



Refreshing DOSA's Strategic Plan: Well-Being
December 2021

How this document was created

- April and May 2021, DOSA worked with Dr. Nance Lucas to facilitate two workshops on well-being. During the latter sessions, attendees brainstormed shared visions for the future of well-being at Ohio University.
 - o In a report summarizing these sessions, Dr. Lucas summarized these shared visions around the following five themes:
 - Academic and Student Affairs Partnerships and Collaborations
 - Social Connections and Relationships
 - Diversity, equity, and Inclusion
 - Work / Life Balance
 - Well-being organizational culture
 - o In addition, the report included the following recommendations:
 - Design well-being at OHIO so that everyone sees this as an opportunity to contribute to a culture that supports well-being, engaging students, faculty, staff, and university leaders in their personal learning and growth.
 - The university overall and students in particular would benefit from the Division of Student Affairs leading a well-being strategic priority *for the university*.
 - The DOSA engagement series resulted in rich information on shared dreams and aspirations. It is recommended that this type of activity be replicated early in 2021-22 with undergraduate and graduate students.
 - Conduct a needs assessment that includes stratified samples of undergraduate students and graduate students. In two phases of work, create a synthesizing report (potentially in collaboration with Institutional Effectiveness and Analytics or leveraging a faculty fellow) that reviews existing recent data about student behaviors, balance, and needs related to well-being
 - Keep experimenting by remaining flexible and nimble as you design well-being experiences for the community.
- Spring 2021, the interim VPSA appointed the task force and its members with the charge to:
 - o Develop breakthrough objectives and identify key results. They must be based on measurable objectives and performance metrics
 - o Take a leadership role in well-being's operational and integration success
- The outcomes of the task force were to:
 - o DOSA Leadership will be aware of the Bobcat Well-Being framework
 - o DOSA Leadership will be able to explain how the Bobcat Well-Being framework is operationalized
 - o DOSA Leadership will have examples of how well-being is, and could be, integrated into day-to-day work across OHIO
 - o DOSA Leadership will understand their role as a leader in the success of well-being integration
- Members of the task force included:
 - o Office of the VPSA: Jenny Hall-Jones, Megan Vogel, Imants Jaunarajs, Madison Trace, Cindy Cogswell, and Tammy Babylon
 - o Office of the DoS: Patti McSteen, Kathy Fahl, and Chad Barnhardt
 - o UWB&R: Mark Ferguson and Wes Bonadio
 - o SAP: Kim Rouse
 - o SFL: Ariel Tarosky
 - o CSSR: Taylor Tackett
 - o Auxiliary: Gwyn Scott
 - o CIC: Char Kopchick



- C&ES: Dusty Kilgour
 - CPS: Paul Castelino
 - Culinary: Kent Scott
 - HRL: Jen Maskiell
 - Marketing: Hailee Tavoian
- May through July the task force met weekly to review the current framework, understand what has been done to implement well-being within DOSA, brainstorm, dream and discuss where the Bobcat Well-Being model can go, and propose a draft plan for how DOSA can get to the future desired state.
 - September: the draft Well-Being Breakthrough Objectives and Key Results were shared with DOSA.
 - October – early November: listening sessions were held.

Strategic Planning Principles

As a task force, we adopted the following planning principles for our work:

1. Everyone's voice in DOSA matters
2. Assessment of our current position is crucial
3. Communication, transparency and marketing are key
4. The process should develop a sense of community and trust
5. The plan should be student centered
6. The plan must define must-haves
7. The end result should hit a sweet spot

Well-Being Breakthrough Objectives and Key Results

Vision statement: Ohio University is a place that puts well-being at the heart of student success.

Objective A: Integrate well-being into the work we do for and with students.

- (phase 1) Collect and review existing data to establish baseline understanding of how students currently purposefully and incidentally embody the Bobcat Well-Being framework (existing data and new data collection).
- (phase 1) If needed: collect data, in consultation with all relevant stakeholders, to fill in gaps in understanding. Then,
- (phase 1) Write an executive summary that presents what is currently known and unknown about how students embody Bobcat Well-being in their lives. Include potential opportunities for greater integration of the Bobcat Well-Being framework and note any gaps that need addressed. And,
- (phase 1) Organize the data to create an inventory of what each department is already doing or providing for students related to/ in support of student well-being. Then,
- (phase 2)VPSA responds to both executive summaries and the next phase of the work is undertaken.
 - Potential ideas for next steps will come from the executive summaries and some ideas of what this could look like include:
 - Well-being is integrated into at least 1 goal for every DOSA department
 - Well-being branding embedded into DOSA Department offices/lives (PowerPoints, email signatures, etc.)
 - identify next steps to take to embed (or make more visible) Bobcat Well-Being in department and individual staff goals
 - Some sort of DOSA provided professional development (like regular workshops) so that every employee in DOSA can (1) articulate the Bobcat Well-Being framework and (2) are able to identify 1-2 aspects of how their work is linked to Bobcat Well-Being OR student employees are able to identify how 1 aspect of their work is connected to well-being.



- The work should follow advice from Kotter, including creating a sense of urgency, building a guiding coalition with representatives from varied roles organizational and departmentally, setting up for early wins, access to senior leadership and more.

Objective B: Integrate well-being into staff work and culture. (This supports staff well-being.)

- (phase 1) An optional, Teams workshop will take place to explain well-being, work through examples of what well-being is in job function and how to support well-being in the workplace will be delivered and recorded for later viewing.
- (phase 1) Scan for existing resources inside and outside of the institution to create a robust well-being initiative for staff. Example ideas to include: group walks, free fitness programming, work release/flex place/space as well as other initiatives that support a healthy working environment. Communicate these resources with DOSA.
- (phase 2) Taking the report from Objective A sub-bullet 1, a representative team (with members across all leadership layers and from many departments in DOSA) will come up with a plan to address staff well-being.
 - Example ideas for next steps could include: Division unit heads create action items for their department to address staff well-being at all levels. These action items need to be mindful of life balance, mental health support and resources, professional development, and growth.
 - The plan needs to take advice for organizational change from Kotter, including generating short-term wins.

Objective C: DOSA will effectively communicate, increase engagement, and provide informational resources promoting Bobcat Well-Being with the university and community. (This takes well-being on the road and educates others external to DOSA)

- (phase 3) Identify and benchmark our varying audiences (internal and external) and establish comprehensive communication plan for each
- (phase 3) Identify, collect and organize resources in order to raise awareness of Bobcat Well-Being
- (phase 4) Develop engagement opportunities to promote Bobcat-Wellbeing for campus and community partners
- (phase 2) Partner with Admissions to market Bobcat Well-Being
- (phase 4) Explore connections with OhioHealth, Holzer, CHSP, HCOM, PCOE, etc. for sponsorship for comprehensive well-being services and/or engagement events

Objective D: In partnership with faculty, advancement and partners, obtain funding for well-being work (This gets resources to expand or maintain well-being initiatives).

- (phase 1) Identify and catalogue funding opportunities, faculty partnership connections and potential for student projects
- (phase 1-2) Submit at least four grant proposals & obtain funding for well-being services and/or research
- (phase 1-2) Explore earmarking a percentage of scholarship funds for well-being initiatives
- (phase 3 and onward) Identify and source donor support for well-being