



RUTGERS
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Scarlet Well Task Force
Rutgers University-New Brunswick
Final Report
May 2023

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Executive Summary

Rutgers-New Brunswick's (RU-NB) Academic Master plan prioritizes the cultivation of a campus environment that promotes wellness and well-being, advocates for health equity, and offers mental health supports.¹ This objective is critical to student success, given the well-documented growth in behavioral health concerns among college-age students (Abrams, 2022) along with the need to support the success of New Brunswick faculty and staff as the campus community recovers from pandemic conditions with greater health and wellness needs.

To pursue this objective, Chancellor-Provost Conway convened a task force in Fall 2022 to develop recommendations for the scope and structure of the RU-NB *Scarlet Well* Initiative. The task force was given a three-fold charge: 1) **Benchmark institutional wellness** initiatives against peer institutions; 2) **Take stock of current wellness initiatives at RU-NB** through identifying strengths, gaps, and recommendations for stronger coordination and enhancements under the *Scarlet Well* umbrella; 3) Offer recommendations to **become a center of excellence in behavioral health** by supporting an intellectual community of faculty who conduct research on behavioral health/wellness with an emphasis on public health, population-level interventions.

During the 22-2023 AY, the *Scarlet Well* task force met bimonthly and subcommittees met on a similar schedule to address the charge. The co-chairs also met on a scheduled basis. (See [Appendix A](#) for a listing of task force members). In addition, in conjunction with other RU-NB Units, the *Scarlet Well* task forces sponsored a number of 'soft launch' activities in Spring 2023 to raise awareness of wellness and well-being issues on campus (See [Appendix F](#)).

Major Findings

1. Institutions with campus-wide wellness and well-being initiatives share similar approaches and attributes: A clearly articulated framework/conceptual approach and a preventative public health approach, an aim to dismantle 'silos,' a data-driven accountability structure that employs key performance indicators, support for a well-being informed pedagogy, a permanent infrastructure that includes a lead who facilitates and coordinates the project, as well as collective oversight and/or advisory bodies.

¹ This is in keeping with a settings-based health promotion framework that addresses ecological factors in higher education environments (Dooris, 2001).

2. RU-NB offers a broad range of student-facing services and preventative supports in keeping with our peer institutions (See [Appendix D](#)). However, we must facilitate greater awareness of available student resources among students, faculty, and staff to maximize their use.
3. Faculty have low levels of uptake on training related to student wellness and behavioral health. At the moment, there is little systematic attention or support for pedagogy addressing wellness in learning spaces.
4. University Human Resources (UHR) established an Office of Workplace Culture focusing on faculty and staff that complements the work of the *Scarlet Well* task force. While wellness supports for faculty and staff are relatively limited, UHR is expanding resources and we must facilitate greater awareness of existing supports among faculty and staff to increase their use (See [Appendix D](#)).
5. New Brunswick faculty are leading scholars in behavioral health. The research community would benefit from a stronger infrastructure promoting collaboration. Extant data can be leveraged to support research that promotes campus well-being.

Major Recommendations

Structure and Leadership

1. **The development of a *Scarlet Well* infrastructure to institutionalize our campus commitment to wellness and well-being using a Collective Impact Framework.** A *Scarlet Well* infrastructure will allow RU-NB to build on and scale our best practices, fill gaps, avoid duplications and strategically utilize our scholarly expertise as we move to institutionalize our campus commitment to wellness and well-being and engage our entire campus community. The [collective impact framework](#), adopted by some of our peers, provides a model to bring groups together in a coordinated manner to achieve systemic change, with a focus on alignment, integration, communication, equity and data-based outcomes, and measurement.
2. **The development of a *Scarlet Well* Leadership and Governance Structure and appropriate staffing levels:** The leadership and governance structure should include an advisory board comprised of faculty, staff, and students; a FTE *Scarlet Well* Director and a .5 FTE Faculty Director, both of whom would report to the Office of the Chancellor-Provost. The task force further recommends school/administrative level wellness liaisons to ensure coordination and collaboration across RU-NB. Initial staffing should include appropriate levels of administrative support and a data analyst to support the faculty director and the research enterprise (as detailed further in the report). Additional staffing, which may include communications support and additional administrative support, should be built out over time to ensure the success of the *Scarlet Well* initiative.

3. **Adopt definitions and frameworks and engage with the US Health Promoting Campus Networks:** Building on the work of the task force, the *Scarlet Well* governing bodies should articulate a specific definition of wellness and well-being as well as a conceptual framework to guide the *Scarlet Well* effort. *Scarlet Well* leadership should engage with the [U.S. Health Promoting Campuses Network](#), which is guided by the [Okanagan Charter](#). The charter uses a health promotion framework to address the social and environmental factors that impact health and calls to “embed health into all aspects of campus culture, across the administration, operations, and academic mandates.”
4. **Ensure plan to evaluate and measure *Scarlet Well*:** Planning needs to occur from the beginning to help identify and achieve the desired outcomes of *Scarlet Well*. Continuous quality improvements processes to measure progress and achievements will ensure a flexible model that can be sustained, expanded, adapted, and customized to meet the unique needs of the RU-NB. The *Scarlet Well* leadership should organize a Quality Assurance body to oversee evaluation of its initiatives.
5. **Seek resources:** *Scarlet Well* will rely on various resources to support its effort. Its research arm will seek extramural research funding. Leadership should work in conjunction with development officers and other campus leaders to secure foundation and donor support in addition to the commitment of institutional resources to help advance campus wellness and well-being.
6. **Supply seed funding:** Initial seed funding for wellness and well-being projects can foster innovation among and between departments and schools and support collaboration among faculty, students, and staff.

Develop Campus Resources/Practices

1. **Administer culture of well-being assessment to faculty and staff to better understand their well-being knowledge and needs:** A comprehensive survey would assist in determining resources, referral knowledge, challenges, service gaps and unit level well-being efforts.
2. **Develop a comprehensive resource awareness campaign of student resources:** A comprehensive approach to showcase the available student wellness and well-being resources is needed to counter the information acquisition challenges presented by the size of RU-NB. Such a campaign should include an evaluative component to measure its effectiveness.
3. **Campus health and wellness facility:** Efforts should be made to pursue the building of a new state-of-the-art campus health and wellness facility. Such a facility would serve as a beacon for promoting campus wellness and as a gathering place for faculty, staff, and students. Peer institutions have developed comprehensive facilities that merge physical, mental, medical, and varying types of well-being practices, acknowledging the interdependence of these areas that have historically been treated as separate.

4. **Develop more customized mental health training for faculty:** Faculty participation in mental health training is limited. Customized training to help recognize basic signs and symptoms, knowing how and when to respond, and baseline awareness of resources can make a significant impact on the care of students.
5. **Attend to wellness in teaching and learning spaces:** RU-NB currently provides limited and disparate training to faculty on wellness-informed pedagogy in contrast to several of our peer institutions. *Scarlet Well* should work in conjunction with appropriate campus units to train our faculty on best and evidence-informed practices in this area.
6. **Increase resources and programs as appropriate for faculty and staff:** In conjunction with UHR and other units such as the Center for Faculty Success, increase wellness programming and resources. The programming will be based on findings of the survey recommended above and would assist with faculty and staff well-being.
7. **Review student and employee policies for wellness focus and communicate revisions to campus community:** A comprehensive review of campus policy is needed. In 2022, the withdrawal/leave of absence(W/LOA) process was revised for the New Brunswick undergraduate population. Students can voluntarily identify mental health (among other reasons) issues when requesting as a W/LOA. However, increased communication related to the current W/LOA policy is needed.

Research/Scholarship

1. **Create a *Scarlet Well* Scholarly Activity Hub:** The *Scarlet Well Hub* will bring together research expertise around the RU-NB community; develop *Scarlet Well* research priorities and strategies; promote interdisciplinary and cross-functional research that is innovative and impactful; provide mentoring and support for students in scholarly activity; and create opportunities to seek external funding opportunities for research support.
2. **Develop events and programs to support community-building and research activity.** Activities might include: 1) an ideation conference; 2) a Wellness Research Day event that showcases meaningful student research; and 3) other networking event(s) to promote campus wellness research projects.
3. **Create a data repository:** Embed wellness-related items into the evaluation of all university services; compile these data along with existing survey data through a single IRB approved repository that can be used to evaluate *Scarlet Well* activities, to conduct research, present, publish and share findings.
4. **Scholarly Hub leadership:** The *Scarlet Well* Faculty Director (~.05 FTE) will lead the scholarly hub. As noted above, a data analyst, and potentially additional staffing, will be needed to support these efforts.

Introduction: Background and Charge for the Task Force

It is well-known that rates of behavioral health conditions have increased among the general population in the last several years. The pandemic impacted the quality of life and lifespan of many people. The pandemic uncovered social inequities and the impacts of social determinants of health which contributed to surging mental health needs among college students² as well as growing trends of burnout and dissatisfaction among faculty and staff in higher education.³ To address this issue, the New Brunswick Academic Master Plan has centered issues of student wellness as a key priority. In relation, Chancellor-Provost Conway launched the *Scarlet Well* initiative to bring together multiple constituencies across RU-NB to cultivate a campus environment that 1) prioritizes wellness and well-being⁴ for our students, faculty, and staff, and 2) leverages our strengths in research, academic and student programming, and faculty and staff development support. The Chancellor-Provost convened the *Scarlet Well* Task Force in the Fall of 2022, which was charged with the following:

1. Benchmark institutional wellness initiatives against peer institutions.
2. Take stock of current wellness initiatives, recognize strengths, gaps, and make recommendations for stronger coordination and enhancements under the *Scarlet Well* umbrella.
3. Offer recommendations to become a center of excellence in behavioral health by supporting an intellectual community of faculty who conduct research on behavioral health/wellness with an emphasis on public health and population-level interventions.

The task force is led by Vice Provost for Faculty Affairs, Laura Curran, Dean of the Graduate School of Applied and Professional Psychology, Arpana G. Inman, and Vice Chancellor for Student Affairs, Salvador Mena. It includes members from across the New Brunswick campus. [Appendix A](#) lists the members of the task force.

² Lipson, S. Zhou, S., Abelson, S. Heinze, J., Jirsa, M., Morigney, J., Patterson, A., Singh, M., & Eisenberg, D. (2022). Trends in college student mental health and help-seeking by race/ethnicity: Findings from the national healthy minds study, 2013–2021, *Journal of Affective Disorders*, 306, 138-147. <https://doi.org/10.1016/j.jad.2022.03.038>

³ Edelman, J. (2022, No 2). Panel Takes on Higher Ed Burnout. *Diverse Issues in Higher Education*. <https://www.diverseeducation.com/faculty-staff/article/15302626/panel-takes-on-higher-ed-burnout>

⁴ **Wellness** is defined as a conscious deliberate process of being aware of and making choices to engage in activities daily that enhance well-being. The 8 dimensional wellness model: spiritual, emotional, environmental, social, physical, occupational, financial, and intellectual developed by Dr. Swarbrick was endorsed by the Substance Use and Mental Health Services Administration (Swarbrick, 2006, 2012, 2019, 2022). Wellness which focuses on strengths and needs of the individual is personally defined and is impacted by environmental factors that impact well-being. Per the CDC (2023), **well-being** is broadly understood as “the presence of positive emotions and moods (e.g., contentment, happiness), the absence of negative emotions (e.g., depression, anxiety), satisfaction with life, fulfillment and positive functioning.” These terms are distinct, and *Scarlett Well* aims to create programs, resources and a culture that supports both wellness and well-being for students, faculty and staff alike.

Conceptual Framework

In addressing issues of campus wellness and well-being, we have adopted an ecosystems model that conceptualizes individual wellness in dynamic relation to community and campus well-being and the larger policy environment at RU-NB. Contemporary scholarship robustly debates the conceptual definitions of wellness, well-being, and community well-being, all of which are multifaceted phenomena (Atkinson et al., 2020). For the purposes of Scarlet Well initiative, we use Swarbrick's model (2006, 2012, 2019, 2022) which articulates the 8 dimensions of wellness (Physical, Spiritual, Social, Intellectual, Emotional/Mental, Occupational, Environmental, Financial), to conceptualize individual-level wellness. We also adopt a definition of community well-being (Delagran, 2022; Tay, 2021) that emphasizes the influence of environmental factors and the importance of collective-level prevention and intervention efforts, including fostering community connectedness, belonging, and equity. Applying an ecosystems framework (Bronfenbrenner 1979), we ground individual wellness and community well-being within the larger social environment. Finally, this report also draws on the [Okanagan Charter](#), which provides a well-respected aspirational framework for developing and modeling health-promoting work within university settings. The charter uses a health promotion framework to address the social and environmental factors that impact health and calls to “embed health into all aspects of campus culture, across the administration, operations, and academic mandates.” While Rutgers University has not adopted the Okanagan Charter, it is currently a member of the [U.S. Health Promoting Campuses Network](#), guided by Okanagan charter. Figure 1 visualizes our conceptual model and Figure 2 details levels of intervention.

Figures 1: Conceptual Model for *Scarlet Well* Approach to Wellness and Well-Being

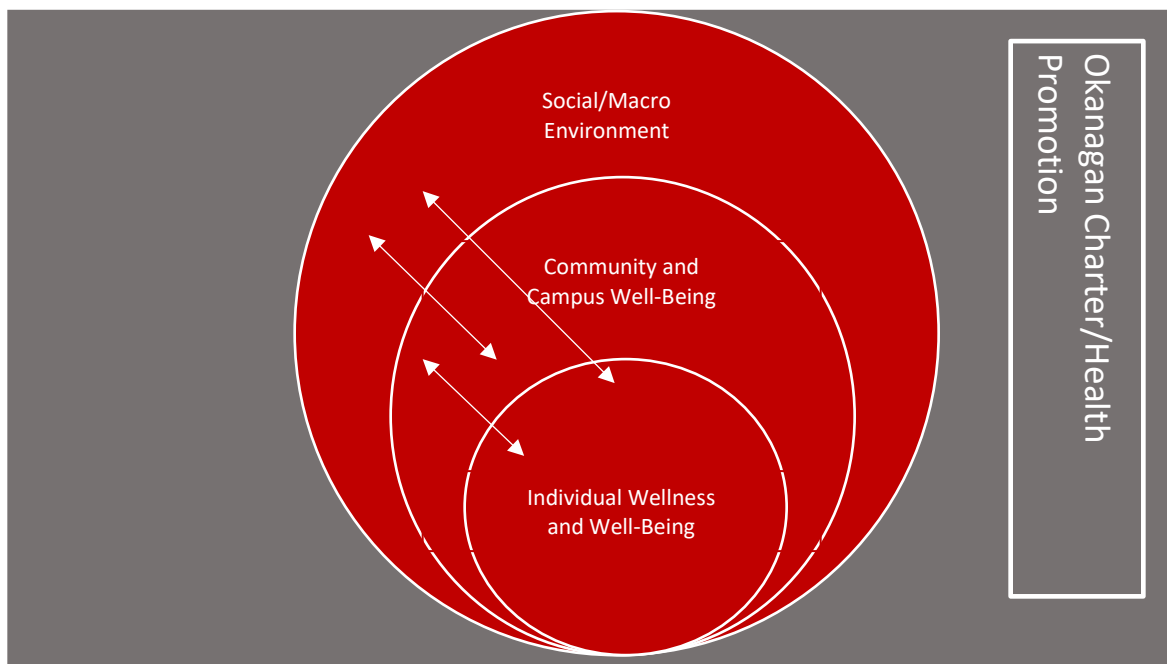
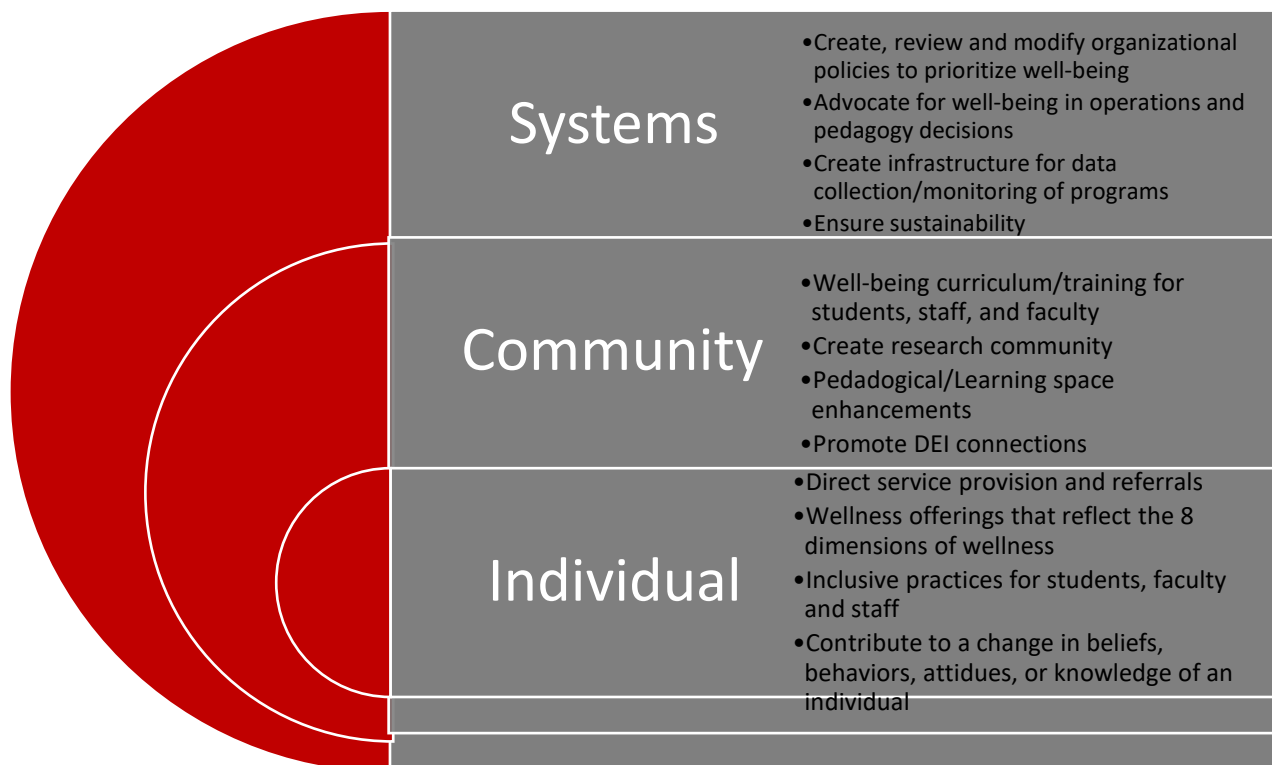


Figure 2: Levels for *Scarlet Well* interventions and example interventions



Charge # 1 Benchmark Peer Institutions

Activities

The task force gathered information on the initiatives of peer institutions through 1) website reviews and 2) informational interviews with select institutions that sponsor innovative wellness/well-being efforts.

Website Review: The task force reviewed wellness and well-being initiatives at 25 universities (see [Appendix B](#)). These include 14 universities in the Big Ten; 7 Universities that have adopted/signed the Okanagan Charter; and four additional Universities that are in the US Health Promoting Campus Network but have not signed the charter. Including campuses that have adopted the Okanagan Charter or use the Okanagan Charter to partially guide their well-being work (network campuses) is important, given that the Charter provides a well-respected aspirational framework for developing and modeling health-promoting work. Rutgers University is currently an Okanagan network campus.

Informational Interviews: Based on the website reviews, discussions with task force members, reputational knowledge, and other inputs, several institutions were selected for informational interviews with the task force and/or its sub-committees. These institutions offered well-respected or innovative initiatives related to wellness and well-being. Interviewees included representatives from George Mason University; Georgetown University; Princeton University;

University of Alabama-Birmingham; University of British Columbia; University of Michigan; University of Pennsylvania; University of Southern California; University of Texas-Austin; and University of Washington. See [Appendix C](#) details of interview findings.

Findings

Four key themes emerged from the initial and subsequent website reviews and invited presentations that led to the suggestions and recommendations included in this report (see [Appendix C](#) for details).

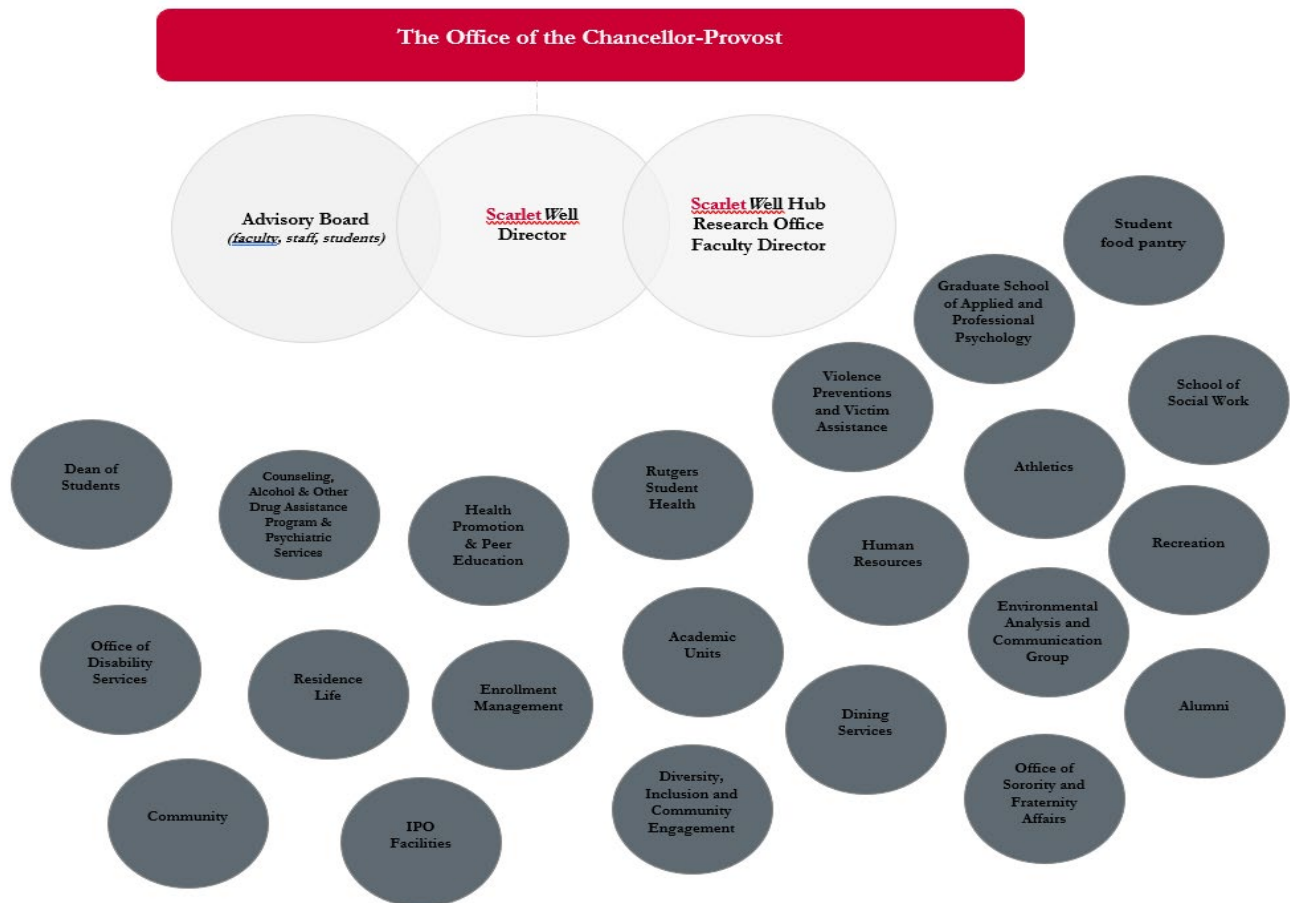
- Theme 1: All-Encompassing Wellness Culture (i.e., systems-based approach).* The first theme highlights the need for a clear mission and/or vision statement to serve as the foundation for the inclusion of the entire university. In several instances, the mission and vision derived from adopting the Okanagan Charter. In others, mission and vision derived from participation in the U.S. Health Promoting Campus Networks. What we noted from these presentations is that inclusivity permeated the environment. Wellness was embedded in all settings and activities within the teaching-learning environment (with pedagogical support for teaching initiatives) and beyond, including resources, funding systems, and others. Additionally, the programs on these campuses included some, but rarely all, of the eight dimensions of wellness (i.e., physical, social, occupational, emotional, intellectual, environment, financial, spiritual) and/or components of various other models of well-being.
- Theme 2: Supportive Infrastructure:* This second theme is characterized by central support, including strong leadership, an advisory board, and significant buy-in from key members of their university communities needed to create campus-wide initiatives. Across all programs and initiatives reviewed, the creation of the infrastructure was clearly vital to development and maintenance. A common feature arising across interviews was that, prior to the development of the framework, the universities had programs and initiatives that functioned independently. These often operated in silos without sharing across the university, its schools, or its departments. To address this issue, the efforts to enhance wellness and well-being emphasized breaking down silos and fostering interdisciplinary collaboration and campus-wide initiatives. Leadership was organized in several ways, including advisory boards, steering committees, Chief Wellness Officer, Vice-President, Director, Assistant/Associate Director, Administrative Coordinator, and Chair/Co-chairs. The University of Michigan uses the [collective impact framework](#) to coordinate their wellness/well-being efforts and the implementation of the Okanagan charter.
- Theme 3: Continuous Measurement, Research, and Quality Improvement:* The third theme was the need for a clear plan for continuous data collection for research initiatives and quality improvement, starting early in the development phase the universities' wellness and well-being initiatives. However, many of the universities we reviewed were missing such a plan, and those that did seemed to not pursue this data collection beyond the beginning phases. Few had collected qualitative and/or quantitative data. Where available, data included, but was not limited to, descriptions and/or frequency of components developed, launched, and implemented, with documentation of the process through focus groups and other means and descriptive data, such as the number of individuals who attended

educational events. Measurable outcomes for the wellness and well-being initiatives were rarely, if ever, identified or tracked.

- *Theme 4: Resources:* The fourth theme was the necessity of resources including funding, human capital with allocated time for development, implementation, and the monitoring of progress. Existing or pilot initiatives/programs provide information and experience to facilitate planning and implementation. Planning needs to include a local environmental scan, especially mapping resources across the campus that clearly align with a wellness/well-being focus. University programs reviewed made use of discretionary funds for seed money and accessed funds from grants, alumni, donors, and foundations.

Recommendations

- *The development of a Scarlet Well infrastructure to institutionalize our campus commitment to wellness and well-being using a Collective Impact Framework.* A Scarlet Well infrastructure will allow RU-NB to build on and scale our best practices, fill gaps, avoid duplications and strategically utilize our scholarly expertise as we move to institutionalize our campus commitment to wellness and well-being and engage our entire campus community. The [collective impact framework](#), adopted by some of our peers, provides a model to bring groups together in a coordinated manner to achieve systemic social change, with a focus on alignment, integration, communication, equity and data-based outcomes and measurement (Community and Systems level).
- *Leadership/Governance Structure* (See Figure A). The below leadership and governance structure is recommended to coordinate and bring together the various and vast campus stakeholders involved in wellness and well-being efforts. as we move to institutionalize our campus commitment to wellness and well-being.
 - A steering committee (advisory board): This includes faculty, staff, students across the RU- NB community who are engaged in wellness/well-being efforts and who represent broad campus constituencies of key stakeholders. Some may be members of the 2022-2023 *Scarlet Well* Task Force
 - Scarlet Well Leadership Team: 1) FTE Wellness Director/Officer who leads implementation of *Scarlet Well*; 2) .5 Faculty Director to oversee scholarly efforts (the *Scarlet Well* Scholarly Hub—See Section 3 for more details). These positions should report to the Office of the Chancellor-Provost.
 - Additional administrative/coordination support: A data analyst will be needed to support the activities of the faculty director and the research enterprise. Overtime, additional staff can support this initiative, including development of programs, resources, and a web portal; monitor program evaluation and research; coordinate lab activity; organize communities of practice; and lead the steering committee.
 - Wellness liaisons from schools/academic units: Similar to current DEI initiatives, each school or academic unit should appoint/elect a wellness liaison who will represent the school and help ensure coordination of efforts across the campus. The liaisons will meet on a regular basis with *Scarlet Well* leadership and other constituencies as appropriate. (Community and Systems level)

Figure A: *Scarlet Well* Leadership Structure

- Adopt Definitions, Framework and Engage with the US Health Promoting Campus Networks:* Building on the work of the task force, the *Scarlet Well* governing bodies, along with input from the wider community, should articulate a specific definition of wellness and well-being as well as a conceptual framework to guide the *Scarlet Well* effort (See earlier conceptual framework discussion). As noted, while Rutgers University has not adopted the Okanagan Charter, it is currently a member of the [U.S. Health Promoting Campuses Network](#), guided by [Okanagan Charter](#). The charter uses a health promotion framework to address the social and environmental factors that impact health and calls to “embed health into all aspects of campus culture, across the administration, operations, and academic mandates.” *Scarlet Well* leadership should employ the Charter’s guiding principles to inform its efforts and engage with the Network (Systems Level).
- Ensure Plan to Evaluate and Measure Scarlet Well:* Planning needs to occur from the beginning to help identify and achieve the desired outcomes of *Scarlet Well*. Continuous quality improvements processes to measure progress and achievements will ensure a flexible living and growing model that can be sustained, expanded, adapted, and customized to meet the unique needs of the RU-NB. The *Scarlet Well* leadership team will organize a Quality

Assurance body to identify, select, and possibly develop measurement tools and procedures; collect, analyze, and disseminate findings; make data-based decisions and recommendations regarding improving the supports, programs, and initiatives that are part of *Scarlet Well*. *Scarlet Well* metrics will document and examine short- and long-term outcomes related to the wellness and well-being of the RU-NB community. The *Scarlet Well* scholarly hub will support this evaluation as appropriate (See Section on Charge # 3 below) (Systems Level)

- *Resources: Scarlet Well*, like many of its peer initiatives, will rely on a mix of resources to support its effort.
 - Allocate funding for seed projects that can foster innovation among and between departments and that involve collaboration among faculty, students, and staff.
 - Seek extramural research funding through the *Scarlet Well* Scholarly Hub (See Section on Charge #3 below).
 - Work in conjunction with development officers and other campus leaders to secure foundation and donor support. (Community and Systems level)

Charge #2 Survey of Existing RU-NB Programs and Resources

The task force inventoried current wellness initiatives on campus for students, faculty, and staff and identified available data sources related to health and wellness and recommended several areas for reform.

Activities

- Reviewed student affairs-supported and student-facing wellness initiatives.
- Reviewed [UHR-sponsored wellness efforts](#), which include [FSAP](#), [Rutgers Employees First Initiative](#), [Care.com Talks](#) and the flexwork pilot programs.
- Identified existing data sources that address issues of wellness on campus:
 - National College Health Assessment (students)
 - [Healthy Minds Study](#) (students)
 - [Future of Work report](#) (faculty/staff)
 - UHR Leave and Accommodations
- Drafted a survey of well-being related initiatives for students, faculty and staff including events, communities, scholarship, teaching, services, and research to be disseminated to academic department chairs and deans (See [Appendix E](#)).
- Conducted focus group with RU-NB school Deans to discuss wellness initiatives and needs.

Findings

- *Student Well-being Findings*: The 2021 **Rutgers National College Health Assessment** and the 2022 Rutgers Health Minds Study provide insight into students' well-being. Forty-five percent of students agree (agree/strongly agree) and 35% somewhat agree that students' health and well-being is a priority at Rutgers (RU-NCHA, 2021). Median scores for the Deiner Flourishing Psychological Well-being Scale were 44 (range 8-56) and the Connor Davison Resilience Scale were 6 (range 0-8) (RU-NCHA, 2021). However, 50% of students scored for moderate and 27% for serious psychological distress while 57% scored positive

for loneliness (RU-NCHA 2021). The Rutgers **Healthy Minds Study** (RU-HMS, 2022) found that 30% of students had been diagnosed with depression, 37% with anxiety, 9% with traumatic stress-related disorders, 11% with neurodevelopmental disorders or intellectual disorders, and 6% with eating disorders. Thirty percent of students feel that at Rutgers, students' mental and emotional well-being is a priority (compared to 19% that disagree). These findings indicate a need to create a campus environment that highlights and supports students' well-being, provide preventative resources to students who may be struggling with normative stressors and direct services to students who rise to the level of clinical intervention.

- *Current Services/Support Landscape:* A large number of services related to well-being are available within RU-NB. The bulk of these services primarily address student needs and exist within the Division of Student Affairs and range in content from specific mental health and medical services (Rutgers Student Health medical & Rutgers Counseling, ADAP & Psychiatric Services (CAPS)) to support services (Office of the Dean of Students, VPVA, Residence Life, Food Pantry, Office of Disability Services) to prevention, education, and engagement (Health Outreach, Promotion & Education, VPVA, Recreation). Additional services are available through the Graduate School of Applied and Professional Psychology (GSAPP – for both students, faculty & staff) and University Human Resources, including its Office of Workplace Culture (faculty, staff, and student employees). An HR Committee on Workplace Culture is examining how a healthy, thoroughly integrated culture can improve wellness and reduce conflict in the workplace. By providing pathways to address continuing conflict, the University can reduce employee disqualification and stress that negatively contributes to faculty and staff well-being. They will be issuing a series of recommendations for staff and faculty support in summer 2023. Currently, however, resources dedicated to faculty and staff are somewhat limited. For instance, the Faculty and Staff Assistance Program currently has one part-time counselor for all legacy Rutgers employees. For a comprehensive listing of services, please see [Appendix D](#).
- *Resource Awareness:* Though the services are large in number and comprehensive, the greatest gap exists between what is available and whether faculty/staff and students know about each of these resources, their expectations of the services, how to access, and how to make appropriate referrals.
- *Staff and Faculty Training:* Currently, Mental Health First Aid (full day or two half-days) and Campus Connect Suicide Prevention Gatekeeper Training (2-hours) are available to faculty and staff to help them identify and support students in distress. Notably, the 2022 Rutgers Healthy Minds Study found 50% of students would speak to their faculty, an academic advisor, another faculty member or TA if they had a mental health problem they believed was impacting their academic performance. Sixteen percent would speak to student services staff or the dean of students. Hence, faculty and staff training is essential for early

intervention. Concerningly, faculty participation is relatively low⁵ and anecdotally, faculty have reported concerns about the length of these trainings.

- *Wellness Informed Pedagogy/Teaching and Learning Spaces:* There is some attention to wellness focused pedagogy in individual schools or departments, but there is no comprehensive attention to this wellness informed pedagogy at the campus-level.
- *Faculty and Staff Wellness Findings:* UHR's [future of work survey](#) provided some data on faculty and staff wellness needs. When asked about additional services that would enhance work-life balance, frontline employees requested the following: wellness programs (34%); access to childcare or emergency childcare (30%); access to eldercare or emergency eldercare (13%).
- *Facilities:* Facilities (health, recreational and other) addressing wellness needs are spread throughout the RU-NB campuses and the associated infrastructure is in need of upgrading/modernization in many cases.

Recommendations

- *Strategic Review/Coordination of Existing Services:* Launch strategic working groups/plans between CAPS, GSAPP, the School of Social Work and potentially other units (UBHC) to generate greater capacity to serve students, and possibly, faculty and staff (Individual and Systemic Level)
- *Administer culture of well-being assessment to faculty and staff to better understand their well-being knowledge and needs:* A comprehensive survey would assist in determining what faculty and staff know about resources for students and for themselves, how and where they get well-being information, their comfort and ability to refer students and colleagues, and how individual units are addressing well-being at the local level. (See [Appendix E](#) for a draft survey). The survey was not administered this Spring (23) given concerns about timing and response rates (Community Level).
- *Comprehensive Resource Awareness Campaign of Student Resources:* A comprehensive approach to the communication of available resources is needed to counter the information acquisition challenges presented by the size of RU-NB. Such a campaign should include an evaluative component to measure its effectiveness. This approach should look beyond websites and at information dissemination at the individual, local (unit specific) and institutional levels. This may include a well-being statement or standardized well-being

⁵ **Mental Health First Aid:** In fall 2019 (inaugural semester), 325 individuals completed MHFA, including 32 faculty members (10% of participants); In AY 2021-2022, 161 individuals completed MHFA, including 23 faculty (14%); In AY 2022-2023, 152 individuals completed MHFA (to date), including 13 faculty (9%); **Campus Connect.** From Spring 2021 – Spring 2022, 180 individuals completed Campus Connect, including 10 faculty (5.5%); Fall 2022-Spring 2023, 22 individuals from Athletics completed Campus Connect.

resource for syllabi and/or Canvas as well as faculty, staff and student training/orientations. In particular, enhanced communication regarding CAPS referrals, wait time (when appropriate), crisis screening, service length and types, and CAPS community referral process is needed. Please see [Appendix F](#) for AY 21-22 data on CAPS usage (Individual and Community Level).

- *Full integration of wellness/well-being content into the New Student Orientation (NSO) experience:* NSO currently utilizes mandatory on-line training that addresses alcohol and other drug use, interpersonal violence, as well as a service over-view of Rutgers Student Health (medical, CAPS and HOPE). Beginning in summer 2023, the dimensions of wellness/[Wellness Friends](#) will be the model for NSO (Community Level).
- *Based on assessment of training needs, develop more customized mental health trainings as appropriate:* As noted, faculty participation in mental health training is limited. Consideration should be given to the development of briefer training, better advertised, with input from academic units (faculty, Deans etc) to increase uptake (Community Level).
- *Campus health and wellness facility:* Efforts should be made to pursue the building of a new state-of-the-art campus health and wellness facility. Such a facility would serve as a beacon for promoting campus wellness and as a gathering place for faculty, staff, and students. Peer institutions have developed comprehensive facilities that merge physical, mental, medical, and different types of well-being practices, acknowledging the interdependence of these areas that have historically been treated as separate (Community Level).
- *Increase resources and programs as appropriate:* In conjunction with UHR and other units such as the Center for Faculty Success, increase wellness programming and resources based on findings of survey recommended above. Programming could include: Wellness content integrated into orientations; greater acknowledgement of faculty and staff contributions; peer support; dedicated wellness spaces on campus. (Individual and Community Level).
- *Attend to wellness in teaching and learning spaces:* RU-NB currently provides limited and disparate training to faculty on wellness-informed pedagogy in contrast to several of our peer institutions. *Scarlet Well* should work in conjunction with appropriate campus and university units to train our faculty on best and evidence-informed practices in this area. (Community Level)
- *Review student and employee policies for wellness focus and communicate revisions:* In 2022, the W/LOA process was revised for the New Brunswick undergraduate population. Students may now voluntarily select medical or mental health reasons for the withdrawal. In fall 2022, 22% of W/LOA requests (1243 total) were for mental health reasons, 6% for medical and in spring 2023 (593 total) (as of 2/6/2023), 17% were for mental health reasons and 4% for medical. Increased communication related to the current withdrawal/leave of absence policy and the process to begin a [W/LOA request](#) is needed. Currently, the Office of General Counsel is exploring the possibility of a medical leave of absence policy. This would be a university-wide policy. (Systemic and Policy Level)

Charge #3 Become a Center of Excellence in Behavioral Health

Activities

As detailed above, the task force:

- Benchmarked peer institutions for research efforts associated with their larger wellness initiatives.
- Consulted with research leaders (including VP for Research) and behavioral health researchers in the RU-NB community.
- Engaged in initial launch events including a student data roundtable.
- Worked in conjunction with Student Affairs and other units to secure a grant through the Office of the Secretary of Higher Education (OSHE) to support the mental health needs of higher education students. Funds are to be distributed based upon student enrollment; the RU-NB portion would be over \$1.5 million. The funds will significantly and innovatively increase mental health support and service delivery capacity at RU-NB. The grant will support increased tele-therapy services, brief neuropsychological evaluations, and an evaluation component.

Findings

- Most peer initiatives are data-driven and have an evaluation component.
- A few peer institutions (Princeton; University of Washington) have a faculty led research component addressing larger questions of behavioral health and wellness associated with their wellness initiatives. These generally consist of funding incentives.
- There is a wealth of behavioral health research expertise among the RU-NB faculty. This tends to be siloed within the individual schools and departments.
- Student affairs collects significant data related to student wellness and behavioral health which informs its own programming. It is not, however, systematically, available to the larger campus research community.

Recommendations

- *Create a Scarlet Well Scholarly Activity Hub: The Scarlet Well Hub will:*
 - Develop *Scarlet Well* research objectives, priorities, and strategies.
 - Promote interdisciplinary and cross-functional research that is innovative and impactful.
 - Provide structure, activities and resources (seed grants) to foster interdisciplinary wellness and behavioral health focused research.
 - Engage faculty and administrators to network and collaborate on research.
 - Mentor and support students in scholarly activity.
 - Disseminate findings internally and externally to RU-NB.
 - Seek external funding opportunities for research support (Community Level) .

- *Create a data repository*: Embed wellness-related items into the evaluation of all university services and compile these data along with existing survey data into a single IRB approved repository that can be used to evaluate *Scarlet Well* activities, to conduct research, present, publish and share findings (Systems Level).
- *Conceptualize scholarly activity-related activities to support community-building and solidify an infrastructure for sustainability*. Examples include:
 - An ideation conference with internal funding mechanism that encourage campus wellness service-engaged research projects; 2) A Wellness Research Day event that showcases meaningful student research on campus wellness issues, needs, and services; 3) implement networking event(s) to promote campus wellness research projects and facilitate networking between faculty and campus wellness service programs across the Rutgers community (Community Level).
- *Staffing recommendations for the Scholarly Hub* include 1) A Faculty Director (.05 FTE) Established faculty member to conceptualize and lead academic scholarly activities/research, pursue funding opportunities, and build research collaborations across units; 2) Program Coordinator/Data Analyst (1 FTE) with analytic skills who assists with day-to-day operations and collects, analyzes, interprets and communicates data; 3) An Administrative Director (1 FTE) to oversee and coordinate scholarly/research activities related to university-generated data including student successes, challenges, activities, and utilization of services; 4) Director of Communications and Events (~0.5 FTE) to provide support to students, faculty, and staff in organizing and leading data-driven wellness events and develops marketing campaigns to increase student engagement in the events and to disseminate information about *Scarlet Well* nationally. These positions can be created over time as the *Scarlet Well* Program expands (Systems and Community Level).

Conclusion

Creating a culture of wellness is critical to the well-being of an institution, its academic success, creating a sense of belonging, and for the common good. As such, RU-NB's Academic Master Plan has prioritized the cultivation of a campus environment that promotes wellness and well-being of students, staff, and faculty. The Chancellor-Provost initiated *Scarlet Well* taskforce convened in Fall 2022 focused on developing recommendations for a three-fold charge: 1) Benchmark institutional wellness initiatives against peer institutions; 2) Take stock of current wellness initiatives at RU-NB through identifying strengths, gaps, and recommendations for stronger coordination and enhancements under the *Scarlet Well* umbrella; 3) Offer recommendations to become a center of excellence in behavioral health by supporting an intellectual community of faculty who conduct research on behavioral health/wellness with an emphasis on public health, population-level interventions. Through interviews, reviews of current initiatives, policies and structures, the taskforce has made recommendations that include individual, community, systemic, and policy level initiatives.

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Select Peer and/or Health Promoting Institutions

Institution	Big 10	Okanagan Network (US Health Promoting Campus Network)/ Charter	Dimensions	Mission/ Description	Program
University of Michigan - Ann Arbor	Yes	Network/Charter	Physical Intellectual Social and community Environmental Financial Work and career Mental and emotional Spiritual	promotes and protects the health and well-being of students and the broader campus community in order to enable individuals to better achieve their educational and personal goals.	Wolverine Wellness
University of Alabama - Birmingham	No	Network/Charter	academic career financial psychological physical social spiritual	The UAB HPU (Health promoting university) uses interdisciplinary collaborations and mutual learning in a systems approach to embed and advance well-being on our campus, in our community, and in the wider world	UAB HPU

Institution	Big 10	Okanagan Network (US Health Promoting Campus Network)/ Charter	Dimensions	Mission/ Description	Program
Northern Illinois University	No	Network/Charter	Physical Occupational Intellectual Environmental Emotional Social Spiritual	NIU Well-being is a campus-wide initiative focused on supporting and enhancing the well-being of our entire community	NIU Well-Being
University at Albany	No	Network/Charter	??	??	UAlbany's Health & Well-being units
University of California, Irvine	No	Network/Charter	Physical Intellectual Environmental Emotional Social Spiritual	Seems to be different across human resources, graduate division, students	
University of North Florida	No	Network/Charter	physical emotional intellectual spiritual environmental occupational financial cultural social	Empowering UF students to be healthy and well through prevention.	Gatorwell

Institution	Big 10	Okanagan Network (US Health Promoting Campus Network)/ Charter	Dimensions	Mission/ Description	Program
Western Washington University	No	Network/Charter		<p>From the provost: Our vision of wellness is evolving and our whole- person focus extends far beyond physical health. Wellness is the sum of all aspects of individual and community well-being, from building personal resilience to cultivating a safe and supportive campus community for all identities. It is an active, conscious, self-directed, evolving, multidimensional, self-affirming process of making choices to achieve your whole self's potential.</p>	
University of California - Berkeley	No	Network /Charter	<p>Altruism Awe Bridging differences Compassion Diversity Empathy Forgiveness Gratitude Happiness Mindfulness Purpose in life Social connection</p> <p>Student learning center lists 8D</p>	<p>To create a campus environment that: Encourages and expands wellness opportunities at the multiple levels of campus policy, infrastructure, institutional practices, and individual choice. Supports positive practices that permeate the campus's organizational values, through a broad, cohesive culture focused on well-being. Emphasizes collaboration among campus and community partners on ensuring equitable access to a</p>	Healthy Campus

Institution	Big 10	Okanagan Network (US Health Promoting Campus Network)/ Charter	Dimensions	Mission/ Description	Program
				healthy campus environment, programs, and services.	
University of Wisconsin - Madison	Yes	Network	Health Meaning Safety Connection Growth Achievement Resiliency	To support, promote, and advance the well-being of the entire UW-Madison community, through strategic, collaborative and broad-reaching efforts that drive a culture and environment of wellness.	Uwell
Indiana University	Yes	Network	social physical emotional occupational spiritual intellectual environmental and financial		
Univ Iowa	Yes	Network		The mission of Student Wellness is to promote healthy lifestyles	

Institution	Big 10	Okanagan Network (US Health Promoting Campus Network)/ Charter	Dimensions	Mission/ Description	Program
				enhancing success and learning for all University of Iowa students.	
Ohio State	Yes	Network	Career Creative Digital Emotional Environmental Financial Intellectual Physical Social Spiritual	Wellness Strategic Plan: We exist to facilitate the highest levels of wellness for faculty, staff and students across the university and community.	
U Virginia	No	Network	Community resilience Financial stability Finding meaning and purpose Healthy sleep Intellectual well-being Social connectedness, social health and substances Taking care of yourself Virtual well-being	Employee: To foster a culture of well-being among University of Virginia faculty, staff, and team members by promoting and encouraging healthy lifestyle choices, engendering a happier, healthier, and more positive work environment	Hoos Well (employee well-being)
U Florida	No	Network	Emotional Environmental Financial Intellectual Occupational Physical Social Spiritual Cultural	empowering UF students to be healthy and well through prevention.	Gatorwell

Institution	Big 10	Okanagan Network (US Health Promoting Campus Network)/ Charter	Dimensions	Mission/ Description	Program
UNC Chapel Hill, Charlotte, Wilmington	No	Network	Career Social Intellectual Emotional Financial Wellness Physical Spiritual	We educate, advocate, support, and promote individual and community health and well-being.	
U of Washington	No	Network	building resilience coping skills connecting to the environment teaching for equity and access nurturing connection	The Whole U fosters connection, holistic wellness and University-wide engagement among faculty, staff and students, connecting you with the best the UW has to offer via year-round programming, events and an array informative content created by and for the UW community.	The Whole U
Northwestern U	Yes	No	physical emotional social intellectual environmental spiritual vocational financial	The mission of Health Promotion and Wellness is to educate and empower students to make healthy decisions that enhance individual success and community well-being. To fulfill this mission, Health Promotion and Wellness will utilize evidence-informed and innovative strategies to: foster a campus environment that supports healthy behaviors and reduces harmful behaviors. engage diverse campus and community stakeholders in	HPaW (Health Promotion and Wellness)

Institution	Big 10	Okanagan Network (US Health Promoting Campus Network)/ Charter	Dimensions	Mission/ Description	Program
				collaborative efforts to identify and promote healthy norms and clear expectations. develop students' knowledge, attitudes and skills within relevant content areas.	
Univ Maryland- College Park	Yes	No			
Univ Minn - twin cities	Yes	No	Emotional Financial Environmental Intellectual Occupational Physical Social Spiritual	HR: The University of Minnesota is dedicated to supporting all aspects of your well-being, including your physical, emotional, financial, and social health.	
University of Illinois-Chicago	Yes	No	Emotional Financial Environmental Intellectual Occupational Physical Social Spiritual	The mission of the Wellness Center is to support student learning, academic success, and retention by providing wellness services that promote healthy attitudes and behaviors, empower students to make informed choices and enhance holistic well-being.	Wellness Center

Institution	Big 10	Okanagan Network (US Health Promoting Campus Network)/ Charter	Dimensions	Mission/ Description	Program
Purdue	Yes	No	Emotional Financial Environmental Intellectual Occupational Physical Social Spiritual	Provide the Purdue community with recreational and wellness activities that contribute to learning and the pursuit of an active, healthy lifestyle	
Penn State	Yes	No	career, cultural, emotional, environmental, financial, intellectual, physical, social, and spiritual	Our mission is to continually improve the health and well-being of the people of Pennsylvania, and beyond	Healthy Penn State
U Nebraska Lincoln	Yes	No	Career, Cultural, Emotional, Environmental, Financial, Intellectual, Physical, Social and Spiritual.	Empower students to live their best lives, now and in the future.	Big Red Resilience & Well-being
Princeton University	Yes	No	Occupational, Emotional, Environmental, Intellectual, Physical, Social and Spiritual.	To enhance learning and student success by advancing the health and well-being of our diverse University Community	

Appendix C
Detailed Findings from Informational Interviews

	University of Southern California (USC)	University of Alabama-Birmingham	Princeton (Tiger Wel)	George Mason	University of Washington	University of Pennsylvania	University of Michigan	University of Texas Austin	Georgetown University	University of British Columbia
Program title	USC Collective Impact Framework/WorkWell Center/USC Healthy Campus	Health Promoting University/President's Wellbeing Collaborative	Tiger Well	Center for the Advancement of Well-being	Husky Health & Well-being: Well being for life and learning initiative	Wellness	Well-Being Collective	Texas Well-being. Promoting Well-Being in Learning Environments	Engelhard Project	UBC Wellbeing
Mission/ Vision/ Other	To collaborate with campus and community partners to create and sustain a campus culture that infuses health & well-being into all policies, practices, systems, and environments.	The pursuit of well-being; defined by a dynamic environment that fosters equity, social justice, holistic personal and community health and safety, where everyone can experience dignity and respect and have the opportunity to flourish while living, learning, working, and playing in a sustainable, resilient, and thriving ecosystem.	TigerWell is committed to the promotion of health and well-being.	Be a catalyst for human well-being by promoting the science and practices that lead to a life of: vitality, purpose, resilience and engagement	The UW Resilience Lab is promoting well-being through education, research partnerships and core programs and services	Vision: campus that integrates science, theory and practice of wellness mission: infuse wellness in 8 domains throughout Penn experience through inclusive, innovative and impactful initiatives	Making U-M a better place to live, work and learn for our students, faculty and staff by implementing a system-wide approach to supporting well-being across our campus; Seven dimensions	Promote well-being in UT learning spaces	Embodying Georgetown's mission of cura personalis, and exemplifying the kind of high-impact learning practice that characterizes a Georgetown education, the Engelhard Project represents an innovative approach to integrating student well-being issues into academic contexts.	UBC Well-being is a collaborative effort to make the University a better place to live, work and learn through a systems-wide approach to well-being across our campuses.
Program Purpose	A shared responsibility towards a common goal of strengthening a culture driven by student well-being; Benefits-eligible faculty, staff, post-docs, and retiree	The Collaborative is working to: -Educate the campus on the Okanagan Charter and its concepts/aspirations. -Perform a campus-wide scan of current HPU/well-being initiatives. -Create campus-wide Key Performance Areas (KPA) to measure well-being embedded into campus culture, across the administration, operations, and academics and to lead health promotion and collaboration beyond the campus community.	Princeton, drawing on evidence from local assessment to: -Promote and coordinate a proactive, justice-informed approach to well-being across campus. -Cultivate a campus community and individual skills that support well-being across identities. -Offer affirming health and well-being programs and services outside of traditional healthcare settings.	Well-being programs, resources and learning experiences.	Teaching for equity and access. nurturing connection, building resilience and coping skills, connecting to the environment	Student centered holistic approach with a commitment to continuous quality improvement; Single entity (to breakdown silos) improve best practices for in class physical and mental health integration	The University of Michigan Well-being Collective is an interdisciplinary group of students, staff, and faculty who have been brought together from across campus to support and implement our commitment to improving the well-being of our people, places and planet.	Promote well-being in UT learning spaces	The Engelhard Project for Connecting Life and Learning began in 2005, supported by a grant from the Bringing Theory to Practice (BTtoP) Project, awarded to a group of Georgetown faculty and student affairs staff. This group was interested in exploring — and making explicit — connections between students' academic studies and their broader life experiences, especially in the areas of well-being, flourishing, and mental health. Implementing the innovative curriculum infusion approach, the Project took hold at Georgetown.	The work of UBC Well-being is guided by the Okanagan Charter, a shared call to action for partners, leaders, and community members to make campuses become health-promoting institutions; as well as UBC's Well-being Strategic Framework, our commitment and approach to embedding well-being across our university culture and leading action and collaboration locally and globally.

Detailed Findings from Informational Interviews

	University of Southern California (USC)	University of Alabama-Birmingham	Princeton (Tiger Wel)	George Mason	University of Washington	University of Pennsylvania	University of Michigan	University of Texas Austin	Georgetown University	University of British Columbia
Program structure, elements and components	This goal is supported by four interrelated strategic goals: (a) equity & inclusion; (b) resilience and thriving; (c) alcohol or other substance abuse; (d) consent and health relationships collective impact framework, Mental Health Social Well-being and community Eat Well Work-Life Harmony Move Well Built environment and sustainability Financial Wellness/Health Well-Being Domains: Health & Well-being Counseling Coaching Consulting Talks & Groups	2 Major Initiatives: Campus Education Campus Scan (4100 Initiatives)	TigerWell recognizes that well-being is: Multidimensional (7 well being dimensions); Embedded in Systems and Organizational Culture; Collaborative Campus Well-Being Partnership; Clinical and Well-Being outreach; Well-being in learning spaces	Certificate programs, research; Mindfulness, Mindful mason moments, Project connect leading to well-being speakers, Thriving together 5K, Rx Racial Healing Circles. Resources: On demand well-being classes and programs on physical fitness & mindfulness, Mason Chooses Kindness toolkit, Resilience badge, Mental health first aid, Well-being learning community, Minor in well being, Elena scholarship		Communities of Practice Resilience and well-being education and promotion; Community conversations and Big Farm, University policies, Disease surveillance; Educational programs, clinics, (flu), wellness partnerships and student wellness advisory group (SWAG)	Robust continuum of care that adapts to and supports the well-being and mental health of our entire community.; policies and supporting structures & resources; non-clinical & primary prevention; nonclinical & secondary prevention; clinical & tertiary; clinical & tertiary & intensive	They work with schools, departments and individual faculty on syllabi revision, teaching strategies, and course observations related to wellness promotion. There is a particular focus on flexibility, metacognitive strategies, resilience, and a growth mindset. They also use an online simulation (mental health conversations) to train faculty and students in addressing mental health issues	Faculty apply to program and, if selected, convert or develop an 'Engelhard' course. All Engelhard courses incorporate a well-being topic; the faculty member is paired with a student affairs/mental health professional on campus to help develop and deliver the module (both receive a small \$400 incentive). A pre and post-test are used to assess student outcomes. This engages the student in the topic and connects them with student affairs staff. These are lower-division courses.	Infuse attention to well-being across all aspects of campus community and life; use collective impact framework to bring constituencies together. Run specific campaigns also, EX: Move UBC, Well-being in Teaching and Learning, Food Security
Leadership	Senior Vice President, Human Resources, Equity, & Compliance Director, USC WorkWell Center Associate Director, Health & Well-being Program USC Workwell Center	2 co-chairs 17 members of the collaborative	Program director Administrative Coordinator Outreach counselors	Executive Director and staffing of 11	Resilience lab Director, housed in Undergraduate academic affairs	Under the direction of chief wellness officer: Director of Well-being initiatives & Director of public health	1. advisory council 2. steering committee 3. Work teams Identity and Well-being Technology Usage in Service Delivery Faculty Capacity Building Access Improvement Wellness Coaching Expansion & Creation of Well-being Academy Student Engagement Graduate/Professional Student Needs Academic Policies Impacting Well-being	This initiative locates a teaching and learning expert in the Counseling and Mental Health Center The lead coordinator position reports directly to the Director of the Counseling and Mental Health Center and they maintain strong relationship to the Teaching and Learning Center. Several schools have well-being committees which this position supports.		The UBC Office of Well-being Strategy serves as the core strategic support (or backbone) to advance UBC's Well-being Strategic Framework (WSF), providing system-wide alignment, coordination, communication, facilitation, and evaluation of WSF Roadmap implementation to meet UBC's 2025 well-being targets. There is a director, an executive leadership team (cabinet level), an advisory council of university representatives, a support team, and multiple committees in various areas (mental health, food and nutrition, physical activity)

Detailed Findings from Informational Interviews

	University of Southern California (USC)	University of Alabama-Birmingham	Princeton (Tiger Wel)	George Mason	University of Washington	University of Pennsylvania	University of Michigan	University of Texas Austin	Georgetown University	University of British Columbia
Approach to governance and implementation	The USC Well-being Collective harnesses the power of a collective impact model for a variety of distinct and often siloed academic departments, administrative units, and student organizations to come together and work towards our common agenda: strengthening a campus culture driven by student well-being	A healthy environment & a salutogenic approach Framework to reorient the campus to a settings-based approach; Collaborative (includes hospitals, student affairs, academics, etc) Educating community, faculty, staff, and students	Collaboration - Committing to collaborative efforts allows TigerWell to become a sustainable part of Princeton's culture. We create new partnerships and unify existing efforts to make well-being promotion a focus for all campus partners.		Communities of practice		We are implementing our work through the collective impact approach:Collective impact describes an intentional way of working together and sharing information for the purpose of solving a complex problem / challengeCollective impact is more likely to solve complex problems than if a single entity were to approach the same problem(s) / challenges on its ownCollective impact centers equity and inclusion in making sustainable change			See above
Specific outcome measure or metrics you are gathering to guide the development and evolution of the program	For each component (see above); measurable goals are included and listed under "Data and Evaluation"; however, measures are not clear.	Key performance areas	Data-and evidence-informed, guided by collection and use of local data, research about well-being and health promotion efforts, and the evaluation of well-being programs and practices; attention to the Individual Interpersonal, Organizational, Community, and Public Policy levels	Just starting to focus on outcomes	Surveys and focus groups have been conducted but suggested to build a plan for assessment from beginning	Mostly gathering metrics on number of people attending educational events; categorize events according to well dimensions- see to focus more on physical and social dimensions	The Well-being Collective Common Agenda and measurements will be identified during the 2022-2023 academic year and added to this page as they are ready to share; progress measured on four themes: measured as components developed, launched, implemented.		Half of all undergrads have taken a course. What began as a curricular experiment has evolved into one of the hallmarks of a Georgetown undergraduate education, reaching thousands of students across campus. Since 2005, the Engelhard Project has offered nearly 500 courses taught by over 100 faculty members , for a combined enrollment of more than 19,200 students.	See target mapping
Have you incorporated the Okanagan Charter?	No	No	No	NO	US health promoting campus network	No	Yes	No	No	Yes

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Detailed Findings from Informational Interviews

	University of Southern California (USC)	University of Alabama-Birmingham	Princeton (Tiger Wel)	George Mason	University of Washington	University of Pennsylvania	University of Michigan	University of Texas Austin	Georgetown University	University of British Columbia
In addition to the current state of their programs, how did you get started?		Started off engaging leaders – VP level to get buy-in: IT, facilities, sustainable cities, live health smart Alabama	To reach well-being goals, campuses will want to: Use participatory approaches inclusive of campus voices;Engage in systematic planning;Build on existing well-being-related initiativesIncrease the reach of existing services to students;Build students’ capacity both in personal self-reflection and in actively caring for others;Prioritize efforts that can become “business as usual”;Link efforts and offer sufficient “dosage” of important concepts and skills;Promote research and evidence-informed action;Create professional development opportunities for staff and faculty;Address all levels of the socio-ecological model		Intent seems to be to embed support for well-being into the learning environment (pilot program 2019-2020 “informed by UW researchers and educators”)		In 2020, committee 1. explored and recommend innovative approaches to addressing student mental health and well-being2. examined the current resources and provided recommendations on improvement, expansion, measured effectiveness, and communicated to those who might need them. Committee recommended a strategic and innovative change to holistically address health and well-being, transforming campus culture and positioning U-M as a health-promoting university through four broad themes.1. holistic approach, strategic plan, infrastructure of faculty, staff & students2. culture of empathy, care, & compassion3. strengthen continuum of care4. Wealth & resources are visible and accessible	External funding through Hogg Foundation for Mental Health	The Engelhard Project for Connecting Life and Learning began in 2005, supported by a grant from the Bringing Theory to Practice (BTtoP) Project, awarded to a group of Georgetown faculty and student affairs staff. This group was interested in exploring — and making explicit — connections between students' academic studies and their broader life experiences, especially in the areas of well-being, flourishing, and mental health. Implementing the innovative curriculum infusion approach, the Project took hold at Georgetown. After the first few years with BTtoP grant support, the Project was endowed through a generous gift from the Charles Engelhard Foundation in 2012.	

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Detailed Findings from Informational Interviews

	University of Southern California (USC)	University of Alabama-Birmingham	Princeton (Tiger Wel)	George Mason	University of Washington	University of Pennsylvania	University of Michigan	University of Texas Austin	Georgetown University	University of British Columbia
Success and barriers		Always a focus on students; trying to increase efforts for faculty well-being Difficult to get a CWO at the VP level RCM model			Support from Provost, scaling up on a large campus; Connection to DEI (Successes); Challenges: did not build in plan for assessment from beginning as now need to go back and look at outcome & consider outcomes/impacts moving forward					
Lessons learned on how to get started successfully			<ul style="list-style-type: none"> - Use participatory approaches inclusive of campus voices - Engage in systematic planning -Increase the reach of existing services to students -Build students' capacity both in personal self-reflection and in actively caring for others -Prioritize efforts that can become "business as usual" -Link efforts and offer sufficient "dosage" of important concepts and skills -Promote research and evidence-informed action -Create professional development 		Build slowly and engage work with people who want to be involved/people already engaged in the philosophy; be seen as the role of convener and connector to help local level activities to grow and thrive	Need to focus on assessing impact and using data to address areas they may not be focusing on (other dimensions)	Committee evaluated current resources and conducted focus groups			

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	University of Southern California (USC)	University of Alabama-Birmingham	Princeton (Tiger Wel)	George Mason	University of Washington	University of Pennsylvania	University of Michigan	University of Texas Austin	Georgetown University	University of British Columbia
			opportunities for staff and faculty -Address all levels of the socio-ecological model							

Inventory of Current Student-Facing Wellness Initiatives

Unit	Program	Services provided	Website	Social Media
Rutgers Student Health – Medicine Population served: students	General Medicine	<ul style="list-style-type: none"> - Physicals/Wellness visits including Pap Smears - Management of acute problems and chronic illnesses 	Website	Instagram Facebook Website
		Travel medicine <ul style="list-style-type: none"> - Pre-travel consultation services - Necessary vaccines (hepatitis A, typhoid fever, yellow fever) according to the country-specific needs/requirements - Pills for protection against malaria and traveler’s diarrhea 		
		Sports Medicine <ul style="list-style-type: none"> - Medical consultation and evaluation - Diagnosis/diagnostic testing in the event of an acute injury - Treatment and follow-up visits for injuries 		
	Sexual and Reproductive Health	<ul style="list-style-type: none"> - Annual Gynecologist visit - Contraceptive health services: <ul style="list-style-type: none"> - Consultation - Prescriptions - Insertion - Pregnancy counseling - Male reproductive and sexual health services: <ul style="list-style-type: none"> - Male genital exams, testing/treatment for STIs 	Website	

Unit	Program	Services provided	Website	Social Media
		<ul style="list-style-type: none"> - Evaluation of erectile dysfunction and premature ejaculation - Lactation rooms <ul style="list-style-type: none"> - Private, clean spaces for Rutgers students, staff, and faculty to breastfeed/pump breast milk for feeding their child(ren) 		
	STI Testing and Treatment	<ul style="list-style-type: none"> - Have testing available for: <ul style="list-style-type: none"> - HIV - Syphilis - Gonorrhea - Chlamydia - Hepatitis A, B, and C - Herpes - Trichomoniasis - Treatment plans and prescriptions 	Website	
	Gender-Affirming Care	<ul style="list-style-type: none"> - Medical services: <ul style="list-style-type: none"> - Medical counseling, hormone therapy, hormone-level monitoring - Referrals to external healthcare providers, such as surgeons and endocrinologists - Signing official name-change documents - Counseling services: <ul style="list-style-type: none"> - Structured/evidence-based individual counseling - Group counseling - Crisis management - Substance abuse assessment and treatment - Psychiatric services and/or linkages to community providers 	Website	
	Immunization Requirements and Allergy	<ul style="list-style-type: none"> - Routine immunization vaccines available: <ul style="list-style-type: none"> - Hepatitis A - Hepatitis B - Human papillomavirus (HPV) - Influenza 	Website	

Unit	Program	Services provided	Website	Social Media
	Shots	<ul style="list-style-type: none"> - Measles/mumps/ Rubella (MMR) - Pneumococcal pneumonia - Polio - Tetanus/diphtheria/ pertussis - Varicella (chickenpox) - Travel vaccinations: <ul style="list-style-type: none"> - Typhoid - Rabies - Japanese encephalitis - Yellow fever - Allergy injections – administered after completion of allergy packets from the patient’s private allergist 		
	Lab Services	<ul style="list-style-type: none"> - Blood tests - General lab tests 	Website	

Unit	Program	Services provided	Website	Social Media
Rutgers Student Health – Counseling, Alcohol & Other Drug Assistance Program & Psychiatric Services (CAPS) Population served: students	Therapy Options	<ul style="list-style-type: none"> - Group therapy for students struggling with anxiety, depression, emotional regulation, eating issues, grief and loss, sexual identity, and general interpersonal issues - CAPS End of Semester Groups for All Students <ul style="list-style-type: none"> - Workshops and sessions provide education and management stress/anxiety, building on skills and overcoming procrastination and poor time-management - Individual therapy <ul style="list-style-type: none"> - Psychotherapy and counseling for college students experiencing depression, anxiety, loss, or situational difficulties such as adjusting to transition and change 	Website	Instagram Facebook Website
		Community-based counseling <ul style="list-style-type: none"> - Initial connection to CAPS services: support, therapy, referrals - Tailored workshops, group therapy, retreats and presentations - Consultations with concerned staff or faculty - Guidance and assistance with departmental guidelines and efforts focused on wellness 	Website	

Unit	Program	Services provided	Website	Social Media
	Alcohol & Other Drug Assistance Program (ADAP)	<ul style="list-style-type: none"> - Consultation, evaluation, and assessment of the substance abuse impact on a student's life - Individual counseling in meeting personal goals related to their alcohol, drug and/or other uses - Recovery Support Program: early recovery groups, sober activities and housing - Nicotine assessment and referral - Individual and group counseling to address the unique needs of students affected by substance use among family members 	Website	
		Recovery Housing <ul style="list-style-type: none"> - 12-month, on-campus housing option for students in recovery - Offers students the opportunity to have a fulfilling residential college experience living within a supportive community - Provide recovery support from the ADAP counselors, as well as academic and career support 	Website	
		Alcohol & Drug (AOD) Counseling <ul style="list-style-type: none"> - Confidential consultation and counseling services - Alcohol assessment – Alcohol eCHECKUP TO GO - Marijuana e-Toke assessment 	Website	
	CAPS Next Step	- Campus-based treatment program tailored to students who require enhanced care. Includes:	Website	

Unit	Program	Services provided	Website	Social Media
		<ul style="list-style-type: none"> - Psycho-educational groups - Psychotherapy groups - Case management session - Individual therapy session 		
	Crisis Intervention	<ul style="list-style-type: none"> - On-call CAPS counselor available for crisis intervention/emergencies every day - Resources following a critical incident available for anyone to access 	Website	
	Consultations & Referrals	<ul style="list-style-type: none"> - Consultations for students and faculty regarding mental health-related issues - Referrals for student counseling 	Website	
	Psychiatric Services and Medication Management	<ul style="list-style-type: none"> - Psychiatric evaluations - Psychiatric medication/prescription and follow-up visits provided if necessary 	Website	
	Welltrack Connect (formerly Shrink Space)	<ul style="list-style-type: none"> - Helps individuals find off-campus mental health providers that best fit their needs 	Website	
Rutgers Student Health – Health Outreach, Education, and Promotion (HOPE) Population served:	Peer Education Program	<ul style="list-style-type: none"> - HOPE provides training for peer educators to engage their peers in relevant discussions on issues of health and wellness - Training provided in the following topics: <ul style="list-style-type: none"> - Sexual health - Alcohol and other drugs - Nutrition - Mental health 	Website	N/A
	Workshops & Trainings	<ul style="list-style-type: none"> - Workshops and trainings related to topics such as sexual health, alcohol and other drugs, mental health, nutrition, and bystander 	Website	

Unit	Program	Services provided	Website	Social Media
students		intervention <ul style="list-style-type: none"> - Facilitated by Peer Educators, professional staff from HOPE and/or CAPS when appropriate 		
	Wellness Coaching	- Coaches provides general assistance to come up with strategies that will improve various aspects of life <ul style="list-style-type: none"> - Help reach individual goals 	Website	
	Condom Requests	- Bulk condom purchase available for personal use or giving out during an event/workshop	Website	
Offices of the Dean of Students Population served: students	Compliance & Title IX	- Addresses questions on concerns about compliance and Title IX on campus <ul style="list-style-type: none"> - Policies and procedure guidance - Mandatory training and education related to sexual violence prevention and alcohol & other drugs for incoming first-year and transfer students - Option available to report an incident - Resources available to anyone who access the website 	Website	Dean of Students Instagram Dean of Students Facebook
	The Office of Graduate Student Life (OGSL)	- Services related to graduate student support: <ul style="list-style-type: none"> - Assistance request - Graduate student checklist - Confidential and non-confidential resources - Programs, organizations, and opportunities for student involvement <ul style="list-style-type: none"> - Resources available for professional development opportunities 	Website	N/A
	Student Orientation and Transition Programs	- Orientation programs for new students and their families provided to aid their transition to Rutgers and access various resources <ul style="list-style-type: none"> - Campus tours for students and their families - Training provided to the orientation team 	Website	Instagram Facebook Twitter
	Off-Campus Living and Community	- Online listing of rental properties for tenants searching for off-campus housing to connect with landlords	Website	Instagram Facebook

Unit	Program	Services provided	Website	Social Media
	Initiatives	<ul style="list-style-type: none"> - Educational resources and basic information on landlord-tenant responsibilities, cotenancy, security deposits, safety tips, utilities, and access to various municipal resources - Resources for commuters and legal services for students living off-campus <p>Student Basic Needs</p> <ul style="list-style-type: none"> - Addresses student basic needs insecurities, specifically related to providing resources such as food, housing, clothing, and financial resources. - Food pantry operation - Emergency funding for students <p>Meal plan scholarships and grocery store gift cards</p>	Website	Twitter Instagram Facebook
	Student Conduct	- Useful information regarding the code of student conduct, academic integrity, conduct and appeal processes, sexual misconduct and Title IX, etc.	Website	Facebook Twitter
	Student Legal Services	<ul style="list-style-type: none"> - Free professional attorney, legal advice and assistance for all undergraduate and graduate students - Additional services: <ul style="list-style-type: none"> - Legal consultation - Notary services - Attorney referral - Community outreach and education - Pre-law advising 	Website	N/A
	Student Support	<ul style="list-style-type: none"> - Services include: <ul style="list-style-type: none"> - Advocacy - Connections to campus resources - Assistance for temporary conditions and challenges due to health, financial, personal, family or other confidential matters - Bias incident reporting and response 	Website	N/A

Unit	Program	Services provided	Website	Social Media
		<ul style="list-style-type: none"> - Case management and community concern reporting and response - Support for undocumented students - Absences and verification notices 		
	Office for Violence Prevention and Victim Assistance (VPVA)	<ul style="list-style-type: none"> - Services: <ul style="list-style-type: none"> - Counseling and advocacy - Educational programming - Training - Consultation - Policy development - Information and resources provided for the following issues: <ul style="list-style-type: none"> - Sexual violence - Domestic/dating violence - Stalking - Any criminal issues - Resources for next steps for any victim that needs help 	Website	Instagram Facebook Twitter
The Graduate School of Applied and Professional Psychology (GSAPP) Population served: Students, faculty, staff & external community	Douglass Developmental Disabilities Center (DDDC)	<p>Douglass School Program</p> <ul style="list-style-type: none"> - Using Applied Behavior Analysis (ABA) principles to serve children ages 3-21 diagnosed with an autism spectrum disorder - Parent training and support services - Job sampling and post-secondary transition services - Physical education - Speech and language services <p>Douglass Adult Program</p> <ul style="list-style-type: none"> - Serves individuals over 21 year of age - Independent life skill development and employment opportunities - Full-day, year-round special needs day program - Behavioral support 	Website	Instagram Facebook Twitter LinkedIn

Unit	Program	Services provided	Website	Social Media
		<ul style="list-style-type: none"> - Community-based support - Community inclusion - Day habilitation - Pre-vocational training 		
		<p>Douglass Outreach</p> <ul style="list-style-type: none"> - Functional Behavioral Assessment (FBA) - School-based consultation - Home-based outreach services: <ul style="list-style-type: none"> - Parent training - Parent consultation - Sibling training - Educational workshops 		
	<p>Rutgers Center for Adult Autism Services (RCAAS)</p>	<p>Supporting Community Access through Leisure and Employment (SCALE)</p> <ul style="list-style-type: none"> - Behavioral supports - Career planning - Community-based supports - Community inclusion services - Individual supports - Prevocational training - Supported employment 	<p>Website</p>	
		<p>College Support Program (CSP)</p> <ul style="list-style-type: none"> - Weekly meetings with a CSP coordinator - Assistance with defining academic, organizational, and life goals - Strategies to meet identified goals - Trained peer mentors - Referrals and follow-up - Referrals for psychotherapy or counseling when requested 		

Unit	Program	Services provided	Website	Social Media
		Psychological Services Clinic (PSC) <ul style="list-style-type: none"> - Assessments – diagnostic clarification/First-time ASD diagnosis - Re-evaluation - Individual treatment planning - Therapy <ul style="list-style-type: none"> - Behavioral activation - Cognitive Behavioral Therapy (CBT) - Short-term therapy to support goal attainment - Group-based treatments 		
		Intensive Outpatient Clinic (IOC) <ul style="list-style-type: none"> - Evidence-based assessment and treatments - Generalization evaluations - Caregiver training - Follow-up visits 		
	Center for Youth Social Emotional Wellness (CYSEW)	<ul style="list-style-type: none"> - Training and workshops on school and community evidence-based prevention and treatment strategies - Program evaluation of on-going school and community mental health efforts - Mental health assessment and treatment services - Support and mentoring for trainees, faculty, and community agencies interested in conducting cross-disciplinary community-based mental work 	Website	
	Center for Psychological Services	<ul style="list-style-type: none"> - Therapeutic services: <ul style="list-style-type: none"> - Individual therapy - Group therapy - Family therapy - Couples therapy - Treatment for: 	Website	

Unit	Program	Services provided	Website	Social Media
		<ul style="list-style-type: none"> - Anxiety, OCD, panic disorders - Depression and mood disorders - Marital and relationship problems - Chronic pain, headache, and stress-related medical illness - Trauma and traumatic stress - Borderline personality disorder - Identity concerns, and many more - Psychological assessment <ul style="list-style-type: none"> - Intellectual and Cognitive Functioning - Neuropsychological Functioning - Academic Achievement - Personality Functioning - Evaluations for ADHD, learning disorders, psychiatric diagnoses 		
	ADHD Clinic	<ul style="list-style-type: none"> - Short-term treatment for children age 5-15 struggling with ADHD symptoms - Support for parents and welcome opportunities to consult with teachers and schools 	Website	
	Anxiety Disorders Clinic	<ul style="list-style-type: none"> - Evaluation and consultation for adult, children, and adolescents - Post Traumatic Stress Disorder (PTSD) program - Individual, couples and family therapy for anxiety and mood disorders - Group treatment for Obsessive Compulsive Disorder (OCD) in adults - Child and Adolescent Program for OCD 	Website	
	Dialectical Behavior Therapy (DBT) Program	<ul style="list-style-type: none"> - Comprehensive DBT applied to the following services: <ul style="list-style-type: none"> - Skills group - Individual therapy - Phone coaching - Consultation team 	Website	

Unit	Program	Services provided	Website	Social Media
	CHAT Clinic – Children (and Families) Healing After Trauma	<ul style="list-style-type: none"> - Individual, family and/or group sessions utilizing trauma and attachment informed treatment modalities - Mentors for clients - Therapies <ul style="list-style-type: none"> - Trauma Focused–Cognitive Behavioral Therapy (TF-CBT) - Game-Based Cognitive Behavioral Therapy (GB-CBT) - Attachment, Regulation, and Competency (ARC) 	Website	
	Tourette Syndrome Clinic	<ul style="list-style-type: none"> - Social-emotional skills groups for children and teens with Tourette Syndrome - Supportive services: <ul style="list-style-type: none"> - Diagnostic evaluation - Consultation on Tourette Syndrome and associated disorders - Assistance with referrals - In-service presentations 	Website	
	Center of Alcohol & Substance Use Studies	<p>Wellness Inventory: helps individuals think about what they are doing now in terms of wellness habits. This inventory provides a chance to look at a typical day and week during the last 30 days. There are resources for each dimension if people want to strengthen or improve in any area</p>	Website	
		Wellness Resources (Dimensions of Wellness)	Website	
		The Journey to Wellness: The Journey to Wellness Guide assists individuals with new ways to begin or continue the personal wellness journey. For individuals who have experienced chronic stress, addiction, trauma or another life challenge, the guide contains examples that have assisted many pursue and continue a journey to wellness.	Website	

Unit	Program	Services provided	Website	Social Media
Risk Management Insurance Types for Students Population served: students	Student Health Insurance Plan (SHIP)	<ul style="list-style-type: none"> - Prescription drugs - Preventive care services: <ul style="list-style-type: none"> - Annual physicals - GYN exams - Routine screenings and immunizations - More services for all adults, women, and children - Outpatient mental illness/substance use disorder treatment, except medical emergency and prescription drugs - Pediatric dental and vision benefits 	Website	N/A
	Tuition Protection Insurance Plan (Grad Guard)	<ul style="list-style-type: none"> - Reimbursement provided when a student is unable to complete an academic term due to an unforeseen, covered accident, injury or other reasons - Covered expenses for tuition, room and board, and other fees - 24-hour assistance to students and parents in emergency situations 	Website	
	International Travel Medical Insurance and Emergency Assistance	International Medical Insurance <ul style="list-style-type: none"> - Covers injury or illness up to \$250,000; however, does not cover nonessential services (dental cleaning, acne treatments, check-ups, etc.) - \$0 deductible for each injury or illness claimed - Cashless transaction if approved provider is used On Call International Emergency Assistance <ul style="list-style-type: none"> - International security and travel assistance for university travelers - Provides enrollment information for both faculty/staff and students 	Website	
	Housing/ Renter Insurance via Haylor, Freyer & Coon, Inc.	<ul style="list-style-type: none"> - Protects personal property - Additional living expenses provided if forced from apartment/living space - Affords comprehensive personal liability protection in case of injury to others 	Website	

Unit	Program	Services provided	Website	Social Media
	Personal Property Insurance via Haylor, Freyer & Coon, Inc.	<ul style="list-style-type: none"> - Covers the following: <ul style="list-style-type: none"> - Unscheduled personal property owned by student - Unscheduled personal property entrusted to student by your parent(s) or legal guardian(s) - Unscheduled personal property of the educational institution which is under the care, custody, or control of the "certificate holder" - Unscheduled personal property of others in your care, custody, and control subject to a maximum limit of \$250 	Website	
Rutgers Residence Life Population served: students		<ul style="list-style-type: none"> - Serves as a resource for all students living on campus - Residential care and support services - Residential care programs (upon request): <ul style="list-style-type: none"> - Mug Talk: Conversation Surrounding a Specific Dimension of Wellness - Plant Parent - Sleep Trivia - Stress Relief with Dogs - Stress on the Brain: How Acute & Chronic Stress Impacts Brain Function - Nature Walk - Impact of Traumatic Events - Make Your Own Wellness Kit - Settling Down with Glitter Jars - Foundation of Building Resume - Zen Gardening - Financial Stress Program - Student outreach initiatives - Campus partnerships - Housing information, including special living options - Guidelines and protocols for residence hall - Summer conference services 	Website	Instagram Facebook Twitter

Unit	Program	Services provided	Website	Social Media
University Human Resources Population served: employees		Employee Assistance (employee counseling, victim assistance) Work Life Balance (retirees, commuter resources) Work/Life Programs(family programs, leaves of absence, paid time off, life events, telecommuting, wellness programs)	Website	

DRAFT: Health & Wellness Activities Assessment

This assessment will gather information related to health/wellness and well-being initiatives, including events, communities, scholarship, teaching, services and research activities within your academic area.

Please utilize the following definitions as you complete this assessment.

Health & wellness discuss human behavior on a scale/spectrum. Both are based on individual behavior.

Well-being: experienced by individuals & societies. Determined by social, economic and environmental conditions. It is the outcome of policies, institutions, economies and ecosystems in which people live. It requires a whole-of-society approach involving action across all levels, stakeholders and sectors, from communities and within organizations to regional and national government.

1. How do faculty include ideas around wellness in their teaching?
 - i. Specific language
 - ii. Persistence
 - iii. Meta-cognition
 - iv. Inclusive Pedagogy
2. How do your faculty intentionally build community among students? How does this support or enhance the academic experience and academic success?
3. Does your academic unit provide lecture/research/presentations on issues related to wellness (trauma, addiction, mental health, etc.)?
4. If yes, to #4, please provide a brief description.
5. Are any of the faculty involved in research related to health, wellness or well-being? If yes, please provide a brief description.
6. Do any of your faculty integrate wellness into their classroom?
7. How do your faculty handle referrals to Counseling, Alcohol & Other Drug Assistance Program & Psychiatric Services (CAPS) (include link to CAPS), Violence Prevention and Victim Assistance (VPVA) (include link) and the Offices of the Deans of Students (include link)
8. How does your unit manage and track referrals, follow-up, collect data on types of referrals?
9. How do they manage issues with faculty/staff burnout?
10. Does your academic unit encourage self-care amongst faculty and staff? If yes, how?

11. Are you aware of the Faculty and Staff Assistance Program (FSAP) (link)? Have you ever referred staff or faculty to the FSAP?
12. In the 2022-2023 academic year, did your academic department host/sponsor any events (or have plans to host/sponsor) related to health and/wellness? These events would focus on individuals changing their behaviors in relationship to a specific issue (i.e. how to manage stress better).
13. If yes, please select the types of events (select all that apply):
- stress free zones
 - stress management workshops
 - mindfulness workshops
 - health fairs
 - chair massage
 - nutrition workshops
 - yoga events
 - time management workshops
 - Therapy animals
 - other (please list)
14. Were these events for (select all that apply)
- Students
 - Faculty
 - Staff
 - All of the above
15. Who was responsible for organizing these initiatives?
- Students/student organizations
 - Faculty
 - Staff
 - All of the above
16. Are you or your faculty aware of health and wellness services for students provided by Rutgers Student Health such as (include website):
- Community Based Counselors
 - Let's Talk
 - Peer education (mental health, sexual and reproductive health, alcohol and substance use)
 - Peer Wellness Coaching
 - Medical services
17. In the 2021-2022 academic year, did you encourage faculty, staff and/or students to attend mental health trainings on campus such as Campus Connect Suicide Prevention Gatekeeper Training or Mental Health First Aid? (include website link)

18. If yes, how did you encourage participation Please select all that apply)?

email to faculty
email to staff
email to students
discussed at faculty meeting
encouraged department chairs to disseminate

19. Do you provide new faculty, teaching assistants and /or graduate assistants with an orientation experience?

20. If yes, does the orientation include any of the following information (please select all that apply) Rutgers Student Health
Office of the Deans of Students
dosomething.rutgers.edu (link)
Office of Disability Services
Cultural centers (link to C4)
Violence Prevention & Victim Assistance (link to VPVA)
University Human Resources wellness services (link)

21. What is the best way to communicate information about services on campus, events, trainings and other opportunities on campus to support health, wellness and well-being?

CAPS Usage Report

As of May, 2023, CAPS is sufficiently staffed to meet student demands and conducted over 31,000 unique appointments in AY 21-22 with 38 clinicians, 15 practicum students /interns, and 13 administrative staff. Below is information and data relating to CAPS for AY 2021-2022:

- Students are offered an initial assessment within 24-48 hours after the initial contact
- During peak times (February/March and October/November), the wait time for an initial assessment is 5 business days.
- All students who contact CAPS, are screened for crisis. If in crisis, the student is seen the same day. In AY2021-2022, there were 1017 crisis contact. Of those, 546 resulted in crisis appointments and 471 were after hours' calls.
- 68% of students who contacted CAPS in AY2021-2022, we offered an appointment within 10 business days. Of those 61% accepted the appointment and 7% declined and were scheduled on an alternate date.
- 32% were unable to be scheduled in the 10-day business window. Students are able to join psychotherapy groups facilitated by licensed clinicians during this wait-time.
- 7.2% of the total RU-NB student population received clinical services at CAPS. This includes triage, initial 20-minute consultation with a clinician, individual and group counseling, case management, and psychiatric appointments (medication management) on-call and crisis services.
- 237 students were referred to community resources (higher levels of care and/or community providers).

Spring 2023 Soft Launch Activities

In conjunction with campus units, the task force sponsored a number of spring ‘soft launch’ activities for *Scarlet Well*.

Activity	Description	Audience	Event Date
Health & Well-Being Data Round Table Discussions	Learn more about student health and well-being through data from the 2021 Rutgers National College Health Assessment and the 2022 Rutgers Healthy Minds Survey and engage in discussions about what this data means for us as students, faculty and staff.	Faculty, staff and students	March 6, 2-4pm; March 22, 10:30am-12:30pm; Monday, April 3, 2-4pm Co-sponsored with Student Affairs and SW Research Sub-Committee
Campus Connect Suicide Prevention Gatekeeper Training	Campus Connect Suicide Prevention Gatekeeper Training increases knowledge about mental health and suicide statistics, risk & protective factors, warning signs, and campus resources.	Students, faculty and staff members	March 8, 10-12pm; March 30, 10-12pm; April 3, 10-12pm; April 20, 10-12pm Student Affairs
Effective Teaching and Learning Conference: Best Practices for Inclusive and Innovative Pedagogy	Panel: Inclusive Pedagogical Practices and Wellness as part of Effective Teaching.	Faculty	February 23, 11:30-12:30pm Co-sponsored with the New Brunswick Faculty Council and C-P Office
Emotional Well-being Workshops	Faculty, staff and students are invited to participate in interactive workshops on compassion and play. Research shows that people who are more self-compassionate tend to have greater life satisfaction. Treating yourself with kindness is a part of our overall mental health and well-being. This workshop will help participants understand self-compassion and its impact on our lives.	Faculty, Staff, and Students	March 20 12:00-1:00; March 24 12:00-1:00; March 30 6:00-7:00 Student Affairs
Pencil in a little Play	Being able to find joy in our daily lives is a big part of mental health. Good feelings can help boost our ability to reduce stress, solve problems and think clearly. This workshop will help participants understand the benefits of play and demonstrate how play can impact our daily lives.	Students	April 12 th 6 to 7 pm Student Affairs
Mental Health First Aid	Mental Health First Aid is an international, foundational, mental health literacy course that prepares individuals to start conversations about mental health and substance	Faculty, staff, students	March 23; March 31; April 5; April 13

	use and to provide an action plan. Once completed, participants are certified as Mental Health First Aiders. This is a full-day training.			Student Affairs
Annual Chancellor-Provost Wellness Lecture	Annual wellness lecture delivered by faculty expert. Vivien Wen-Li Anthony, Associate Professor, School of Social Work, "The Trouble with Technology: The Negative Impact of Technology on Wellness."	Faculty, staff, students		April 5
CAPS CARES	This is a new initiative by CAPS intended to provide faculty and staff with an ongoing space to ask questions and learn about how they can support students dealing with mental health or other related issues.	Faculty and staff		Spring 23, Fridays 1 to 2 pm CAPS