Getting the resources you need:
Engaging stakeholders in student wellbeing programming

ACHA

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1. What is wellbeing and where are your data sources?
2. Importance of engaging multiple stakeholders from across campus
3. Resources for engaging potential or current stakeholders
Conceptualizing wellbeing
What is wellbeing?

Happiness
Life Satisfaction
Physical & mental health
Meaning & purpose
Self-acceptance/self-esteem
Engagement
Resilience
Autonomy/Locus of Control
Vitality
Personal expressiveness
Authenticity
Intrinsic Motivation

...
The Engine Model of Well-being

• Developed by WFU Psychology faculty Eranda Jayawickreme, PhD

• The Engine Model is a framework for wellbeing

Pathways are the requirements for achieving wellbeing. They can vary depending across the dimensions of wellbeing.

Outcomes are voluntary behaviors, attitudes, and emotional states characteristic of wellbeing.
Wellbeing Assessment dimensions

1. Meaning
2. Purpose
3. Engagement
4. Belonging
5. Relationships
6. Positivity
7. Openmindedness
8. Intellectual humility
9. Civic Orientation
What is wellbeing?

Each dimension has pathways that are appropriate for short-term interventions

Meaning pathways: Positive narratives re: self, world, self in relation to world

Purpose pathways: Long-term, self-transcendent goals, knowing how to achieve goals

Belonging pathways: Freedom from discrimination, supportive friendships

Engagement pathways: Availability of meaningful activities that expand skills

Multiple dimensions to wellbeing

General, non-context-specific pathways

Ex: financial stability, access to healthcare, basic safety, having daily habits, etc.

Wellness / wellbeing

Happiness

Life satisfaction

Resilience
Thrive dimensions
Meaning pathways: Positive narratives re: self, world, self in relation to world

Purpose pathways: Long-term, self-transcendent goals, knowing how to achieve goals

Belonging pathways: Freedom from discrimination, supportive friendships

Engagement pathways: Availability of meaningful activities that expand skills

Each dimension has pathways that are appropriate for short-term interventions

100+ dimensions to wellbeing

Financial

General, non-specific pathways? Ex: financial stability, access to healthcare, basic safety, having daily habits, etc.

Spiritual

Occupational

Environmental

Intellectual

Social

Emotional

Wellness / wellbeing

Happiness

Life satisfaction

Resilience
What is wellbeing?

Health is fundamental to wellbeing!

General, non-context-specific pathways
Ex: health, financial stability, access to healthcare, basic safety, having daily habits, etc.

Each dimension has pathways that are appropriate for short-term interventions

Meaning pathways: Positive narratives re: self, world, self in relation to world

Purpose pathways: Long-term, self-transcendent goals, knowing how to achieve goals

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Multiple dimensions to wellbeing

Meaning

Purpose

Belonging

Engagement

Wellness / wellbeing

Happiness

Life satisfaction

Resilience
How is wellbeing defined on your campus?

Which aspects/dimensions of wellbeing are you focused on?
Measuring wellbeing

- Thriving Quotient – quick wellbeing snapshot
- Wake’s Wellbeing Assessment
- NCHA – health & substance use
- Healthy Minds – mental health & services use
- CIRP – student characteristics, involvement, diversity
- NIRSA – student recreation engagement
- NSSE – student engagement
Other data you probably already have

• Academic records
• Student engagement records
• Academic materials: essays, test scores
• Student media materials
• Programming efforts records
• Student program feedback
• Faculty/staff wellbeing, records, engagement, etc.
What measures or other sources of data are used to assess wellbeing on your campus?
Engaging stakeholders campus-wide
Research-informed programs

Operationalized constructs

Evaluation

Sound measures

Evidence-based practice
Because wellbeing is complex and multidisciplinary, a siloed approach to promoting it on campus is not effective.
Wellbeing takes everyone
From the beginning…

- Create a sense of ownership
- Improve the work
  - Wisdom exists in many places!
- Gain partnership for the multi-level, multi-pronged scope of work
- Coordinate efforts
- Address the same precursors, move the same outcomes
- Facilitate culture change
  - Necessary for wellbeing
Which individuals or offices are currently actively involved in wellbeing programming on campus?
Which technical and substantive areas of expertise are represented?
Resources for stakeholder engagement
Engagement and adoption

Adoption Curve

- Innovators
- Early Adopters
- Early Majority
- Late Majority
- Laggards
- Tech Enthusiasts
- Visionaries
- Pragmatists
- Conservatives
- Skeptics
Different starting points

• We were lucky to have had top-down institutional support at WFU
  • Process *began* with high interest from highly influential stakeholders
• We recognize that is not the case at every institution
• An antidote to the silo effect is campus-wide branding
• Everyone has ownership
Example: Use of the Emotional Wellbeing logo

The Practice of Mindfulness and Emotional Wellbeing Series

Each Tuesday in April starting on the 5th
2:00pm – 3:00pm
Benson University Center Room 410

This four session class offers a structured exploration of tending and befriending emotions through mindfulness practices. Team-taught by faculty in neurobiology and the humanities with extensive background in the practice and study of meditation, each session will combine a 30 minute mindfulness practice with a short lecture on topics in the intersection of emotions and mindfulness, and a discussion and reflection segment. At the end of the four sessions......

Facilitated by: Dr. Ulrike Wiethaus, Fadel Zeidan, PhD

To register: https://pdc.wfu.edu/event/10081/
Tools for building stakeholder engagement

- Stakeholder analysis
- Give-get grid
- Communication plan
- Participation planning matrix
- Logic model
• Identify people and groups that will influence your work
• Anticipate the kind of influence these entities will have on your work
• Develop strategies to get the most effective support possible and reduce any obstacles to successful implementation
**Power-interest grid**

- **Meet their needs**: - engage & consult on interest area  
  - try to increase level of interest  
  - aim to move into right hand box

- **Key player**: - key players focus efforts on this group  
  - involve in governance/decision making bodies  
  - engage & consult regularly

- **Least important**: - inform via general communications: newsletters, website, mail shots.  
  - aim to move into right hand box

- **Show consideration**: - make use of interest through involvement in low risk areas  
  - keep informed & consult on interest area  
  - potential supporter/goodwill ambassador
### Tool for stakeholder analysis

|-------------|---------------------------------|--------------------|------------------------------------------------------|

- To develop engagement strategies, think about:
  - Who are the stakeholders?
  - What are they bringing?
  - Relative to their strength of impact?
  - What are their interests?
  - What could you offer in return?
<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Technical &amp; Substantive Resources</th>
<th>Strength of Impact</th>
<th>Potential Strategies for Engagement (think: give-get)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st year student</td>
<td>Knowledge about needs, interests, and values</td>
<td>High (they are a target)</td>
<td>Provide programming that meets needs, interests, values</td>
</tr>
<tr>
<td>Dean/Assistant Dean</td>
<td>Knowledge about and access to policy</td>
<td>High (position to make policy)</td>
<td>Ensure programming meets strategic plans; provide data</td>
</tr>
<tr>
<td>Student counseling office</td>
<td>Knowledge about another area of wellbeing (mental health)</td>
<td>Medium (ability to provide content or referral resources)</td>
<td>Provide health-related substantive expertise; joint programming</td>
</tr>
</tbody>
</table>
Which technical and substantive areas of expertise are lacking?
Learn more about the Thrive program at WFU:

Thrive.wfu.edu

Join or learn more about the Wellbeing Collaborative:

WellbeingCollaborative.wfu.edu