

## Intentional Organizational Wellbeing Efforts Assessment Tool

Updated January 2025

This checklist is designed to assist colleges in evaluating the effectiveness of their wellbeing programs. Leaders can utilize this tool to identify areas where their programs are performing well and where opportunities for improvement exist. While not an exhaustive inventory of all potential wellbeing initiatives, this checklist serves as a guide to help colleges establish sustainable, successful, and systemic wellbeing programs.

For clarity, the term “organization” in this checklist refers specifically to the veterinary college, while “institution” refers to the broader university of which the college is a part.

Wellbeing Activities	Not in Place	In Progress	Implemented
<b>OVERARCHING ACTIVITIES</b>			
A senior leader within the organization has wellbeing as a part of their portfolio and is positioned within the organization as a decisionmaker, with access to students, employees, and faculty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data collection instruments are reviewed by wellbeing and mental health professionals, both within the organization and from the broader institution, to ensure the use of non-stigmatizing language and best practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employee and student onboarding includes information about wellbeing-related policies and benefits, such as PTO accrual, insurance options, access to workout facilities, available mental health services, and leave/absence policies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has established collaborative relationships within the organization, the institution, and the community to promote sustainable wellbeing practices that meet long-term organizational and community goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The <a href="#">socio-ecological model</a> is used to layer wellbeing efforts, with a focus on increasing organizational and policy-level interventions. Activities may include:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>Policy-level interventions (e.g., duty hour policies that are supportive of sleep, Personal Time Off (PTO) policies that encourage the use of accrued leave, policies that allow clinicians and students to take breaks to tend to human needs such as eating and drinking).</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>Organizational-level interventions (e.g., incorporating wellbeing into building renovations and interior design choices, infusing wellbeing into the curriculum, ensuring staffing levels are adequate to decrease burnout, efforts to improve <a href="#">psychological safety</a> and climate)</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>Interpersonal-level interventions (e.g., suicide prevention training, mental health first aid training, team-building activities)</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>Individual-level interventions (e.g., counseling services, stress management workshops, leadership development).</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leadership development is available to people at all levels (i.e., beyond the Dean's level). It includes content that connects wellbeing to organizational priorities, such as retention, academic outcomes, and improved patient outcomes, in order to recognize the positive impact of creating a culture of wellbeing beyond individual outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Intentional Organizational Wellbeing Efforts Assessment Tool (Continued)

Wellbeing Activities	Not in Place	In Progress	Implemented
Professional development and training opportunities for faculty, staff, and students include accessible wellbeing content, and time and space are provided for attendance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The organization has a committee working to improve organizational wellbeing with intentional representation from key stakeholders. The committee:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Includes organizational members such as senior leaders, tenured faculty, students, interns, house officers, and wellbeing staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Includes institutional members, such as university counseling center staff, wellness center staff, health center staff, and graduate school staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Includes community member volunteers from, for example, national mental health agencies (e.g., National Alliance on Mental Illness, Canadian Mental Health Association, Mind UK), local veterinarian-focused support services, and local mental health agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Is not solely chaired by a wellbeing professional, to demonstrate the organization's community-wide commitment to wellbeing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Has formalized membership on the committee for professionals not solely focused on wellbeing support by writing it into role descriptions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The organization adheres to AAVMC guidelines concerning wellbeing-related issues, such as duty hours. (See <a href="#">AAVMC Intern and Resident Guidelines</a> )	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The organization has at least one full-time staff person leading wellbeing efforts who is not dually responsible for providing clinical counseling services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization members are encouraged to attend wellbeing-related programs by being provided protected time that they may use for such activities without negative consequences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The organization provides a safe way for individuals to report wellbeing-related concerns and feedback, such as an anonymous form or confidentially, to a trusted team leader. These reports are tracked, and appropriate action is taken to address negative trends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wellbeing of self and others is tied to organizational mission and vision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wellbeing is a permanent component of the organization's strategic plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>PARTICIPATION BARRIER SCANS</b>			
Demographic information is collected as part of wellbeing-related program evaluations to assess organizational underrepresentation in wellbeing initiatives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The organization administers an organizational scan that assesses the organizational climate around wellbeing and organizational needs to inform wellbeing priorities. Barriers to wellbeing, such as childcare needs, finances, difficulty accessing mental health or physical health services, and academic and professional workloads, should be examined and addressed wherever possible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The selection methodology for participation in leadership training considers factors like how well candidates role model and can positively influence wellbeing culture and practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The selection methodology for participation in organizational committees, working groups, and task forces considers pre-existing commitments to ensure an appropriate workload.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Intentional Organizational Wellbeing Efforts Assessment Tool (Continued)

Wellbeing Activities	Not in Place	In Progress	Implemented
<b>NEW PROGRAMMING/INITIATIVE ASSESSMENT</b>			
Wellbeing professionals are consulted during organization-wide changes or initiatives, such as building renovations or curriculum revisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wellbeing programs are evidence-informed and use culturally appropriate health behavior change theories.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wellbeing programs have established goals and objectives, which are regularly assessed using quantitative and qualitative methods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>COMMUNICATION, PUBLICATIONS &amp; IMAGES</b>			
Images used accurately represent existing wellbeing opportunities and are aligned with DEI principles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepared comments reference the importance of wellbeing whenever appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The organization's communication guide includes evidence-informed guidance related to wellbeing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wellbeing professionals review wellbeing-related communications before being published.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>CRISIS COMMUNICATIONS</b>			
The organization has a written plan to address and support individual and collective wellbeing during crisis situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wellbeing-related responses should be mission-focused, evidence-based, and compassionately professional, soliciting feedback when appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When communicating after a suicide, refer to the <a href="#">communication toolkit</a> from the AVMA and The American Foundation for Suicide Prevention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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