IU | STUDIOS

IUPUI Wellness Coalition

Focus Group Research Report

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Background

This report presents findings from focus group research conducted for the IUPUI Wellness Coalition.

Two different surveys were sent out to a group of randomly selected IUPUI students and faculty/staff to gauge interest in participating in focus groups. Responses were received from 35 faculty/staff (13 faculty and 22 staff) and from five (5) students.

Focus groups were conducted with nine (9) IUPUI students and five (5) faculty/staff members between March 22 and April 7 during seven individual focus group meetings. Participants were asked to attend an online meeting via Zoom where a mix of interactive questions on Menti (interactive presentation platform) and focus group questions were asked.

Summary of quantitative results

Quantitative results were collected from the surveys only.

Student survey

Question number	Task Name	Number answered
1	**Are you an undergraduate, graduate, or professional student?**	**5**
	Undergraduate student	3
	Graduate student	2
	Professional student	0
2	**Are you a full- or part-time student?**	**5**
	Full-time	4
	Part-time	1
3	**Are you taking classes on campus, online, or both?**	**5**
	On-campus only	1
	Online only	2
	Both	3
4	**In the past year, where did you live relative to campus?**	**5**
	On-campus only	0
	Off-campus only	5
	Both	0

5	Do you remember receiving any communications about student health and wellness programming and services? (e.g., emails, newsletters, event calendars, social media posts, public health awareness campaigns)	5
	Yes	3
	No	1
	Not sure	1
6	Where were these communications received from?	4*
	Your school	0
	A university office	0
	A campus-wide office's communication channel	1
	A student organization or club	3
	Not sure	0
7	What is your primary way of accessing these communications online?	3
	Desktop computer	0
	Phone	2
	Tablet	0
	Multiple devices	1
	None of these	0
8	How recently has a communication led you to take action?	3
	Within the last week	0
	Within the last month	0
	Within the last 6 months	2
	It has been longer than 6 months	1
9	Excluding COVID-19–related measures, have you participated in student health and wellness programs and services?	5
	Yes, in the past 12 months	1
	Yes, but more than 12 months ago	1
	No	2
	Not sure	1
10	What types of programs or services have you participated in?	4*
	Campus safety	0

	Financial wellness	0
	Interpersonal violence prevention	0
	University medical services	0
	University counseling services	2
	Nutrition programs	0
	Physical activity or Campus Recreation programs	0
	Programs for basic needs or emergency support	0
	Alcohol and other drugs programs	0
	Other not listed	0
	Sexual health programs	0
	Mental health programs	2
11	**Are these programs and services available when you need them?**	**2**
	Yes	1
	No	0
	Not sure	1
12	**If you have not participated in student health and wellness programs and services, what prevented you from participating?**	**5***
	I didn't know the programs existed	2
	I live too far from campus	3
	It was not offered online	0
	It was not offered in-person	0
	I planned to attend, but had a conflict	0
	I was confused by the directions or there was not enough information	0
	I didn't feel like I was represented by the programs offered	0
	Other not listed	0
13	**Are there types of health and wellness programs or services you are interested in that are not being offered?**	**5**
	Yes	0
	No	2
	Not sure	3

*On these questions, the participant could select more than one answer.

Note: not all participants who completed the surveys subsequently participated in the

focus groups. The surveys were anonymous, but those that participated were sent follow-up interest emails for the focus group.

Faculty/staff survey

Question number	Task Name	Number answered
1	**Are you a faculty or a staff member?**	**35**
	Faculty	13
	Staff	22
2	**Are you a full- or part-time employee?**	**35**
	Full-time	35
	Part-time	0
3	**Are you working on campus, online, or both?**	**35**
	On-campus only	3
	Online only	20
	Both	12
4	**How long have you been working online?**	**31**
	In the past year	29
	Longer-term arrangement	2
5	**Do you currently receive any Healthy IU or employee health and wellness communications? (e.g., emails, newsletters, event calendars, social media posts, public health awareness campaigns)**	**34**
	Yes	28
	No	1
	Not sure	5
6	**Where were these communications received from?**	**70***
	Healthy IU	23
	Your department's wellness ambassador	5
	Social media	4
	Inside IU	14
	Word of mouth	3
	A school	2
	IUPUI	15
	Not sure	4

7	**What is your primary way of viewing these communications online?**	**28**
	Desktop computer	19
	Phone	1
	Tablet	0
	Multiple devices	8
	None of these	0
8	**How recently has a communication led you to take action?**	**27**
	Within the last week	3
	Within the last month	5
	Within the last 6 months	6
	It has been longer than 6 months	13
9	**Excluding COVID-19–related measures, have you participated in employee health and wellness programs, incentives, and services?**	**34**
	Yes, in the past 12 months	13
	Yes, but more than 12 months ago	11
	No	9
10	**What types of programs or services have you participated in?**	**65***
	Health screening with $100 incentive	15
	Online wellness challenges	10
	Nutrition counseling or programs	6
	University medical services	3
	Employee Assistance Program	3
	Physical activity or Campus Recreation programs	4
	Programs for basic needs or emergency support	0
	Alcohol or other drug programs	0
	Other not listed	4
	Thai Chi or chair yoga	2
	Mindfulness programming	6
	Webinars	8
	Campus safety	4
	Interpersonal violence prevention	0

11	**Are these programs and services available when you need them?**	**24**
	Yes	**19**
	No	**1**
	Not sure	**4**
12	**If you have not participated in employee health and wellness programs and services, what prevented you from participating?**	**11***
	I didn't know the programs existed	4
	I do not have enough time to participate	3
	It was not offered online	0
	It was not offered in-person	0
	I planned to attend, but had a conflict	1
	I was confused by the directions or there was not enough information	0
	I didn't feel like I was being represented in the selection of programs offered	0
	Other not listed	3
13	**Are there types of health and wellness programs or services you are interested in that are not being offered?**	**33**
	Yes	5
	No	6
	Not sure	22

*On these questions, the participant could select more than one answer.

Note: not all participants who completed the surveys subsequently participated in the focus groups. The surveys were anonymous, but those that participated were sent follow-up interest emails for the focus group.

Summary of qualitative results

We have provided qualitative results in addition to quantitative results. The summary of qualitative results has been divided into three sections:

• Positives

• Areas for improvement

• Additional findings

Student focus groups

Positives

Students are knowledgable about offerings

Students could name many examples of health and wellness communications and programming when asked.

Communications
• Flyers in the bathroom stalls for vaccination against HPV

• Social media posts to vaccinate against HPV

• Instagram and Twitter posts (but Facebook not as much)

• Posters for orientation in the Campus Center

• Emails about sexual health education and testing

• Emails from the School of Public Health

• Student clubs and social groups programming

• Health and wellness promotion advertising free programs for students

• Emails about the menstrual cup giveaway

Programs
• Student Health Clinic in Campus Center

• Coleman Hall (IUPUI Campus Health)

• Office of Health & Wellness Promotion

• Healthy IU

• Mental health resources

• Free masks and sanitizer

• Setups in the campus center or options to talk to someone in the office

(pre-COVID times)

- Paws' Pantry
- CAPS (Counseling and Mental Health Services)
- IU Health resources
- GATCH Hall (part of the Masters in Medicine program, provides health and wellness services to medical students)
- NIFS program for winter walking

The students we talked with explained most of the communications they receive are emails or word of mouth. Those that work or live on campus mentioned that they may also see posters, in the bathrooms of the Campus Center, for example. They explained that it is easier when you can just walk by something and get the information you need succinctly.

One of the graduate students mentioned: "Emails from a School of Medicine person, very high up people promoting health and wellness, anti-anxiety and COVID stuff are nice to hear." Another student mentioned monthly newsletters coming from the School of Science.

They also thought graduate students' offerings were great but underutilized and they wished more people would take more time to invest in themselves.

Students utilize services and see their value

The convenience, close proximity, and low cost of campus health services were favorably mentioned by several students.

One of the international students we talked to said it was easier to visit the campus doctor than one outside of IUPUI.

Some of the services mentioned by students that they utilized regularly were CAPS (every 2 weeks); Flu vaccines (every year); GATCH counseling (once a month); nutrition counseling to speak with a dietician (which they found through email); and the gyms and NIFS.

They also said they notice official IUPUI messages more and are more likely to open them to get critical information.

Students are likely to recommend services

When asked if students would recommend services offered to a friend students consistently said yes. The following are some of the responses from students:

- "8 out of 10, they are very convenient."
- "Depending on their need, definitely. My experience may not be their experience."

- "I recommend them all the time. People are sick of me."

- "I am a mentor, so I find myself recommending them a lot."

- "If I see someone super stressed out or distressed, I say 'hey, why don't you come to this thing, we learn skills.'"

- "I have recommended it in the past and will do so in the future."

- "I would recommend them to people. I told my coworkers about it last year." (Talking about health incentive.)

- "It's close by and making an appointment was simple. Making an appoint at my primary was hard." (Talking about making a medical appointment on campus.)

- "Because I know some of the peer coaches are super passionate, I tell people about them."

Areas for improvement

Consistency of messaging

There were two kinds of inconsistency mentioned by students: inconsistency between messages coming from IUPUI as a whole and their school or department; and inconsistency between the messages from IUPUI and/or their school/department and individual faculty members.

One graduate student explained that there are more communications coming from the schools/departments than from IUPUI as a whole. They said: "As a law student I feel sort of disconnected from IUPUI–I feel like part of the school and not part of IUPUI."

They went on to express concern over the sentiment of faculty. "The middle management people don't care. they expect you to be working non-stop. There's no accountability for the middle management. The wellness sentiment is nice but in the middle, it's a hot mess."

An undergraduate student we talked with said: "Professors aren't following those guidelines. Students can't care about the events. We have to listen to professors that are bombarding us with information."

Recommendations

It seems important to students to be sure that schools/departments and faculty in those schools are on the same page with IUPUI as a whole with respect to messages and attitudes towards health and wellness they are sending to students.

More communications and programming aimed at schools and their faculty are recommended. These would not only make sure they are knowledgeable about the messages and information being sent out to students from IUPUI, but also give them more guidance about how to address health and wellness appropriately

with students in the classroom. Communications and programming that suggest students take care and invest in their health are important, but if faculty are not supporting that same message, it can be confusing to students. When professors do not support—or even contradict—the IUPUI-wide messaging on wellness, students feel unable to participate in wellness initiatives or programming.

Consider collecting more data from students to inform programming offerings. Many factors influence student health and wellness and they change over time, so it is important to regularly talk to students to see what is affecting them currently and use this to inform what is offered and advertised to them. Students are more likely to open emails and engage with content that relates to what they are dealing with right now in their lives.

It may also be useful to get students' quick, 30-second reaction to a communication, program, or campaign. This could be a quick anonymous poll or—if it is safe to interact in person with students on campus—by printing out a physical copy and get students' reactions through guerilla-style user testing. Ask them what they think the communication/program is about, what they think of it, and if they would find it interesting and attend or share it with a friend.

Frequency and ease of participating

With all the communications students receive, messages about health and wellness are easy to miss, can be overwhelming, and tend to blend together.

Students explained that there are too many emails; that they try to open and read them all but there are a lot. One student commented that one wellness-oriented email a week would be ideal. They also mentioned links out from emails often go to existing resources that aren't applicable to the topic or don't have actionable steps and some require login. One student suggested color coding emails so they can spot the theme (for example blue for news, red for health) just by glancing.

One student said: "I don't like when I can't log into certain services. Duo makes it hard to login and certain websites won't let you login."

Students also find it is easy to miss posts on social media. One student said "With social media, everything tends to blend together unless it is wildly new."

They explained that they like when there are headlines that they can scan, like in JAG News and Inside IU. They mentioned the importance of getting to the point quickly and leading them directly to where they can take action. They also suggested including a calendar invite within emails that they can add to their schedules immediately.

One student said: "If it's a flyer for a Zoom meeting, have the link right there–right now you have to dig back in the email instead of it already being there."

Students we talked with also suggested utilizing text messages more since they are concise, less overwhelming, and quickly and readily available.

Being straight to the point and easy to opt-in also applied to in-person events. One on-campus student said: "If I'm in the Campus Center and I see something happening, I'm more likely to go. If there is an event held in the parking garage, it only reaches the people who host it."

They also suggested making sure to include steps the student can apply today and recommendations for small life changes which are more likely to be implemented and continued.

Recommendations

Consider making communications concise and to the point. Use catchy headlines to capture students' attention. Label things clearly, group content to make it easier for students to quickly scan, take an action (such as add an event to their calendar or opt into a newsletter), and get back to what they were doing, and consider using engaging visuals to catch attention. If possible, don't require students to login to gain access to information.

Students tend to think of emails as school and work-related, and they are already getting a barrage of emails. Consider limiting emails to one a week and trying other ways of reaching students. These could be text messages, pop-up events in locations where students already hang out, social media posts that catch the eye, encouraging more word of mouth communication, or reaching students in the classroom.

Students mentioned Group.me and asking classmates and cohorts as common ways they find out about what is going on. Additionally if a communication or program goal is a behavior change, keep in mind that students are looking for things they can implement easily in their lives and quickly see changes. Small changes are more likely to be maintained over time.

Personalization, representation, and being realistic

Students explained that they are more likely to open communications and participate in programs that seem relevant to them. One student gave the example of commencement. When commencement is on the horizon, then they keep their eye out for anything mentioning commencement.

One student said: "They're trying a bit too hard to get up to the current time and culture...Sometimes it comes across as an old person trying to talk to young people and trying to relate." They cited an example of a program: "The way things are presented—like a program called 'Sex in the Dark'—are ambiguous; it wasn't as informed or clear."

Another student mentioned an email from the President: "The president wants to talk to you, it's junk to welcome you, but not specific to you."

They also would like messages framed in a way that sets realistic expectations.

For example, one student mentioned using CAPS: "Friends who have used it have found using CAPS on campus to be a longer process then suggested. Be more realistic, not coming from a place where it's all super positive."

One student mentioned the need for more representation. They explained their experience with counseling and health services on campus: "They are friendly but I don't feel like they know where I am coming from–that can be exhausting." They continued: "They don't understand your narrative–I get deep sympathy and I'm not looking for sympathy." This student recommended having "more staff of different backgrounds–then maybe you have an opportunity to connect with someone who understands where you are coming from." They also mentioned "programs directed at people of color feels bad," instead they suggested a "truly diverse space–not one that was created for you–where you can establish healthy boundaries, have crucial conversations, and work together."

Recommendations

Tailor communications and programs to specific needs and interests of the population you are trying to engage and come to students where they are, considering them as individuals.

Consider using data about the population you are trying to reach to inform the look and feel of communications and programming. For example, consider what other events are going on in their lives at the time and tie your communication/ program to it. Consider where students are, and how busy they are, when you time your communications and programs. For example, are they at lunch, in class, or is it evening when they are just hanging out and looking at their phones? Or are they working students who are at their jobs in the evening? Consider whether students are studying online or on campus. Look at events students have previously participated in, and send them similar offerings.

Another option is using feedback to let students know you have heard them and are reaching out with an opportunity that has been improved based on their suggestions. Let them know you are listening and want to offer programs that are helpful to them and that they will use.

Finally create spaces and services that encourage students to feel comfortable sharing their experiences. Consider cultural competence training for faculty/staff and those providing health and wellness services to students.

Additional findings

Topics/changes students would like to see

Students suggested that they would like to see more on the following topics:

• Professional development and communication skills relevant to starting a new job out of graduate school

• Vaccinations and medicine in relation to minority health

- Ways to team build and bond
- Offerings with incentives
- More variety of offerings in general
- Smaller in-person events with lively discussion
- More representation at GATCH Hall
- Events that solicit more of their opinions and feedback
- Training for faculty in health and wellness
- Training in student mental health for faculty
- Skill building: how to navigate email, how to set up video conferencing, how to dress for the job, how to write emails, how to build confidence and build resilience
- Communication gap for graduate students and those not on campus; they feel like they are missing out on offerings
- A different approach to mental health–CAPS is a long process and can be intimidating
- CPR classes
- Faculty/staff with more diverse backgrounds
- Hold events that are more timely: how to talk with friends and family, how to navigate other relationships, traumas caused by COVID-19
- Promote knowledge and awareness of marginalized groups among faculty
- Tips for dealing with barriers in communication in the doctor's office
- Inside tips from health experts
- Ways to advocate for your health for women
- Mental health resources for those going through challenging life events
- Programs targeted at the health of the male student body
- More fitness challenges to keep them accountable
- Videos on navigating the college years, help with coping

Recommendation

Consider the above topics that students stated they would like to see more of in your offerings into the future.

Outside resources students mentioned they use

The following were services, websites, applications, and television resources that students mentioned they use outside of offerings at IUPUI and why they sometimes prefer them:

Services

• Help with food insecurity including food stamps

• Using Healthy Indiana Plus, they find they are able to talk to a counselor outside IU and maybe meet someone like them, who understands their narrative

• IU Health

• Gyms outside IUPUI

• Some are more likely to call a friend or family that works in healthcare

Websites and common internet searches

• Gym at IUPUI for hours and updates

• Links people share on social media

• IU Bloomington public health website

• Parkview Hospital for initiatives

• Fitness and nutrition experts on Instagram

• Womens' fitness

• Exercise ideas

Applications

• Heart app to count steps

• Meditation app called Serenity

• FitBit guided breathing activity (only get text messages on it, no emails)

• Ahtletic Fit

• My Fitness Pal

• The Waist Game

• Apple Watch workout app

• My Calendar for menstrual tracking

• MyChart used with hospital systems and doctors appointments

Television

• Different television programs that provide health and fitness information

Recommendation

Consider researching the above resources students utilize outside of IUPUI's offerings to determine what needs the campus could try to meet through future communications and programs.

Faculty/staff focus groups

Positives

Faculty and staff are knowledgable about offerings

Faculty and staff could name many examples of health and wellness communications and programming when asked.

Communications

• Healthy IU emails, posters and website

• Members of departments challenge themselves to lose weight

• Communications from wellness ambassadors

• Healthcare insurance emails such as women's health resources

• COVID information in emails, signage randomly placed in buildings and offices, and text messages

• Elevator fliers/clings (Riley outpatient garage)

• Postcard mailings, for example, no substance use April

• IU Health Website

• Physical mailings to campus office

• Indiana Department of Health text messages

• Twitter IUPUI Jags challenge geared towards students

Programs

• Live video programming such as Cooking with Katie with nutrition information with quick and easy recipes and meal ideas, meal prep, and grocery lists (and being able to re-watch recordings)

• Competitions such as taking the stairs, walking with coworkers and recording steps, healthy eating, drinking enough water, money matters

• Gina Plummer's health initiatives, for example met and walked for half an hour

• Team challenges under University Academic Affairs where winners got to choose a charity for donation

• Mascot physical activity campaign targeted at students

• Members of the department challenging themselves to lose weight

• Exercise classes such as Tai Chi or Chair Yoga

• Weight Watchers

• Information on sleep and reducing stressors

• Financial health campaign with budgeting and tools

- Mindful Mondays
- Care.com employee benefit
- Annual wellness screening for employees with incentives
- Mental health related services such as five free therapy sessions
- Healthy cooking live videos
- Work/life balance presentations
- Being able to donate to charity as part of challenges

Faculty and staff utilize services and see their value

Faculty and staff thought challenges and reminders from leaders in their schools, as well as team programs where coworkers participate together and push each other, were particularly effective. Gina Plummer was mentioned several times as a leader of health and wellness at IUPUI as well as health ambassadors for schools that communicate information and lead programming.

They also said programs requiring them to sign up and really commit to a goal were effective. They liked challenges and the opportunity to participate in something larger, such as being able to donate to charity. They appreciated reminder communications keeping them on track. They also said they would recommend them to others.

It was mentioned that there are certain IUPUI services, such as mental health services, that they never would have looked into on their own. Because of the ease of access, they have developed long-term relationships with a therapist for the first time.

Faculty and staff liked seeing new and different offerings become available and when asked how often they would participate in health and wellness programs and services they answered "frequently." One staff member mentioned they "only use what IU offers," that they "feel comfortable taking recommendations" and "trust them to know."

Areas for improvement

Frequency of communications and timely reminders

Faculty and staff mentioned that they are very busy, so frequent communications and reminders to sign up for programs and participate in challenges would be helpful. One staff person said "I wish I received emails biweekly with reminders that would allow me to provide information and resources to employees." Another staff person mentioned that it "would be nice to get periodic reminders of employee assistance programs and services."

They also said that they prefer emails and text messages over direct mailings. "Direct mailings are pretty and nice but are often using resources that could be used

elsewhere or don't take time limits into account. I only get mail once a week and they should consider postal delays." They cited the example of a postcard about the Tox Drop they received at 1 p.m. the day of the event and the event ended at 2 p.m.

Recommendations

Consider sending communications more frequently, including reminders, as the program or event gets closer. If using mailings, make sure to send them far enough in advance that infrequent mail deliveries or mail delays do not interfere. Another option would be to reserve mailings for less time-sensitive information, such as for education materials.

Difficulty finding actions to take

Another concern faculty and staff voiced was struggling to find health and wellness information. Since they are so busy, it's important for communications to be clear, provide to-the-point information, and lead then directly to the action they need to take to participate.

Faculty and staff explained that they "struggle to find information" on the opportunities out there and worry about "maybe not knowing about all of them." When there is too much information, they explained there is "analysis paralysis," and they feel "overwhelmed and disoriented." One suggestion was made to "make use of banners, headings, and links—not a wall of text."

They also explained communications sometimes lack action. They are "filled with what we are doing wrong." For example, they are "hectoring to be told to walk half an hour" but lack "some way to work that into the daily routine."

Recommendations

Consider giving faculty and staff more control over the health and wellness opportunities they can take advantage of by presenting them in one place where they can choose to opt in or out. For example, include information about health ambassadors for all schools in one place.

Whether you are leading a faculty or staff member to an action on a website from an email or having them take the next step in a program, make the action they need to take clear. Link them to the form they need to fill out rather than to a web page of general information they will need to dig through.

Give them actions to take as part of programming that considers their schedule and other responsibilities. For example, instead of sending a reminder that someone has not reached their step goal, send them a tip on how they can get closer to their goal by taking a walking lunch or business call or remember to continue their steps tracking over the upcoming holiday.

Focusing more on faculty/staff unique needs

It was brought up that when the pandemic started many faculty and staff joined

task forces on top of their regular duties and, along with students, lost their normal holiday breaks. Course timing was also condensed from "teaching a 16-week class to an intensive one-month class."

One faculty member mentioned: "During the pandemic attention went to students and not as much to faculty." For example, wellness days were added, a "day where we didn't have any meetings," but for faculty they were "not effective." "I don't teach my class so I have time to write my faculty annual reviews and get a lot of work done which is better than nothing." They explained "faculty doesn't change what we would normally have done." Adding on that "it needs to be built into the fiber of what we do," and "has to evolve as needs and issues evolve."

Faculty particularly mentioned the need for focus on women and minority groups' unique stressors. One faculty person mentioned "65% of faculty and staff are women. We need to ensure we are meeting that population's needs." They continued "Consider the wellness of minority groups working in a white institution; it's a heady game, always thinking, always calculating; there's a unwritten rule of how they should act."

The need for more spaces to de-stress and more healthy food options was also brought up in discussion. One faculty member explained: "Escaping is very important–space were I can walk. They keep building buildings and taking up green space and healthy air." They continued: "We need healthier options for food" and it's "not cheap;" also "It's very disruptive to go to the Campus Center and early evenings and Saturdays put extra stress on staff."

Recommendations

When developing programming consider faculty and staff's unique needs and the additional duties they have taken on during the pandemic. Consider options that are flexible or that make time for faculty and staff to participate where they do not feel like they are losing valuable work time.

Consider making spaces that have open hours for when faculty and staff normally have free periods. In these spaces offer ways for them to escape stressors such as crowds and noise and offer options outside of student-centered spaces for them to find healthy and reasonably priced food options.

Finally, consider the unique stressors faced by women and minorities by continually asking for feedback, targeting messaging and programs to these groups and their specific stressors that–in the words of one faculty member "evolve as needs and issues evolve."

Additional findings

Topics/changes faculty/staff would like to see

Faculty and staff suggested that they would like to see more on the following topics:

- More and cheaper healthy food options on campus

- More green space to get out of buildings and walk

- More consideration of women's and minorities unique stressors and health

- Make it easier for everyone to find out who their wellness ambassadors are

- Keep pushing health, mental health, and wellness

- Would like to see more of the campaigns for students be options for faculty and staff to participate: Mascot physical activity campaign, Twitter IUPUI Jags challenge

- More action about what to do during programming, to get them moving and engaged, reminders to keep them on track

- One place to go to find out what is available to opt into

- More time built into faculty and staff's schedules for health and wellness

- Assessment of degrees to focus on the right programs for the population and cut down on costs

- Diversity topics to fit with the student body and faculty/staff

- Training for working with students with disabilities

- More interactive and live options, e.g., Staff person mentioned a tasting party via zoom for team building where they were mailed chocolate to taste test ahead of time

- Outdoor options such as going to the farmers market

- Wider range of time options for free fitness classes, not just the lunch hour or very early in the morning

- Periodic reminders of employee assistance programs and services

- Programs addressing stress of going back to campus to work

- Discounts at local gyms

Recommendation

Consider the above topics that faculty and staff stated they would like to see more of in your offerings into the future.

Outside resources faculty/staff mentioned they use

The following were services, websites, and apps that faculty and staff mentioned they use outside of offerings at IUPUI and why they sometimes prefer them:

- Outside gym memberships

- Non-complicated apps that just show date and give quiet warnings on reaching step goals

- Health coaches and their Facebook pages

- Workout apps such as Beach Body on Demand

- Podcasts
- Applications for FitBit, Weight Watchers, HeadSpace meditation, tracking sleep, pain level for Fibromyalgia (being able to personalize them is important)
- YouTube exercise channels
- Instagram to follow nutritionists

Recommendation

Consider researching the above resources faculty and staff utilize outside of IUPUI's offerings to determine what needs the campus could try to meet through future communications and programs.

Appendix

Focus group questions

Student questions

1. When you think of health and wellness communications at IUPUI, what do you think of?

2. How do you receive these communications? (Specify what type of communication here – emails, newsletters, event calendars, social media posts, public health awareness campaigns etc.)

3. If you have not opted into communications, what prevented you from getting them?

4. How do you prefer to receive communications from IUPUI on health and wellness?

5. Where are the communications coming from? (your school, university office, official campus-wide communication channel, student organization or club)

6. How do you feel about how often you receive these communications?

7. What gaps do you see in the communications about health and wellness at IUPUI online? What are the topics which you'd like to see more?

8. On what devices do you view these communications the most? (phone, tablet, desktop, other)

9. How recently has a communication led you to take action?

10. Where do you go to get a pulse on the things going on at IUPUI in health and wellness?

11. Who are the people in health and wellness who you look to as experts?

12. If you could wave a magic wand and change one thing about these

communications, what would it be?

13. When you think of health and wellness programs and services at IUPUI, what do you think of?

14. How often do you/would you use this type of service?

15. When and where do you use these services?

16. How would you describe these services to other people?

17. What ultimately led you to participate in this service?

18. If you have not participated, what prevented you from participating?

19. How likely are you to recommend these services to a friend?

20. How well do you feel feedback is incorporated from you into the service?

21. What do you like about these services that you may not find in a similar one?

22. Which other services in the health and wellness industry did you consider when you were considering participating?

23. What gaps do you see in the content about health and wellness services at IUPUI online? What are the topics on which you'd like to see more?

24. If you could wave a magic wand and change one thing about these services, what would it be?

25. When you're browsing online, on which health and wellness websites do you spend most of your time?

26. Do you use any health or wellness apps? (examples: meditation, fitness)

27. Anything that makes it more likely to open something?

Faculty/staff questions

1. When you think of health and wellness communications at IUPUI, what do you think of?

2. How do you receive these communications? (Specify what type of communication here – emails, newsletters, event calendars, social media posts, public health awareness campaigns etc.)

3. If you have not opted into communications, what prevented you from getting them?

4. How do you prefer to receive communications from IUPUI on health and wellness?

5. Where are the communications coming from? (your school, university office,

official campus-wide communication channel, student organization or club)

6. How do you feel about how often you receive these communications?

7. What gaps do you see in the communications about health and wellness at IUPUI online? What are the topics which you'd like to see more?

8. On what devices do you view these communications the most? (phone, tablet, desktop, other)

9. How recently has a communication led you to take action?

10. Where do you go to get a pulse on the things going on at IUPUI in health and wellness?

11. Who are the people in health and wellness who you look to as experts?

12. If you could wave a magic wand and change one thing about these communications, what would it be?

13. When you think of health and wellness programs and services at IUPUI, what do you think of?

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24. If you could wave a magic wand and change one thing about these services, what would it be?

25. When you're browsing online, on which health and wellness websites do you spend most of your time?

26. Do you use any health or wellness apps? (examples: meditation, fitness)

27. Anything that makes it more likely to open something (faculty)?

Student word clouds

Health and wellness in general

What comes to mind when you hear health and wellness?

health   mental health   lifestyle   media
public health   informational
family   cultural sensitivity   drinking water
fitness   stronger not smaller
interactive   sleeping 7-9 hours every   happiness
short and sweet   eating healthy foods   adaptive
social wellbeing   spiritual wellbeing
misinterpretations
mindfulness   well being   wellness   exercise
nutrition

Go to www.menti.com and use the code 8337 1055

What comes to mind when you hear health and wellness?

safety   selfish   time   caring
anti-anxiety
mental health
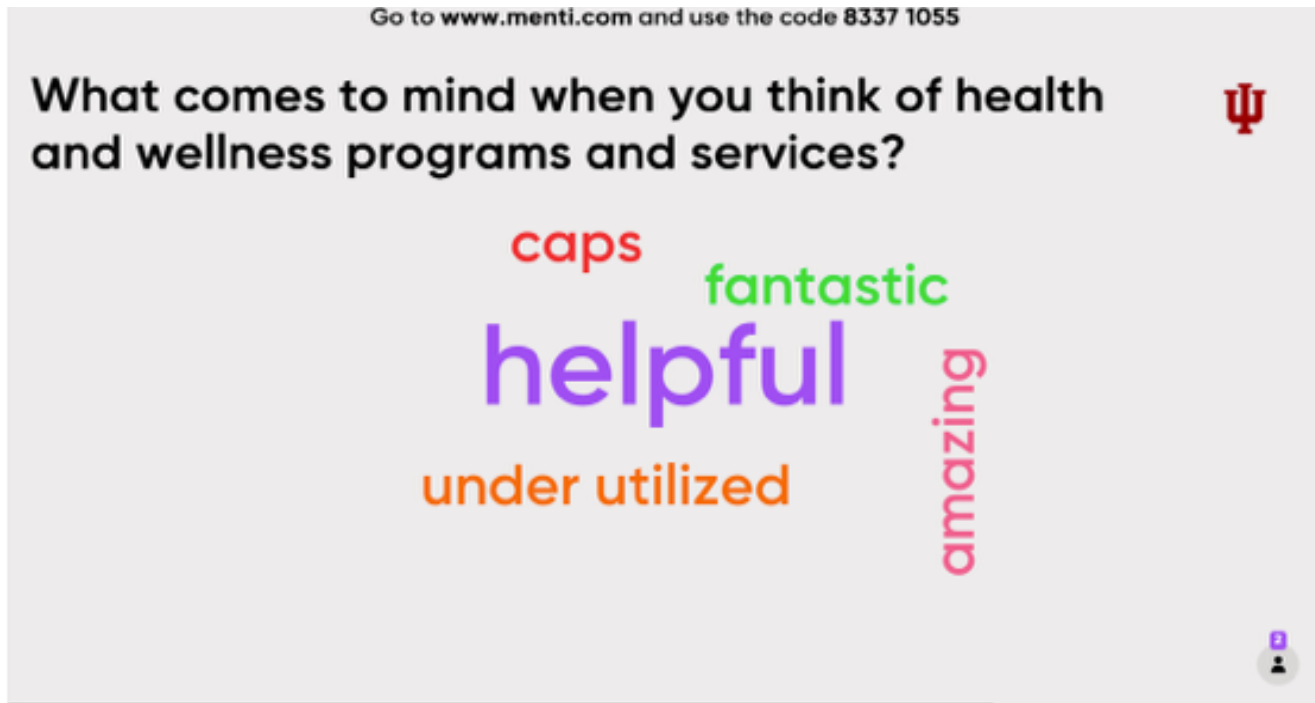well-being   kindness   calm

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Programs and services

Go to www.menti.com and use the code 8337 1055

What comes to mind when you think of health and wellness programs and services?

caps
fantastic
helpful
amazing
under utilized

Go to www.menti.com and use the code 3154 6753

What comes to mind when you think of health and wellness programs and services?

iu campus health
financial advisors
scholarship committee
gatch   campus food pantry
caps

What comes to mind when you think of health and wellness programs and services?

wellbeing   disparties

campus center gym

nutrition programs   grassroots

nifs   counseling services

wellness challenges

serving other   cultural senstivity

campus safety walk

social determinant

healthy iu

insurance needed

incomplete   a lot of options

focused on sexual health

ambassador programs

appreciated   lack of variety

resources

not for men

Communications

What comes to mind when you think of health and wellness communications?

word of mouth
posters
peer educators
bathroom stall signs
wellness lectures
emails

Go to www.menti.com and use the code 3154 6753

What comes to mind when you think of health and wellness communications?

information
pleased
emails
flyers
improvement
overwhelming
conversation
appreciative
thankful
mentors
unclear

Faculty/staff word clouds

Health and wellness in general

Programs and services

What comes to mind when you think of health and wellness programs and services?

No need to overthink it- just share any words or phrases that come to mind.

weight watchers

movement videos

nutrition programs

chair yoga

fitness groups

nutrition counseling

physical activity resourc

health screening incentiv

mental health counseling

contests

yearly screenings

wellness challenges

standing desk

beachbody on demand

Communications

What comes to mind when you think of health and wellness communications?

psas

word of mouth

wall clings

meeting invites

social media

physical letters

apps

campaigns

websites

texts

emails

email

Go to www.menti.com and use the code 5032 0917

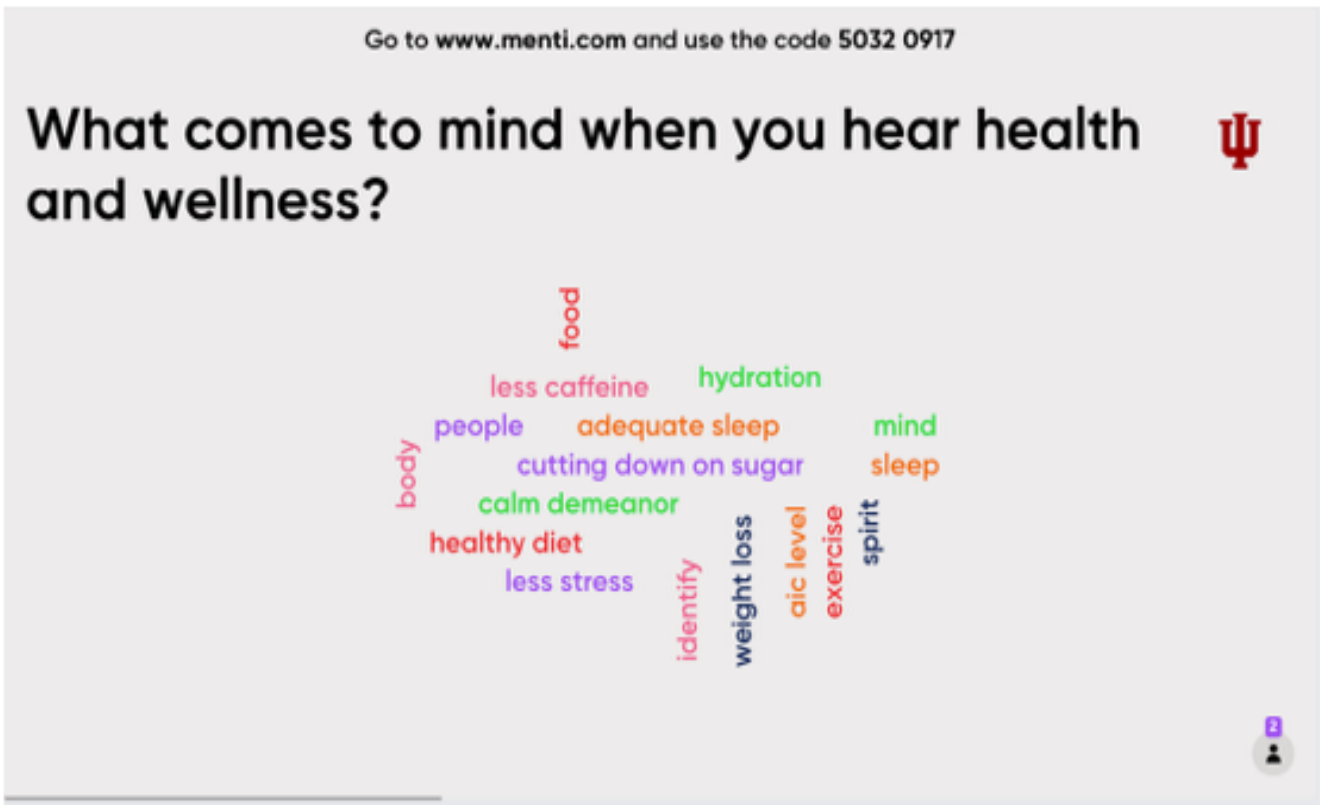What comes to mind when you think of health and wellness communications?

emails   annual check-up
weight management
screening reminders
measurement apps
yogoa   pestering   email   advertisement   to do things