Defining Well-being through a Community-based Participatory Approach

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Agenda

- Introduction
- First Impressions
- Context and Theory
- Process
- Next Steps
Assumptions & Foundations

• Black queer scholar “practademic”
• Public health trained student affairs scholar-practitioner
• Centering the margins as a space of radical openness
• Critical Race Theory
Learning Outcomes

Explain how community-based participatory approaches can support efforts to advocate for and facilitate organizational change toward a health promoting institution.

Facilitate a consensus process to garner campus support for a shared definition and understanding of well-being.

Implement strategies to motivate colleagues across functional areas to engage in a community effort to cultivate health and well-being.
Fresh Impressions

[Image of Chili's logo]
Debrief

• What are your initial reactions?
• What did you notice about the 5-year old’s logo descriptions?
• Think about how the terms well-being and wellness are used on your campus. Do the definitions and utilization reflect and communicate a shared priority for campus health?
Context & Theory
While most students feel that campus climate encourages free and open discussion about students’ health and well-being, 41% of undergraduate and 22% of graduate students feel that their health and well-being is not a priority on campus.

ACHA-NCHA, 2019
Ensure that well-being is a campus-wide priority.
Culture change process

Define well-being
Assess organizational readiness
Stakeholder engagement and capacity building
Evaluate and redo
Participatory Action Research

- Plan
- Act
- Observe
- Reflect
Organizing for Collaboration

Building Commitment
- External Pressure
- Values
- Learning
- Social Network

Commitment
- Mission, Vision, and Education Philosophy
- Social Networks
- Rewards

Sustaining Commitment
- Integrating Structures
- Rewards
- Social Networks
Process for defining well-being
Groups and Processes

- Healthier Columbia Network
- Wellness Advisory Committee
- Computer Workstation Ergonomics Working Group
- Columbia Health
- Live Well | Learn Well & JED Campus Strategic Plan
- Literature review, benchmarking, and comparative analyses conducted by Office of Work/Life and Columbia Health
- Review committee
Campus Health
Expert Insights
Literature Review & Benchmarking
Dimensions Explored with Students

- Emotional
- Environmental
- Financial
- Intellectual
- Occupational
- Physical
- Relational
- Spiritual
Dimensions Explored with Faculty/Staff

- Physical
- Cognitive/Intellectual
- Career/Occupational
- Emotional/Mental
- Financial
- Environmental
- Spiritual
- Social/Community
Student Focus
Groups & Staff Workshops
Student Engagement

Columbia College Student Council

The School of General Studies Student Council

Focus Group with GS, CC, and SEAS Students
“Emotional well-being for me, emotional well-being has to do with like resiliency and the ability to like know that like when things are bad, I’ll come out on top and I’m able to deal with that. So I think yeah, emotional well-being is less like, am I always in a good mood or things are good, but like when things inevitably do not go my way, am I able to like overcome with that and deal and have that not affect me in a permanent lasting way. Yeah, I think it’s like being equipped with the tools to like handle emotions that come up.”
Faculty and Staff Workshops

• Workshops to understand meaning of each dimension from individual and organizational perspectives
• S.O.A.R. analysis for each dimension
  • Strengths: What are we doing well?
  • Opportunities: What could we do better?
  • Aspirations: What do we want in the future?
  • Results: How will we measure our success?
Data Inputs from Staff/Faculty Workshops
Meta-Analysis of Faculty, Staff, and Student Insights
Review Committee

• Collectively 20 meetings across 12 months
• Analyzed and summarized data from Healthier Columbia Network, Wellness Advisory Committee & Computer Workstation Ergonomics Working Group, Columbia Health, and Live Well | Learn Well
• Committee interactively reviewed well-being data summaries and definitions from all groups and looked to additional sources when needed or appropriate
At Columbia, **well-being** is an active and continuous practice, informed by ability, capacity, and environment. Well-being engages internal efficacy, promotes inclusivity and cultural humility, fosters a sense of belonging, and creates individual and organizational value. In all areas of the university, well-being is a priority that supports the advancement of knowledge and learning to the highest level and exists in a global context.

*Proposed definition for well-being at Columbia University*
Dimensions of well-being
Mental health
Next Steps
Next Steps

• Focus groups with students to further develop framework
• Stakeholder engagement workshops through spring 2020
• Use dimensions during fall 2020 NSOP programming
Changing a culture

Societal  Community  Relationship  Individual
Stakeholder Engagement

• Workshops planned with administrators and faculty representing over 60 student facing resources and services
• Participants will complete a pre-assessment, post-assessment, and 4 week follow-up post-assessment to evaluate whether objectives have been met.
Learning objectives

Articulate
Recognize
Identify
Refer
Vision for a Healthier Columbia

• Well-being is a core value of Columbia University;
• There is a clear expressed commitment to well-being at Columbia University;
• Leadership expresses and demonstrates support for well-being;
• Leadership models a value for well-being; and
• A commitment to well-being is clearly stated in the mission and vision of the university.
Building Capacity for Collaboration

• Why should well-being be a campus-wide responsibility?
• What are your values and how do they align with the work you do?
• What is your role in facilitating student learning?
• Who are your existing campus partners?
• How have or would you leverage these partners to support student well-being?
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