TigerWell Initiative Goals

The following are program goals for TigerWell, including descriptions / examples of ways the Initiative seeks to—and encourages campus partners to—achieve these goals.

Program Goals

- Foster an institutional environment that promotes well-being at Princeton.
- Conduct a review of policies, procedures, strategic plans, course materials, physical spaces, or other aspects of the campus environment to identify and implement ways to promote student, staff, and/or faculty well-being.
- Provide staff and faculty with resources and/or skills-building to support their own and their students’ well-being.
- Identify and reduce unnecessary stressors for students, e.g., conduct an audit or review of structures, policies, or procedures that create undue stress for students and implement ways to mitigate those stressors.
- Enhance social support, belonging, authentic friendships, and communication in interpersonal relationships, including with peers, faculty and staff, and other community members.
- Build structural mechanisms to coordinate efforts to promote well-being and avoid duplication of offerings that will be sustained over time, e.g., by creating systems for joint planning and regular and ongoing communication, writing cross-departmental collaboration into job descriptions, etc.

- Increase students’ social connectedness and positive relationships.
- Promote equity in health and well-being for all campus community members.
- Ameliorate avoidable and unfair health disparities by considering differential needs of various groups of students.
- Utilize culturally responsive models of well-being to guide activities, e.g., healing justice.
- Decrease day-to-day transgressive experiences for students who hold marginalized identities.
Program Goals (contd.)

Increase students’ engagement, meaning and purpose.

- Increase student skills for engaging in co-curricular activities in ways that maximize their purpose and meaning and balance academic, extracurricular, and personal goals.
- Provide opportunities for students to develop and reflect on their sense of purpose in life.

Expand student access to mental health support.

- Increase availability and accessibility of resources that proactively promote well-being.
- Increase access to services for students experiencing emotional distress, especially outside of UHS.

Increase the extent to which well-being promotion efforts are evidence-informed.

- Assess key aspects of well-being at Princeton (e.g., authentic connection, allyship, mindfulness, growth mindset, balancing commitments) in ways that build on and enhance existing data.
- Collaborate across departments to build in common assessment questions related to wellbeing.
- Incorporate well-being questions into existing institutional surveys, reviews, or other ongoing assessments.

Increase students’ skills, behaviors, and mindsets to enhance positive coping and resilience.

TigerWell has identified the following behaviors, skills, and mindsets as important to the well-being of Princeton students.

- Connect authentically with others
- Get good sleep
- Move, fuel, and appreciate your body
- Contribute to an inclusive culture of care (e.g., allyship, bystander intervention)
- Balance commitments
- Use resources
- Spend time in nature
- Build emotional awareness (e.g., toleration of negative emotions, positive coping)
- Practice mindfulness
- Cultivate a growth mindset
- Express gratitude
- Discover your purpose and meaning