



HEALTHY CAMPUS STANDARD



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**HEALTHY CAMPUS AND
UNIVERSITIES RELATIONS**

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**HEALTHY CAMPUS
AND UNIVERSITIES
RELATIONS**

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STANDARDISATION PROCESS

This standard has been developed by the International University Sports Federation, with the guidance and technical support of Evaleo* and through a consultation process involving a group of over 30 world-renown experts in the domain of standardisation and certification process, quality management systems, physical activity and sport, nutrition, disease prevention, mental and social health, risk behaviour, environment, sustainability and social responsibility.

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*A non-profit international organisation whose goal to inspire and enable people to adopt an active, healthy and fulfilling lifestyle.

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1. INTRODUCTION

The FISU Healthy Campus programme is an initiative aiming to enhance students' and campus community's well-being in all aspects. According to the World Health Organization's definition, and in harmony with FISU's idea of health, it is a "state of complete physical, mental and social well-being and not merely the absence of disease or infirmity"¹.

It has been demonstrated that students' health during their academic career can be compromised. In order to support students to maintain or adopt a healthy and sustainable lifestyle, the campus should provide enabling environment.

The International University Sports Federation (FISU) aims to provide opportunities for all students to participate in physical activity for their health and well-being. To accomplish this mission, FISU organises events such as the Summer and Winter World University Games, World University Championships, University World Cups and recreational, cultural and educational events. With around 200 million students worldwide, FISU events directly involve around 20 000 students. The National University Sports Federations and higher education institutions around the world involve millions of students in regular physical activity and sport. FISU and its stakeholders would therefore like to reach even more students, with educational projects such as the International Day of University Sports (IDUS), or recreational, cultural and educational events, and most importantly the Healthy Campus programme.

In order to cater for the demands of the campus community, FISU would like to establish a cross-cutting approach serving its well-being. The commitment of the university management and staff is an important factor to reach this ambitious goal.

Healthy Campus is a global programme and addresses different fields, not only physical activity. FISU would like to help universities embed health into all aspects of campus culture and provide solutions to improve the lifestyle and well-being of the campus community.

This broad scope allows the Healthy Campus approach to contribute to most of the Sustainable Development Goals² (SDGs) defined by the United Nations (UN). The FISU Healthy Campus standard, not only covers good health and well-being, but also quality education, gender equality, reduced inequalities, increased inclusion, affordable and clean energy, sustainable cities and communities, responsible consumption and production, climate action, peace, justice and strong institution, and partnership for the goals.

2. HEALTHY CAMPUS SCOPE

This standard is essentially addressed to universities and tertiary education institutions in all countries and regions of the world. It has been conceived to be applicable irrespective of their size, population, social, cultural or economic situations. It specifies the criteria to implement, maintain and improve the Healthy Campus approach proposed by FISU and to gain the FISU Healthy Campus Label.

Its main goal is to implement a healthy lifestyle within the campus. The Healthy Campus programme aims to raise awareness among students and to engage them in a healthy lifestyle which they can apply more generally in their personal life but also in society on a larger scale.

The Healthy Campus approach focuses mainly on students but also aims to impact the whole campus community (see 4.1).

This standard includes a field of action related to the management of the Healthy Campus approach within the university as well as six fields of action and activities:

- ▷ Healthy Campus management
- ▷ Physical activity and sport
- ▷ Nutrition
- ▷ Disease prevention
- ▷ Mental and social health
- ▷ Risk behaviour
- ▷ Environment, sustainability and social responsibility

3. HEALTHY CAMPUS DOMAINS

The seven domains of Healthy Campus approach have been defined by considering the difficulties that may rise among the campus community. They are underpinned by and directly contribute to the SDGs 2030 established by the UN to build a better world for people and our planet. This standard also considered as essential the guidelines of the Kazan Action Plan³ and the Global Action Plan on Physical Activity 2018-2030⁴.

Through work in those areas, the university will have a positive impact on the lifestyle of students and campus community.

Each university operates in its own way. The Healthy Campus approach aims at ensuring that universities develop strategies and activities through a transversal and collaborative approach using physical activity and sport, nutrition, disease prevention, mental and social health, risk behaviour, environment, sustainability and social responsibility, and what already exists (in terms of organisational structure, distribution of resources and responsibilities, offer of activities in the field, etc.). To create synergies, it is necessary to create opportunities for cross-cutting work and collaborations between departments and professionals already in place.

1. World Health Organization. Available here: <https://www.who.int/about/who-we-are/constitution> Accessed on 1 October 2019.

2. United Nations. Available here: <https://www.un.org/sustainabledevelopment/sustainable-development-goals/> Accessed on 1 October 2019.

3. UNESCO. Sixth International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport (MINEPS VI) - Kazan, Russian Federation - 13-15 July 2017. Available here: <https://en.unesco.org/mineps6/kazan-action-plan> Accessed on 12 October 2019.

4. World Health Organization. Available here: <https://apps.who.int/iris/bitstream/handle/10665/272722/9789241514187-eng.pdf> Accessed on 12 October 2019.

3.1. Healthy Campus management

The Healthy Campus standard is to be seen as a framework that should allow the stakeholders acting to promote and improve the well-being of the campus community to strengthen their collaboration and gradually involve an increasing proportion of people. Cross-cutting collaborations are therefore at the heart of the Healthy Campus approach, both at the level of the university leadership as well as the operational resources that offer programmes and activities in the field on a daily basis.

The ability of these stakeholders to organise themselves to plan, implement, evaluate and continuously improve the approach is an important lever for achieving successful results and impacts. The criteria relating to the management of the Healthy Campus approach have been developed with this perspective and contain the fundamental components that can support the university's leadership in this matter, while the more operational criteria, divided into six areas of action, contain the components that can be implemented by the stakeholders in the field.

3.2. Physical activity and sport

Physical activity and sport are all the practises of human movement, through organised participation or not, which aim to express or improve the physical and mental condition, the development of social relations or the achievement of results at all levels.

As defined in the "Global Active City" standard⁵ (AWI 26102:2017):

Physical activity is defined as any bodily movement produced by skeletal muscles that requires energy expenditure (WHO), and for the purposes of this standard, at a level required to maintain or improve biopsychosocial health and well-being⁶.

3.3. Nutrition

Nutrition is the intake of food, considered in relation to the body's dietary needs. Good nutrition – an adequate, well balanced diet combined with regular physical activity – is a cornerstone of good health. Poor nutrition can lead to reduced immunity, increased susceptibility to disease, impaired physical and mental development, and reduced productivity (WHO definition)⁷.

Nutrition is directly linked to physical activity in the quest for physical well-being. In addition, the latest studies show how influential good nutrition can be in relation to positive mental health. The pressures of a university lifestyle can impact the ability of students to take an active interest in maintaining a good diet. Therefore, the university must commit and propose concrete solutions but also encourage the campus community to consume conscientiously.

3.4. Disease prevention

Disease prevention is any activity designed to protect patients or other members of the community from actual or potential threats to health and its harmful consequences.

Primary prevention refers to actions aimed at avoiding the manifestation of a disease. This may include actions to improve health by changing the impact of social and economic determinants on health; the provision of information on behavioural and medical health risks, alongside consultation and measures to decrease them at the personal and community level; nutritional and food supplementation; oral and dental hygiene education; and clinical preventive services such as immunisation and vaccination of children, adults and the elderly, as well as vaccination or post-exposure prophylaxis for people exposed to a communicable disease.

Secondary prevention deals with early detection when this improves the chances for positive health outcomes (this comprises activities such as evidence-based screening programmes for early detection of disease or for prevention of congenital malformations, and preventive drug therapies of proven effectiveness when administered at an early stage of the disease).

It should be noted that while primary prevention activities may be implemented independently of capacity-building in other health care services, this is not the case for secondary prevention. Screening and early detection is of limited value (and may even be detrimental to the patient) if abnormalities cannot be promptly corrected or treated through services from other parts of the health care system. Moreover, a good system of primary health care with a registered population, facilitates the optimal organisation and delivery of accessible population-based screening programmes and should be vigorously promoted. (WHO)⁸

3.5. Mental and social health

Mental health is defined as a state of well-being in which every individual realises her or his own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community⁹.

Social health involves the ability to build satisfying interpersonal relationships. It also relates to the ability to adapt comfortably to different social situations and act appropriately in a variety of contexts. Each relationship should include strong communication skills, empathy for others and a sense of responsibility. In contrast, traits like being withdrawn, vindictive or selfish can have a negative impact on social health. Overall, stress can be one of the most significant threats to a healthy relationship.

Social health is commonly defined as the ability to build meaningful relationships with other people and interact in healthy, positive ways. The way people connect to others around us, adapt to different social situations, and experience a sense of belonging contribute to our social health.

Mental and social health are important points for students but also for the whole campus community. Students experience a lot of stressful situations during their academic career and there is an increasing need to develop programmes to assist students to better cope with the management of stress.

5. Global Active City Standard, AWI 26102:2017

6. World Health Organization. Available here: <https://www.who.int/dietphysicalactivity/pa/en/> Accessed on 1 October 2019.

7. World Health Organization. Available here: <https://www.who.int/nutrition/en/> Accessed on 3 October 2019.

8. World Health Organization. Available here: https://www.who.int/chp/about/integrated_cd/en/ Accessed on 5 October 2019.

9. World Health Organization. Available here: https://www.who.int/mental_health/en/ Accessed on 5 October 2019.

In the particular case of students, some of them might feel lonely and the university can help them better integrate into the university community, providing an environment in which they positively develop both personally and socially during this significant time in their lives. Indeed, physical well-being must be linked with mental and social health for a global well-being.

3.6. Risk behaviour

We can understand as “risk behaviour” the acts, attitudes and actions that cover potential situation of individual damage that may put at risk the health, physical and social integrity of each person. The most common of those risks has to do with drug, alcohol and tobacco consumption, but also includes sexual health and communicable disease.

Health risk behaviours include substance use, (risky) sexual behaviour, unhealthy eating behaviour, risky driving, aggression, risky (social) media use, and minor delinquency.

The university is often a place of new discoveries and experiences for young adults starting an academic curriculum. During the process of dealing with university life challenges, students may engage in behaviours that might promote health or increase the prevalence of risk behaviours that cause poor health both physically and mentally. That is the reason why the institution’s authorities must take these issues very seriously in order to make the campus community aware of the consequences that could happen.

3.7. Environment, sustainability & social responsibility

The environment addresses all the physical, chemical, and biological factors external to a person, and all the related factors that have an impact on behaviours. It encompasses the assessment and control of those environmental factors that can potentially affect health. This definition excludes behaviour not related to environment, as well as behaviour related to the social and cultural environment and genetics variants.

Sustainability is most often defined as meeting the needs of the present without compromising the ability of future generations to meet theirs. It has three main pillars: economic, environmental and social. These three pillars are informally referred to as people, planet and profits.

Social responsibility is an ethical theory in which individuals are accountable for fulfilling their civic duty; the actions of an individual must benefit the whole of society. There must be a balance between economic growth and the welfare of society and the environment. If this equilibrium is maintained, then social responsibility is accomplished.

A university can be compared as a public authority that must be governed as such. That means that equality, inclusion and environment are all aspects that are very present in the campus life. Indeed, universities are able to set an example and instil social, ethical and environmental values in their community.

4. TERMS AND DEFINITIONS

This standard is essentially addressed to universities and tertiary education institutions in all countries and regions of the world. It has been conceived to be applicable irrespective of their size, population, social, cultural or economic situations. It specifies the criteria to implement, maintain and improve the Healthy Campus approach proposed by FISU and to gain the FISU Healthy Campus Label.

4.1. Campus community

The campus community represents all the persons who contribute to the life of the campus and/or benefit from the campus activities, services and infrastructures.

4.2. Event

Adapted from the Global Active City standard¹⁰ (AWI 26102:2017):

A social gathering which brings together the target audience arising from the analysis of the needs and expectations of campus community performed by the university or the campus community as well as from the strategy subsequently adopted.

The event acts as a catalyst for the creation of a cross-sector alliance and the implementation of a strategy and action plans in the lead up to the event (“pregacy”) and beyond the event (“legacy”). Additionally, it is used as one of the ways to positively affect behaviour change in participants.

The event can be private, only for campus community or public and open to all people.

4.3. Facilities

It corresponds to a place, amenity, or piece of equipment provided for a particular purpose related to Healthy Campus scope.

4.4. Healthy activities

This term is used in the broad sense and is meant to identify all actions related to Healthy Campus scope proposed by any type of professional or competent person.

4.5. Inclusion

United Nation definition: “An inclusive society is equipped with mechanisms which accommodate diversity and facilitate/enable people’s active participation in their political, economic and social lives. As such, it overrides differences of race, gender, class, generation, and geography, and ensures equal opportunities for all to achieve full potential in life, regardless of origin. Such a society emanates from well-being of each individual, mutual trust, sense of belonging and inter-connectedness”¹¹.

10. Global Active City Standard, AWI 26102:2017

11. United Nations. Available here: <https://www.un.org/development/desa/socialperspectiveondevelopment/issues/social-integration.html>; <https://www.un.org/development/desa/dspd/social-integration-social-policy-and-development-division.html> Accessed on 12 November 2019.

4.6. Network

It corresponds to a network of professionals and external stakeholders that provides support and services to address the needs of the campus community.

4.7. Operational responsible person

The operational responsible person is in charge of the Healthy Campus approach's implementation and continuous improvement. Part of its role is to liaise between services leaders, associations, internal and external stakeholders and, if applicable, the campus community of the university.

4.8. Institutional responsible person

The institutional responsible person is an appointed official of the university, that possesses the relevant skills and experience and whose primary role is to represent the university leadership and to supervise and support all the Healthy Campus approach related activities.

4.9. Service

A service is an entity which manages activities, events and products for a domain. A service can directly provide activities, advices, products, events on campus or can work with partners and stakeholders who will provide it.

4.10. Strategic goal

A strategic goal is an objective that the university aims to achieve through its Healthy Campus approach.

4.11. Strategic plan

It is the process in which university leaders determine their vision for the future as well as identify their goals and objectives for the organisation, and, in concrete terms, for the FISU Healthy Campus Label.

4.12. Student

The student is the one who attends the university and tertiary education institutions in all levels of studies.

4.13. Well-being¹²

Simple definition

We define well-being as an optimal and dynamic state that allows people to achieve their full potential.

Expanded definition

We define well-being as an optimal and dynamic state that allows people to achieve their full potential. Our focus is on two interdependent types of well-being: 1) individual and 2) community. Individual well-being is defined by three interrelated components – subjective well-being, objective well-being, and civic well-being. Community well-being is defined by the systems and norms of an environment that contribute to an equitable infrastructure of opportunities, access, resources, conditions, and other socio-ecological supports that make it possible for all individuals to achieve their full potential. By focusing on the whole – the whole person, the whole educational experience, the whole institution, the whole community – well-being becomes a multifaceted goal and a shared responsibility for the entire campus.

Individual well-being

is defined by three interrelated components – subjective well-being, objective well-being, and civic well-being.

1. Subjective well-being is expressed when people feel good and think their lives are good; they would rank themselves high on measures of happiness and life satisfaction. The affective (e.g., feeling good) and cognitive (e.g., thinking life is good) aspects of subjective well-being can move independently from one another.

2. Objective well-being is realized when people have their basic human rights and needs met; this includes secure sources of food and housing, access to mental and physical care, and the right to life, liberty and security of person regardless of differences across individual identities.

3. Civic well-being is demonstrated by acting on community-supportive values and contributing to the communities in which they live. These communities may include campus, local, state, national, and global communities. Recognizing their own value and impact on the whole community, individuals reject biased and prejudicial beliefs, and they actively participate in at least one behaviour that benefits others. In other words, they act in support of the subjective and objective well-being of others, rather than detracting from it.

Community well-being

is defined by the systems and norms of an environment that contribute to an equitable infrastructure of opportunities, resources, conditions, and other socio-ecological supports that make it possible for all individuals to achieve their full potential. Individuals striving for well-being need communities of well-being to engage fully in this pursuit.

Furthermore, intentionally creating a community environment that supports well-being creates opportunities for the well-being of everyone in the community to be improved. It's also important to recognize that colleges and college students are embedded in a society and the structure of that society has a profound influence on their well-being.

12. Health and Well-being in Higher Education: A Commitment to Student Success, NIRSA. Available here: <https://nirsa.net/nirsa/portfolio-items/health-well-being-in-higher-education/> Accessed on 12 March 2020.

5. CRITERIA

For each criteria, verifiable evidence must be provided. Examples of evidence are available for each criterion.

5.1. Healthy Campus management

Context, literature and needs		
1	The university shall identify existing programmes related to the Healthy Campus scope in order to have an overview of what already exists as a base for implementing the approach.	Activity Plan (1, 2, 3, 4) Initial Plan (1, 2) Strategic Plan (1, 2) Business Plan (1, 2, 3, 4)
2	In order to identify the needs of the campus community and initiate the elaboration of the strategic plan, the university shall identify and consider existing programmes, research, studies and internal working group analysis.	Report (1, 2, 3, 4) Results (3, 4) Regulations (1, 2) Minutes of meeting (1, 2, 3, 4) Survey/Questionnaire/Methodology (3) Stakeholder Map (4)
3	The university shall enable the campus community to express their needs or make comments related to the Healthy Campus scope.	Official Website (Link) (1, 2, 3, 4) News (1, 2, 3) Film (1, 2, 3)
4	The university shall identify relevant stakeholders and their activities in relation to the areas of the Healthy Campus approach in order to benefit from synergies or propose new partnerships.	Other/Comments (1, 2, 3, 4)
Leadership		
5	The university leadership shall ensure that the needs of the campus community are identified and prioritised when developing the policy and objectives.	Initial plan (5, 6, 7, 8,) Activity plan (5, 6, 7, 8,) Strategic plan (5, 6, 7, 8,) Report (5, 6, 7, 8,)
6	The university leadership shall demonstrate and communicate its commitment to implement, maintain and improve the Healthy Campus approach.	Official website (5, 6, 7, 8,) Others / comments (5, 6, 7, 8,)
7	The university leadership shall ensure that the Healthy Campus policy and objectives are established and compatible with the strategic direction of the university.	
8	The university leadership shall ensure the evaluation process and review of the Healthy Campus approach at a frequency adapted according to the evolution of the internal and external context.	
Vision, strategy and action plan		
9	The university shall define the long-term vision of Healthy Campus.	Initial plan (9,10,11) Activity plan (9,10,11) Strategic plan (9,10,11)
10	The university shall establish and implement the strategy that results from the vision.	Report (9,10,11) Official website (9,10,11) Others / comments (9,10,11)
11	It shall contain at least one strategic focus for each domain of the Healthy Campus scope. By developing the Healthy Campus vision and strategy, the university shall define measurable objectives, action plans and indicators. Note 1: when undertaken Healthy Campus activities, consider how those activities directly contribute to the implementation of the SDGs, human rights and related policy at national and international levels.	

Role, responsibilities		
12	The university leadership shall identify roles and responsibilities to manage the Healthy Campus approach.	Job description (12, 13, 14) Organisational chart (12, 13, 14)
13	The university shall name an institutional and operational responsible person to lead and support the Healthy Campus approach.	Initial plan (12, 13, 14) Activity plan (12, 13, 14) Strategic plan (12, 13, 14) Report (12, 13, 14)
14	In order to ensure the collaboration between services, the university shall implement and maintain a cross-cutting and multidisciplinary steering committee responsible for the implementation and improvement of the Healthy Campus approach. The steering committee shall include at least a representative of students, staff, faculties and board of the university. The representatives shall attend at least one meeting a year.	Official website (12, 13, 14) Others / comments (12, 13, 14)
Resources		
15	The university leadership shall ensure the availability of resources for the Healthy Campus approach (human resources, financial resources).	Initial plan (15, 16, 17) Activity plan (15, 16, 17) Strategic plan (15, 16, 17) Report (15, 16, 17)
16	In accordance with the Healthy Campus vision and strategy, the university shall plan, implement, evaluate, and improve fundraising processes related to one or several domains of the Healthy Campus scope.	Official website (15, 16, 17) Fundraising file (16) Sponsoring file (16) Accounting report (15, 16) Others / comments (15, 16, 17)
17	The university shall provide a general risk assessment plan for workplaces and campus.	
Communication		
18	The university shall implement an appropriate communication policy to internal and external stakeholders. The communications policy shall be relevant to the campus community, delivering with efficiency the right messages, at the right moment, to the right individuals.	Communication plan (18, 19) Activity plan (18, 19) Strategic plan (18, 19) Report (18, 19) Official website (18, 19) Official Social Media (19)
19	The university shall conduct at least one communication campaign per year for each domain of the Healthy Campus scope.	News (19) Film (19) Photos (19) Others / comments (18, 19)
Stakeholders and network		
20	The university collaborates with the students' associations, the faculties' associations and staff's associations that respectively represent the students, faculties and staff in projects regarding the Healthy Campus scope.	Activity plan (20, 21, 22, 23) Strategic plan (20, 21, 22, 23) Report (20, 21, 22, 23) Official website (20, 21, 22, 23) Official Social Media (20, 21, 22, 23)
21	The university collaborates with external stakeholders in projects regarding the Healthy Campus scope.	News (20, 21, 22, 23) Organisational chart (20) Film (22, 23)
22	The university shall participate in national networks of universities.	Photos (22, 23) Others / comments (22, 23)
23	The university shall participate in international networks of universities.	

Events, programmes and activities		
24	The university organises for the campus community, at least one annual event, to bring together different areas of the Healthy Campus. The event shall involve experts and professionals from different fields, offer educational and informative content, and propose specific activities.	Activity plan (24, 25, 26, 27, 28) Strategic plan (24, 25, 26, 27, 28) Report (24, 25, 26, 27, 28) Agenda (24, 25, 26, 27, 28) Official website (24, 25, 26, 27, 28) Official Social Media (24, 25, 26, 27, 28)
25	The university organises, for the campus community, events, workshops, conferences, seminars and/or trainings that cover each domain of the Healthy Campus scope emphasising alignment with SDGs, human rights and related policy at national and international levels.	News (24, 25, 26, 27, 28) Film (24, 25, 26, 27, 28) Photos (24, 25, 26, 27, 28) App (26) Other/Comments (24, 25, 26, 27, 28)
26	The university shall use digital technologies to recommend healthy activities adapted to individuals in the campus community and to advise them according to their needs and resources.	
27	The university shall plan and carry out at least weekly activities related to one or several Healthy Campus domains.	
28	The university proposes a minimum number of free of charge activities or at an affordable price for each area of the Healthy Campus scope.	
Evaluation and improvement		
29	The university carries out, in a periodic review, an evaluation of the adequacy of the management and operations of the Healthy Campus approach and the achievement of the objectives that have been set.	Report (29, 30, 31, 32, 33) Activity plan (29, 30, 31, 32, 33) Strategic plan (29, 30, 31, 32, 33) Official website (29, 30, 31, 32, 33) News (31) Other/Comments (29, 30, 31, 32, 33)
30	The university monitors participation in the Healthy Campus and related programmes and activities. At least, participant numbers from the campus community in activities, organised events, workshops, conferences, seminars and/or trainings; how often they are carried out (frequency); number of internal and external stakeholders involved.	
31	The university evaluates the satisfaction of the campus community regarding the Healthy Campus approach and responds to the suggestions or remarks.	
32	The university is involved in at least one national or international networks of universities that propose benchmarking tools to evaluate their own functioning and compare it to others.	
33	The university updates annually the list of activities/ programmes and evaluates if they are still adapted to the campus community's needs and if they cover the Healthy Campus scope.	

5.2. Physical Activity and Sport

Criteria		Evidences
34	The university proposes physical activity and sport programmes that consider the specific needs and characteristics of the campus community.	Activity plan (34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66)
35	The university shall determine its own vision, mission and values of physical activity and sport service.	Strategic plan (34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66)
36	The university shall provide a specific budget for physical activity and sport sector.	Report (34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66)
37	The university shall establish a marketing plan for physical activity and sport.	Official Website (34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66)
38	The university's physical activity and sport programmes are developed and piloted by internal team of professionals.	Official Social Network (34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66)
39	The university organises, at least once a year, a first aid course open to people practicing physical activity and sport, to related staff, coaches and trainers.	Programmes (34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66)
40	The university shall have infrastructures for indoor sports. These facilities can be their own or shared with the municipality or clubs of the region.	Physical Activity and Sport Plan (34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66)
41	The university shall have infrastructures for outdoor sports. These facilities can be their own or shared with the municipality or clubs of the region.	Official document (35) Marketing plan (37)
42	The university shall have infrastructures for aquatic sports. These facilities can be their own or shared with the municipality or clubs of the region.	Organisational chart, (38) Job description (38) Management system, Software, App (45)
43	The university ensures the security of its sports facilities.	Map of university infrastructure, location, contact, regulations (40, 41, 42, 43, 44)
44	The university facilitates access and removes potential barriers to accessing sports facilities.	Annual planning with dates of preventive maintenance and curative interventions of sports equipment (43) Check list of inspection steps for each infrastructure (43)
45	The university shall use adequate tools to manage the booking of sports facilities and to evaluate their use.	List of first aid equipment to be made available in the facilities (43)
46	The university offers activities and/or events that allow the campus community to conduct an evaluation of an individual's personal situation in terms of physical activity participation.	Candidature plan (66) Regulations (60, 62) News (34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66)
47	The university supports or organises programmes for gender equality promotion in physical activity and sport.	Film/Photo (34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66)
48	The university supports or organises programmes of physical activity and sport for people with disabilities.	Other (34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66)
49	The university supports or organises programmes of physical activity and sport for non-active people of the campus community.	
50	The university organises programmes of physical activity and sport for the new students.	
51	The university organise programmes of physical activity and sport for the international exchange students.	
52	The university provides physical activity and sport counselling to the campus community.	
53	The university promotes its physical activities and sport to prospective students.	

54	The university promotes its physical activities and sports to alumni of the university.	
55	The university organises or collaborates with partners in the organisation of sports events open to the local community.	
56	The university organises sports competition within the university.	
57	The university or its clubs/students participate(s) at least in one sport in a national university sports competition.	
58	The university organises and participates in the organisation of national or international sports events or championships.	
59	The university shall use these events as catalyst for the implementation of the Healthy Campus approach and, more generally, healthy lifestyle related activities and programmes.	
60	The university offers a dual career programme.	
61	The university develops volunteer programmes to support events and sports activities.	
62	The university validates the physical activity and sport participation of its students with the attribution of an extracurricular mention on the academic diploma/supplement or integrates sports into the academic curriculum.	
63	The university offers outdoor activities (mountain, forest, river, beach, parks).	
64	The university promotes and safeguards traditional games and sports.	
65	The university offers activities to promote the values of physical activity and sport activity to the campus community.	
66	The university applied in the last 3 years for at least one external financial support programme in the field of physical activity and sport.	

5.3. Nutrition

Criteria		Evidences
67	The university shall name a person or a group of people (commission) responsible for food and nutrition services.	Organisational/Function chart, Job Description (67) Activity plan (67, 68, 69, 70, 71, 72, 73, 74)
68	The university shall provide among others sustainable food and nutrition catering services and meals that are appropriate for the campus community.	Strategic plan (67, 68, 69, 70, 71, 72, 73, 74) Report (67, 68, 69, 70, 71, 72, 73, 74) Official Website (67, 68, 69, 70, 71, 72, 73, 74)
69	The catering service of the university shall inform consumers of the ingredients and nutrients in the menus, especially regarding the most common allergies and intolerances.	Official Social Network (67, 68, 69, 70, 71, 72, 73, 74) Nutrition and food services plan (67, 68, 69, 70, 71, 72, 73, 74) Communication plan (68, 69, 70, 71, 72, 73, 74)
70	The catering service of the university offers healthy menus at affordable prices, at least one well-balanced menu at the same price or even cheaper than others.	Programme workshop, event, activity (68, 69, 72, 73) News (67, 68, 69, 70, 71, 72, 73, 74) Programme of the training session (68, 69, 72, 73)
71	Free drinking water stations are available on campus.	Photo (69) Map of locations (71)
72	The university provides nutrition counselling to the campus community.	Tender/Requirement of contract (74) List of Products (69, 74)
73	The university shall pursue strategies to minimise the environmental impact of food and nutrition catering services and meals.	Information in the dining halls/spaces, or in the entrances (69, 74) Others (67, 68, 69, 70, 71, 72, 73, 74)
74	The university ensures that the vending machines on campus offer quality products with good nutritional value.	

5.4. Disease prevention

Criteria		Evidences
75	The university shall plan, implement and evaluate specific actions to reduce the risk of non-communicable disease.	Activity plan (75, 76, 77, 78, 79, 80, 81) Strategic plan (75, 76, 77, 78, 79, 80, 81) Report (75, 76, 77, 78, 79, 80, 81)
76	The university organises at least once a year, prevention programmes in terms of non-communicable disease.	Official Website (75, 76, 77, 78, 79, 80, 81) Official Social Network (75, 76, 77, 78, 79, 80, 81)
77	The university promotes or informs about the benefits of vaccination and if relevant complement vaccine at affordable prices for students.	Disease prevention plan (75, 76, 77, 78, 79, 80, 81) Communication plan (75, 76, 77, 78, 79, 80, 81) Programme workshop, event, activity (75, 76, 77, 78, 79, 80, 81)
78	The university promotes or informs about the benefits of dental care and if relevant complement dental care at affordable prices for students.	News (75, 76, 77, 78, 79, 80, 81) Programme of the training session (75, 76, 77, 78, 79, 80, 81)
79	The university organises a communicable disease prevention programme at least once a year	Others (75, 76, 77, 78, 79, 80, 81) List of Products (69, 74)
80	The university provides communicable disease (HIV, etc.) support services.	Information in the dining halls/spaces, or in the entrances (69, 74) Others (67, 68, 69, 70, 71, 72, 73, 74)
81	The university promotes or informs about the benefits of medical check-ups and if relevant complement medical check-ups at affordable prices for students.	

5.5. Mental and social health

Criteria		Evidences
82	The university disseminates information about mental and social health to the campus community.	Activity plan (82, 83, 84, 85, 86, 87, 88, 89) Strategic plan (82, 83, 84, 85, 86, 87, 88, 89)
83	The university offers check-ups, assessments and evaluations about mental and social health by professionals to the campus community.	Report (82,83,84,85,86,87,88,89) Official Website (82, 83, 84, 85, 86, 87, 88, 89) Official Social Network (82, 83, 84, 85, 86, 87, 88, 89)
84	The university shall offer a programme to help identify or detect the signs of discomfort or illness of students based on the commitment of volunteer students.	Mental and social health prevention plan (82, 83, 84, 85, 86, 87, 88, 89) Communication plan (82, 83, 84, 85, 86, 87, 88, 89)
85	The university offers accessible counselling services and coping skills training for students to discuss their struggles or illnesses, and also has clear referral signposts towards more specialised forms of support, including the local healthcare sector.	Programme workshop, event, activity (82, 86, 88, 89) News (82, 83, 84, 85, 86, 87, 88, 89) Film (88) Photo (88)
86	The university disseminates information about looking after oneself and managing stress at university.	Programme of the training session (82, 83, 84, 85, 86, 87, 88, 89) Others (82, 83, 84, 85, 86, 87, 88, 89)
87	The university identifies potential barriers and create opportunities regarding mental and social health to allow interactions and exchanges between individuals within the campus community.	
88	Before and during the exam season, the university proposes or organises adapted activities related to the student well-being and relaxation.	
89	The university promotes campaigns, information sessions or counselling for healthy sleeping habits to the campus community.	

5.6. Risk behaviour

Criteria		Evidences
90	The university determines applicable rules regarding alcohol, drugs, doping and tobacco issues.	Activity plan (90, 91, 92, 93, 94) Strategic plan (90, 91, 92, 93, 94)
91	The university organises prevention programmes in terms of alcohol, drugs, doping and tobacco.	Report (90, 91, 92, 93, 94) Official Website (90, 91, 92, 93, 94) Official Social Network (90, 91, 92, 93, 94)
92	The university organises educational program preventing the use of doping.	Risk Behaviour prevention plan (90, 91, 92, 93, 94) Communication plan (91, 92, 93, 94) Programme workshop (91, 92, 93, 94)
93	The university informs and organises programmes about sexual health promotion.	Internal regulations (90) News (90, 91, 92, 93, 94) Others (90, 91, 92, 93, 94)
94	The university organises prevention programmes to reduce bullying and violence towards groups of people that might be discriminated.	

5.7. Environment, sustainability & social responsibility

Criteria		Evidences
95	The university shall adopt and implement a policy and information to ensure the campus environment is accessible to the whole campus community (including users of wheelchairs, bicycles, scooters, skates, roller skates).	Activity plan (95,96, 97, 98, 99, 100) Strategic plan (95,96, 97, 98, 99, 100) Report (95,96, 97, 98, 99, 100) Official Website (95,96, 97, 98, 99, 100)
96	The university shall develop partnership plan with external stakeholders to implement social responsibility activities and promote social inclusion and cohesion.	Official Social Network (95,96, 97, 98, 99, 100) Mobility plan (95) Stakeholders list (96)
97	The university should implement a communication policy for the campus community promoting a friendly environmental travel from home to the university and the mobility inside the campus.	Social responsibility plan (96) Sustainability plan (99) Map of locations (95, 98) Photo (95, 96)
98	The university shall plan, implement, evaluate and improve specific actions to reduce its environmental impact and increase the attractive green spaces (parks and sports fields as well as woods and natural meadows) and blue spaces (campus design for visible water: lakes and ponds, fountains, swimming pools) of its campus.	Film (95, 96) News (95,96, 97, 98, 99, 100) Others (95,96, 97, 98, 99, 100)
99	The university shall plan, implement and evaluate specific actions to improve the sustainability and use of infrastructure and resources.	
100	The university shall plan, implement, evaluate and improve specific actions to reduce the energy consumption of facilities and avoid waste as much as possible.	

6. HEALTHY CAMPUS REGULATIONS

For each criteria, verifiable evidence must be provided. Examples of evidence are available for each criterion.

Article 1 - Conditions of access

1. These regulations lay down the conditions of access to the “FISU Healthy Campus Label” to all universities and tertiary education institutions of the world.
2. Access information and registration to the “FISU Healthy Campus Label” Digital Platform may be requested by any university officially recognised by the Ministry of Education or Higher Education of each country.
3. The access to the digital platform “FISU Healthy Campus Label” is done through the address <http://FISUhealthycampus.sport>

Article 2 - Confidentiality and equal treatment

1. The labelling process is confidential.
2. Confidentiality covers all documents and facts which the administrative services, technical teams, and the Client Manager designated by FISU, using the platform, communication and all the assistance needed for the labelling process.
3. All data provided by the universities have as unique goal the evaluation for labelling process, and in case of communication or benchmarking purpose, must be subject to express consent by each university.
4. Equal treatment is guaranteed during the labelling process to all universities.

Article 3 – Minimum requirements and labelling criteria

1. University labelling depends on the overall score obtained in the established criteria, being framed by the minimum access requirements and the fulfilment of the mandatory criteria.
2. The Healthy Campus areas and scope for labelling are:
 - 2.1. Healthy Campus management (33 criteria)
 - 2.1.1. Context, literature and needs (4 criteria);
 - 2.1.2. Leadership (4 criteria);
 - 2.1.3. Vision strategy and action plan (3 criteria);
 - 2.1.4. Role, responsibilities (3 criteria);
 - 2.1.5. Resources (3 criteria);
 - 2.1.6. Communication (2 criteria);
 - 2.1.7. Stakeholders and network (4 criteria);
 - 2.1.8. Events, programmes and services (5 criteria);
 - 2.1.9. Evaluation and improvement (5 criteria);
 - 2.2. Physical activity and sport (33 criteria);
 - 2.3. Nutrition (8 criteria);
 - 2.4. Disease prevention (7 criteria);
 - 2.5. Mental and social health (8 criteria);
 - 2.6. Risk behaviour (5 criteria);
 - 2.7. Environment, sustainability & social responsibility (6 criteria).

3. The universities will be ranked according to their score with respect to the criteria, which will be called “Label Status”:
 - 3.1. During the first year of joining the programme, the university receives the status of Certified if it has more than 39 validated criteria:
 - 3.2. After the second year in the programme, the university receives the following status depending on the number of validated criteria
 - 3.2.1. Certified: 40-50 criteria validated;
 - 3.2.2. Certified Bronze: 51-65 criteria validated;
 - 3.2.3. Certified Silver: 66-80 criteria validated; and at least 1 for each of the domains;
 - 3.2.4. Certified Gold: 81-90 criteria validated; and at least 2 for each of the domains;
 - 3.2.5. Certified Platinum: 91-100 criteria validated; and at least 3 for each of the domains;

Article 4 - Labelling Committee

1. The FISU Labelling Committee is the competent group to assign and cancel the labelling of each university;
2. The Labelling Committee is composed of FISU General Secretary, FISU Director General, FISU Director for Healthy Campus and two (2) invited members of FISU President.

Article 5 - Labelling cycles and calendar

1. Labelling cycles occur every two years;
2. The first year of each cycle corresponds to a self-assessment exercise by the university with FISU Healthy Campus team, report and attribution of the label on the first year. The odd years correspond to a process of continuous improvement and maintenance of the label. The second year and during the even years, external audit process will be done with report and label renewal;
3. During the first year, after registration and payment, each university has nine (9) months to reply and work on the criteria in the FISU Healthy Campus platform. After the nine-month period, FISU has one (1) month to send the evaluation report and propose the classification and label level attribution. Universities have one (1) month to send their feedback, agree or contest the evaluation. After the university feedback, FISU awards the university with the label and certificate;
4. During the even years of the universities labelling cycle, the on-site audit takes place in the second week of the tenth month.

Article 6 - Fees

1. Labelling fees are officially communicated by FISU for each two year cycle.
2. Universities pay an annual fee to FISU.

Article 7 - Gap integration and review

1. The gaps and any situation not foreseen in these regulations will be reviewed and amended by the FISU Executive Committee.
2. The revision of the standard document and regulations shall be undertaken every two years.

FISU HEALTHY CAMPUS

