Healthy and Sustainable Universities and Colleges

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Health Promoting Higher Education: Context, History, Vision

Healthy Universities: Theory & Practice – What, Why & How?

Health & Sustainability: Converging Agendas, Co-Benefits & Insights from Practice

Challenges, Opportunities & Future Directions
Health Promoting Higher Education: Context, History, Vision

Healthy Universities: Theory & Practice – What, Why & How?

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Challenges, Opportunities & Future Directions
Healthy Universities: History & Evolution:

1986 • Ottawa Charter for Health Promotion
1994/5 • First HPU Initiatives – Lancaster & UCLan, UK
1995 • German HPU Network
1996-8 • International HPU Conference [UK] & WHO Book
2003 • 1st International HPU Congress & Chilean HPU Network
2005 • 2nd International HPU Congress/Edmonton HPU Charter
2006 • English HPU Network & Spanish HPU Network
2007 • Ibero-American HPU Network
2013 • UK Healthy Universities Network
2015 • Okanagan International Conference on HPU&C
2016 • Okanagan Charter
2016 • International HPU&C Working Group
UK Healthy Universities Network

- Established in 2006 with 8 universities
- It now has representation from:
  - 83 UK HEIs – multiple stakeholders: academic public health, student services, students’ unions, human resources, strategy & organisation development
  - 20 non-UK HEIs
  - 24 other stakeholder organisations
- Bi-annual face-to-face network/peer-support meetings & thematic learning workshops.
- E-Newsletters, email/online networking, information & experience exchange.

www.healthyuniversities.ac.uk
Welcome to the UK Healthy Universities Network

A Healthy University aspires to create a learning environment and organisational culture that enhances health, wellbeing and sustainability.

The UK Healthy Universities Network supports its members to develop and implement ‘whole university’ approaches to health, wellbeing and sustainability. It is part of a global movement calling upon higher education institutions to:

- incorporate health and sustainability into their mission, vision and strategic plans
- lead and drive change in society by modelling, testing and transferring innovative approaches.

LEARN MORE

Join the Network

Network membership is currently free of charge.

Membership is open to universities and other higher education institutions within the UK. Associate membership is open to higher education institutions from outside the UK and other interested stakeholders from outside of the higher education sector.

JOIN OUR NETWORK
UK Healthy Universities Network
UK Healthy Universities Network: Self Review Tool

Allows universities to review and reflect on progress in embedding a whole system approach to health and wellbeing into their core business and culture, using a questionnaire structured across five domains:

- Leadership & Governance
- Service Provision
- Facilities & Environment
- Communication, Information & Marketing
- Academic, Personal, Social & Professional Development

www.healthyuniversities.ac.uk/toolkit
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Challenges, Opportunities & Future Directions
Healthy Universities: Origins

“Health promotion is the process of enabling people to increase control over, and to improve, their health.”

“Health is created and lived by people within the settings of their everyday life; where they learn, work, play and love. Health is created...by ensuring that the society one lives in creates conditions that allow the attainment of health by all its members.”

WHO, 1986 – Ottawa Charter for Health Promotion
Healthy Universities: What?

One application of the healthy settings approach, involving:

- focus on ‘place’, ‘people’ and increasingly ‘planet’ – and the inter-relationships between these
- understanding of a setting as a context which *directly* and *indirectly* impacts wellbeing
- commitment to integrating health, wellbeing and sustainability within the culture, ethos, structures, processes and routine life of organisations and places.
Healthy Universities: What?

- Salutogenic
- Ecological
- Systemic
- Comprehensive Holistic Change
- Focus on ‘Core Business’

Source: Adapted from: Dooris, 2005
Universities are large & complex organisations.

If we are to advocate in terms of ‘core business’, we must appreciate the distinctiveness of a university as a setting:

- centre of learning & development
- focus for cross-disciplinary research, creativity & innovation
- setting in which students live & undergo major life transition
- largescale workplace
- business, concerned with performance & productivity
- partner & corporate citizen in local/national/global communities
- context that influences values, ideals & priorities into the future.

“A Healthy University adopts an holistic understanding of health; takes a whole university approach; and aspires to create a learning environment and organisational culture that enhances the health, wellbeing and sustainability of its community and enables people to achieve their full potential.”
“Health Promoting Universities and Colleges transform the health and sustainability of our current and future societies, strengthen communities and contribute to the wellbeing of people, places and the planet.”
Universities can support and promote the health of people, places & planet, through maximising opportunities to:

- impact positively on health/wellbeing of students, faculty & staff
- benefit the local community
- contribute to health improvement of the population
- generate health, justice & sustainability in families, neighbourhoods & society

A commitment to health and wellbeing can:

- enhance core business – achievement, performance, productivity & reputation.
Healthy Universities: Why?

Higher Education Institutions have served as settings for delivery of projects on specific issues.

Shift from single topic focus – ‘health promotion in the setting’ – to develop holistic/strategic ‘whole system’ perspective.

Growing evidence base suggests effectiveness of comprehensive multi-component ‘whole system’ approaches.
Healthy Universities: How?

Core Business Drivers

- Create healthy, supportive and sustainable working, learning & living environments
- Integrate profile of health, wellbeing & sustainable development in learning, research & knowledge exchange
- Contribute to the well-being, resilience & sustainability of the wider community

Key Focus Areas

WHOLE UNIVERSITY / SYSTEM APPROACH

Underpinning Values

Public Health Drivers

Deliverables & Impacts

Adapted from Dooris et al, 2010
Embed health into all aspects of campus culture, across the administration, operations & academic mandates

- Embed health in all campus policies
- Create or re-orient campus services
- Create supportive campus environments
- Support personal development
- Generate thriving communities & a culture of wellbeing

Okanagan Charter for Health Promoting Universities & Colleges, 2015
Healthy Universities: How?

Okanagan Charter: Call to Action 2

Lead health promotion action & collaboration locally & globally

Integrate health, well-being and sustainability in multiple disciplines to develop change agents

Lead and partner towards local and global action for health promotion

Advance research, teaching and training for health promotion knowledge and action

Okanagan Charter for Health Promoting Universities & Colleges, 2015
Healthy Universities: How?

...connecting between people

Source: adapted from Dooris, 2005
Healthy Universities: How?

...connecting between issues

Source: adapted from Dooris, 2005
Healthy Universities: How?

formal curriculum

inter-personal relationships

transport infrastructure

accommodation

campus design

student finance

…connecting between elements of the system

Source: adapted from Dooris, 2005
Healthy Universities: How?

...connecting between policies

Source: adapted from Dooris, 2005
Healthy Universities: How?
A Whole System Approach

Simon Fraser University
https://www.youtube.com/watch?v=1200TPhLJtC
“The fundamental conditions and resources for health [include]…a stable ecosystem and sustainable resources.”

“The inextricable links between people and their environment constitute the basis for a socioecological approach to health. The overall guiding principle…is to encourage reciprocal maintenance [and] the conservation of natural resources.”

WHO, Ottawa Charter for Health Promotion, 1986

“Human beings are at the centre of concerns for sustainable development … entitled to a healthy and productive life in harmony with nature.”

UN, Rio Declaration on Environment and Development, 1992
"The UN SDGs establish a duty to invest in health, ensure universal health coverage and reduce health inequities for people of all ages."

WHO, 2016 – Shanghai Declaration on Promoting Health in the 2030 Agenda for Sustainable Development
“Better health is both a goal of sustainable development and a means to achieving it.”

UK Public Health Registrar Sustainable Development Network, 2013

“Human health ultimately depends on the health of ecosystems…the interface of human and ecosystems health now deserves to be central for policy making.”

Lang & Rayner, 2012

“People’s health can no longer be separated from the health of the planet.”

WHO, Shanghai Declaration on Promoting Health in the 2030 Agenda for Sustainable Development, 2016
Connecting Agendas: Health & Sustainability

Planet
Place
People
Connecting Agendas: Health & Sustainability
A Multi-Lens ‘Co-Benefits’ Perspective

- Avoid disconnected programmes ➔ reduce duplication of effort
- Identify, make transparent and minimise potential conflicts
- Align drivers for change & maximise impact through adopting a co-benefits approach

‘GOOD’ CAMPUS PLANNING
EMBRACING HEALTH & SUSTAINABILITY

- Facilitate walking/cycling & increase physical activity
- Facilitate ‘edible campus’ food growing
- Reduce inequalities and promote social justice
- Help combat obesity & non-communicable diseases
- Enhance mental wellbeing
- Reduce carbon emissions & help tackle climate change
- Improved health, wellbeing and sustainability

Source: International Futures Forum
Connecting Agendas: Health & Sustainability
From ‘Reducing Negatives’ to ‘Increasing Positives’

“We no longer have the luxury of just being less bad.”
Brown, 2016

**Salutogenesis**
from preventing & treating illness & disease…
…to enabling, promoting & inspiring positive wellbeing & human flourishing

**Regenerative/Restorative Sustainability**
from compliance & limiting negative impacts …
…to net-positive solutions that ‘do good’, inspire people & enrich places & planet

Healthy Universities ↔ Sustainable Universities

University of Central Lancashire: Healthy & Sustainable University – Strategic Commitment/Governance

University Strategy 2015-18

Campus Masterplan

HEALTHY & SUSTAINABLE UNIVERSITY GROUP
Chair: Chief Operations Officer

“Supporting the health, safety & wellbeing of all.”
“A healthy university committed to the physical & mental wellbeing of its students and staff.”
“Transformational change...underpinned by a commitment to environmental sustainability.”

“A core principle...is to integrate our campus seamlessly with the rest of the City, benefitting current and future generations of students, staff, visitors and the wider community.”
“The Masterplan strives to...create a healthy, safe, active and sustainable campus.”
Current discussions about how the University can begin to move towards a more positive and proactive approach, reflecting a commitment to salutogenesis and regenerative/restorative sustainability – drawing on Well Building Standard, Living Building Challenge and One Planet Living.
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Challenges, Opportunities & Future Directions
Reflections: Principles for Practice & Future Directions

Start Where People Are

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Reflections: Principles for Practice & Future Directions
Build on What’s in Place – Strengths, Assets, Successes
Reflections: Principles for Practice & Future Directions

Root Practice in Place
Reflections: Principles for Practice & Future Directions

Live and Apply Underpinning Values
Reflections: Principles for Practice & Future Directions

Hold on to a Big ‘Whole System’ Vision – Take Incremental Steps
“Health Promoting Universities & Colleges transform the health & sustainability of our current & future societies, strengthen communities & contribute to the wellbeing of people, places & the planet…They infuse health into everyday operations, business practices & academic mandates. By doing so, they enhance the success of our institutions; create campus cultures of compassion, well-being, equity & social justice; improve the health of the people who live, learn, work, play & love on our campuses; and strengthen the ecological, social & economic sustainability of our communities and wider society.”

https://open.library.ubc.ca/cIRcle/collections/53926/items/1.0132754
Conclusion