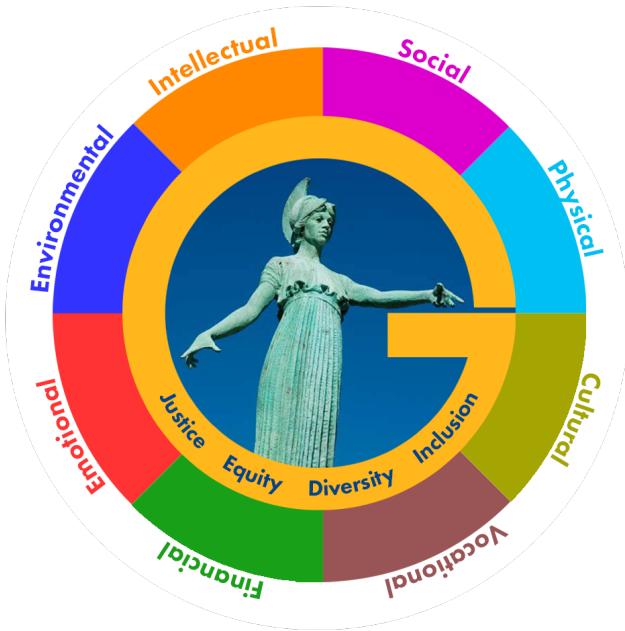


Topic Working Title: Thrive at the G (Holistic Health & Wellness)



The basic concept of this Quality Enhancement Plan is to provide students with an understanding of holistic wellness and to provide a hub for finding information, resources, and activities related to each of the eight wellness dimensions – intellectual, physical, social, environmental, emotional, vocational, financial, and cultural. By doing this, students will develop their own agency for making personal changes and learn strategies for improving their overall resiliency.

This proposal will address several current issues that impact student success across the UNCG campus including:

- Providing easy, clear access to resources that already exist across multiple departments throughout the university
- Build upon the iBelong Project and the results of the Culturally Engaging Campus Environments surveys
- Developing First-Year seminars and learning communities for undergraduate and graduate students to include education regarding holistic wellness
- Offering ideas and opportunities for students to understand and take control of their own wellness

Values, Mission, and Strategic Plan

Health and Wellness	STUDENT TRANSFORMATION	KNOWLEDGE TRANSFORMATION	REGIONAL TRANSFORMATION
	<p>Students will gain understanding of and appreciation for health and wellness as it applies to their personal and professional lives.</p>	<p>UNCG will enhance understanding of health and wellness, health disparities, and the health professions.</p>	<p>UNCG will be an active partner in promoting health and wellness in the broader community.</p>

Source: [Goals and Initiatives | Taking Giant Steps: UNCG Strategic Plan](#)

Student Transformation for Health & Wellness: UNCG students will gain understanding of and appreciation for health and wellness as it applies to their personal and professional lives.

Goals:

- ST/HW1 Promote student transformation through experiential learning related to health and wellness (participation in service learning, internships, etc.).
- ST/HW2 Promote student transformation through co-curricular and extracurricular offerings in the areas of health and wellness (participation in speaker series, clubs, volunteer opportunities and other programming; utilization of wellness center).
- ST/HW3 Promote student transformation as demonstrated by the number of students pursuing and completing credentials in programs related to health and wellness (enrollment, retention, graduation).

Knowledge Transformation for Health & Wellness: UNCG will enhance understanding of health and wellness, health disparities, and the health professions.

- KT/HW1 Promote knowledge transformation through research and creative activity that advances understanding of key components or perspectives related to health and wellness (external funding, publications, presentations, performances, exhibits, rankings, and ratings).
- KT/HW2 Promote knowledge transformation through research and creative activity that addresses solutions to key challenges in health and wellness (external funding, publications, presentations, performances, exhibits, rankings, and ratings).

Regional Transformation for Health & Wellness: UNCG will be an active partner in promoting health and wellness in the broader community.

Goals:

- RT/HW1 Promote regional transformation by contributing highly qualified graduates in fields related to health and wellness to the workforce (job placement indicators; employer feedback).
- RT/HW2 Promote regional transformation through engagement of faculty and staff in efforts to address regional challenges related to health and wellness (faculty and staff engaged in active partnerships; board memberships; regional committees; recognitions; perceptions of regional stakeholders)

Student Learning Outcomes and/or Student Success

UNCG's Quality Enhancement Plan is designed to promote healthy lifestyles among students. The concept of whole-person wellness incorporates physical, mental, spiritual, and social components of the individual. We believe whole-person wellness is most effectively attained through a comprehensive education program addressing all aspects of the whole person to provide the best chance for optimal lifelong health.

With the implementation of this QEP, several student learning outcomes are identified as follows:

1. Students will be able to demonstrate an understanding of whole-person wellness principles using the UNCG'S Wellness Wheel as a tool to increase self-awareness, self-care and well-being.
2. Students will be able to differentiate eight dimensions of wellness and identify potential strategies to enhance wellness within each dimension, as follows:
 - **Intellectual:** Students will develop critical thinking and problem-solving skills both in and outside the classroom and will be able to make connections between classroom learning and real-life application.
 - **Physical:** Students will be able to demonstrate an understanding of their health issues/conditions, including prevention approaches, self-care practices, and appropriate intervention and treatment when needed. **OR** Students will know important lifestyle factors including good nutrition, adequate sleep, and regular exercise, that significantly improve physical wellness and how to incorporate those factors into their lives.
 - **Social:** Students will develop healthy, collaborative relationships and effective leadership skills.
 - **Environmental:** Students will consistently exhibit behaviors that demonstrate a clear sense of personal role in fostering and sustaining a healthy sense of community that includes well-being for all.
 - **Emotional:** Students will develop awareness of their beliefs and behaviors, how those impact others and their own success, and the coping skills necessary to building resiliency.
 - **Vocational:** Students will be able to list reasons why their education and involvement is critical to moving social issues forward.
 - **Financial:** Students will demonstrate knowledge of money management and its long-term impacts (i.e. post-graduation) by understanding the fundamentals of borrowing, budgeting, and credit.
 - **Cultural:** Students will recognize the benefits of embracing their own background, as well as the diversity and richness present in other cultural backgrounds that make UNCG a stronger community as a whole.
3. Students will know how to apply UNCG Wellness principles of holistic wellness to their daily lives by creating wellness plans that are realistic and values based.
4. Students will be able to locate and utilize on-campus and off-campus resources for enhancing their overall wellness.
5. Students will be able to monitor and adjust their wellness plans.

Student population served:

All undergraduate students enrolled in MAC courses, with integrated involvement from the campus community of staff, faculty, and community partners, will be impacted by this proposal. Resources will also be available to 100% of first-year graduate students.

Strategies:

1. **UNCG Thrive Wellness Dashboard:** On the UNCG.edu home page, a link to the “Thrive” dashboard will direct students to a landing page featuring the Minerva Wellness Wheel, with links to pages for each of the eight UNCG Wellness dimensions. Each dimension’s web page will offer an understanding of what it is, why it contributes to holistic wellness, with a list of suggestions, resources and upcoming events that will build wellness in that area. Departments campus-wide will be able to post links to their existing pages and resources to better facilitate students’ access. Here are some possible implementations:
 - a. By clicking on the Physical Wellness dimension of the Wellness Wheel, students can learn strategies for improving sleep and eating habits, how to get involved with campus club sports, a schedule of group fitness classes at the Kaplan Center, trips and events through UNCG’s Department of Recreation and Wellness, and [UNCG Libraries “Don’t Want to Ask?”](#) revised page that includes information about more personal physical issues.
 - b. By clicking on the Cultural Wellness dimension of the Wellness Wheel, students will learn that ways to develop cultural wellness include researching cultures other than their own, understanding and respecting diverse perspectives, acknowledging the impact of various aspects of diversity (e.g., religion, gender, sexual orientation, race, ethnicity, age groups, and abilities) on society at large, and engaging with other cultures. Links to available resources could include information about Study Abroad, [UNCG’s Racial Equity page](#), the [iBelong Project](#), the [LGBTQ Community | The Office of Intercultural Engagement](#), local events celebrating specific cultures, recommended readings, and upcoming public lectures/guest speakers.
 - c. Please find here [additional implementation ideas](#) discussed during the QEP Topic Open Forums and committee discussions.
2. **First-Year Experience Courses & Learning Communities** can teach undergraduate students how to create wellness plans that are personal, realistic, and values-based.
3. **Graduate Orientation & Communities of Practice** could be tailored and/or developed to offer “wellness checkups” or events where students can learn about bolstering their holistic wellbeing.
4. **Campus-wide Wellness Days** with events that foster social interaction and belongingness, games, yoga under the trees on the Health & Wellness MAC courses and courses that incorporate or utilize data from our health and wellness dashboard into high-impact course practices (e.g., Math courses using nutritional dashboard data in assignments).
5. **Peer Wellness Coaches** are students-helping-students across multiple wellness dimensions within different units across campus (e.g., [Academic Success Coaches](#), Resident Assistants, [Peer Academic Leaders](#) in FYE courses, Mentoring in the [Spartan Men's Initiative Program - Division of Student Success](#) and/or Peer Health Coaches). We currently have The Mental Health Advisory Team is considering a plan to cross-train our front-line student workers/leaders in student affairs who interface with 1st and 2nd year students to facilitate a coordinated campus-wide peer student wellness effort with the vision to create a sustainable culture of care ready to support students’ mental health and well-being.
6. **Staff and Faculty Support through HealthyUNCG** for a coordinated [wellness programs](#), [HealthyUNCG Coaching](#), and a portal to integrate the Thrive at the G Wellness Dashboard into their [Wellness Challenges](#).

Critical to the success of these strategies will be faculty and staff development as well. Our whole campus initiatives include:

- Annual QEP Summer Institute
- Faculty Teaching and Learning Commons (FTLC) supportive activities
- Intercultural (Assessment) training
- Request for curricular enhancement funding
- Continuation of campus climate and student health surveys with revisions to include all areas of wellness

Measurement

First, and to establish a benchmark at the beginning of each academic year, we might use an assessment similar to the Personal/Professional Self Care Assessment developed for psychologists (Dorociack et al, 2017), but adapted to UNCG's eight wellness dimensions. An example of a similar scale can be found here: <https://uncg.box.com/s/8upw6r0wf1xxmhxrysrvnktmf36tidyw>. Results of these evaluations will not be utilized in the determination of student grades.

Students will complete the Self Care Assessment with their advisor, who would subsequently introduce them to the Minera Wellness Wheel online. Following the year's implementation of various strategies, students will be asked to fill out the same assessment toward the end of the academic year to assess learning objectives. This scale can inform the university as to which areas saw the most improvement, where students engaged in university resources or events, and how students' evaluations of their own overall wellness changed throughout the year.

First Year Experiences and seminars could also incorporate instruction and activities into the learning environment – wellness plans could be submitted and revised by students throughout the semester to build awareness and engagement in their wellness strategies.

Evidence of Need

According to the [American College Health Association](#) (ACHA), promoting healthy campus communities and healthy individuals is integral to student learning and student success. Our [UNC System Strategic Plan](#) identifies student success “*a combination of intellectual, personal, and social development*” which facilitates degree attainment with “*long-term value and professional relevance*.” This system-wide measurement of student success prioritizes laying the foundation for 5 of the 8 dimensions of holistic wellness for student academic and professional achievement- emotional, intellectual, occupational, physical, social and spiritual wellness.

UNCG is a unique place. Below are some data-informed wellness key indicators that our coordinated, sustainable **QEP Thrive at the G** could address:

Emotional

There are also hints that UNCG has a much higher proportion of mental health concerns among undergraduates than the national norm. Student survey results from the UNCG Fall 2018: American College Health Association: National College Health Assessment 2018 report the need to focus on

mental health. Over 85% of students stated they felt overwhelmed by all they had to do and exhausted from tasks outside of physical activity in the last 12 months (88% and 86% respectively). Students reported above average overall levels of stress in the last 12 months with a combined 59.9% experiencing tremendous to more than average stress. In a ACHA-NCHA Data Comparison of UNCG in 2014 vs. 2018, there was an increase in response to the question “I felt so depressed it was difficult to function” from 50.7% in 2018 to 35.9% in 2014. Starfish data entered by faculty showed a 40% increase, with 173 personal flags in 2019 to 439 in 2020 raised to request support for students. Nationally, eight out of 10 professors had a personal conversation with a student about mental health in the last year, with 30% of faculty feeling ill-equipped to have mental health conversations and 70% wanting to understand mental health more (The Chronicle of Higher Education).

Financial

Financial wellness is also linked to our university-level goals: [UNCG increasing low-income and rural enrollment](#)

Currently, forty-eight percent (48) of our students are eligible for Federal Pell Grants, meaning they come from low-income families. UNCG data reveal that compared to national norms, a much higher proportion of undergraduates work off campus for pay, and that they work more hours. In the 2021-22 school year, UNCG met 72% of need on average for full time students who received need-based aid, which is an indication of the need for ongoing ‘rescue efforts’ to mitigate financial need for our students.

Social

The [2019 UNCG iBelong Survey](#) found that 71% of students agreed or strongly agreed with the statement “I feel that I belong at UNCG” which is slightly below the national average to a comparable question on the NSSE Survey (79.6 in spring 2018). The student sense of belonging decreased during the pandemic with 56.7% of student respondents reporting their sense of connection to UNCG had decreased ([UNCG Housing and Residence Life Student Survey](#)). It was noted in the survey that men were less likely than the other gender identity groups to report they felt like they belong.

Intellectual

More than 40% of the students who begin their postsecondary education careers at UNCG do not complete degrees in six years. UNCG also significantly lags its peers in first-year retention, a marker of student satisfaction and indicator for graduation. In the Fall of 2021, UNCG’s student body was majority minority with almost a third of first-generation college students. A unique aspect we can be proud of is that our African American and Latinx students graduate at the same rate as their White peers. In addition, we nearly doubled the number of African American faculty members, increased its Latinx faculty members by more than 50%, and grew its number of Asian and Asian-American faculty members by 27% between 2015 and 2020. In 2021, 49.8% of respondents to the [Housing and Residence Life Student Survey](#) reported the pandemic had a negative impact on their academic performance (with undergraduate students were significantly more likely than their graduate peers to report the impact of the pandemic on their academics).

The extent of these wellness challenges, the reasons for them, and how they affect academic performance will need to be contextualized and addressed; as well as the important drivers of performance for our UNCG students. By reframing student success with the implementation of **Thrive at the G**, our campus can develop a comprehensive campus-wide plan that identifies our unique wellness predictors and indicators associated with student academic achievement through the holistic

development of our students as “whole persons” as they progress through and complete their college experience. Our initiatives outlined in this proposal are aligned with the evidence-based [The ACHA’s Healthy Campus Framework](#) to achieve a campus culture that values health and well-being as central to the success of its students.

Provost Storrs included Wellness, the “physical and mental health, along with a sense of belonging, are a foundation” in our Integrated Approach to Student Success in her address on our [Integrated Approach to Student Success](#) and Student Retention to the UNCG Senate Forum, Fall 2021. Cultivating a healthy campus through Thrive at the G where our individual and collective wellbeing is valued and supported is essential to student success and will pave solid paths forward for our identity and success as a university.

Integrated Approach to Student Success



Resources

On-Campus Partnerships: [The Center for Student Well-Being](#) is housed within the Department of [Recreation and Wellness](#) and strives to provide education and develop students' knowledge as it relates to their health and well-being. Main campus students as well as our online distance learners can access wellness resources and self-care tutorials by enrolling in the [canvas organization](#) for the Center for Student Well-Being at Kaplan.

The Office of Learning Communities currently serves as the foundation for integrated learning and developing and implementing learning communities on campus.

The Faculty Teaching and Learning Commons would be needed to provide faculty and staff development in support of teaching resources, faculty wellness resources, and faculty training in recognizing and helping students in need.

Other on-campus resources include but are not limited to the Counseling Center; Campus Activities & Programs; Undergraduate and Graduate Studies; Financial Aid office; Students First Office; Office of Accessibility Resources, Office of Intercultural Affairs; Office of Leadership and Civic Engagement; Housing and Residence Life; Cashier and Student Accounts Office; New Student Transitions and First Year Experience; Career Services; University Libraries; Associated Campus Ministries, Spartan Recovery, Campus Violence Response Center, The Center for Youth, Family and Community Partnerships; International Programs Center; UNCG Sustainability; the Institute for Community and Economic Engagement; and all Academic Units and Departments.

Off Campus Partnerships: Include but are not limited to local banks and libraries; Cone Health Healthy Communities; Triad Health Project; Mental Health Greensboro; NC Works; Sierra Club of the Piedmont Plateau; YMCA of Greensboro; Action Greensboro; Creative Greensboro; City of Greensboro; N.C. Cooperative Extension, Guilford County Center; and the Guilford County Department of Health and Human Services

Human/Fiscal/Physical Resources: Given limited resource availability, holistic wellness efforts will focus on the utilization of existing resources, services, and programming to enhance awareness and assist students with developing and accessing lifelong wellness strategies and resources.

If available, resources would be welcomed to help support:

- faculty/staff development opportunities to cultivate the skills needed to incorporate holistic wellness competencies into curriculum and advising/teaching methods;
- incentive grants to develop new courses and programming;
- assessment support; and
- administrative support (full-time director) with salary commensurate with position needs.

Additional Links: A curated list of additional holistic wellness resources can be found [here](#).

Identification of Potential Design Team Leaders and Members

For the QEP project design phase, we have identified the following individuals who may be helpful either as leaders or as members of the team. The list below includes individuals who participated in the QEP topic selection forum as well as other individuals who were nominated based on their expertise in the field of holistic wellness.

Name	Department/Division	Email	Interest
Emily Wiersma	Associate Director, First Year Experience	e_wiersm@uncg.edu	Confirmed
Jill Beville	UNCG Wellness	jmbevill@uncg.edu	Confirmed
Kristine Lundgren	Communication Sciences and Disorders	k_lundgr@uncg.edu	Confirmed

Melanie Carrico	Consumer, Apparel, and Ret Studies	mrcarric@uncg.edu	Confirmed
Nikhil Mehta	Department of Information Systems and Supply Chain Management	n_mehta@uncg.edu	Confirmed
Stefanie Milroy	HealthyUNCG	silmilroy@uncg.edu	Confirmed
Steve Haines	School of Music, College of Visual and Performing Arts	sjhaines@uncg.edu	Confirmed
Trish Kemerly	Department of Consumer, Apparel, and Retail Studies	twkemerl@uncg.edu	Confirmed
Catherine Bush	Biology	cmbush@uncg.edu	Engaged
Alexander Grindstaff	Graduate Students Association President Elect	gagrinds@uncg.edu	Nominated
Augusto Pena	Office of Intercultural engagement	aepenaes@uncg.edu	Nominated
Clemente McWilliams	Director of Learning and Organizational Development, UNCG Human Resources	c_mcwilliam@uncg.edu	Nominated
Connie Jones	Provost Fellow for Special Projects, Health & Wellness	ctjones4@uncg.edu	Nominated
Jennifer M. Whitney	UNCG Counseling Center	jmwhitne@uncg.edu	Nominated
Julie Mendez Smith	Psychology	jlmendez@uncg.edu	Nominated
Katie Arms	UNCG Religious Life Council member	katie.arms@intervasity.org	Nominated
Megan Barton	Assistant Director for Academic Progress, FAFSA, UNCG	mabarton@uncg.edu	Nominated
Meghan Delph Cayton	Staff Senate Past Chair, Elections, School of Health & Human Services	mcdelph@uncg.edu	Nominated
Rose Edwald	President, Zeta Phi Chapter, Delta Alpha Pi Honor Society UNCG Doctoral Student	drewald@uncg.edu	Nominated
Sean MacInnes	UNCG Sustainability	s_macinn@uncg.edu	Nominated
Tina Vires	Office of Accessibility Resources	tevires@uncg.edu	Nominated