Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

HEA Healthy Campus Evaluation Tool for Higher Education Institutions in Ireland

Project Overview

Associate Professor Catherine Darker
Project Lead

Launch Day

12th November 2024

Funder and Project Team

Funder:

Higher Education Authority (Caroline Mahon)

Project Team: *HEI Lead identified from each Project HEI

Trinity College Dublin
The University of Dublin

Catherine Darker (PI)
Martina Mullin*
David Loughrey
Kaye Stapleton
Susan Smith
Lena Doherty
Mary O'Neill
(e-learning technologist)

UCC
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Michael Byrne*
Susan Calnan

MTU
Ollscoil Teicneolaíochta na Mumhan
Munster Technological University

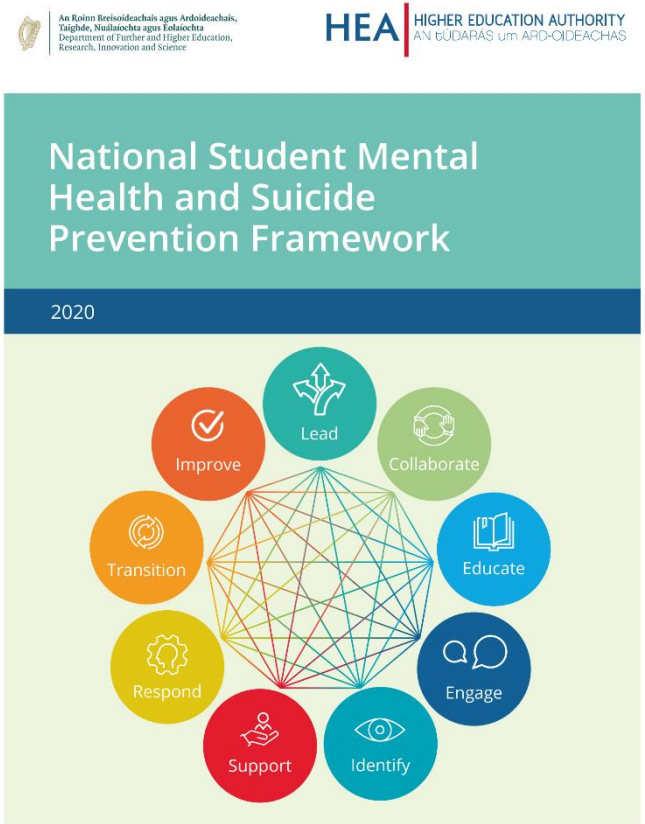
Andrea Bickerdike*
Con Burns
Cian O'Neill

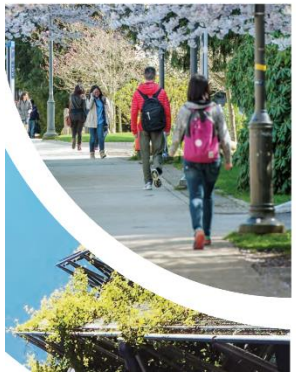
University of Limerick
Ollscoil Luimnigh

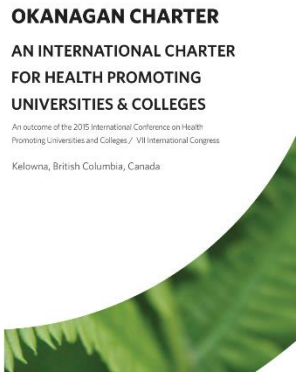
Catherine Woods*
Sarah Kennedy
Audrey Tierney
Catherine Norton
Eva Devaney

International Experts: Mark Dooris; Stephan van den Bourke; Vicki Squires

Policy Context







Overview of Project

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

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

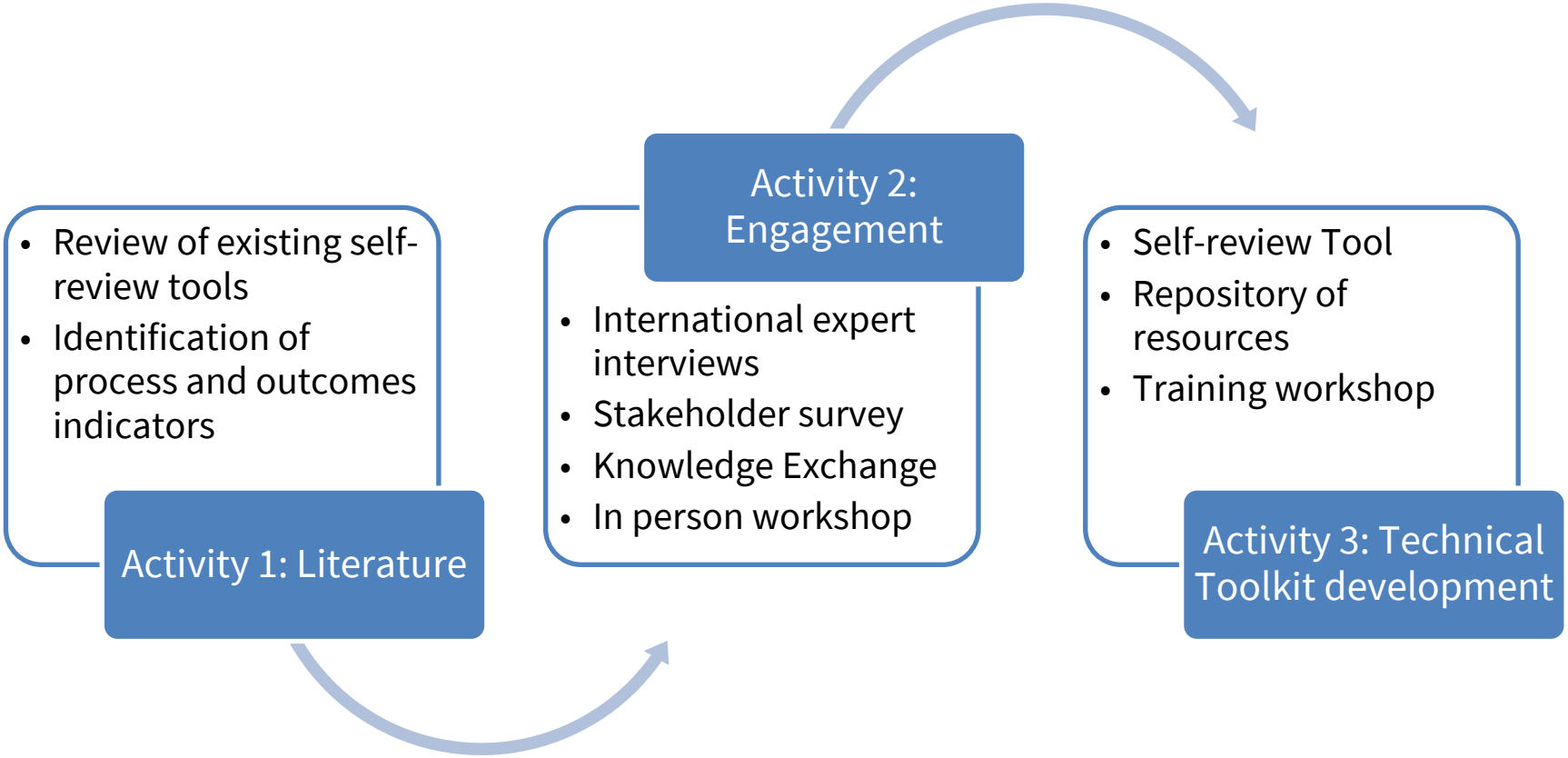
1. Enable institutions to self-review/ assess their work in relation to student and staff health and wellbeing, in the context of the Healthy Campus Charter and Framework.

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

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 Tools

Resulted in identification of six relevant Tools:

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.

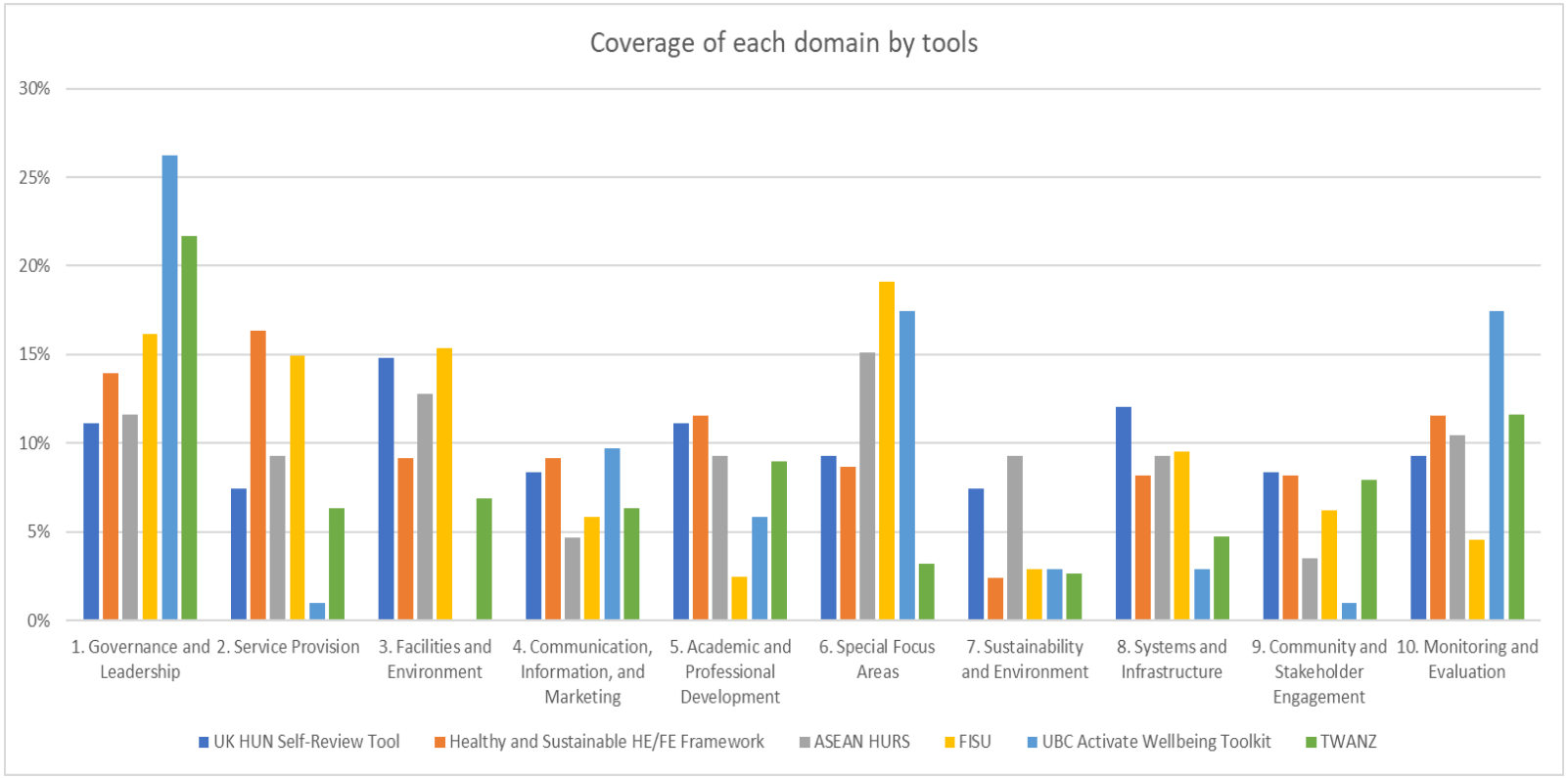
Mapping: Items in Tools matched and mapped to meta-items.

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

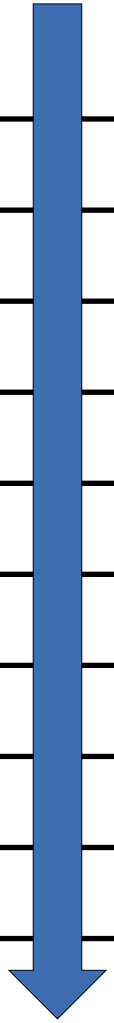
Stakeholder survey (N=51)

- **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

Informed indicators	Most important
Governance and leadership	
Service provision	
Communication, information and marketing	
Special focus area	
Monitoring and evaluation	
Facilities and environment	
Academic and professional development	
Sustainability and environment	
Systems and infrastructure	Least important
Community and stakeholder engagement	



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 centralised 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

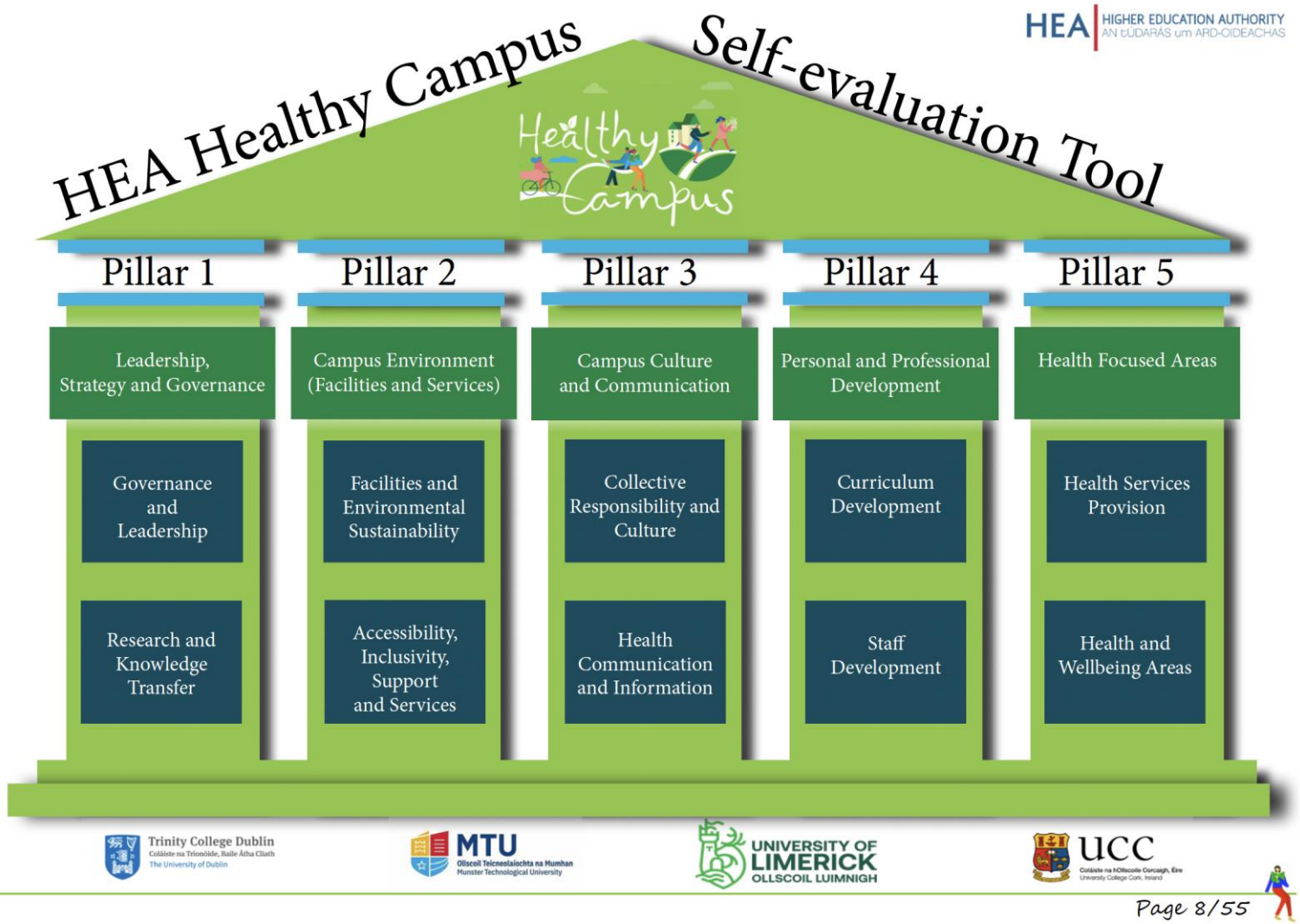
Opportunities to Improve

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

Landing Page


HEA HIGHER EDUCATION AUTHORITY
AN tÚDARÁS um ARD-OIDEACHAS
HEA Healthy Campus Self-evaluation Tool
Healthy Campus
Pillar 1
Pillar 2
Pillar 3
Pillar 4
Pillar 5
Leadership, Strategy and Governance
Campus Environment (Facilities and Services)
Campus Culture and Communication
Personal and Professional Development
Health Focused Areas
Governance and Leadership
Facilities and Environmental Sustainability
Collective Responsibility and Culture
Curriculum Development
Health Services Provision
Research and Knowledge Transfer
Accessibility, Inclusivity, Support and Services
Health Communication and Information
Staff Development
Health and Wellbeing Areas
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UNIVERSITY OF LIMERICK
OLLSCOIL LUIMNIGH
UCC
Coláiste na hOllscoile Corcaigh, Éire
University College Cork, Ireland

Pillar Example

Pillar 1: Leadership, Strategy and Governance

Governance and Leadership

1.1.1 | 1.1.2 | 1.1.3 | 1.1.4

Research and Knowledge Transfer

1.2

1.1 Strategy Planning and Policy

1.1.1 How well is Healthy Campus (i.e., student and staff health and wellbeing) incorporated into your institution's strategy, policies, and governance?

	Participation	Partnership	Evidence Based	Sustainability (Longevity)
NONE	None	None	None	None
MINIMAL	We are considering how to involve current and/or future staff and student opinions on their health and wellbeing into strategic planning or governance.	We have set up at least one internal committee of partners and champions who work within the institution to develop Healthy Campus efforts for students and staff.	We have limited data or informative research laid out on strategic planning, policies and governance structures addressing the health and wellbeing of staff and students.	We have considered setting specific Healthy Campus goals related to our policies and governance bodies. We are looking into evaluation methods to ensure ongoing improvement to prioritise the longevity of a whole campus approach.
PARTIAL	We are in the early phases of rolling out staff and student health and wellbeing initiatives in our strategic planning, working together to explore integration of Healthy Campus.	We work with internal partners and coordinate with health organisations and community partners to provide Healthy Campus resources and services to improve staff and student wellbeing.	We have collected institution specific data on staff and student wellbeing across multiple domains but we have yet to integrate it as part of a whole system approach to a Healthy Campus.	We include Healthy Campus references in our strategic planning, policies, and governance, but there's a gap between policies, operations, and evaluation methods that hinders long-term integration.
FULL	We have established a cross-institution Healthy Campus Committee involving staff, students and the wider campus community that report to our institution's strategic planning mechanisms, reflecting a whole campus approach.	We collaborate internally and continually work with external health organisations and community partners to support Healthy Campus Committee and efficiently deliver Healthy Campus outputs, aligned with our institution's policy strategy.	We use community feedback and data-driven insights, to continuously evaluate and adapt our Healthy Campus initiatives, guided by national policies, strategies, and/or peer-reviewed literature.	We have integrated health and wellbeing into our planning, policies, and governance, supported by a well-resourced Healthy Campus committee overseeing the entire campus.

Notes/Evidence of what your institution has done which justifies this score

Actions

For example, Signed copy of the HEA Charter, HEA's System Performance Framework 2023-2028, Implementation of Section 42 of the Irish Human Rights and Equality Act 2014, Implementation of the ESD to 2030: Second National Strategy on Education for Sustainable Development, Implementation of the Ending Sexual Violence and Harassment in Higher Education Institutions 2022-2024, Implementation of the National Access Plan 2022-2028, Strategic Plan, Business Plan, Annual Planning, Evidence of Workshops, Evidence of Commitment to a Healthy Campus Approach, Other

Date of Issue:

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CERTIFICATE OF COMPLETION

HEA Healthy Campus Self-evaluation Tool

Progression summary: *Based on summary of responses*

This certificate is granted to _____

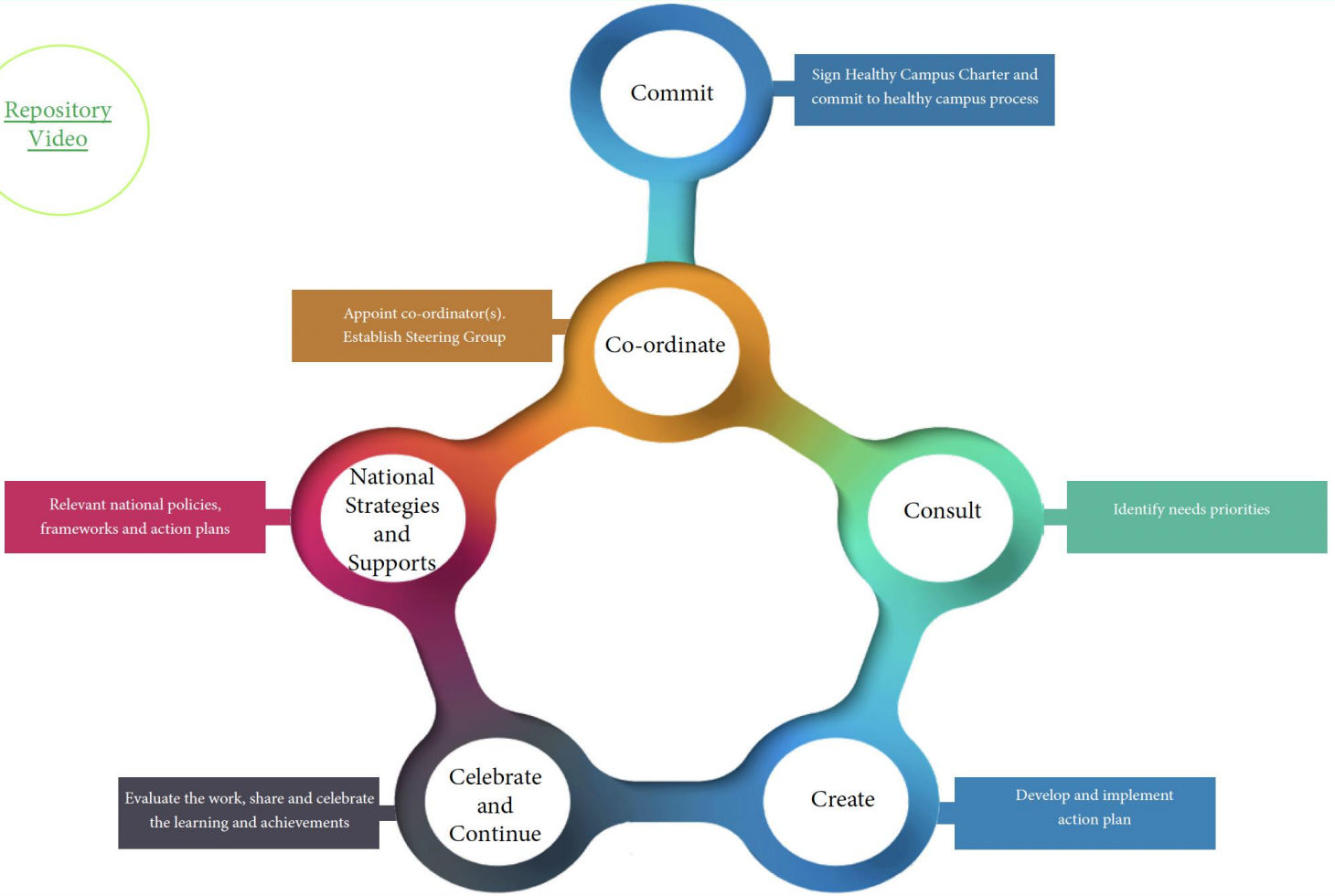
Score Summary*

Pillar 1: Leadership, Strategy and Governance	0	%
Pillar 2: Campus Environment (Facilities and Services)	0	%
Pillar 3: Campus Culture and Communication	0	%
Pillar 4: Personal and Professional Development	0	%
Pillar 5: Health Focused Areas	0	%

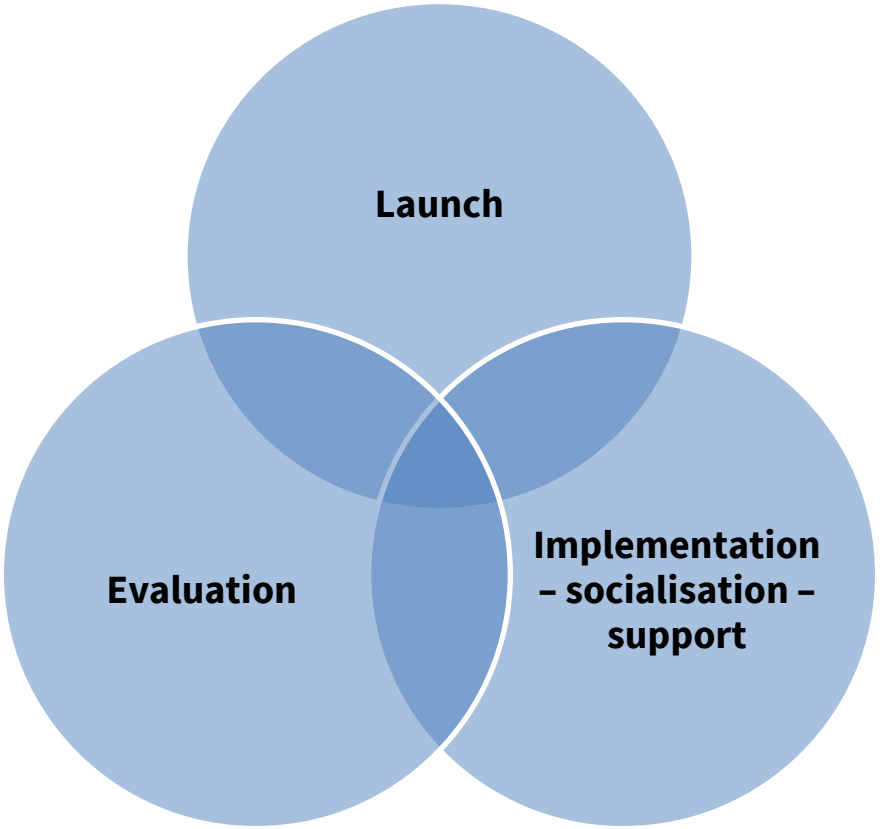
*Score represents the percentage of implementation achieved by your institution for each Pillar of a Healthy Campus.

Repository Index

Repository Video



Next steps


Launch
Evaluation
Implementation – socialisation – support

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Thank You

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