

TU/e's vision on student wellbeing

Towards greater awareness, enablement and empowerment

Student wellbeing is seen as a strategic priority at the TU/e. Being a place where people matter, the TU/e places high importance on fostering their students wellbeing and creating a community that enables individuals and groups to grow professionally and personally. As such, in June 2022, the executive board of the TU/e adopted a student wellbeing policy framework. This framework states that **the TU/e aims to ensure that students are aware of what wellbeing means, and feel empowered and enabled to take care of their wellbeing should they feel the need to.** Following this aim, and staying in line with the duty of care, this policy framework lays the foundations that allows the TU/e to work towards a student wellbeing implementation strategy going forward.

Student Wellbeing is defined as "a state in which a student is able to utilize their abilities, cope with the normal stressors of student life, work productively on their development, monitor the balance between positive and negative aspects of student life and can contribute to the academic community and society". As such, student wellbeing is broader than mental wellbeing and includes social, emotional, financial, physical and academic factors.

The following **5 dimensions of student wellbeing** have been defined to represent the various aspects that impact student wellbeing. Please note that they are not a representation of what a university is responsible for. An explanation of our duty of care can be found below.



Social wellbeing: student of diverse backgrounds feel comfortable, safe, seen, accepted and included within the TU/e community. As a result they have a sense of belonging to the TU/e.



Emotional / Mental wellbeing: students are able to process, acknowledge and manage both positive and negative emotions. Students should be promoted to build mental resilience enabling them to appropriately manage their studies and student life.



Academic wellbeing: students are enabled to fully engage with their studies, acquire knowledge and skills that are in line with their goals, and feel comfortable in such a way that they can graduate in a healthy and positive manner.



Financial wellbeing: students are able to manage their own budget and financial situation autonomously. Students at the TU/e are not structurally hindered from successfully participating in their studies or student life for lack of financial means.



Physical wellbeing: students are aware of what physical wellbeing means, and able to autonomously lead a physically healthy lifestyle should they wish to do so. Aspects including this are sleep quality, diet, physical exercise as well as their ability to engage with drugs and alcohol responsibly.

At the TU/e we see student wellbeing as a community affair. Therefore, **our duty of care** highlights wellbeing as the responsibility of our community as a whole. Together we are all responsible for creating a welcoming, safe, and inclusive environment that enables students to flourish in their academic and personal development. We see our responsibility as providing the necessary knowledge and support that enables students to take control of their own wellbeing. Thus while a large part of the responsibility lies with the students themselves, we need to make a communal effort to create an environment and university culture that allows for students to feel empowered and enabled to take care of their own and their peers wellbeing.

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