

Institution: University of Central Lancashire		
Unit of Assessment: UoA 20 Social Work and Social Policy		
Title of case study: <u><i>Healthy Universities: A Whole System Approach to Improving Health, Wellbeing and Sustainability in Higher Education</i></u>		
Period when the underpinning research was undertaken: 2001-2019		
Details of staff conducting the underpinning research from the submitting unit:		
Name(s):	Role(s) (e.g. job title):	Period(s) employed by submitting HEI:
Mark Dooris Alan Farrier	Professor Research Fellow	25/09/1995 onwards 01/01/2014 onwards, 08/09/2005 to 31/03/2012
Period when the claimed impact occurred: 01/08/2013 to 31/12/2020		
Is this case study continued from a case study submitted in 2014? N		
<p>1. Summary of the impact (indicative maximum 100 words) Research conducted by the University of Central Lancashire's Healthy & Sustainable Settings Unit has been instrumental to the adoption of the 'whole system' settings approach to promoting health and wellbeing within higher education. Internationally, the publication of a Charter for Health Promoting Universities and the establishment of an International Steering Group chaired by Dooris, has seen the adoption of the Healthy Universities model by over 400 universities across more than 35 countries. Nationally, there has also been an adoption and endorsement of the whole system Healthy Universities model by Universities UK, Student Minds and other national bodies. At an institutional level, the adoption and implementation of the Healthy Universities approach has provided a model for promoting student, staff and community wellbeing by 86 UK higher education Institutions (HEIs).</p>		
<p>2. Underpinning research (indicative maximum 500 words) In 1995, the University of Central Lancashire became one of the first HEIs to establish a Healthy University initiative, adopting and applying learning from the healthy settings approach previously developed by the World Health Organization (WHO) in multiple contexts such as schools, hospitals and cities. More than two decades on, it is widely acknowledged to be a world leader in research, knowledge exchange and practice pertaining to this field of work.</p> <p><u>Phase I (2001-2007) – Conceptual Development:</u> Dooris formulated a conceptual framework for healthy settings with three characteristics: an ecological model of health promotion, systems perspective and whole system organisational change focus. Additionally, he proposed new models to guide healthy settings practice [1] and highlighted key challenges in evaluating healthy setting initiatives, work that was further developed in collaboration with colleagues from other countries that drew on complexity theory and critical realism. To test these theoretical developments, Dooris also undertook international empirical research with WHO and other global leaders for healthy settings.</p> <p><u>Phase II (2008-2013) – Regional/National Studies and Further Conceptual Research:</u> Dooris conducted a multi-method study, funded by the Higher Education Academy and the Department of Health, examining Healthy Universities activity in English HEIs and exploring opportunities for national programme development. Findings confirmed and illustrated how HEIs can impact positively on student, staff and community wellbeing and demonstrated how Healthy Universities can contribute not only to health targets but also to business agendas such as recruitment, experience and retention. Dooris and colleagues followed with a high-profile implementation project, funded by HEFCE. Commissioned under the Labour government but completed under the Coalition government, research funded by the Royal Society for Public Health led to a new conceptual model that has been widely used and further developed. Dooris</p>		

collaborated with Blake Poland (University of Toronto) to develop new theory regarding the integration of health and sustainability within and across settings.

Phase III (2014-) – National and International Developments:

Dooris collaborated with London South Bank University to research understandings of Healthy Universities, extending healthy settings theorisation, examining implementation and exploring implications [2-3]. He collaborated with Judy Orme (UWE) and Sharon Doherty to develop the concept of salutogenesis in Healthy Universities and undertook consultative research with Canadian colleagues to inform the development of the Okanagan International Charter for Health Promoting Universities and Colleges. Dooris and Farrier collaborated with Manchester Metropolitan University (MMU) to undertake four further projects: a) an international mixed-method study exploring how the Healthy Universities Self-Review Tool has supported universities and how its impact could be enhanced [4]; b) a global study using interviews, focus groups and questionnaires with vice chancellors, network co-ordinators and network members to critically examine understandings of whole university approaches and leadership for Healthy Universities, funded by the Leadership Foundation for Higher Education [5]; c) a mixed-method national study evaluating engagement with and perceptions of the UK Healthy Universities Network [6]; d) a national study scoping students' perceptions of Healthy Universities. This research [2-6] has reached global audiences through outputs providing policy and practice guidance on Healthy Settings and via the web pages of WHO. They identify UCLan as the originator of Healthy Universities along with the International Union for Health Promotion & Education. This is the professional association for global health, equity and wellbeing.

3. References to the research (indicative maximum of six references)

N.B. Refs. 1-4 and 6 – in international peer-reviewed journals; Ref. 5 – published project report.

1. Dooris, M. (2001) The 'health promoting university': A critical exploration of theory and practice. *Health Education* 101(2): 51-60.
2. Dooris, M., Wills, J. and Newton, J. (2014) Theorising healthy settings: a critical discussion with reference to Healthy Universities. *Scandinavian Journal of Public Health* 42(Suppl15): 7-16.
3. Newton, J., Dooris, M. and Wills, J. (2016) Healthy universities: an example of a whole-system health-promoting setting. *Global Health Promotion* 23 (Suppl. 1): 57-65.
4. Dooris, M., Farrier, A., Doherty, S., Holt, M., Monks, R. and Powell, S. (2018) The UK Healthy Universities Self-Review Tool: Whole System impact. *Health Promotion International* 33(3): 448-457.
5. Dooris, M., Powell, S & Farrier, A. (2018) *Healthy Universities: Whole University Leadership for Health, Wellbeing & Sustainability*. London: Leadership Foundation for Higher Education/Advance HE. ISBN: 978-1-912137-92-3.
6. Dooris, M., Farrier, A., Holt, M. and Powell, S. (2019) Whole system approaches to health in higher education: an evaluation of the UK Healthy Universities Network. *Health Education* 119(4): 246-258.

4. Details of the impact (indicative maximum 750 words)

International Level: Global Priorities and Expert Guidance

“UCLan’s research has...helped shape the influential Okanagan Charter...[and] had significant impact at institutional, national and international levels – with the theoretical and empirical insights having far-reaching influence on health promotion policy and practice across the globe, benefitting the wellbeing of students, staff and wider campus communities” [A].

Dooris was opening keynote speaker at the influential *2015 International Health Promoting Universities and Colleges Conference*, with 375 participants from 33 countries spanning practice, policy and research. Insights from his research led to requests to distil findings into practitioner resources for use in other countries. For example, ‘The Eight Ps of Health Promoting Universities’ from an early research paper [1], for Healthy Minds, Healthy Campuses in Canada. A key conference outcome was the *Okanagan International Charter for Health Promoting Universities and Colleges* [A]. Strongly shaped by our research [1, 2], this offered a framework to guide and mobilise action and research; and issued calls for universities to embed health in campus culture and provide local and global health promotion leadership. To maximise the Charter’s impact, an International Health Promoting Universities and Colleges Network was set

up in 2016 to support global adoption and implementation. This produced a policy- and practice-focused website profiling our research [1,4]. This has representation from 12 national/cross-country networks, including, Asia, Canada, Germany, Ibero-America, New Zealand and the UK [B]. Spanning more than 35 countries in five continents, these represent over 400 universities adopting the Healthy Universities approach. This shifted institutions from ad-hoc interventions to a strategic systemic approach. This means that responses to student- and staff-related health challenges, such as mental ill-health, no longer rely on free-standing campaigns or projects, but co-ordinate these with enhanced service provision. This includes curricular reconfiguration and health-promoting campus design, thus embedding evidence-informed programmes across the whole institution. Additionally, Dooris has been called on to share practice insights from our research [1-6] with emerging initiatives and networks (e.g. India, Ireland, Netherlands, Norway, Turkey). In terms of significance and reach, the impact of this is evidenced in the USA: **“As Director of Health Promotion Strategy at the University of Southern California...I have been inspired by and drawn on Mark’s research...[He] has a global reputation and is seen as an international thought leader in...Healthy Settings and Health Promoting Universities. The conceptual and empirical research conducted by his team leads international thinking in these areas...[and] he has played a key role in facilitating theoretical constructs and research findings to be translated into practical actions with real-world impact...I have been able to share this learning and begin to influence practice across the USA...Since his monumental contribution to the creation and initial adoption of The Okanagan Charter, Dr. Dooris’ work is spoken of in every conversation here in the States as pivotal to the future of Higher Education”** [C]. In a recent global study examining leadership for a whole university approach [5], Dooris and Farrier (collaborating with Sue Powell, MMU) illustrated the impact of their research by generating institutional case studies. Implementation at the University of Sydney (70,000 students, 7,500 staff), informed by our research, has used the Self-Review Tool [4] to facilitate identification of priority areas for action. It has also built on work initiated by ‘champions’ to secure senior leaders’ commitment to Healthy Universities and align this with changing cultures and environments to advance student and staff wellbeing and performance. New activity with wide-ranging buy-in includes an online course for undergraduate students to learn about nutrition, physical activity, sleep, alcohol and drugs and mental wellbeing. The University of British Columbia (65,000 students, 16,000 staff), has pioneered Canadian action for Healthy Universities [A], a model informed by our research, demonstrating a whole organisation approach through a distributed leadership model. It has prioritised ‘health in all policies’, embedding the Okanagan Charter in its Frameworks for a Physically Active and Nutritionally Sound Campus, Green Building Plan and Mental Health and Resilience Framework. It is now drawing on the Okanagan Charter and Dooris’s wider research [1-6] to guide evidence-informed practice for student, staff and community health:

“The...research carried out by Mark and colleagues has pioneered an understanding and proposed early models of what a whole university approach can look like in the context of health promotion, helping to validate and inform approaches taken at...the University of British Columbia and across the Canadian Network” [A]. Dooris’ research has also been implemented in the 2020 *National Student Mental Health and Suicide Prevention Framework for Ireland* [D]. The reach of our research is also evidenced by Dooris delivering numerous invited keynotes at major policy and practice events, attracting thousands of high-level decision-makers concerned with real-life application of learning. For example: the 2019 IX Ibero-American Health Promoting Universities Congress (Mexico), the 2019 2nd ASEAN Universities Network Health Promotion Conference (Philippines) and the 2018 NASPA Well-Being and Health Promotion Leadership Conference (Portland, Oregon), attended by 1,300 people: **“Appreciating his trailblazing research...I proposed Mark as an opening panel member and keynote speaker...This ensured that a broad spectrum of professionals engaged mainly in service delivery and practice within universities and colleges across North America and beyond were able to benefit from the learning and insights that his research has generated”** [C].

National Level: Strategic Guidance and Expert Advice

The research [1-6] has made significant contributions to national strategy and guidance. As well as informing the Royal Society for Public Health’s Tackling Health Inequalities report, which highlighted the potential for healthy settings (including universities) approaches to improve

health outcomes, Dooris's research has influenced the widespread advocacy for and the adoption of whole university and whole system approaches to mental health. Universities UK's 2015 *Student Mental Wellbeing in Higher Education*, widely used by HEIs to guide policy and practice, references Dooris [1] : **"The last decade has seen increased interest in a holistic 'healthy settings' approach... Pioneering work undertaken at the University of Central Lancashire (Dooris 2001) has stimulated developments and initiatives in other institutions across the sector"** [E]. Health Education England's 2019 NHS Staff and Learners Mental Health Commission profiles our research [4, 5] and the contribution of Healthy Universities, noting: **"it is important that the development and provision of services takes place within a broader commitment to developing as a healthy and health enhancing organisation"** [F]. Student Minds' 2019 University Mental Health Charter references Dooris's research [3] and acknowledges the role of the Healthy Universities model in calling **"for the sector to adopt a whole-university approach to mental health"** [G]. Dooris has also contributed to the British Property Federation's 2019 Student Wellbeing and Private Sector Student Accommodation guidance, which advocates a systemic approach. Dooris is an invited member of Universities UK's Mental Health in Higher Education Advisory Group, which oversaw the formulation of the 2017 Stepchange Framework. Subsequently refreshed as Stepchange: Mentally Healthy Universities, this endorsed the approach and framework informed by Dooris and colleagues' research, noting that: **"The development of a whole university approach to mental health is informed by...the Okanagan Charter for Health Promoting Universities and Colleges and the Healthy Universities framework"** [H]. Universities UK note that Dooris's research has achieved significant impact through providing: **"an important conceptual frame for the StepChange approach' and informing 'the establishment and support of a significant community of practice across the UK sector to support implementation"** [I]. Supported by ministers and sector bodies, Stepchange was piloted by three HEIs (UWE, Cardiff, York) and adopted by many others as the basis for their own strategies [I]. It has also had significant international impact generating enquiries from Australia (where it is informing a strategic framework), New Zealand, Canada, South Africa, Norway, Ireland and the Netherlands [I]. Additionally, Dooris's research has directly informed the whole-of-university Australian Framework for Promoting Student Wellbeing in Universities, which focuses on environments, services, awareness, knowledge and curricula. Most recently, in the context of COVID-19, Dooris and colleagues' research [5] is explicitly used to frame the wellbeing section of Advance-HE's *Capstone Report* for its Creating Socially Distanced Campuses and Education Project [J]. Dooris has also drawn on his research to deliver expert guidance across UK administrations. He has, with Sue Powell (MMU), organised three high-level UK Healthy Universities Policy Summits in 2018/19, which profiled the University of Central Lancashire's research [1-6] with invited representation from Universities UK, NUS, Advance HE, public health agencies for England, Wales, Scotland and N. Ireland, Office for Students and funding councils for Wales and Scotland. These resulted in excellent feedback and commitments to strengthen collaboration within N. Ireland, Wales and Scotland, and initiate work across funding councils [K]. Dooris was an expert member of the Welsh Government taskforce developing the *Healthy and Sustainable Higher/Further Education Framework* [K]. Drawing extensively on our research [1-4] and specifically the Self-Review Tool [4], this calls on Welsh universities and colleges to develop and implement 'whole university' approaches to health, wellbeing and sustainability. This maps priority health issues against key organisational aspects. His research has also strongly informed the Higher Education Funding Council for Wales Well-being and Health in Higher Education Policy Statement [K]. He was invited by the Public Health Agency for N. Ireland to address an inaugural Student Wellbeing Networking Event and meet with Queen's and Ulster Universities to discuss adoption and practical implementation of the Healthy Universities model. This work focused on connecting student, staff and campus wellbeing agendas through integrated service provision, cultural change and healthy campus design: **"The research carried out by Mark and colleagues has been instrumental in spearheading Healthy Universities activity within Northern Ireland, helping to develop an understanding of and commitment to whole system approaches to health and wellbeing within the higher education sector...[and] in informing policy and investment within the public health system in Northern Ireland in the support of the wellbeing of our student population"** [L].

Institutional and Population Level: Adoption of the Healthy Universities Model

The research has had far-reaching influence on institutional practice, impacting on population health and wellbeing through adoption of the Healthy Universities approach set out in the Okanagan Charter by 86 UK HEIs. Case studies from recent research illustrate this [5]. At the University of Central Lancashire (23,000 students, 3,400 staff) Dooris has championed Healthy Universities for 25 years, its initiative constantly being informed by underpinning research [1-6]. Informed by use of the Self-Review Tool [4], it is widely regarded as a beacon of good practice for its joined-up whole institution approach. Its action plan spans priority areas such as food, mental health and physical environments and contributes to key corporate commitments, such as: teaching and learning, changing the culture and civic engagement, thereby enhancing student, staff and community health. It has developed a holistic approach to mental health across the university and produced guidance to ensure that capital projects maximise their positive impact on health and sustainability, for example, through natural light and nature-connectedness. The University of the West of England (30,000 students, 3,000 staff) has championed a whole system perspective informed by our research, embedding health in all policies and processes and breaking down siloed working. It has secured executive-level leadership, aligned its health and sustainability commitments, and engaged stakeholders across faculties, services, the Students' Union and external bodies to develop whole university approaches to issues such as alcohol, drugs, sexual health and mental health. It has used the Self-Review Tool to catalyse cross-silo communication and facilitate reflective self-assessment to enhance positive health impacts for students, staff and the wider community [4]. It has piloted Stepchange through its Mental Wealth initiative. The UK Healthy Universities Network, convened and co-chaired by Dooris, is continually informed by the above research [1-6] and plays a key role in supporting a growing number of HEIs (86 UK; 27 non-UK – up from 47 UK in 2008) to apply the Healthy Universities approach. As of 30th November, there has been 55,409 unique visitors from 186 countries to the Healthy Universities website.

5. Sources to corroborate the impact (indicative maximum of 10 references)

- A. Joint Testimonial from Tara Black (Director, People Development, Simon Fraser University; Co-Chair – Okanagan International Charter Development Group) and Dr Matt Dolf (Wellbeing Director, University of British Columbia).
- B. International Health Promoting Universities & Colleges Network www.healthpromotingcampuses.org.
- C. Testimonial from Paula Swinford, (Director, Student Health, University of Southern California).
- D. The National Student Mental Health and Suicide Prevention Framework for Ireland 2020.
- E. Universities UK (2015) Student Mental Wellbeing Good Practice Guide. London: UUK. www.universitiesuk.ac.uk/highereducation/Documents/2015/StudentMentalWellbeingInHE.pdf.
- F. Health Education England (2019) NHS Staff and Learners' Mental Wellbeing Commission. HEE. <https://www.hee.nhs.uk/sites/default/files/documents/NHS%20%28HEE%29%20-%20Mental%20Wellbeing%20Commission%20Report.pdf>
- G. Hughes, G. & Spanner, L. (2019) The University Mental Health Charter. Leeds: Student Minds www.studentminds.org.uk/uploads/3/7/8/4/3784584/191208_umhc_artwork.pdf.
- H. Universities UK Stepchange: Mentally Healthy Universities www.universitiesuk.ac.uk/stepchange-mhu
- I. Testimonial from John de Pury, Assistant Director of Policy, Universities UK.
- J. Parkin, D. & Brown, G. (2020) Creating Socially Distanced Campuses and Education Project. Final Capstone Report. York: Advance HE. www.advance-he.ac.uk/knowledge-hub/creating-socially-distanced-campuses-and-education-project-final-capstone-report
- K. Joint Testimonial from Jane Johns (Head of Widening Access & Inclusion, Higher Education Funding Council for Wales)/Sarah Andrews (Head of Healthy Settings, Public Health Wales).
- L. Testimonial from Hilary Johnston (Health & Social Wellbeing Improvement Manager, Public Health Agency for Northern Ireland).