HEA Healthy Campus Evaluation Toolkit for higher education institutions in Ireland
Project Overview

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Project Lead
HEA Conference 5th June 2024
Funder and Project Team

Funder:
Higher Education Authority (Caroline Mahon)

Project Team:  *HEI Lead identified from each Project HEI

Catherine Darker (PI)  Michael Byrne*  Andrea Bickerdike*
Martina Mullin*  Susan Calnan  Con Burns  Cian O’Neill
David Loughrey  Kaye Stapleton  Susan Smith  Lena Doherty  Mary O’Neill  Eva Devaney
(e-learning technologist)

International Experts:  Mark Dooris; Stephan van den Bourke; Vicki Squires
Policy Context
**Overview of Project**

Development of an Evaluation (process and outcomes) Toolkit to support the implementation of the Healthy Campus Charter and Framework

Main Deliverable: Toolkit with self-review Tool, plus repository of resources

1. Enable institutions to self-review/ assess their work in relation to student and staff health and wellbeing, in the context of the Healthy Campus Charter and Framework.

1. A set of outcomes (process and impact) that allows institutions to assess the effectiveness of individual initiatives and the whole campus approach.

2. A set of resources to support institutions to implement, monitor and evaluate the Healthy Campus Charter and Framework. Examples include student and staff surveys, focus group facilitation material, template action plans etc.
Project Activities
6 Months

Activity 1: Literature
- Review of existing self-review tools
- Identification of process and outcomes indicators

Activity 2: Engagement
- International expert interviews
- Stakeholder survey
- Knowledge Exchange
- In person workshop

Activity 3: Technical Toolkit development
- Self-review Tool
- Repository of resources
- Training workshop
Activity 1 – Literature Review

Use of established team networks (e.g., Prof Mark Dooris)

Online meetings with international Tool developers

Traditional searches - Medline, Embase and Google Scholar (N=1579 studies double screened in Covidence)
Activity 1 - Included international Toolkits

Resulted in identification of six relevant Toolkits:

1. UK Healthy University Network Self-Review Tool (England)
2. Healthy & Sustainable HE/PE Framework (Public Health Wales)
3. ASEAN Healthy University Rating System (across Asia)
4. FISU (USA)
5. University of British Columbia Activate Wellbeing Toolkit (Canada)
6. TWANZ (Tertiary Wellbeing Aotearoa, New Zealand)
Activity 1 - Analyses of identified Tools

Step 1: Identification of meta-Domains and Indicators

Abstracted Domains: 10 meta-domains, 28 sub-domains, and 56 items identified.

Mapping: Items in Tools matched and mapped to meta-items.

Mixed Focuses: Some Tools emphasise specific health topics; others take a holistic view.

= Number of occurrences in which an item matched a meta-item under each of the 10 meta-domains, across all six Tools.

Step 2: Mapped back onto relevant policies (e.g., Okanagan Charter, HEA Charter and HEA National Student Mental Health and Suicide Prevention Framework)
Coverage of each Domain by international Tools
Activity 2 - Engagement
Stakeholder survey (N=51)

• Top three purposes of the Toolkit
  • Act as a guide for implementing a Healthy Campus
  • Encourage best practices in promoting health and wellbeing
  • To identify areas for improvement and assist in action planning

• Preferences of response
  • Combination of multiple choice and open text (most preferred)

• Repository resource preference
  • Action plan templates (73%)
  • Sample questionnaires / instruments (66%)
  • A ‘summary’ how to guide (66%)
  • Case studies (63%)
# Activity 2 - Engagement

**Stakeholder survey**

<table>
<thead>
<tr>
<th>Informed indicators</th>
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<tbody>
<tr>
<td>Governance and leadership</td>
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<td>Service provision</td>
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<td>Communication, information and marketing</td>
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<td>Special focus area</td>
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<td>Monitoring and evaluation</td>
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<td>Facilities and environment</td>
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<td>Academic and professional development</td>
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<td>Sustainability and environment</td>
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<td>Systems and infrastructure</td>
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<td>Community and stakeholder engagement</td>
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- Most important
- Least important
Activity 2 - Engagement
Knowledge Exchange Event (March 2024)

• Reporting and Resources:
  • Importance of diverse resources: case studies, surveys, action plans, etc.
  • Flexibility and adaptability crucial, especially for smaller institutions.
  • Toolkit reporting should be informative yet not overly metricized.
  • Regular networking and sharing post-toolkit implementation.

• Domain and Indicators
  • Emphasis on governance and leadership involvement (dependant on institution stage of development)
  • Balance in domains crucial for a holistic approach.
  • Process and outcome indicators should align, with focus on tangible outcomes.
  • Consideration for multi-campus HEIs
Activity 2 - Engagement
Knowledge Exchange Event (March 2024)

• **Implementation and Logistics:**
  • Stakeholders' roles in tool completion: Health campus lead, services, student unions, etc.
  • Data collation methods: participation rates, interviews, qualitative and quantitative data.
  • Tool completion frequency: annually, every 2-3 years, or ongoing as per healthcare services

• **Using the Toolkit for Support:**
  • Prioritising health in institutional objectives and strategies.
  • Obtaining buy-in from senior management through strategic alignment, potential to link to broad, national initiatives and services.
  • Utilising the toolkit for year-end reporting to HEA, separate from the toolkit itself.
Activity 3 - Building a prototype Toolkit

Technical details

Both the Self-Evaluation Tool and the Repository hosted via the HEA website (one centralized location, easy to access)

Downloadable “interactive pdf” to desktop/laptop using free version of Adobe, no user sign in, enhancing accessibility and user-friendliness.

“Save as you go” functionality

NB: Data = not uploaded to HEA (or elsewhere); data retained at local HEI level!
Activity 3 – Building a prototype Toolkit
In person feedback (May 2024)

- 67 Actionable items: General commentary, feedback on the repository and functionality of the Tool.

**Positive feedback**

Great to see a standardised approach with flexibility

Ability to use the tool as a ‘touch point’ if your HEI does not have Healthy Campus development

A good opportunity to consult internally and reflect on processes

**Opportunities to Improve**

Integrate more ‘hover’ definitions and Framework examples

Guidance on creating a balanced Healthy Campus group.

Future evaluation of the tool is needed a year or two post launch
Activity 3 - Building a prototype Toolkit

What did you get from today’s in person session?
56 responses
Landing Page
Pillar Example

Pillar 1: Leadership, Strategy and Governance

1.1 Strategy Planning and Policy
1.1.1 How well are initiatives for enhancing overall health and well-being for students and staff incorporated into your HEI’s Healthy Campus strategy, policies, and governance?

### Participation
- **Minimal Integration**: Our institution is considering how to involve current and/or future staff and student health and well-being efforts into strategic planning or governance.
- **Partial Integration**: Our institution is in the early phases of involving staff and student health and well-being initiatives into our strategic planning, with a committee that includes some senior staff and champions working together to achieve more integration of Healthy Campus.
- **Full Integration**: Our institution has integrated health and well-being initiatives in our institution's strategic planning, governance, policies, and annual reporting, reflecting a whole-system approach in our institution.

### Partnership
- **Minimal Integration**: Our institution has set up at least one committee of partners and champions within our HEI who work within the institution and with partners to develop Healthy Campus efforts for students and staff.
- **Partial Integration**: Our institution has diverse partnerships within and beyond our institution that deliver some Healthy Campus resources and services in collaboration with external health organisations and community partners.
- **Full Integration**: Our institution regularly works with external health organisations and community partners to efficiently deliver Healthy Campus outputs at least once per annum.

### Evidence Based
- **Minimal Integration**: Our institution has a limited presence of strategic planning, policies and governance structures addressing the health and well-being of staff and students in our campus. Healthy Campus actions to date are based on national policies, strategies and/or peer reviewed literature.
- **Partial Integration**: Our institution has collected institution specific data relevant to staff and student well-being, but we have not yet to implement and integrate in a whole system approach to a Healthy Campus.
- **Full Integration**: Our institution hosts regular evaluations and adaptations based on community feedback, evaluation, and data-driven insights, ensuring the Healthy Campus Initiative's effectiveness.

### Sustainability
- **Minimal Integration**: Our institution has considered setting specific Healthy Campus goals, policies, governance bodies, and implementing evaluation mechanisms to ensure ongoing improvement. We have written a commitment that our Healthy Campus approach is undergoing consideration and plans are short term in focus.
- **Partial Integration**: Our institution has some Healthy Campus references included in our institution’s strategic planning, policies, and governance but there is disconnectedness between policies and operational framework that prevent long term integration.
- **Full Integration**: Our institution has an established Healthy Campus committee that is fully operational, with funding and resources supported by external stakeholders that aligns with our institution’s operational framework, values, and mission.

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Trinity College Dublin, The University of Dublin
Repository Index

Commit
Sign Healthy Campus Charter and commit to healthy campus process

Co-Ordinate
Appoint Co-ordinator(s). Establish Steering Group

Consult
Identify needs priorities

Create
Develop and implement action plan

Celebrate & Continue
Evaluate the work, share & celebrate the learning and achievements
Repository Context

Key commitment: “We will create a repository of resources from existing resources in use across the four applicant HEIs, alongside requesting example resources from across the Healthy Campus Network to be included in the repository”

Dual, synergistic function:

1. Standalone resource (for inspiration)
2. As a resource linked in ‘real-time’* to specific sections of the Self-Evaluation Tool

*(i.e., complete a particular sub-domain >> score >> directed to relevant section of the repository in ‘real-time’)*
Design and Development Approach

Aim: Devise a structure for a valid and sustainable repository

**Phase One**
Layout, structure, logistics

**Guiding Principles**
Align with ‘Healthy Campus’ process – informed by KEDs event (March ’24)

**Logistics/Structure**
- Standalone resource
- Linked to the Self-Evaluation Tool

**Coding System**
- Coding system to label resources accordingly

**Complete**

**Phase Two**
Resource mapping

**‘Easy Wins’: Current Resources**
- HEA Case Studies
- Internal shared resources

**Network-wide Call Out**
- Past and Future HEA Case Studies

**Complete**

**Phase Three**
Sustainability in longer term?

**Long-term Sustainability**
- Ongoing mechanism of sharing/populating?
- Maintain the coding/filing system?
- Future evaluation?
- Identification of gaps/overlap?

“By the Network, for the Network”

**To consider**
‘Whole Campus Approach’

Leadership, Governance & Strategy

Campus Environment

Campus Culture & Communications

Personal and Professional Development
(i.e., student and staff needs)
Section 1: Knowledge Exchange Hub

Thematic content:

1. Evaluation resources: the ‘what’ and the ‘how’
2. Specific case studies involving evaluations
3. Specific ‘knowledge exchange’ events

EXAMPLE:

• PG Cert H&W (MTU) – specific session on the ‘basics’ of evaluation
Section 2: Commit/Co-Ordinate

Thematic content:

1. Sample Strategic Documents and Healthy Campus Operational Models

2. Senior Management Communications (Leadership, Strategy, Governance)

3. Sample Alignments: e.g., resources to support EDI
Section 3: Consult

Thematic content:

1. Aligned ‘Healthy Campus’ research activities (instruments, outputs, publications)

2. Communications: samples of good practice to foster engagement, strategic alignments, culture of belonging
Section 4: Create

Thematic content: Samples of good practices, initiatives, interventions

- ‘Focus Areas’
  1. Sustainability
  2. Facilities and Services
  3. Healthy, Sustainable and Ethical Campus Environments
  4. Curriculum
  5. Staff Development
  6. Mental Health and Wellbeing
  7. Positive Sexual Health and Consent
  8. Physical Activity
  9. Nutrition and Healthy Eating
  10. Alcohol
  11. Recreational Substance Use
Section 4: Create

Healthy Eating and Active Living Weeks – real-life health promotion projects for healthcare professional students

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<thead>
<tr>
<th>Healthy Campus Phase</th>
<th>Healthy Campus Approach</th>
<th>Phase</th>
<th>Population Group</th>
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</thead>
<tbody>
<tr>
<td>Obesity</td>
<td>Lifestyle + Environment</td>
<td>Male</td>
<td>Healthcare</td>
</tr>
<tr>
<td>Diabetes</td>
<td>Lifestyle + Environment</td>
<td>Female</td>
<td>Healthcare</td>
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<tr>
<td>Mental Health</td>
<td>Lifestyle + Environment</td>
<td>Boys</td>
<td>Healthcare</td>
</tr>
<tr>
<td>Physical Health</td>
<td>Lifestyle + Environment</td>
<td>Girls</td>
<td>Healthcare</td>
</tr>
</tbody>
</table>

REACT
Responding to Excessive Alcohol Consumption in Third-level

MTU
Ollscoil Teicneolaíochta na Mumhan
Munster Technological University

SPÓRT ÉIREANN
SPORT IRELAND
Thank You
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