanagan Charter: Call to Action 2
Lead health promotion action & collaboration locally & globally

Advance research, teaching and training for health promotion knowledge and action

Lead and partner towards local and global action for health promotion

Integrate health, well-being and sustainability in multiple disciplines to develop change agents

Okanagan Charter for Healthy Universities & Colleges, 2015
Healthy Campuses: How?

‘whole system’ ecological settings approach

- needs, deficits, problems (‘pathogenic’)
- organisation/ community development & change
- top-down managerial commitment & leadership
- higher education agenda & core business

- capabilities, assets, potentials (‘salutogenic’)
- high visibility innovative projects
- bottom-up engagement & empowerment
- health promotion agenda

Methods
- e.g. policy, campus planning/design, social marketing, peer education, impact assessment

Values
- e.g. participation, empowerment, equity, partnership, compassion

Source: Adapted from Dooris, 2004; Dooris, 2012
Healthy Campuses: How?
Healthy Campuses: How?

...connecting between people

Source: adapted from Dooris, 2006
Healthy Campuses: How?

relationships, sexual health & violence

alcohol & drug use/misuse

physical activity

mental health & wellbeing

healthy & sustainable diets

advertising & sponsorship

…connecting between issues

Source: adapted from Dooris, 2006
Healthy Campuses: How?

...connecting between elements of the system

Source: adapted from Dooris, 2006
Healthy Campuses: How?

…connecting between policies

Source: adapted from Dooris, 2006
International Healthy Campuses Network
International Healthy Campuses Network

ACTEOA, NEW ZEALAND
Australian Healthy Plants.org International Healthy Campuses Network
Asian University Network
Canadian University Network
Chile
Colombia
Germany
India
North America
Central America
South America
Europe
Australia
Asia
United Kingdom
United States of America

The International Healthy Campuses Network (IHNC) is an international network of higher education institutions committed to promoting health and well-being on college campuses. The network aims to share best practices, policies, and resources to create a healthier and more sustainable campus environment. Members of the network include universities and colleges from around the world, all working towards the common goal of improving health and reducing health disparities among students and faculty. The IHNC promotes collaboration, knowledge exchange, and mutual support to advance the mission of fostering healthy and inclusive campuses for all.
Canadian Health Promoting Campuses

Initiated in 2016, the Canadian Health Promoting Universities and Colleges Network aims to engage higher education institutions to advance the health-promoting universities and colleges movement within Canada.

Similar networks are active internationally, including in the UK, New Zealand, Germany, and Iberoamerica. The establishment of a Canadian network is supported by the Pan American Health Organization.
Ibero-America

RIUPS

Red Iberoamericana de Universidades Promotoras de Salud
UK Healthy Universities Network

“A Healthy University adopts an holistic understanding of health; takes a whole university approach; and 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.”

http://www.healthyuniversities.ac.uk/
Healthy Campuses: Planning & Implementation Process

University of Central Lancashire: Healthy University

http://www.uclan.ac.uk/healthy_university/index.php
University of Central Lancashire: Healthy University Reflections & Learning

- Strategic Commitment: Embedding in Planning & Policy
- Changing Contexts – Windows of Opportunity
- Beyond the ‘Project’: Communicating Whole System Thinking
- Building Relationships: Top-Down, Bottom-Up, Distributed Leadership
- Co-ordination: Securing Resources & Locating within the System?
- Managing Tensions: Reputation, Transparency, Honesty
- Healthy Campus: Reflections

Strategic Commitment: Embedding in Planning & Policy

Changing Contexts – Windows of Opportunity

Beyond the ‘Project’: Communicating Whole System Thinking

Building Relationships: Top-Down, Bottom-Up, Distributed Leadership

Co-ordination: Securing Resources & Locating within the System?

Managing Tensions: Reputation, Transparency, Honesty

Healthy Campus: Reflections
“Sustaining and enhancing the wellbeing of people, places & the planet are amongst the most important challenges we face today.”

“Our unwavering commitment to sustainability, health & wellbeing will become the benchmark for the UK university community.”

“We have long pioneered the ‘Healthy Universities’ approach and have provided leadership to this movement nationally and internationally over many years. Encapsulated in the 2015 Okanagan International Charter for Healthy Universities and Colleges, the approach is underpinned by ‘whole university’ and ‘whole system’ perspectives and seeks to create an organisational culture and learning, working and living environments that support wellbeing – thereby enhancing performance and productivity. Working in collaboration with the Students’ Union and partner organisations, we will harness this trailblazing history and implement evidence-informed actions to promote the health and wellbeing of students, staff, and our wider communities.”
Ireland: Healthy Campus

Healthy Ireland
Strategic Action Plan 2021–2025

Building on the first seven years of implementation

Healthy Places

Higher Education
Healthy Campus
Charter and Framework
Ireland

Supporting Health and Wellbeing

What is Healthy Campus?
A Healthy Campus adopts a holistic understanding of health, takes a whole campus approach and aspires to create a learning environment and organisational culture that enhances the health and wellbeing of its community and enables people to achieve their full potential.

Healthy Campus Framework Areas

1. To create a shared understanding of a Healthy Campus to guide and inspire action by Higher Education Institutions.
2. To support and recognise the work of Higher Education Institutions in improving the health and wellbeing of campus communities.
3. To generate and disseminate knowledge for promoting health and wellbeing in Higher Education Institutions.

Principles

Relevance: We will engage staff and students to work with us to evaluate and promote successful practices.

Integrity: We will work with the University and other partners to create a work environment that promotes health and wellbeing.

Evidence-based: We will adopt evidence-based policies and practices to promote health and wellbeing.

Supportive: We will promote a supportive and inclusive environment that promotes health and wellbeing.

Key Level and National Policies

Higher education institutions should aim to:

- Embed health and wellbeing in all aspects of university life, including teaching, learning and research.
- Develop a comprehensive policy and strategy for promoting health and wellbeing.
- Provide support and resources for staff and students to promote health and wellbeing.
- Foster the development of healthy workplaces and learning environments.
- Collaborate with partners in the community to promote health and wellbeing.

Whole Campus Approach

A whole campus approach is reflected in a Healthy Campus action plan that is developed in the context of the following four key areas:

- Leadership, Planning and Governance
- Campus Environment and Facilities
- Campus Nucleus and Communication
- Personal and Professional Development
Ireland: Healthy Campus
Holism
Holism Evidence of Effectiveness
Challenges & Opportunities for Higher Education Institutions

Holism

Evidence of Effectiveness

Action
Challenges & Opportunities for Higher Education Institutions

Holism
Evidence of Effectiveness
Action
Leadership In, Out & Beyond
Challenges & Opportunities for Higher Education Institutions

Holism
Evidence of Effectiveness
Action
Leadership In, Out & Beyond
Thriving
Challenges & Opportunities for Higher Education Institutions

Holism
Evidence of Effectiveness
Action
Leadership In, Out & Beyond
Thriving
Holism (revisited)
Challenges & Opportunities for Higher Education Institutions

Holism
Evidence of Effectiveness
Action
Leadership In, Out & Beyond
Thriving
Holism (revisited)
You
Challenges & Opportunities for Higher Education Institutions

Holism
Evidence of Effectiveness
Action
Leadership In, Out & Beyond
Thriving
Holism (revisited)
You
Reflections on the Role of the Higher Education Authority
Reflections on the Role of the Higher Education Authority
Reflections on the Role of the Higher Education Authority

Champion
Align
Mandate
Reflections on the Role of the Higher Education Authority

Champion
Align
Mandate
Progress
Reflections on the Role of the Higher Education Authority

Champion
Align
Mandate
Progress
Upset
Reflections on the Role of the Higher Education Authority

Champion
Align
Mandate
Progress
Upset
Sustain
Reflections on the Role of the Higher Education Authority

Champion
Align
Mandate
Progress
Upset
Sustain
Conclusion

**Holism**

**Evidence of Effectiveness**

**Action**

**Leadership In, Out & Beyond**

**Thriving**

**Holism (revisited)**

**You**

**Champion**

**Align**

**Mandate**

**Progress**

**Upset**

**Sustain**
Healthy Campuses “transform the health & sustainability of our current & future societies, strengthen communities & contribute to the wellbeing of people, places & the planet…They infuse health into everyday operations, business practices & academic mandates. By doing so, they enhance the success of our institutions; create campus cultures of compassion, well-being, equity & social justice; improve the health of the people who live, learn, work, play & love on our campuses; and strengthen the ecological, social & economic sustainability of our communities and wider society.”