

Activate Wellbeing Toolkit



Estimated time: 15 minutes

1 TEAM STRENGTHS & ASSETS BRAINSTORM ACTIVITY

This quick brainstorming activity will help you identify strengths and assets to build on during this session. Consider using a white board or a co-editing platform like jamboard depending on whether the session is in person or online.

A As a team, identify what your department or unit is currently doing well to incorporate wellbeing into strategic planning, priority initiatives, and systems and structures more broadly.

See page 2 for some examples.

B When your team is ready to move on, proceed to Step 2 - Unit Assessment (see AWT webpage wellbeing.ubc.ca/awt or the slide deck)

EXAMPLES OF POLICIES, PRACTICES, AND PROGRAMS THAT MAY BE STRENGTHS OR ASSETS FOR FACULTY AND/OR STAFF WELLBEING

Awareness and knowledge

- We seek out and learn from our Workplace Experience Survey (WES) results and other sources of information that serve our community, e.g., Canadian Campus Wellbeing Survey (CCWS).
- We plan learning opportunities, such as microaggression and anti-racism training, or building mental health and resilience literacy.
- We actively participate in campaigns and programs that raise awareness on wellbeing topics, such as Thrive or Workplace Wellbeing Ambassadors.
- We have guidelines for orienting and onboarding staff and faculty that include ways to inform them of mental health and wellbeing information and resources.
- Most staff and faculty are familiar with the Okanagan Charter and UBC's Wellbeing Strategic Framework.

Strategy and planning

- We have a structured approach to ensure that mental health and wellbeing is considered in the review or development of any new policy or initiative.
- Our leadership's change management strategies support staff and faculty wellbeing (e.g., seeking input, clear communication).
- Our department or unit's vision and annual plans identify wellbeing as a guiding principle or focus area.
- We assess and consider the impact of new policies and procedures on staff and faculty wellbeing.
- We allocate funds to promote wellbeing in our unit's budget.

Operations

- Our team welcomes new ideas and collaboratively problem solves .
- We have policies and procedures in place for when staff or faculty disclose a mental health concern.
- We make time to share stories as a way to relate to one another.
- Colleagues consistently recognize and amplify each others' successes.
- The team ensures accessibility needs are accommodated (meeting length, font size, use of zoom chat / video or not).
- Our gatherings minimize environmental impact (choosing environmentally friendly food choices, minimizing waste).
- Leadership role models wellbeing practices (walking meetings; taking vacation; no after hour emails/communications).
- We have developed equitable and transparent workload guidelines.

Evaluation and reflection

- Our team takes time (monthly, annually, etc.) to pause and reflect on our work and wellbeing.
- We share our wellbeing successes with others.

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Estimated time: 30 minutes

2 UNIT ASSESSMENT WORKSHEET

This Unit Assessment will help your department, faculty or unit decide where to focus your action planning.

A Individually, take a few minutes to reflect on your level of agreement with the description statements for each focus area below. Share reflections in pairs or as a full group.

Focus area	Description Statement	Level of agreement
Awareness and knowledge	We are aware of what currently supports and challenges the mental health and wellbeing of faculty and staff.	Strongly disagree Disagree Neutral Agree Strongly agree
Strategy and Planning	Wellbeing and mental health are included in our unit's strategic plans and operational frameworks and/or our mission, goals, vision, and values.	Strongly disagree Disagree Neutral Agree Strongly agree
Operations	We walk the talk. Wellbeing and mental health inform how faculty and staff do their work, including internal practices and procedures that shape our work culture and expectations.	Strongly disagree Disagree Neutral Agree Strongly agree
Evaluation and reflection	We are working to deepen our understanding of the wellbeing and mental health impacts of our implemented actions.	Strongly disagree Disagree Neutral Agree Strongly agree

B Explore the group's reflections and decide which focus area to discuss today. It may be the focus area where there is momentum and desire to progress further, or it may be the focus area where there has been limited work to date. The Gradients of Agreement tool may help in coming to an agreement (see the Additional Tools slide deck)

C Once your unit has decided, proceed to Step 3 - Action Planning and work through the exercise for the corresponding focus area (see AWT webpage wellbeing.ubc.ca/awt or slide deck).

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Estimated time: 50 minutes

3 ACTION PLANNING - **AWARENESS & KNOWLEDGE**

This action planning activity will help your department, faculty, or unit identify potential actions.

- A** As a group, review the topic statements below and consider whether each is true for your faculty, department, or unit. Circle those that do **not** feel true.
1. We understand what currently supports and challenges our wellbeing and mental health. Data/evidence informs us.
 2. We ensure that all faculty and staff have a strong understanding that everyone is responsible for creating a culture that promotes wellbeing and mental health – as individuals, units, and portfolios.
 3. We are familiar with the Wellbeing Strategic Framework (WSF) and other foundational documents, such as the Okanagan Charter, the National Standard for Psychological Health and Safety in the Workplace, and the National Standard for Mental Health and Wellbeing for Postsecondary Students.
 4. We engage in ongoing work to understand the impacts of intergenerational trauma, racism, exclusion, and other systemic forms of discrimination that impact our wellbeing and mental health.
 5. We are aware of the fundamental interplay between human and planetary health.
 6. We are aware of and utilize workplace wellbeing and mental health training, education, resources, and services.
 7. We are aware of and participate in cross-institution wellbeing and mental health knowledge building campaigns, such as Thrive, moveUBC, or nourishUBC as a way to deepen learning.
- B** Choose one or two of the topic statements that you circled where there is team interest to discuss further and take action.
- C** For the 1-2 topic statements that you selected, consider the **examples of supportive actions** provided on the next pages. Mark the example actions that may be useful for your unit with a checkmark.
- D** For the 1-2 topic statements that you selected, brainstorm additional actions appropriate to your context. You will prioritize actions later. Be creative and don't worry about feasibility yet.
- E** Once your unit has identified several actions to explore, go back to the Activate Wellbeing Toolkit webpage wellbeing.ubc.ca/awt (or the slide deck) and click on step 4 for the **prioritization and planning** activity.

IDENTIFYING POSSIBLE ACTIONS - **AWARENESS & KNOWLEDGE**

1. We understand what currently supports and challenges our wellbeing and mental health. Data/evidence informs us.

Possible Action: Host a conversation. What supports faculty and staff wellbeing (including processes and practices)? What challenges it? How do faculty and staff's intersecting identities influence their needs?

Possible Action: Review the unit's Workplace Experiences Survey results.

Possible Action: Review UBC's wellbeing metrics for staff and faculty at wellbeing.ubc.ca

Brainstormed Actions:

2. We ensure that all faculty and staff have a strong understanding that everyone is responsible for creating a culture that promotes wellbeing and mental health – as individuals, units, and portfolios.

Possible Action: Host a conversation or, for anonymity, create a 2 minute survey to answer and then discuss: What is your role in creating a culture that promotes wellbeing and mental health?

Brainstormed Actions:

3. We are familiar with the Wellbeing Strategic Framework (WSF) and other foundational documents, such as the Okanagan Charter, the National Standard for Psychological Health and Safety in the Workplace, and the National Standard for Mental Health and Wellbeing for Postsecondary Students.

Possible Action: Review UBC's Wellbeing Strategic Framework at wellbeing.ubc.ca/framework

Possible Action: Review the Okanagan Charter at wellbeing.ubc.ca/okanagan-charter

Brainstormed Actions:

4. We engage in ongoing work to understand the impacts of intergenerational trauma, racism, exclusion, and other systemic forms of discrimination that impact our wellbeing and mental health.

Possible Action: Learn about the impacts of racism on wellbeing and mental health by reading and discussing a recommendation in the Anti-Racism Task force and Inclusive Excellence report antiracism.ubc.ca/task-force.

Brainstormed Actions:

IDENTIFYING POSSIBLE ACTIONS - **AWARENESS & KNOWLEDGE**

5. We are aware of the fundamental interplay between human and planetary health.

Possible Action: Learn about Climate Anxiety: ubccclimatehub.ca/project/climate-anxiety

Possible Action: Work through the Climate Change and Mental Health educational toolkit: pressbooks.bccampus.ca/eccmh

Possible Action: Learn about UBC's climate commitments and how they intersect with wellbeing:

Climate Action Plan: planning.ubc.ca/cap2030#focus-areas

Climate Emergency Task Force: climateemergency.ubc.ca

Brainstormed Actions:

6. We are aware of and utilize workplace wellbeing and mental health training, education, resources, and services.

Possible Action: Explore UBC Workplace Wellbeing offerings (wellbeing.ubc.ca/workplace-wellbeing-resources) and Workplace Learning offerings (wpl.ubc.ca) and encourage everyone on the team to participate in at least one offering to build knowledge and skills.

Brainstormed Actions:

7. We are aware of and participate in cross-institution wellbeing and mental health knowledge building campaigns, such as Thrive, moveUBC, or nourishUBC as a way to deepen learning.

Possible Action: Explore available campaigns and encourage everyone on the team to participate in at least one, either individually or as a unit.

Brainstormed Actions:

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Estimated time: 50 minutes

3 ACTION PLANNING - STRATEGY & PLANNING

This action planning activity will help your department, faculty, or unit identify potential actions.

A As a group, review the topic statements below and consider whether each is true for your faculty, department, or unit. Circle those that do **not** feel true.

1. Wellbeing considerations inform HOW we conduct our strategic planning process (e.g., we consider mental health impacts of the planning process itself)
2. Our approach for improving wellbeing and mental health in our unit is data/evidence informed. We have metrics identified to evaluate the success of our efforts.
3. We have designated resources to support and maintain our efforts to enhance wellbeing and mental health.
4. We have identified challenges that need to be addressed to improve workplace wellbeing and mental health in our faculty, department, or unit.
5. If we have them, wellbeing and mental health are included in our unit's strategic plans and operational frameworks, e.g., in our mission, vision, and goals.
6. In our project planning, we consider how our faculty, department, or unit's efforts support and align with the Wellbeing Strategic Framework, Indigenous Strategic Plan (ISP), Inclusion Action Plan (IAP), Climate plans, and Focus on People goals.
7. We have a plan for sustaining our wellbeing efforts that impact our faculty and staff. We have identified structures to embed accountability and regularly check-in on our efforts to maintain and enhance faculty and staff wellbeing and mental health.

B Choose one or two of the topic statements that you circled where there is team interest to discuss further and take action.

C For the 1-2 topic statements that you selected, consider the **examples of supportive actions** provided on the next pages. Mark the example actions that may be useful for your unit with a checkmark.

D For the 1-2 topic statements that you selected, brainstorm additional actions appropriate to your context. You will prioritize actions later. Be creative and don't worry about feasibility yet.

E Once your unit has identified several actions to explore, go back to the Activate Wellbeing Toolkit webpage wellbeing.ubc.ca/AWT (or the slide deck) and click on step 4 for the **prioritization and planning** activity.

IDENTIFYING POSSIBLE ACTIONS - **STRATEGY & PLANNING**

1. Wellbeing considerations inform HOW we conduct our strategic planning process (e.g., we consider mental health impacts of the planning process itself)

Possible Action: Consider unintended positive and negative health impacts of undertaking the planning process (e.g., workload constraints, creating space for social connection through the process, added work burden for equity-deserving staff / faculty)

Possible Action: Ensure diverse perspectives are included in processes (e.g., the viewpoints and ideas of equity-deserving students, staff, faculty).

Brainstormed Actions:

2. Our approach for improving wellbeing and mental health in our unit is data/evidence informed. We have metrics identified to evaluate the success of our efforts.

Possible Action: Review the unit's Workplace Experiences Survey (WES) results.

Possible Action: Create or update a plan for wellbeing, based on the unit-assessment and learnings.

Possible Action: Once you have chosen an action on which to focus, choose metrics to evaluate if wellbeing efforts have been successful.

Brainstormed Actions:

3. We have designated resources to support and maintain our efforts to enhance wellbeing and mental health.

Possible Action: Meet with the unit leader to discuss UBC's priority on wellbeing and invite them to consider wellbeing efforts in their budgeting.

Possible Action: Invite leadership to give staff and faculty time in their work week to participate in wellbeing and mental health efforts (eg. committees, trainings, initiatives)

Possible Action: Explore funding opportunities, such as the Healthy Workplace Initiatives Program, Indigenous Strategic Initiatives Fund, Equity Enhancement Funds and UBC Wellbeing Strategic Initiative Funds

Brainstormed Actions:

IDENTIFYING POSSIBLE ACTIONS - **STRATEGY & PLANNING**

4. We have identified challenges that need to be addressed to improve workplace wellbeing and mental health in our faculty, department, or unit.

- ☐ Possible Action: Based on identified wellbeing challenges, use the iceberg model (see the Additional Tools slide deck) to discuss and identify the root causes. Choose one root cause to address in the planning process.

Brainstormed Actions:

5. If we have them, wellbeing and/or mental health are included in our unit's strategic plans and operational frameworks and/or our mission, vision, and goals.

Possible Action: Review unit's mission, goals, vision, and/or values or unit level strategic documents for opportunity to integrate wellbeing considerations

Brainstormed Actions:

6. In our project planning, we consider how our faculty, department, or unit's efforts support and align with the Wellbeing Strategic Framework, Indigenous Strategic Plan (ISP), Inclusion Action Plan (IAP), Climate plans, and Focus on People goals.

Possible Action: Use the multisolving flower tool (see the Additional Tools slide deck) to integrate and amplify other People and Place plan priorities.

Possible Action: Book a time for the unit to work through the ISP Implementation Toolkit and /or the Equity and Inclusion Office's Activating Inclusion toolkit.

Brainstormed Actions:

7. We have a plan for sustaining our wellbeing efforts that impact our faculty and staff. We have identified structures to embed accountability and regularly check-in on our efforts to maintain and enhance faculty and staff wellbeing and mental health.

Possible Action: Choose an identified wellbeing effort to build on (e.g., Not Myself Today campaign, faculty and staff professional development <https://hr.ubc.ca/health-and-wellbeing/mental-health/not-myself-today>).

Possible Actions: Strengthen your plan by identifying a lead and a timeline for each action.

Possible Action: Identify opportunities to include wellbeing and mental health themes into existing practices and processes (such as ongoing meetings, professional development efforts, annual review processes)

Brainstormed Actions:

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Estimated time: 50 minutes

3 ACTION PLANNING - OPERATIONS

This action planning activity will help your department, faculty, or unit identify potential actions.

- A** As a group, review the topic statements below and consider whether each is true for your faculty, department, or unit. Circle those that do **not** feel true.
1. Workplace wellbeing and mental health inform faculty, department, or unit internal practices, processes, and procedures that shape our work culture and expectations.
 2. We continue to address identified challenges in our current context in order to improve faculty and staff's wellbeing and mental health.
 3. We regularly and routinely model wellbeing practices within our faculty, department, or unit.
 4. We seek to advance inclusion, equity, decolonization, indigenization, and sustainability when implementing wellbeing efforts.
 5. We regularly provide progress updates on wellbeing efforts within our faculty, department, or unit. We pivot when needed.
 6. We regularly check-in on team wellbeing.
 7. Wellbeing considerations inform all decision-making.
- B** Choose one or two of the topic statements that you circled where there is team interest to discuss further and take action.
- C** For the 1-2 topic statements that you selected, consider the **examples of supportive actions** provided on the next pages. Mark the example actions that may be useful for your unit with a checkmark.
- D** For the 1-2 topic statements that you selected, brainstorm additional actions appropriate to your context. You will prioritize actions later. Be creative and don't worry about feasibility yet.
- E** Once your unit has identified several actions to explore, go back to the Activate Wellbeing Toolkit webpage wellbeing.ubc.ca/AWT (or the slide deck) and click on step 4 for the **prioritization and planning** activity.

IDENTIFYING POSSIBLE ACTIONS - **OPERATIONS**

1. Workplace wellbeing and mental health inform faculty, department, or unit internal practices, processes, and procedures that shape our work culture and expectations.

Possible Action: Include wellbeing competencies and psychological demands into job descriptions.

Possible Action: Include wellbeing as a topic of conversation in annual review processes.

Possible Action: Include wellbeing and mental health themes in ongoing meetings, internal communication, and ongoing professional development efforts.

Possible Action: Conduct a Healthy Equity Impact Assessment (HEIA) on a practice, program, or procedure: health.gov.on.ca/en/pro/programs/heia/

Brainstormed Actions:

2. We continue to address identified challenges in our current context in order to improve faculty and staff's wellbeing and mental health.

Possible Action: Based on current wellbeing challenges, use the iceberg model (see the Additional Tools slide deck) to discuss the root causes and how to take action.

Possible Action: Choose an existing wellbeing practice or initiative and build on it.

Brainstormed Actions:

3. We regularly and routinely model wellbeing practices within our faculty, department, or unit.

Possible actions: regularly model wellbeing (e.g., team movement breaks or meditations, shared lunch and socializing, respecting scheduled work hours).

Possible actions: the team manages workload and workload expectations in a way that respects wellbeing.

Brainstormed Actions:

IDENTIFYING POSSIBLE ACTIONS - **OPERATIONS**

4. We seek to advance inclusion, equity, decolonization, indigenization, and sustainability when implementing wellbeing efforts.

Possible Action: Use the multisolving flower to inform our wellbeing efforts (see the Additional Tools slide deck).

Brainstormed Actions:

5. We regularly provide progress updates on wellbeing efforts within our faculty, department, or unit. We pivot when needed.

Possible Actions: Identify key wellbeing milestones that have been reached.

Possible Actions: Share progress updates with the faculty and staff in the faculty, department, or unit, including roadblocks and accomplishments. Unstick sticky points by brainstorming ways to address roadblocks as a team.

Brainstormed Actions:

6. We regularly check-in on team wellbeing.

Possible Actions: Include regular wellbeing and mental health check-ins in ongoing existing team meetings. Use activities from Not Myself Today. hr.ubc.ca/health-and-wellbeing/mental-health/not-myself-today

Brainstormed Actions:

7. Wellbeing considerations inform all decision-making.

Possible Actions: Use Intentional EDI Decision Making Tool equity.ubc.ca/resources/activating-inclusion-toolkit or a Health Equity Impact Assessment (HEIA) health.gov.on.ca/en/pro/programs/heia/ to inform decision-making.

Possible Actions: Use the multisolving flower to inform our wellbeing efforts (see the Additional Tools slide deck).

Brainstormed Actions:

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Estimated time: 50 minutes

3 ACTION PLANNING - **EVALUATION & REFLECTION**

This action planning activity will help your department, faculty, or unit identify potential actions.

- A** As a group, review the topic statements below and consider whether each is true for your faculty, department, or unit. Circle those that do **not** feel true.
1. We review our identified metrics to evaluate the success of our wellbeing efforts.
 2. We continually deepen our understanding as a unit of our key wellbeing and mental health challenges and supports.
 3. We evaluate our efforts and identify gaps in knowledge, representation, and changing contexts that influence wellbeing and mental health.
 4. We stop to consider, celebrate, and amplify what has worked well to promote wellbeing and mental health.
 5. The faculty, department, or unit thoughtfully considers and is responsive to wellbeing and mental health priorities and concerns raised by students, faculty, staff and community members.
 6. We share our learnings and progress with our immediate community.
 7. We share our learnings and outcomes with the larger UBC community.
 8. We review the inclusion, equity, decolonization, indigenization, and sustainability co-benefits that occurred as a result of our efforts.
- B** Choose one or two of the topic statements that you circled where there is team interest to discuss further and take action.
- C** For the 1-2 topic statements that you selected, consider the **examples of supportive actions** provided on the next pages. Mark the example actions that may be useful for your unit with a checkmark.
- D** For the 1-2 topic statements that you selected, brainstorm additional actions appropriate to your context. You will prioritize actions later. Be creative and don't worry about feasibility yet.
- E** Once your unit has identified several actions to explore, go back to the Activate Wellbeing Toolkit webpage wellbeing.ubc.ca/AWT (or the slide deck) and click on step 4 for the **prioritization and planning** activity.

IDENTIFYING POSSIBLE ACTIONS - **EVALUATION & REFLECTION**

1. We review our identified metrics to evaluate the success of our wellbeing efforts.

Possible Action: Use the faculty, department, or unit's most recent Workplace Experiences Survey results to identify any changes that have occurred since wellbeing efforts were initiated.

Brainstormed Actions:

2. We continually deepen our understanding as a unit of our key wellbeing and mental health challenges and supports.

Possible Action: Consider and respond to wellbeing and mental health priorities and concerns raised by students, faculty, staff and community members.

Possible Action: Hold space for discussion to uncover deep-rooted systemic issues that are influencing the faculty, department, or unit's wellbeing. (Use the iceberg activity from the Additional Tools slide deck).

Brainstormed Actions:

3. We evaluate our efforts and identify gaps in knowledge, representation, and changing contexts that influence wellbeing and mental health.

Possible Action: Document what has and hasn't worked. Identify what adaptations are needed.

Possible Action: Document gaps in knowledge, representation, or changing contexts.

Brainstormed Actions:

4. We stop to consider, celebrate, and amplify what has worked well to promote wellbeing and mental health.

Possible Action: Host a reflection meeting to discuss what your team is most proud of accomplishing, how they have worked well together, and any other successes. Plan to celebrate!

Brainstormed Actions:

IDENTIFYING POSSIBLE ACTIONS - **EVALUATION & REFLECTION**

5. The faculty, department, or unit thoughtfully considers and is responsive to wellbeing and mental health priorities and concerns raised by students, faculty, staff and community members.

Possible action: We have procedures in place to track and respond to wellbeing and mental health concerns that we receive.

Possible action: Identify the ways that we will make special efforts to listen to dissenting voices and voices of groups who are typically underrepresented, knowing that divergent thinking may highlight meaningful priorities and concerns.

Brainstormed Actions:

6. We share our learnings and progress with our immediate community.

Possible Action: Practice transparency and report back on progress by providing updates through internal communication processes or at unit meetings.

Brainstormed Actions:

7. We share our learnings and outcomes with the larger UBC community.

Possible Action: Share your story to the UBC Wellbeing website by emailing ubc.wellbeing@ubc.ca.

Brainstormed Actions:

8. We review the inclusion, equity, decolonization, indigenization, and sustainability co-benefits that occurred as a result of our efforts.

Possible Actions: Use the multisolving flower to reflect on the approach taken and on what elements could be enhanced in future planning and action (see the Additional Tools slide deck).

Brainstormed Actions:

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Estimated time: 40 minutes

4 PRIORITIZE AND PLAN YOUR ACTIONS

This step will help your unit prioritize feasible, rewarding, and energizing actions based on impact and effort, as well as capacity and the mental health of your group members.

- A** On the next page “Prioritize Actions”, take the actions you identified in Step 3 and categorize them according to **impact** and **effort**. Review and group the actions as necessary.
- B** Choose 1-3 impactful action(s) that are feasible, rewarding, and energizing. Consider your team’s strengths, capacity, mental health, internal assets, and budget when choosing actions.
- C** Work together to place the 1-3 actions in the appropriate order on the following page “Plan your Actions”. Build in accountability by including the name of the Action’s Lead and a rough completion date. Assign one person and an alternate to coordinate a time to revisit this plan in the next quarter.

Optional: Identify the actions you would like to work on in the medium or longer-term and assign dates to revisit.
- D** Once your unit has identified several actions to explore, go back to the Activate Wellbeing Toolkit webpage wellbeing.ubc.ca/AWT (or the slide deck) and click on step 5 for the final Measuring Success activity.

A note about prioritizing wellbeing when prioritizing actions

This process is intended to be supportive of wellbeing. To minimize undue stress related to increase workload, we recommend being conservative with the number of actions to which your team commits.

High Impact &
Low Effort



PRIORITIZE ACTIONS

High Impact &
High Effort



Low Impact &
Low Effort



Low Impact &
High Effort

PLAN YOUR ACTIONS OVER THE COMING YEAR

List Selected Actions, the Action's LEAD, and a rough Completion Date.

Immediate (<3 months)

E.g., NAME to circulate actions at next leadership meeting

Medium-term (3-12 months)

E.g., NAME to facilitate follow-up meeting in April with ALL to attend in December

Longer-term (1-2 years)

E.g., LEADER to report back to TEAM on progress of ACTION in 12 months

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Estimated time: 20 minutes

5 MEASURE SUCCESS

This step will help your unit define Success Criteria to help you track progress

- A** To define your success criteria, consider the Topic Statement you are focusing on from Step 3. Once your unit completes your action(s), will you have made progress on your area of focus?
- B** See the example below, and then develop your success criteria below.
- C** Once your unit has identified several actions to explore, go back to the Activate Wellbeing Toolkit webpage wellbeing.ubc.ca/AWT (or the slide deck) to close your session.

Topic Statement <i>Refer to the focus area in step 3 that your chosen action(s) fall under</i>	Success Criteria <i>How you will know if you have made progress</i>
E.g., We understand what currently supports and challenges our wellbeing. Data / evidence informs us. (Focus Area: Awareness and knowledge) E.g., We evaluate our efforts and identify gaps in knowledge, representation, and changing contexts that influence wellbeing and mental health. (Focus Area: Evaluation and Reflection)	E.g., We have a regular commitment to surfacing issues related to our team's overall wellbeing and addressing the gaps as needed. E.g., We have embedded wellbeing considerations into our existing program evaluation.