

Goal 3: Create a Flourishing Community

The University of Oregon's most important asset is its people.

Key Performance Indicators

- Percent of flourishing students (undergraduate and graduate)
- Percent of flourishing employees

Indicators of Success

- Employee participation in defined professional development programming
- Percentage of students completing a flourishing course
- Employee retention by role type

Strategies: To create a flourishing community, we will:

- **Create and adopt a survey-based measure of community flourishing.**
- Expand access to existing innovative credit-bearing courses that emphasize human flourishing.
- Coordinate existing employee development and employee engagement opportunities and align these efforts with shared outcomes that enable flourishing and create a respectful and inclusive workplace.
- Build on successful efforts to recruit and retain a diverse faculty and staff.
- Support infrastructure to meet the needs of an evolving student population.
- Enhance business practices, processes, systems, and tools to support the needs of the university community effectively and efficiently.

Goal Owners

- Christopher P. Long, Provost and Senior Vice President
- Yvette M. Alex-Assensoh, Vice President for Equity and Inclusion
- Mark Schmelz, Chief Human Resources Officer and Vice President
- Angela Chong, Vice President for Student Life

Goal Owners will work with appointed chairs to establish collaborative workgroups, representing diverse areas of the university, that will drive completion of the milestones assigned to each of the goals' multiple strategies for this academic year and beyond.

Flourishing Workgroups

- Flourishing Data Team
- Flourishing Courses Workgroup
- Campus Climate Advisory Group
- Professional Development Community of Practice
- (No longer active) Strategy Development Team: Winter–Spring 2024
- Hispanic-Serving Institute Advisory Group
- Recruitment and Retention Research Team
- Student Well-Being Action Team
- Business Practices, Processes, Systems, and Tools

University of Oregon

Domains of Flourishing

Definitions and Examples

Contents

Flourishing Domain Definitions:	2
Growth	2
Well-being	2
Resilience	3
Community	3
Purpose	3
Flourishing Domain Considerations and Examples:	3
Growth	3
Well-being	5
Resilience	7
Community	8
Purpose	11
Resources	11
Definitions from Other Institutions of Higher Education:	14

Overview:

The purpose of this document is to define the domains of flourishing, provide practical considerations and examples, and resources for units and individuals to work toward our shared goal of creating a flourishing community at the University of Oregon.

The University of Oregon defines flourishing as:

The holistic development and thriving of every individual in our diverse community, achieved through growth, well-being, resilience, trust, belonging, robust connection, and sense of purpose. A flourishing community is built on collective experience and is made stronger by our shared commitment to one another.

Flourishing is a shared endeavor, built on the interdependence between each of us as individuals and the institution to which we belong. As a university we are committed to fostering an environment that promotes flourishing through policies, practices, curricular and co-curricular opportunities, and workplace and student programs. However, flourishing is also a personal journey—each of us is an advocate and agent of our own flourishing.

To flourish, the institution must balance its efforts to support individuals with the broader mission and sustainability of the university. Mutual commitment of the University to its people and our people to the mission of the university is critical so that we can thrive together.

In alignment with this definition, we have adopted five domains of flourishing at the University of Oregon:

- Growth
- Well-being
- Resilience
- Community
- Purpose

Flourishing Domain Definitions:

Growth

Growth is the process of individuals aligning their work with their personal goals and developing their skills and abilities. Growth looks different for different people. It also refers to the university's ability to evolve its policies, processes, and culture and to support student, faculty, and staffs' personal and professional aspirations across time, backgrounds, experiences, and viewpoints.

Well-being

Well-being is the active pursuit of activities, choices and lifestyles that lead to a state of holistic health' (Global Wellness Institute, 2020). Holistic health is not just absence of illness, it is a complex combination of nine dimensions of wellness: physical, emotional, occupational, creative, spiritual, financial, social, intellectual, environmental.

Resilience

Resilience is the process and outcome of successfully adapting to difficult or challenging life experiences, especially through mental, emotional, and behavioral flexibility and adjustment to external and internal demands for individuals in our community and for the institution (American Psychological Association, 2018). Affirming resilience is not an excuse to avoid addressing underlying conditions that contribute to individual challenges, but to create an environment where our community can grow and support one another through adversity.

Community

Community is a group of diverse individuals who share a sense of belonging, connection, and trust with one another, where members feel valued and supported, often through shared experiences, values, and a sense of mutual responsibility within the group; essentially, it's a space where people feel like they are part of something larger than themselves and can rely on others around them.

Purpose

Purpose is intentional action toward goals that are meaningful to the self and contribute to the world beyond the self.

Flourishing Domain Considerations and Examples:

Growth

Growth is the process of individuals aligning their work with their personal goals and developing their skills and abilities. Growth looks different for different people. It can also refer to the university's ability to evolve its policies, processes, and culture and to support student, faculty, and staffs' personal and professional aspirations across time, experiences, backgrounds, and viewpoints.

A growth mindset is the belief that there's always room for improvement, and it can contribute to institutional growth. Encouraging learning opportunities that expand the horizon of experience, perspectives, ideas can help employees and students become more growth oriented.

Student examples:

- Taking on new responsibilities including leading a group project or joining the leadership of a student organization.
- Gaining new skills including those attained through course work, internships, or other co-curricular activities.
- Exploring interests including volunteering to help a charity, taking exploratory course work, learning new self-care and mental health strategies, or joining a career community [coming soon].
- Building professional competencies including understanding and articulating how your coursework builds professional competencies or taking an internship or job.

- Expanding horizons of experience and perspective through exposure to a wide variety of perspectives, ideas, cultures, and experiences through programs including study abroad, community service, dialogue opportunities, etc.
- Finding connection to something larger than self, engaging in reflection, seeking purpose, caring for others by serving the community, and making values-based decisions.

Faculty examples:

- Taking on new responsibilities or leadership role in your unit, partnering with another unit to create new research or creative activities.
- Gaining new skills including taking advantage of professional development, coaching or mentorship opportunities, specifically seeking a variety/breadth of programming to expand exposure to experiences, ideas, cultures, languages, and perspectives.
- Exploring interests including attending conferences or symposia or joining a committee focused on work that you are passionate about.
- Building professional competencies including partnering with community members in mutually beneficial ways, taking advantage of resources in the B1G Ten Academic Alliance, professional development opportunities or pursuing continuing education opportunities.
- Supporting student growth in the classroom or lab including orienting materials to be relatable, giving students the opportunity to dialogue with people of differing perspectives, and exposing student to a variety and breadth of programming.

Staff examples:

- Gaining new skills and professional competencies including attending professional training courses, joining a mentorship network, participating in Write@Work, LinkedIn Learning, or attendance at a professional conference.
- Exploring interests including volunteering, starting a professional project that you are passionate about, or expanding your horizon of experiences and perspectives through exposure to different areas on campus with different perspectives on higher education.
- Supervisors building opportunities for employee growth including elevating professional development for direct reports and exploring a variety/breadth of access points and programming where people can find pathways for growth.
- Student facing staff supporting student growth by orienting interventions to where students are in their development and having a variety of access points where people can find pathways of growth.

Institutional Examples:

- Implementing institution wide policies or practices including practices like 12 hours of professional development time for all employees, and access to a variety of programming to meet people where they are.
- Institutional commitment to a variety and breath of programs by prioritizing new or existing programs that expose students, faculty, and staff to a variety of perspectives, ideas, and experiences.

Well-being

Well-being is the active pursuit of activities, choices and lifestyles that lead to a state of holistic health' (Global Wellness Institute, 2020). Holistic health is not just absence of illness, it is a complex combination of nine dimensions of wellness: physical, emotional, occupational, creative, spiritual, financial, social, intellectual, environmental.

The institution, and all individuals at the university play a role in mutual well-being. The university should foster an environment that allows employees and students to be advocates and agents of their own wellbeing.

Student examples:

- Physical: Enacting healthy habits/practices for sleeping, eating, moving/exercise/play, and self-care.
- Emotional: Recognizing and responding to challenges and setbacks that are part of personal development.
- Occupational: Connecting academic studies to cocurricular experiences to contribute to society.
- Creative: Developing an appreciation for other perspectives and worldviews and engaging multiple perspectives on a complex topic.
- Spiritual: Seeking out a meaningful life, engaging in reflection, and care for others by serving the community. Exploring a faith-based community through UO Religious Directors Association.
- Financial: Accessing essential resources from programs like the Basic Needs Program, Food Pantry, or Financial Wellness Center. Developing skills for managing your finances.
- Social: Developing a sense of belonging through positive friendships, networks, and support groups. Participating in one of the many student organizations, activities, and/or Greek life.
- Intellectual: Learning about others' perspectives and worldviews, exploring what interests you, opening yourself to new experiences.
- Environmental: Acting to resolve safety concerns or behavior that poses risk to yourself or others. Working to ensure the stability and longevity of natural resources.

Faculty examples:

- Physical: Accessing care to support your physical health through the universities' healthcare plan. Incorporating wellness breaks that provide opportunities for movement, relaxation, and community building. Requesting an ergonomic assessment. Becoming a member of the university recreation center.
- Emotional: Using emotional intelligence, having compassion for yourself and others, and accessing counseling services through the Employee Assistance Program (EAP) for emotional support.
- Occupational: Utilizing the Employee Assistance Program (EAP) to seek counseling for occupational support. Creating boundaries to maintain a work/life balance such as not working after 6pm or not checking emails on vacation.

- Creative: Seeking ways to build other perspectives, cultures and worldviews into teaching and research and engaging multiple perspectives on a complex topic.
- Spiritual: Seeking out a meaningful life, engaging in reflection, and care for others by serving the community.
- Financial: Accessing essential resources from the Employee Assistance Program (EAP) and healthcare plan. Using EAP to find a Financial Advisor. Engaging in the public employees benefit programs to plan for retirement.
- Social: Developing a sense of belonging through positive friendships, networks, and support groups. Taking advantage of the new faculty programs, unit head programs, and mentorship programs to find and build community.
- Intellectual: Seeking ways to learn about others' perspectives and worldviews in your intellectual pursuits. Joining a community of practice that builds intellectual curiosity, support, and community.
- Environmental: Acting to resolve safety concerns or behavior that poses risk to yourself or others. Seeking to use teaching and learning materials that promote the stability and longevity of natural resources.

Staff and faculty examples:

- Physical: Accessing care to support your physical health through the university's healthcare plan. Incorporating wellness breaks that provide opportunities for movement, relaxation, and community building. Requesting an Ergonomic assessment.
- Emotional: Using emotional intelligence, having compassion for yourself and others, and accessing counseling services through the Employee Assistance Program (EAP) for emotional support. Using the LACE framework to design unit-specific resources for your team.
- Occupational: Seeking and finding purpose in your occupation through coaching or leadership development opportunities.
- Creative: Seeking ways to build other perspectives and worldviews into problem solving. Engaging multiple perspectives on a complex topic.
- Spiritual: Seeking out a meaningful life, engaging in reflection, and care for others by serving the community.
- Financial: Accessing essential resources from the Employee Assistance Program (EAP) and healthcare plan. Using EAP to find a Financial Advisor. Engaging in the public employees benefit programs to plan for retirement. Utilizing LinkedIn learning training opportunities on financial literacy.
- Social: Developing a sense of belonging through positive friendships, networks, and support groups. Supervisors creating opportunities for community building such as celebratory luncheons after a successful project, or annual retreats focused on deepening relationships.
- Intellectual: Seeking ways to learn about others' perspectives and worldviews in your workplace. Being curious, asking questions, and seeking to learn as you develop solutions to daily work issues.

- Environmental: Acting to resolve safety concerns or behavior that poses risk to yourself or others. Requesting an ergonomic assessment and making changes to your physical environment to enhance comfort. Seeking to reduce office waste.

Institutional Examples:

- Physical: Providing access to wholistic healthcare that recognizes and provides support for a wide variety of care preferences. Providing an ergonomic assessment program to support physical comfort and prevent injury.
- Emotional: Providing counseling services through the Employee Assistance Program (EAP) for emotional support. Providing supervisor and employee training programs to develop emotional intelligence.
- Occupational: Providing Employee Assistance Program (EAP) counseling for occupational support. Promoting a culture of work/life balance such as initiating institutional quiet periods.
- Creative: Promoting creativity, the arts, and events that celebrate creativity through things like on-campus museums, the Oregon Bach Festival, and the EMU craft center.
- Spiritual: Supporting a wide variety of beliefs across the university community allowing people to explore their individual spirituality.
- Financial: Ensuring financial sustainability of the university. Forecasting financial risk and taking proactive steps whenever possible to ensure financial resilience.
- Social: Providing spaces and events for the university community to come together and build community, such as the EMU, communal eating spaces, commencement celebrations, etc.
- Intellectual: Living the university mission through commitment to exceptional teaching, discovery, and service. Helping individuals question critically, think logically, reason effectively, communicate clearly, act creatively, and live ethically.
- Environmental: Developing institutional sustainability efforts that seek to reduce campus waste. Maintaining the infrastructure of the university to ensure safety and minimize environmental risk.

Resilience

Resilience is the process and outcome of successfully adapting to difficult or challenging life experiences, especially through mental, emotional, and behavioral flexibility and adjustment to external and internal demands for individuals in our community and for the institution (American Psychological Association, 2018). Affirming resilience is not an excuse to avoid addressing underlying conditions that contribute to individual challenges, but to create an environment where our community can grow and support one another through adversity.

The institution operates from a strength-based understanding of resilience- that students and employees are resilient most of the time and the role of the institution is to provide a supportive place to struggle and recover, overcome fear of failure, and not stop trying to learn and grow.

Student examples:

- Seeking tutoring in difficult class and improving mastery of the topic overtime.

- Recognizing and responding to challenges and setbacks that are part of personal development through seeking support and developing skills.
- Developing coping strategies to manage stress such as time management, relaxation, sleep habits, and movement.
- Demonstrating self-help seeking behaviors and accessing support services on campus.

Faculty examples:

- Pursuing mentorship, coaching or professional development after a career set-back.
- Seeking support through times of loss and developing the skills to cope and adapt to life after loss.
- Pursuing opportunities to build personal cultural competencies to meet students where they are.

Staff examples:

- Pursuing mentorship or professional development after a career set-back.
- Seeking support through times of loss and developing the skills to cope and adapt to life after loss.
- Ensuring that team members have the cultural competencies to be able to adequately and appropriately meet students' and co-workers' varying needs.

Institutional examples:

- Providing nuanced support for students and employees designed to meet people where they are at various levels of development and need, like the basic needs program for students, and the Employee Assistance Program (EAP) for employees.
- Addressing barriers and impediments that prevent unfettered access to UO educational opportunities.
- Establishing systems and policies that respond to the nuanced, textured, and varied needs of students and faculty, and staff.

Community

Community is a group of diverse individuals who share a sense of **belonging**, **connection**, and **trust** with one another, where members feel valued and supported, often through shared experiences, values, and a sense of mutual responsibility within the group; essentially, it's a space where people feel like they are part of something larger than themselves and can rely on others around them.

Belonging is the feeling that you are accepted, valued, and supported by your colleagues and organization. It is a basic human need that can lead to better performance, innovation, and retention.

Connection refers to a feeling of being valued, appreciated, and part of a team, class, academic department or cohort, by your colleagues and peers, where individuals feel comfortable sharing ideas and working together, essentially creating a sense of belonging within the university and its mission; it encompasses positive relationships and trust among coworkers and peers, which can contribute to increased productivity and job satisfaction and satisfaction with the student experience.

Trust is created through exposure to our authentic selves and authenticity involves “integrity between what you say and how you are or what you do” (brown, adrienne maree. *Holding Change: The Way of Emergent Strategy Facilitation and Mediation*. Chico: AK Press, 2021, 135). Trust is cultivated over time through purposeful action, vulnerability, and a demonstrated willingness to redress failures of trust. Attention and presence build trust.

Student examples:

- Belonging
 - Helping others with varying experiences, and perspectives feel comfortable sharing their opinions and ideas.
 - Communicating to your peers that their unique contributions are valued.
 - Seeking ways to connect with your cohort and classmates, including with people different than you.
 - Bringing your whole self and supporting and encouraging others to bring their whole selves to your shared interactions.
 - Making others feel that their well-being is a priority.
- Connection
 - Having positive relationships, interactions, and rapport with peers, faculty, and staff.
 - Seeking purpose in coursework by aligning personal values with program learning outcomes and/or the university’s goals and values.
 - Communicating openly and working productively through conflict. Feeling comfortable expressing ideas and concerns even in the midst of fear.
 - Teamwork - collaborating effectively with peers towards shared objectives. Getting input from people with various perspectives, ideas, and experiences.
 - Engaging in classroom activities, co-curriculars, and social events to build connection and motivation. Exposing yourself to a wide variety of experiences.
- Trust
 - Taking responsibility for your mistakes and seeking to correct issues that were caused.
 - Providing candid feedback with the recipients' best interest in mind.

Faculty examples:

- Belonging
 - Helping diverse students and peers with varying experiences and perspectives feel comfortable sharing their opinions and ideas.
 - Communicating to students and peers that their unique contributions are valued.
 - Seeking ways to connect with colleagues including with people different than you.
 - Bringing your whole self and supporting and encouraging others to bring their whole selves to your shared interactions.
 - Making others feel that their well-being is a priority.
- Connection
 - Having positive relationships, interactions, and rapport with students and colleagues.

- Seeking purpose in professional life by aligning personal values with the university's goals and values.
- Communicating openly and working productively through conflict. Feeling comfortable expressing ideas and concerns even in the midst of fear.
- Teamwork - collaborating effectively with peers towards shared objectives. Getting input from people with various perspectives, ideas, and experiences.
- Designing teaching and learning activities that build connection and motivation for students and expose them to a wide variety of experiences.
- Trust
 - Co-creating/co-delivering teaching and learning experiences and/or research.
 - Being clear in your syllabi about expectations and holding yourself and students to those expectations.
 - Completing grading of assignments and communicating with students in a timely manner.
 - Providing candid feedback with the recipients' best interest in mind.

Staff examples:

- Belonging
 - Helping colleagues or students with varying experiences and perspectives feel comfortable sharing their opinions and ideas.
 - Communicating to colleagues that their unique contributions are valued.
 - Seeking ways to connect with colleagues including with people different than you.
 - Bringing your whole self and supporting and encouraging others to bring their whole selves to your shared interactions.
 - Making others feel that their well-being is a priority.
- Connection
 - Having positive relationships, interactions, and rapport with colleagues.
 - Seeking purpose in professional life by aligning personal values with the university's goals and values and your daily work.
 - Communicating openly and working productively through conflict. Feeling comfortable expressing ideas and concerns without fear.
 - Teamwork - collaborating effectively with colleagues towards shared objectives. Getting input from people with various perspectives, ideas, and experiences.
- Trust
 - Co-creating and building co-ownership of departmental goals or projects.
 - Being clear as a supervisor about expectations and holding yourself and others to those expectations.
 - Completing work that others rely on in a timely manner.
 - Providing candid feedback with the recipients' best interest in mind.

Institutional examples:

- Belonging
 - Creating institutional structures and programs that make students and employees feel that their well-being is a priority, such as wellness and basic needs programs.

- Connection
 - Creating access to spaces and events that bring people together to share nuanced experiences and ideas and connect with others.
- Trust
 - Co-creating university priorities through processes that bring unique and varying voices to the table.
 - Following through with implementation of priorities once established.

Purpose

Purpose is intentional action toward goals that are meaningful to the self and contribute to the world beyond the self.

Supporting individuality and unique approaches to meaning making are essential to fostering purpose finding at University of Oregon.

Student examples:

- Intentionally selecting a program of study that contributes to the betterment of society.
- Aligning actions with values through joining causes, advocacy, and the pursuit of justice.

Faculty examples:

- Pursuing scholarship and innovation that leads to societal impact and the creation of new knowledge.
- Mentoring a peer in a way that suits their individual needs.

Staff examples:

- Aligning personal values with our institutional mission.
- Supporting students and colleagues in meeting their individual and unique goals.
- Acting in ways to recognize colleagues' contributions to the common good in ways that will resonate with them as individuals.

Institutional examples:

- Reflecting the institutional mission, goals, and values in the actions taken and decisions made by the institution.
- Supporting spiritual well-being of individuals with a wide variety of beliefs.
- Ensuring that opportunities are accessible for a students and employees with different abilities and ways of being, knowing and believing.

Resources

University of Oregon:

[*Student Well-being Toolkit*](#), developed by TEP

“This Toolkit is grounded in data about the impact of student well-being on learning and academic success; it supports instructors in applying doable well-being practices in their teaching in support of learning goals.

It features Canvas Commons resources, templated language, and other ready-made tools.” Includes a discussion of well-being related equity gaps.

LACE Teaching Toolkit, developed by DEI and TEP

“This Toolkit is grounded in the research literature on love, authenticity, courage, and empathy and provides faculty with resources to embed LACE practices into their undergraduate and graduate classrooms.

[Student Wellbeing and Success Initiative](#), developed by Student Life Assessment & Research

“A tailored, multi-cohort, longitudinal assessment measuring various aspects of belonging and several psychosocial factors that may contribute to student success. Has the capacity to assess various institutional inputs from advisement, high-impact practices and other programmatic experiences, and prevention/intervention efforts in terms of well-being and success outcomes.”

[Learning and Development team](#), Human Resources

UO Learning and Development provides training, education, and development opportunities to support employee skill development, growth, and success. We focus on training surrounding: 1) Leadership and Supervision 2) Communication, Collaboration, and Relationship Building and 3) Planning and Productivity.

[Teaching Engagement Program](#), Office of the Provost

TEP is UO’s faculty and graduate-student professional teaching development office. It works to define, develop, holistically evaluate, acknowledge, and leverage teaching excellence to achieve the fullest promise of a UO education. TEP supports teachers across rank and discipline, building an inclusive, engaged, and research-informed campus-wide teaching culture. It creates occasions for faculty and graduate student instructors to develop and refresh their pedagogy in dialogue with one another; to engage with campus, national, and scholarly conversations about excellence in higher education; and to use teaching insights to inform UO policy and core curriculum renewal.

[Student, Staff and Faculty Mentorship Communities of Practice](#), cross-campus collaboration

[Mentorship Resources](#) at UO

[Experiential Learning](#), DEI

SOULS Retention Practices, DEI and OtP

University of Wisconsin:

[Center for Healthy Minds](#)

“Faced with mental and physical health challenges at a global scale, we conduct rigorous scientific research to bring new insights aimed at improving the well-being of people of all backgrounds and ages.”

CHM spun off a nonprofit called [Healthy Minds Innovations](#), which has resources such as an app that builds skills for wellbeing, and a Science of Flourishing online course.

University of California at Berkeley:

Haas School of Business:

[Advancing Belonging in Organizations, Primer](#)

[Advancing Belonging in Organizations, An Equity Fluent Leadership Playbook](#)

“Belonging is a fundamental human need. Belonging in the workplace goes beyond simply feeling included, to feeling engaged, inspired and that people at work care about you and your aspirations. Organizations that prioritize belonging benefit from increased productivity and job performance, greater innovation, and improved retention. This playbook outlines what belonging in the workplace looks like, strategies for organizational leaders to enhance belonging, and how to measure it. It also explores technological tools that can measure and enhance belonging.”

Their toolkit includes rapid diagnostic tools for leaders, an assessment tool, and a deck of cards with conversation prompts for teams.

[Othering and Belonging Institute](#)

“The OBI advances groundbreaking research, policy, and ideas that examine and remediate the processes of exclusion, marginalization, and structural inequality—what we call othering—in order to build a world based on inclusion, fairness, justice, and care for the earth—what we call belonging. The concept of belonging describes more than a feeling of inclusion or welcome. Its full power is as a strategic framework for addressing ongoing structural and systemic othering, made visible, for example, in the wide disparities in outcomes found across a variety of sectors and identity groups.

Belonging, as OBI defines it, means having a meaningful voice and the opportunity to participate in the design of political, social, and cultural structures that shape one’s life — the right to both contribute and make demands upon society and political institutions. At its core, structural belonging holds a radically inclusive vision because it requires mutual power, access, and opportunity among all groups and individuals within a shared container (such as a society, organization, club, etc.).

Harvard University:

[The Human Flourishing Program](#)

“The Human Flourishing Program has developed a measurement approach to human flourishing, based around five central domains: happiness and life satisfaction, physical and mental health, meaning and purpose, character and virtue, and close social relationships. Each of these is nearly universally desired, and each constitutes an end in and of itself. The measure and its conceptual motivation were put forward in a 2017 paper, [On the Promotion of Human Flourishing](#), by Professor VanderWeele, in the Proceedings of the National Academy of Sciences. The Program aims to encourage the measurement and tracking of these various aspects of flourishing in workplace, medical, educational, and governmental settings, and to better understand the determinants of flourishing, and policies to promote it.”

[How to Flourish](#)

“In the sections below, we have compiled evidence-based activities and "interventions" that have been shown to promote well-being. We have specifically selected those that are most closely related to our

research on various aspects of human flourishing including happiness and life satisfaction, mental and physical health, meaning and purpose, character and virtue, and close social relationships, as well as activities related to our research on pathways to human flourishing such as religious community, family, work, and education. *The interventions and activities here are focused on those that individuals can implement themselves.* They constitute activities or easy-to-access books or resources that evidence suggests contribute to various aspects of human flourishing. We have organized these into four major groupings below (with references): cognitive exercises, behavioral exercises, institutional and relational commitments, and workbooks to address psychological distress.”

Johns Hopkins:

[Paul McHugh Program for Human Flourishing](#)

“The Paul McHugh Program for Human Flourishing provides opportunities for physicians who are at all levels of training and practice – from pre-medical students through emeritus faculty – at Johns Hopkins University and beyond to explore the ‘big questions’ of what it means to be human, to be a physician, and to lead a good life – under the mentorship of physician faculty recognized nationally for their excellence as clinicians and teachers.

Penn State:

[Promoting Human Flourishing](#), Prevention Research Center

We develop, implement, and evaluate interventions focused on promoting human flourishing – in terms of mindfulness, compassion, and resilience – in the service of supporting educational communities. We focus on the science of human flourishing to understand the conditions that need to exist in order for people to thrive. We study the cultivation of positive outcomes and the environmental factors that foster happiness and success.

Definitions from Other Institutions of Higher Education:

Berkeley’s Othering and Belonging Institute:

“Belonging means having a meaningful voice and the opportunity to participate in the design of political, social, and cultural structures that shape one’s life — the right to both contribute and make demands upon society and political institutions. At its core, structural belonging holds a radically inclusive vision because it requires mutual power, access, and opportunity among all groups and individuals within a shared container (such as a society, organization, club, etc.).”

Berkeley’s Haas School of Business:

“There are five drivers that lead to belonging [in organizations]: 1) establishing inclusive work environments, 2) creating connectivity opportunities, 3) having and executing organizational values and principles, 4) solidifying acknowledgment and accountability structures, and 5) maintaining work-life boundaries. These five drivers help create an environment where employees feel affirmation, pride, empathy, and trust. This helps to create a psychologically safe culture and opportunities for vulnerability that lead to the conditions for belonging. Belonging in the workplace goes beyond simply feeling included, to feeling engaged, inspired and that people at work care about you and

your aspirations. Organizations that prioritize belonging benefit from increased productivity and job performance, greater innovation, and improved retention.”

Harvard’s Human Flourishing Program (used also by Johns Hopkins program on human flourishing)

“...flourishing would require doing or being well in the following five broad domains of human life: (i) happiness and life satisfaction; (ii) health, both mental and physical; (iii) meaning and purpose; (iv) character and virtue; and (v) close social relationships... Flourishing [is] not only a momentary state but also something that is sustained over time; that a state of flourishing should be such that resources, financial and otherwise, are sufficiently stable so that what is going well in each of these five domains is likely to continue into the future for some time to come.” T.J. VanderWeele

University of Wisconsin’s Center for Healthy Minds defines the four pillars of flourishing / wellbeing as 1) Awareness, 2) Connection, 3) Insight, and 4) Purpose. Related themes include mindfulness, resilience, community and belonging.

UO’s Learning and Development team defines their purpose this way:

“UO Learning and Development provides training, education, and development opportunities to support employee skill development, growth, and success. We focus on training surrounding: Leadership and Supervision; Communication, Collaboration, and Relationship Building; and Planning and Productivity. We connect employees to resources and learning opportunities. These include classroom settings, online learning, self-paced opportunities, coaching, resources fairs, workshops, and more.”