



Focus Group Summary

From June to September 2018 Healthy Campus held eight focus groups (FGs) with students (n=3), staff (n=3), and faculty (n=2) to collect longitudinal data on creating a culture of health. A total of 67 members of the UCR campus participated in a focus group, including 26 students, 29 staff, and 12 faculty.

During the FGs we used an interview guide with open ended questions about 1) current health and wellness programs at UCR, 2) descriptions of health and wellness at UCR, 3) characteristics of a healthy campus, 4) the of leadership, faculty, staff, and students in creating a culture of health, and 5) existing UCR Healthy Campus activity.

Overall participants across the FGs identified a number of existing **UCR health and wellness programs** and events offered through the WELL, the Student Recreation Center, Human Resources, and Healthy Campus. For students, competing academic demands made it a challenge to participate in health and wellness programs. For faculty and staff, limited time, not having permission to attend non-work activity, and not knowing what health-related opportunities exist were barriers to participating in health and wellness programs.

A Healthy Campus Vision

Across the FGs, participants characterized a vision for an ideal **healthy campus**, which they described as a friendly, serene, tobacco free and disability accessible environment where leadership engages in healthy practices, mental and physical health are promoted, and healthy food options are accessible.

What can we do? Unify the Campus:

“The campus as a whole, we should all work together rather than like individual kinda thing.”
~ UCR undergraduate student

What can Healthy Campus do to create a culture of health?

UCR Healthy Campus can take collective action to engage others in creating a culture of health. Leadership plays a critical role in modeling and promoting health, as do faculty and supervisors who have the potential to negatively or positively impact the health and wellbeing of students and staff. FG participants encouraged us to build on existing programs and continue to address campus health priorities, including food insecurity and mental health. They recommended Healthy Campus prioritize the following among all members of our campus community:

- Mental health stigma reduction
- Healthy food access
- Healthcare services access
- Wellness and prevention resources/services
- Safe and comfortable environments

Safe and comfortable environments signify new areas of development. Within this category, participants discussed air temperature in campus buildings, ergonomics, disability access, and campus safety during the day and at night. They also emphasized self-advocacy skill development and maternal and child health (e.g., lactation rooms). Last, participants discussed health care access, which included on-campus healthcare access for all students regardless of insurance type, case managers for staff and faculty, and health programs for persons with disabilities. Participants also recommended Healthy Campus create an application with all campus health-related programs and events.

Current Health and Wellness Initiatives @ UCR

Below is a breakdown of key themes and ideas that emerged from our discussions with UCR students, staff, and faculty. The findings are presented by interview question/domain and include a summary analysis of focus group data per UCR affiliation (students, staff, faculty).

Drafted by Ann Cheney, PhD, and Julie Chobdee, MPH, UCR Healthy Campus Co-chairs

Students

Students identified several existing health and wellness initiatives at UCR. They indicated there is current attention on mental health, healthy food access, wellness and prevention services and resources, physical activity, sexual health, and safe partying.

Staff

Staff members indicated health and wellness activities that fell within the domains of healthy food, physical and mental health, health education, and health and support services. Healthy food included healthier dining options and the R'Pantry. Physical and mental health included stretching and yoga classes, Stress Free UCR, and MobilFit, Take the Stairs Campaign, Recovery programs. Health education included classes and events with a health focus such as those put on by the Human Resources Wellness Program, including Walk and Talk, Mission Impossible, the Wellness Ambassador Program, and the Student Recreation Center. Participants also discussed health and support services such as the CARE program, CAPS, and the on-campus childcare center.

Faculty

Faculty mentioned a number of existing health and wellness activities that fell within health promotion, health and support services, physical and mental health, and campus food access. For health promotion, faculty discussed the Student Recreation Center application and their family cooking demonstrations as well as the dining services Seed of Change menu. For health and support services, they discussed utilizing UCR Health, the UCR child care center, and escort services as part of safe campus practice. For physical and mental health, they mentioned programs like yoga, Tai Chi classes, MobilFit, Walker Tracker, and Mission Impossible. Last, they discussed food access, including the R'Pantry, and the Barn for healthy eating.

[Descriptions of Health and Wellness @ UCR](#)

Students

Students commented they find it challenging to focus on health and wellness because of competing academic demands. They agreed that there are many on-campus health and wellness events, such as sexual health events and R'Move, and that Student Health Services provided on-campus healthcare. While most students indicated there was good access to these students, international students experienced issues with getting appointments and knowing about free resources through Student Health Services. Students also commented R' Pantry is a good resource, and there is organic food at Glen Mor, but there is no nutritionist with whom students can consult nor vegan options.

Staff

Staff's description of health and wellness at UCR focused on alcohol and other drug (AOD) use, mental health, and health promotion. Staff discussed the strong attention on raising awareness of the harmful effects of alcohol and drug use, such as promoting UCR as a tobacco-free campus and emphasizing hydration during Spring Splash. However, they indicated there was limited attention to staff's mental health. They also mentioned several programs that fell within health promotion, including dieting and health fairs.

Faculty

Faculty's descriptions of health and wellbeing at UCR focused on current challenges and fell within the categories of unmet MH needs, campus safety and cleanliness, food quality/consumption, and not disability or mother friendly. Faculty indicated there was a concern of unmet mental health needs of graduate and undocumented students. They were concerned about campus safety and cleanliness, citing concerns for workplace injury especially in labs, not feeling safe to take time off for health prevention, not feeling safe on campus at night, and dirty floors. For food quality and

Drafted by Ann Cheney, PhD, and Julie Chobdee, MPH, UCR Healthy Campus Co-chairs

consumption, they emphasized the overconsumption of sugary beverages on campus and the limited healthy food options.

Characteristics of a Healthy Campus

Students

Students described a Healthy Campus in terms of its physical characteristics, its classroom climate, and the resources it would provide. They described the campus environment as friendly, tobacco free, green energy (e.g., solar tables), and good air quality, as well as emphasized nature, including flowers, a Zen garden, a meditation pool. They described the classroom climate as more flexible with standing break options and attention to work-life balance. In terms of resources, they stressed Health Care for All, including healthcare insurance for all students, easier healthcare access both on and off-campus, and more presence of counseling and psychological services. They also discussed access to healthy food options, cooking classes, and group supermarket trips.

Staff

Staff described a healthy campus in terms of the physical environment, the climate, health foci. They described the physical environment as tobacco free and with nature referencing a Zen garden, meditation pool, flowers, and art as part of the scenery. In terms of the climate, they discussed it being a friendly one and imagined supervisors as engaging in healthy activity, encouraging work-life balance, and supporting flexible work schedules, as well as a bike riding culture. They also shared ideas about health priorities, which included healthy food, physical and mental health, prevention specifically on-campus flu shots, and financial wellness.

Faculty

Faculty described their vision of a healthy campus as clean, safe, and non-toxic environment, accessible resources, and consistency. They described a cleanly environment with healthy working spaces void of toxicity and microaggressions and healthy work habits (no emailing past 5 or on the weekends), as well as an environment that promoted mental and physical health. They discussed accessibility in terms of healthcare access, disability access, and affordable and healthy food access. For consistency, they referred to a congruent discourse referring to delivery of what is said or offered.

Creating a Culture of Health: What can campus leadership, faculty, staff, and students do?

Students

Students offered many ways for the campus community to create a culture of health. Their suggestions focused on attitudes, approachability, and safe and supportive environments. Leadership can begin to change campus attitudes by promoting friendly campus practices to help create a sense of community. They also suggested having “suggestion boxes” that could be placed in buildings or available online for all to share ways to create a culture of health. In terms of approachability, students want to feel more comfortable approaching faculty to get life advice that extends beyond current academic coursework. They also want to feel more comfortable approaching counselors at CAPS and for there to be peer mentors. To create a safe, healthy, and supportive environment, students emphasized holding health and wellness presentations at student orientation, getting rid of the “drug culture” and campus partying, and providing more support to international students. They suggested ASUCR, the Student Recreation Center, and Academic Resource Center serve as sites to promote health; they also suggested education on sickness and covering mouths when sick. To create more support, they recommended faculty have training on work-life balance and education on how their behaviors affect the mental health of graduate students.

Staff

Staff emphasized the role of leadership and supervisors in creating a culture of health through sharing of information, role modeling, and attending trainings on healthy environments. Participants indicated they need more access to health information, including campus healthy food options and mental health resources. Participants discussed leadership as being instrumental to model health through engaging in work-life balance, participating in campus health programs and supporting others who want to attend, being friendly, and having open communication. They also said that leadership and supervisors could participate in trainings on creating healthy environments.

Faculty

Faculty focused on the following in the creation of a culture of health: health education and promotion, behavior change, and community engagement. For health education and promotion, they discussed sharing resources across campus, leadership serving as role models for healthy living and working, healthy campus ambassadors, and faculty education to help students in need. Behavior change included work-life separation such as not responding to emails after 5 pm and adding healthy resources on syllabi. Last, community engagement included attention to providing more support to lecturers, creating a sense of belonging, and engaging the local community in campus health efforts.

Recommendations for Improving Healthy Campus Activity

Students

Students recommended Healthy Campus focus on addressing taboos (stigma) around mental health access to on-campus mental health care services. More advertisements about CAPS and their services are needed and long wait times and limited sessions need to be addressed. They suggested Healthy Campus focus on better access to Student Health Services for all students, not just those with SHIP. Students recommended increased attention to healthy food access both on and off campus. They also suggested more attention to wellness and prevention, including information on allergies and air quality. They indicated the Built Environment could focus on the air temperature in the buildings, so buildings are very cold.

Staff

Staff indicated building on existing programs and adding healthcare access and maternal and child health as new foci. To build on existing programs, they suggested Healthy Campus prioritize food insecurity, addiction, access to healthy foods, work-life balance, mental and physical health, as well as to continue to offer programs during lunchtime but also on the weekends. For healthcare access, they suggested having a case manager for faculty and staff and helping them navigate their medical treatments. They also suggested have a health liaison in all departments. They indicated that there needs to be attention to maternal and child health, citing more lactation rooms, changes to the maternity leave policy, and more attention to the child care center.

Faculty

Faculty suggested Healthy Campus promote physical and mental health and work on creating a safe and supportive campus community. They discussed the need for more attention to all campus member's physical and mental health and wellbeing. They also indicated Healthy Campus should create safe and supportive environments for all campus members and promote advocacy for self and others especially in toxic work environments.