

Presentation Title	Place in Schedule
Total Worker Health in Higher Education & Academic Settings	Concurrent Session 1.6 <i>Day 2 – Wednesday</i> <i>May 9th, 2018</i> <i>1:00 – 2:15pm</i>
Description of Presentation	Presenter Name(s) And Credentials
<p>Staff and faculty in higher education settings face diverse workloads, job demands, and organizational resources that can both enhance or negate their overall health, safety and well-being. These institutions also employ workers and researchers studying Total Worker Health® and more recently professors educating students to be future TWH professionals; however, little is known about TWH in these environments. To better understand what Total Worker Health looks like in higher education settings, organizational and individual factors related to health and safety were explored at a liberal arts college in Lynchburg, Virginia. A survey of 99 questions was distributed to all staff and faculty and was comprised of questions from the NIOSH Quality of Worklife Module, CDC’s Health & Safety Climate Survey (INPUTS™) and CDC’s Healthy Days Symptoms Module. Of the total 708 employees (524 who utilize benefits), 128 (78 staff and 50 faculty) responded to the survey. The CDC Worksite Health ScoreCard and the Indicators of Integration Tool, developed by the Harvard School of Public Health Center for Work, Health, and Well-Being, were used to assess organizational programs, policies and practices related to protecting and promoting worker safety, health, and well-being and to the extent to which Lynchburg College (LC) has integrated such interventions. Results from both individual and organizational surveys were analyzed and strengths, weaknesses, opportunities and recommendations related to improving LC’s employee health and safety climate were identified in the context of Total Worker Health and developed into a snapshot report for the college. In addition, surveys were revised to better align with higher education settings and academia. Results and recommendations will be shared at the Symposium and will include additional findings from a second, shorter individual survey of staff and faculty comprised</p>	Jennifer L. Hall, EdD, MCHES <i>Lynchburg College</i>

of both new questions and questions from the original survey. This study not only contributes to understanding the workplace setting for staff and faculty at Lynchburg College, but findings also contribute to the emerging knowledge base related to the TWH approach from the perspective of higher education and academic occupational settings.