

# Getting the resources you need:

## Engaging stakeholders in student wellbeing programming

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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.....



- Developed by WFU Psychology faculty Eranda Jayawickreme, PhD
- The Engine Model is a framework for wellbeing

Jayawickreme, E., Forgeard, M. J. C., & Seligman, M. E. P. (2012). The engine of well-being. *Review of General Psychology*, 16(4), 327–342.  
<https://doi.org/10.1037/a0027990>



## Pathways

Values, beliefs, personal traits, skills, resources, knowledge bases, willingness



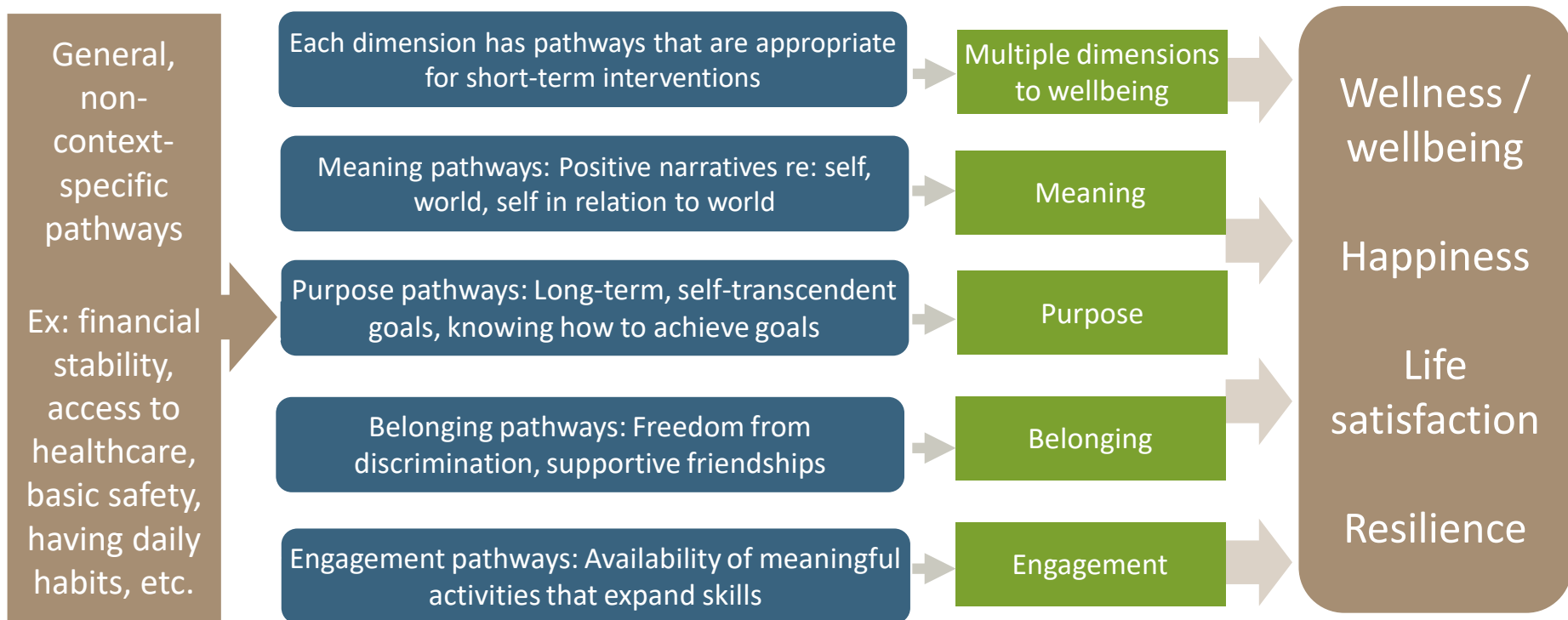
## Outcomes

**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

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

# What is wellbeing?







EMOTIONAL



ENVIRONMENTAL



FINANCIAL



INTELLECTUAL



OCCUPATIONAL



PHYSICAL



SOCIAL



SPIRITUAL

Are there general, non-specific pathways? Ex:

**Financial**  
**Physical**

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

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

100+ dimensions to wellbeing

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

Meaning

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

Purpose

Belonging pathways: Freedom from discrimination, supportive friendships

Belonging

Engagement pathways: Availability of meaningful activities that expand skills

Engagement

**Emotional**

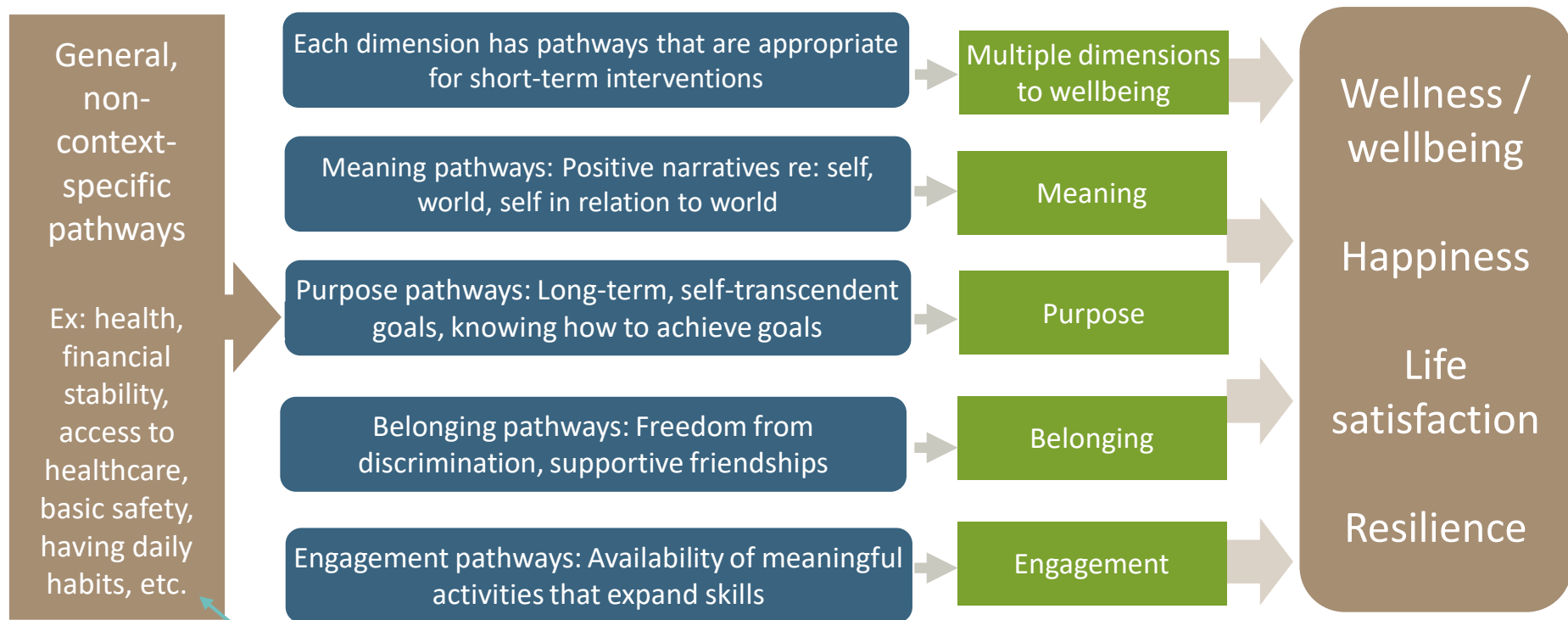
Wellness / wellbeing

Happiness

Life satisfaction

Resilience

# What is wellbeing?



Health is fundamental to wellbeing!

How is wellbeing defined on your campus?

Which aspects/dimensions of wellbeing are you focused on?

- 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

- 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





Because wellbeing is complex and multidisciplinary, a siloed approach to promoting it on campus is not effective.





## 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?

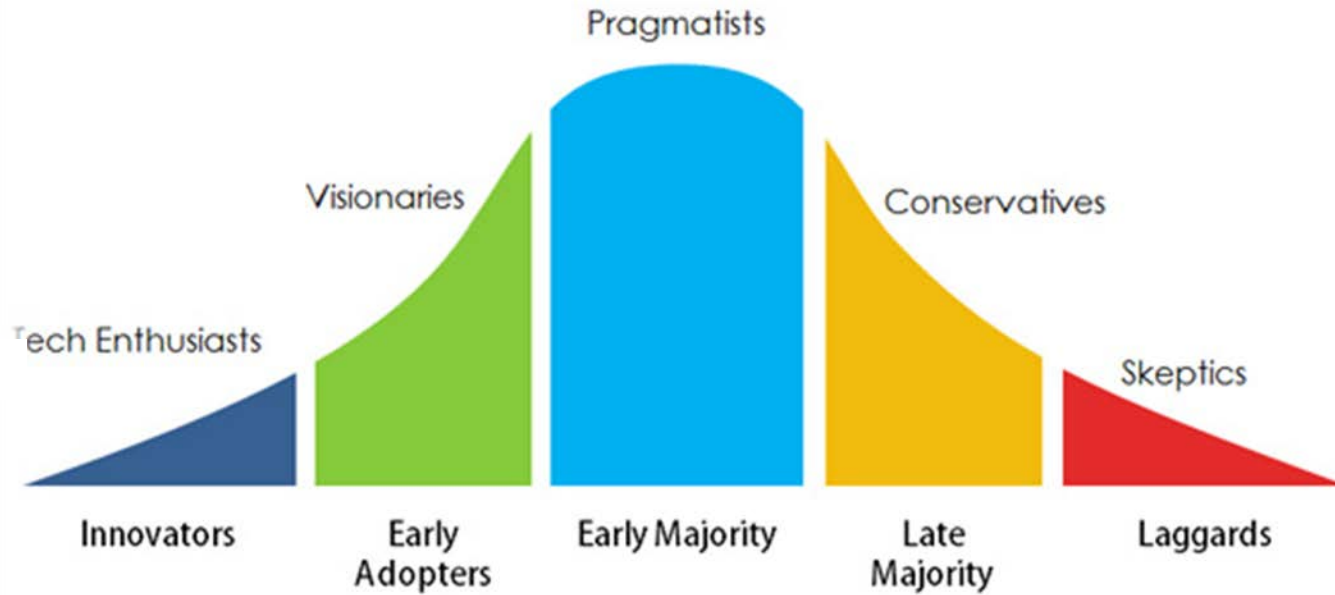
Which technical and substantive areas of expertise are represented?



# Resources for stakeholder engagement



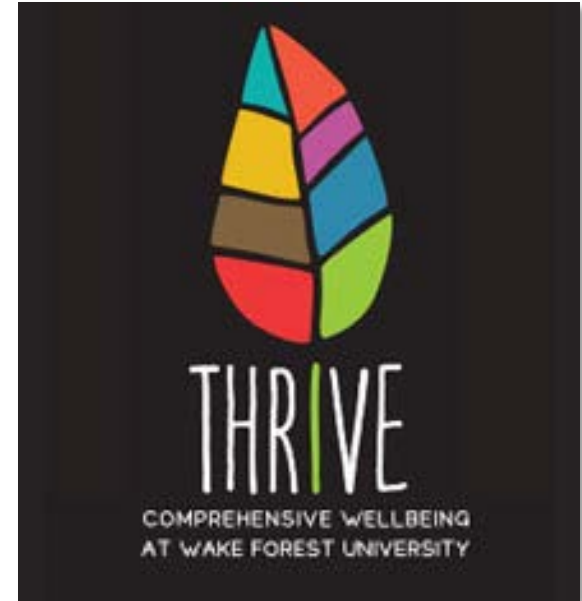
## Adoption Curve





- 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.....

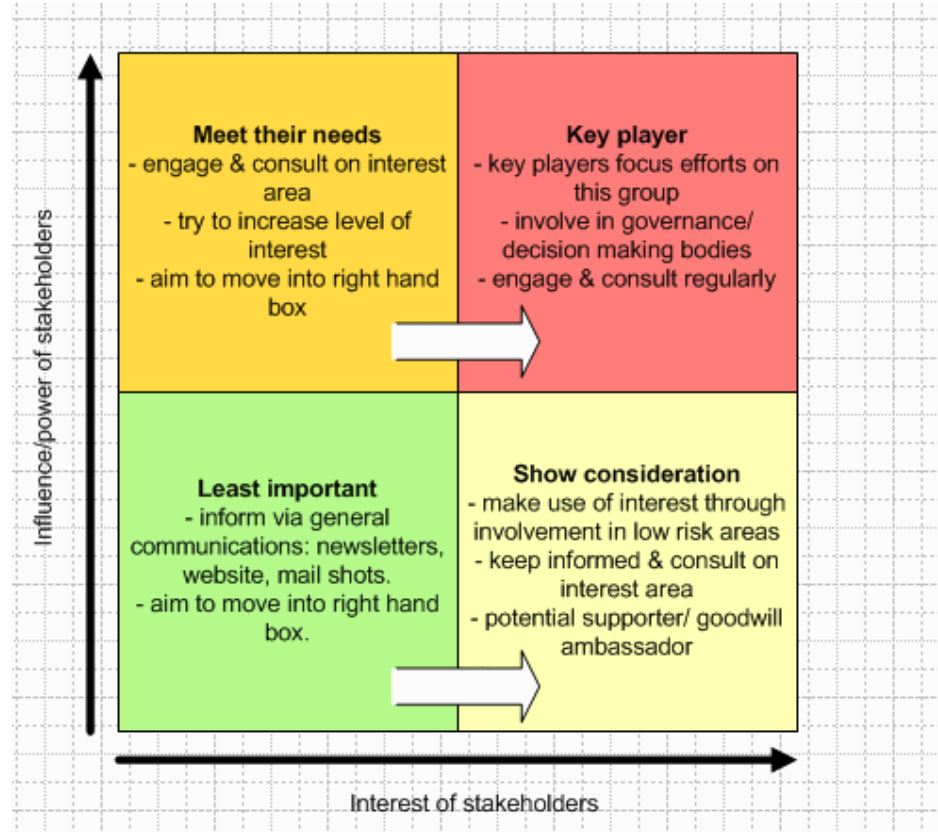
*Facilitated by: Dr. Ulrike Wiethaus, Fadel Zeidan, PhD*

To register: <https://pdc.wfu.edu/event/10081/>



- 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



Stakeholder	Technical & Substantive Resource	Strength of Impact	Potential Strategies for Engagement (think: give-get)
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- 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?

Stakeholder	Technical & Substantive Resources	Strength of Impact	Potential Strategies for Engagement (think: give-get)
1 <sup>st</sup> year student	Knowledge about needs, interests, and values	High (they are a target)	Provide programming that meets needs, interests, values
Dean/Assistant Dean	Knowledge about and access to policy	High (position to make policy)	Ensure programming meets strategic plans; provide data
Student counseling office	Knowledge about another area of wellbeing (mental health)	Medium (ability to provide content or referral resources)	Provide health-related substantive expertise; joint programming



Which technical and substantive areas of expertise are lacking?

Learn more about the Thrive  
program at WFU:

[Thrive.wfu.edu](https://thrive.wfu.edu)

Join or learn more about the  
Wellbeing Collaborative:

[WellbeingCollaborative.wfu.edu](https://WellbeingCollaborative.wfu.edu)

