

# Activate Wellbeing Toolkit



Estimated time: 15 minutes

## 1 STRENGTHS & ASSETS ACTIVITY

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This quick 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 a zoomboard depending on whether the session is in person or online.

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**A** As a group, 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 group is ready to move on, proceed to Step 2 - Unit Assessment (see AWT webpage [wellbeing.ubc.ca/awt](https://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 of us 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 our unit's 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 our unit's wellbeing.
- We allocate funds to promote wellbeing in our unit's budget.

## Operations

- Our unit 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.
- We accommodate accessibility needs (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

- We take 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 our department / faculty / unit.	Strongly disagree Disagree Neutral Agree Strongly agree
Strategy and Planning	Wellbeing and mental health are included in our 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 we do our 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](http://wellbeing.ubc.ca/awt) or slide deck).



# Activate Wellbeing Toolkit



Estimated time: 50 minutes

## 3 ACTION PLANNING - AWARENESS & KNOWLEDGE

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

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**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 of us 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 group 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, identify 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](https://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 our unit's wellbeing (including processes and practices)? What challenges it? How do staff and faculty's intersecting identities influence our 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](https://wellbeing.ubc.ca)

Other Actions:

2. We ensure that all of us 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?

Other 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](https://wellbeing.ubc.ca/framework)

Possible Action: Review the Okanagan Charter at [wellbeing.ubc.ca/okanagan-charter](https://wellbeing.ubc.ca/okanagan-charter)

Other 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](https://antiracism.ubc.ca/task-force).

Other 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](https://ubccclimatehub.ca/project/climate-anxiety)

Possible Action: Work through the Climate Change and Mental Health educational toolkit: [pressbooks.bccampus.ca/eccmh](https://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](https://planning.ubc.ca/cap2030#focus-areas)

Climate Emergency Task Force: [climateemergency.ubc.ca](https://climateemergency.ubc.ca)

Other 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](https://wellbeing.ubc.ca/workplace-wellbeing-resources)) and Workplace Learning offerings ([wpl.ubc.ca](https://wpl.ubc.ca)) and encourage participation in at least one offering to build knowledge and skills.

Other 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 participation in at least one, either individually or as a unit.

Other Actions:





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Estimated time: 50 minutes

## 3 ACTION PLANNING - STRATEGY & PLANNING

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

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**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 group 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, identify 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](https://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).

Other 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.

Other 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 support staff and faculty to identify time in their work week to participate in wellbeing and mental health efforts (e.g. committees, trainings, initiatives, professional development)

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.

Other 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.

Other 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.

Other 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.

Other 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) [hr.ubc.ca/health-and-wellbeing/mental-health/not-myself-today](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 (e.g. recurring meetings, professional development activities, annual review processes).

Other Actions:



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Estimated time: 50 minutes

## 3 ACTION PLANNING - OPERATIONS

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

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- 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 wellbeing.
  7. Wellbeing considerations inform all decision-making.
- B** Choose one or two of the topic statements that you circled where there is group 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, identify 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](https://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 in job postings.

Possible Action: Include wellbeing as a topic of conversation in meetings between staff and faculty and who they directly report to.

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

Possible Action: Conduct a Health Equity Impact Assessment (HEIA) on a practice, program, or procedure: [camh.ca/en/professionals/professionals--projects/heia](http://camh.ca/en/professionals/professionals--projects/heia)

Other 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.

Other Actions:

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

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

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

Possible action: sign on to the Wellbeing Break Initiative and commit to providing a 2-5 minute wellbeing break for every hour of instruction or meetings. [wellbeing.ubc.ca/wellbeingbreak](http://wellbeing.ubc.ca/wellbeingbreak)

Other 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).

Other 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 identifying ways to address roadblocks as a group.

Other Actions:

6. We regularly check-in on wellbeing.

Possible Actions: Include regular wellbeing and mental health check-ins in recurring meetings. Use activities from Not Myself Today. [hr.ubc.ca/health-and-wellbeing/mental-health/not-myself-today](https://hr.ubc.ca/health-and-wellbeing/mental-health/not-myself-today)

Other Actions:

7. Wellbeing considerations inform all decision-making.

Possible Actions: Use Intentional EDI Decision Making Tool [equity.ubc.ca/resources/activating-inclusion-toolkit](https://equity.ubc.ca/resources/activating-inclusion-toolkit) or a Health Equity Impact Assessment (HEIA) [camh.ca/en/professionals/professionals--projects/heia](https://camh.ca/en/professionals/professionals--projects/heia) to inform decision-making.

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

Other Actions:





# Activate Wellbeing Toolkit



Estimated time: 50 minutes

## 3 ACTION PLANNING - EVALUATION & REFLECTION

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

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**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 group 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, identify 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](https://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.

Other 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).

Other 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.

Other 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 unit is most proud of accomplishing, how they have worked well together, and any other successes. Plan to celebrate!

Other 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.

Other 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.

Other 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](mailto:ubc.wellbeing@ubc.ca).

Other 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).

Other Actions:



# Activate Wellbeing Toolkit



Estimated time: 40 minutes

## 4 PRIORITIZE AND PLAN YOUR ACTIONS

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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.

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- 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 unit / department’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](https://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 unit / department 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 at DEPARTMENT MEETING on progress of ACTION in 12 months





# Activate Wellbeing Toolkit



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](http://wellbeing.ubc.ca/AWT) (or the slide deck) to close your session.

Topic Statement Refer to the focus area in step 3 that your chosen action(s) fall under	Success Criteria How you will know if you have made progress
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 unit's overall wellbeing and addressing the gaps as needed. E.g., We have embedded wellbeing considerations into our existing program evaluation.