

WELLBEING INITIATIVE DRAFT ENGAGEMENT STRATEGY 2015-2016

MAY 2015

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We are looking for your input:

1. Do you see yourself and your work reflected in this document?
2. In what ways would you like to participate or contribute to the efforts proposed?

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PREAMBLE: REFLECTIONS FROM THE AUTHORS

Stephanie Aitken: My desire to promote wellbeing comes from both academic pursuits as well as personal experience. In my current studies of Landscape Architecture I focus on the interface between social and environmental wellbeing. After having to postpone my studies for a year due to illness I felt the need to prioritize my own wellbeing and to empower those around me to do the same. I proposed that a new position be created on the student executive to help promote student wellbeing within the Landscape Architecture department. I held this position during the 2014/2015 academic year. In February 2015, I was given the opportunity to work with the UBC Wellbeing Initiative to help develop this engagement strategy for 'Conversations in Wellbeing'. This has greatly inspired and developed my thinking on the subject. To me wellbeing is subjective to each of us, it is something that needs to be cultivated and experienced in our everyday lives. However, we need to ensure that the necessary conditions exist in order for us to be able to cultivate our individual wellbeing and contribute to a collective wellbeing. It is my hope that the UBC Wellbeing Initiative will create these conditions by opening space for meaningful dialogue and participation, ensuring that 'Wellbeing' on the UBC campus is a lived experience.

Jenna Dunsby: 'Conversations in Wellbeing' provides an exciting opportunity to dig deep into what wellbeing means to the UBC campus and better understand how we can all participate in creating a campus reflecting the change we want to see. I see the focus of the engagement as enabling the campus community to tell their own wellbeing stories and letting them build the Wellbeing Initiative's narrative, so we are able to see ourselves reflected in it. I understand wellbeing to be not a 'final destination', but rather an ongoing journey or process in and of itself.

PART 1: LAYING THE GROUNDWORK

Purpose

This report reflects nearly four months work completed by UBC Sustainability Scholars Stephanie Aitken (MLA Candidate '16) and Jenna Dunsby (MAP Candidate '15), who were tasked with developing a draft engagement strategy for UBC's Wellbeing Initiative's (WI) "Conversations in Wellbeing". The strategy proposed in this report is intended to help build and support a network of students, staff and faculty working on wellbeing-related issues, define community-based wellbeing priorities and inform the draft WI strategy. The engagement strategy itself is grounded in the following four principles:

- Inspire a 'Wellbeing' Movement From the Beginning/Inside-Out
- Engage People in Surprising Ways
- Facilitate Innovation Through Collaboration
- Towards a 'Living Strategy': Enable a Learning Orientation

While the implementation timeline for the proposed engagement strategy is September 2015-August 2016, this strategy document is actually part of an ongoing process, and builds on wellbeing work already underway across Vancouver and Okanagan campuses.

Part I of this report lays the groundwork for the engagement strategy by providing an overview of the Wellbeing Initiative, referencing relevant documents, and highlighting some wellbeing-related efforts underway at UBC that have informed our approach. Part II describes our proposed engagement strategies, first providing a background and timeline on 'Conversations in Wellbeing', then stating our proposed vision, principles and objectives for engagement and how they align with the Wellbeing Initiative's draft communications strategy, and concluding by listing our proposed engagement methods in a detailed table.

Thank you for taking the time to read though this report, we would love to hear your thoughts!

Do you think having a long-term vision (10 or 20 years) is important for charting the course or too prescriptive?

Overview: Wellbeing Initiative

"A health [or wellbeing] promoting university uses a 'whole organization' approach to embed health, wellbeing and sustainable development into the ethos, culture, policies and daily processes of the University"

(Davies and Hall, University of Brighton, 2011)

Vision

By embarking on a long term Wellbeing Initiative, UBC is committing to an internal cultural shift where wellbeing is valued as a deeply held commitment and a lens for decision-making and daily activities. UBC is measurably a healthier, happier, and more vibrant and socially connected place by 2025/[2035]. Simultaneous improvements in human and ecological wellbeing are fundamental components of the culture at UBC, where students, staff, faculty, First Nations, and university neighbors work together to enhance our communities and extend this thinking to the world.

Description of success: Leave UBC and our communities better than we found it

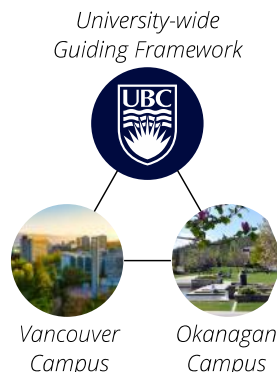
The UBC Wellbeing Initiative is a university-wide effort to engage with our Vancouver and Okanagan campus communities to ask the question:

How can the UBC communities promote the health, wellbeing, and sustainability of our people and environments?

Universities have a mandate to use best evidence and create new knowledge and technologies of benefit for their communities and the world. We aim to advance human and ecological wellbeing through:

- engaging and building community
- stimulating student learning and success
- supporting faculty and staff development
- furthering research excellence and innovation

The university-wide guiding framework is implemented and informed by unique campus contexts in both Vancouver and the Okanagan Valley.



Guiding Principles

Be a catalyst

Enabling, connecting, facilitating

Create an inclusive community development process

Everyone has something to offer

Use scholarly methods

In teaching, learning, research and development

Advance “Campus as a Living Lab”

To include health, wellbeing and sustainability of people and environments

Forge partnerships

Among individuals, units, organizations, and campuses

Across students, staff, faculty, community

“Let us find a way to belong to this time and place together. Our future, and the well-being of all our children rests with the kind of relationships we build today.”

Chief Dr. Robert Joseph, Ambassador for Reconciliation Canada

What strategies have been developed by other institutions, municipalities and UBC units that we should know about?

Informing Our Proposed Engagement Process

The following section lists several examples of past and current engagement strategies on the UBC campus and beyond. By acknowledging these strategies we aim to avoid re-inventing the wheel, align with and learn from their work. Below we have summarized a series of strategies and their key takeaways—although please note, these examples are by no means an exhaustive list of the great work happening on campus and beyond.

a. Engagement Strategies at UBC

Campus + Community Planning

Campus + Community Planning (C+CP) have developed a set of engagement principles that provide a good starting point for developing engagement methods on UBC campuses (UBC Campus + Community Planning, 2014).

They are also leading the development of the UBC Okanagan Campus Master Plan, which is currently underway, informed by UBC's Place and Promise and draft *Aspire*, an earlier consultative visioning process. The Master Plan's vision supports social and ecological wellbeing on campus, and is guided by four principles: foster a welcoming and connected campus; celebrate place; support campus vitality; and support campus growth through whole systems infrastructure planning (UBC Campus + Community Planning, 2015). It is important that any engagement activities for UBC's Wellbeing Initiative align with the Master Plan and *Aspire*, and engage with those who ran the engagement processes to better understand what worked best.

Key take-aways:

To be completed by UBC Okanagan Sustainability Scholar

UBC Okanagan VOICE Study

In 2006 at UBC's rapidly growing Okanagan campus, a program of research called The VOICE Study was started to address the health of young adults and increase knowledge about healthy campus development. The VOICE Study is guided by a three-component framework of a) community based participatory action research methods, b) setting based health promotion strategies, and c) youth/adult partnerships. Working as co-researchers, students and organizational leaders (staff, faculty, administrators, and campus business people) identify priority health issues, mobilize existing resources, and create health-promoting change from the individual to community level. Photographic, quantitative and qualitative research methods have been used to explore and take action on priority health issues. Action groups have been formed around diverse topics, for example, drinking water, "real" food, natural environment, physical activity, transportation and student space.

Results indicate that the process of creating change through use of The VOICE Study framework is highly effective. Therefore, the VOICE framework has been used and adapted over the years to address priority campus community issues and further explore sustainable, healthy campus development. Other campuses and communities can easily adapt the VOICE framework and engagement strategies to create health promoting change in their settings as well.

Key take-aways:

1. Diverse students (youth) and organizational leaders (adults) must be full partners throughout the process;
2. Patience, persistence and a sense of humor are basic requirements; and
3. The results appear to be transferable to other settings when the egalitarian values embedded in the methodological framework are explicit, and the community designs the specifics (e.g. issues, actions) to fit their context.

UBC 20-Year Sustainability Strategy

In 2014, UBC's Sustainability Initiative (USI) released its high-level 20-year Sustainability Strategy to guide UBC's Vancouver Campus toward next generation sustainability (University of British Columbia, 2014). The Strategy is a framework that enables UBC to further integrate sustainability efforts by leveraging the campus as a living lab and creating academic, operational and community collaborations and connections. It focuses on transforming the curriculum, creating net-positive outcomes in terms of human and environmental wellbeing, and developing a model community at an urban neighbourhood scale.

Beginning in Fall 2013, UBC began the 8-month process to develop the Strategy. A Steering Committee was established for the process, which included 21 people representing a diverse cross-section of faculty, students, staff, external community partners, the University Neighbourhood Association and the Musqueam First Nation. The SC, supported by an Internal Working Group, helped steer the engagement process, consider community feedback and draft the strategy. An extensive engagement process provided feedback, which was staged in two phases:

- Phase 1 engaged the community in the development of a vision to set the stage and gain legitimacy for Phase 2;
- Phase 2 engaged the community in the development of strategic goals across the three pillars of teaching, learning and research, operations and infrastructure and community.

Outreach methods included digital communications, community booths, presentations, and making use of campus media, with feedback gathered at stakeholder meetings (i.e. Lunch and Learns), online surveys using Open Minds Forum (including mobile & kiosk deployment), in-person workshops and open houses. Interactive tools were used to obtain feedback on larger pieces of writing.

Key take-aways:

1. Encouraging peer-to-peer interaction (i.e. having faculty or staff Steering Committee members facilitating at faculty or staff workshops);
2. Going to where your target audience is (i.e. finding hubs), instead of waiting for people to come to you;
3. Recruiting and leveraging volunteer Sustainability Ambassadors (students) and Coordinators (staff) to help get the word out;
4. Using broadcast e-mails to drive traffic to website & having different e-mails tailored to each target group;
5. If asking for feedback, give out printed cards with different URLs for different engagements, and use URLs used to track where people were getting information;
6. Avoiding methods such as booths and presentations, which are not always the best use of staff time; and
7. Making sure evaluative statistics are collected as early on as possible in the engagement process.

b. Engagement Efforts outside UBC

Municipalities

City of Vancouver's Healthy City Strategy

The 2014 City of Vancouver 'Healthy City for All' strategy and framework provides helpful framing for understanding how to assess and work towards healthier communities (City of Vancouver, 2014). The strategy defines a healthy city for all as "a city where together we are creating and continually improving the conditions that enable all of us to enjoy the highest level of health and wellbeing possible." To support this vision, they propose a framework of 12 goals with associated targets and indicators (see Appendix 1 for relevant goals, targets and indicators).

To inform their work, the City of Vancouver established a 'Healthy City for All Leadership Table', made up of 30 leaders and stakeholders who met with city staff over an 8-month period to provide input into the strategy's framework. They also ran a public engagement process called "Talk Healthy City for All", asking citizens for their best ideas for achieving a healthy city for all. Engagement involved an online platform for collecting ideas, social media outreach, workshops, 'Ideas Labs' and targeted dialogues with groups.

Key take-aways:

1. "Healthy City for All" framework (see Figure 1), based on healthy communities, healthy environments and healthy people;
2. Examples of targets and indicators for measuring wellbeing (see Appendix 1);
3. Useful engagement methods to engage public (i.e. 'Ideas Labs', targeted dialogues)

Figure 1. 'Healthy City for All' Framework



Vancouver Mayor's Engaged City Taskforce

In response to the June 2012 Vancouver Foundation report "Communications and Engagement", which spoke to the growing sense of isolation and disconnection among residents of Metro Vancouver, Vancouver's Mayor established the Vancouver Mayor's Engaged City Taskforce, a group of 22 residents tasked with examining how Vancouver could increase residents' sense of belonging and inclusion. The Taskforce published a report in 2014 which draws powerful links between improving engagement and improving wellbeing.

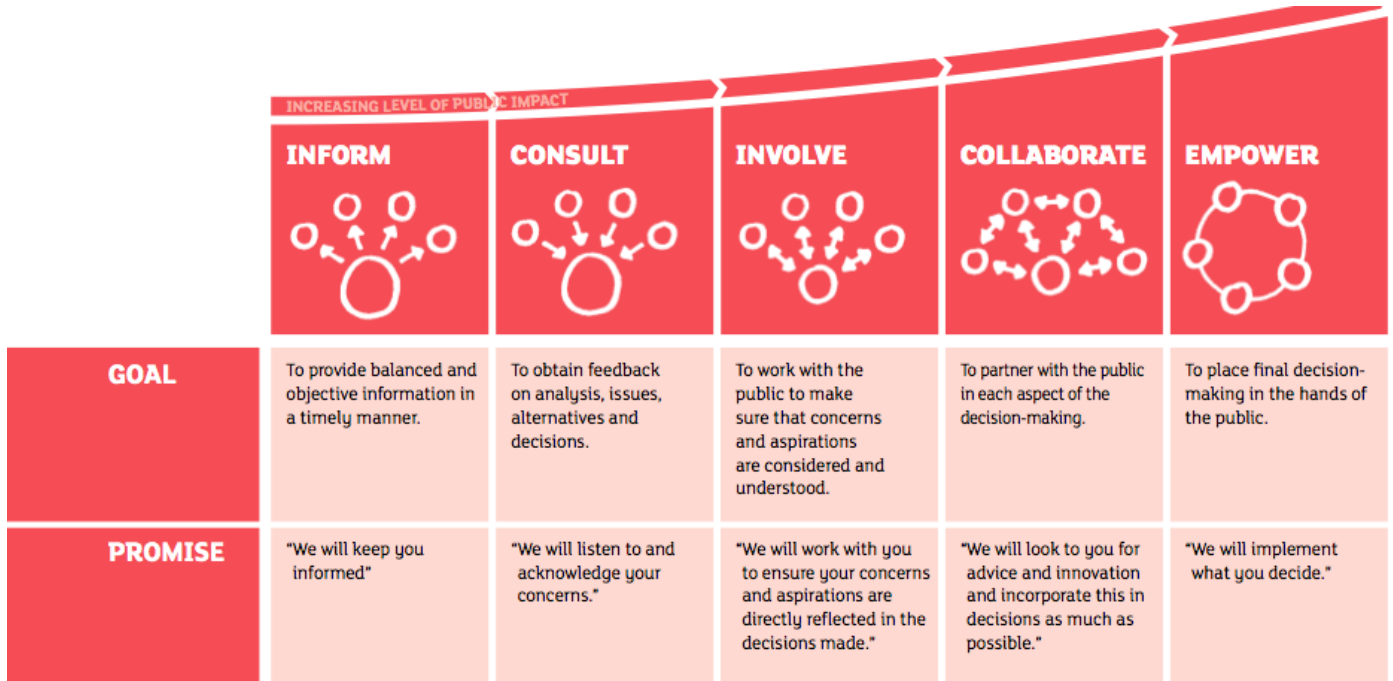
The report defines an engaged city as a city that "engaged city brings people together for conversations to address issues of common importance, to solve shared problems, and to bring about positive social change. It involves people in the decision-making process such that it improves the resulting decision and, over time, builds the trust that is needed for fully empowered communities to actively create a common future." (Vancouver Mayor's Engaged City Task Force, 2014).

They suggest incorporating the International Association for Public Participation's (IAP2) 'Spectrum of Public Participation' (Figure 2) into guiding principles and for use as an evaluation framework for the review of every engagement project.

Key take-aways:

1. Four building blocks of an engaged city: building knowledge; building capacity; building trust; and building power;
2. Developing specific engagement strategies for underrepresented groups;
3. Supporting face-to-face engagement, i.e. using food to bring people together and supporting the establishment of 'conversation tables'; and
4. Examples of targets and indicators to help with measuring engagement (see Appendix 1 for relevant targets and indicators).

Figure 2. IAP2 Spectrum of Public Participation (Source: Vancouver Mayor's Engaged City Task Force, 2014)



City of Victoria Civic Engagement Strategy

The City of Victoria’s 2012 Civic Engagement Strategy (City of Victoria, 2012) is the result of a March 2009 City Council decision to improve how the City engages with the public. A team of engagement practitioners & researchers were contracted for a 4-month period to develop the strategy, during which engagement efforts were made to seek feedback from beyond the ‘informed and connected minority.’ These efforts included some fun and interactive ideas, such as a Public Ideas Forum and using *IdeaScale*, an online discussion and ideas-submission forum with voting capacity. Similar to the Vancouver Engaged City Taskforce Report, the strategy also references the IAP2 spectrum (Figure 2), using it as a tool to help frame and evaluate engagement efforts.

Key take-aways:

1. Examples of engagement objectives, i.e. better understand the diversity and strength of public opinion; share different viewpoints and learn from each other to generate new ideas and solutions; build trust in decision-makers and more organizational capacity; and enhance community capacity and social connections; and
2. List and descriptions of alternative/non-traditional engagement tools & methods suggested by the National Coalition for Dialogue and Deliberation (i.e. kitchen table conversations, wisdom circles, etc.).

While their strategy is from 2012, recently elected Mayor Lisa Helps has emphasized the importance of civic engagement. At a recent talk on politics and happiness, she stated the importance of “engaging people in surprising ways,” a sentiment that we find resonates deeply with how we view ‘Conversations in Wellbeing.’

City of Kelowna Examples

To be completed by UBC Okanagan Sustainability Scholar

Universities

A May 2013 report for UBC (Keeling & Associates, LLC, 2013) provides a comparative review of other universities’ health and wellbeing-related programs and initiatives. This report offers a good overview of what other campuses offer in terms of wellbeing programming, and demonstrates that the large majority of these initiatives focus largely on student wellbeing. While undertaking a similar review of how these initiatives engage their audiences is beyond the scope of this report, we have chosen to highlight three examples that offer some innovative examples.

Simon Fraser University: Healthy Campus Community Initiative

The Healthy Campus Community initiative was launched in 2012 and takes a systemic, campus-wide approach to engage the SFU community in creating conditions that enhance health and well-being (Simon Fraser University Health Promotion, 2015). The initiative links health with learning and student success, and therefore integrates wellbeing into the core business of SFU. It is aligned with the University’s Academic Plan and supports the institutional vision of an Engaged University. It also draws on principles of collaboration to create campus environments that positively influence the health and wellbeing of students, staff and faculty. Finally, it establishes six areas for action: learning & working environments; policies & processes; personal growth & development; social connection & community engagement; physical spaces; services & supports.

Key take-aways:

1. Takes a systems approach to integrate wellbeing into all aspects of campus life (including linking wellbeing and engagement);
2. In 2014, undertook community consultation to co-create a shared vision for a healthy campus which included a large-scale consultation event;
3. Celebrates champions, recognizing wellbeing is a collective effort that everyone can contribute to;
4. Uses developmental evaluation (DE) framework to evaluate work (see Appendix 4 for description of DE)

University of Toronto: GALDSU Mental Health Initiative

The U of T Graduate Architecture, Landscape and Design Student Union (GALDSU) established a Mental Health Initiative in September 2013 (GALDSU, 2015). They have since released two annual mental health reports (2013/2014 and 2014/2015). While the reports themselves are interesting and provide a glimpse of student wellbeing within the department, what is more interesting is the amount of publicity the reports have received and the discussion they have generated. The report was published in several design and architecture blogs, stimulating discussions at U of T, many other universities across the country, and amongst the architecture and design professionals.

Key take-aways:

1. Grass roots approach from specific groups can enable a tailored approach while contributing to the larger conversation;
2. Using tangible and quantifiable approach to question larger academic culture; and
3. Visual clarity of report, with minimal text.

UC Berkeley: Graduate Student Happiness & Wellbeing Report

UC Berkeley's Graduate Assembly conducted a survey on graduate student happiness and wellbeing, citing influence from the World Happiness Report (Graduate Assembly, 2014). The survey was administered to 2,500 graduate students, and 790 completed surveys were received. It is an important effort in establishing baseline data for graduate wellbeing, although its recommendations are general and the survey itself is reactive in nature, as it seeks to identify the problems, rather than being more focused on sourcing solutions.

Key take-aways:

1. Promoting awareness of healthy habits or well-being resources is necessary but not sufficient to improve graduate student well-being; systematic changes need to happen in order to enable beneficial behaviors;
2. Working to reduce "hassle factors—things that put up small but surprisingly consequential barriers to carrying out desired behaviors"; and
3. Quotes from students echo what we have been hearing at UBC.

We have listed some examples of great work being done by UBC. We can't list them all, but are there key examples that you feel we are missing?

Celebrating UBC's Current Efforts

Implementation will depend heavily on partnerships with those already working with wellbeing on campus. As such, it is important to acknowledge and celebrate the work being done in order to align with current initiatives and take a positive and participatory approach. The following section identifies and recognizes positive efforts (that which we wish to see more of) and celebrates wellbeing-related initiatives, programs, activities that have already started the conversations on UBC-Vancouver Campus. Listed below are several examples that have inspired our strategy, though again, is by no means is an exhaustive list.

Musqueam First Nation

UBC-Vancouver sits on unceded, traditional Musqueam territory. As a new neighbour, and to take a tangible step toward relationship-building, UBC has a responsibility to invite Musqueam to UBC's ongoing conversation on wellbeing. Currently, the first step is hiring a Sustainability Scholar in Summer 2015 to work specifically on this aspect of the engagement strategy.

Mental Health

We believe UBC is the first university in North America to have adopted a Framework on Student Mental Health and Wellbeing, which requires that all decisions are examined through a student mental health and wellbeing lens. Beyond this, there are a number of units supporting positive mental health on UBC Vancouver campus. For example, Student Services & Development supports student mental health through the Wellness Centre, the Student Mental Health and Wellbeing Strategy, and have also recently developed a guide for helping students in distress. The AMS also offers programs such as Speakeasy, and various clubs such as the Mental Health Awareness Club. Other initiatives, such as THRIVE, support the broader UBC-Vancouver community, offering a week of events and awareness for staff, students, and faculty.

Physical Activity

UBC offers a variety of physical activity programming in numerous indoor and outdoor spaces, organized by clubs, groups, formalized recreational service providers, and workplaces. For staff, examples of physical activity programs include the Faculty of Education "Walkabout" program, Staff and Faculty Sports Day and Moving Minds. For students, examples include Day of Longboat, UBC Rec 'Free Classes Week' and numerous clubs and organizations. UBC-O also offers a circuit of outdoor activity trails on campus. In January 2015, a campus-wide Physical Activity Working Group was formed with the primary objective of increasing physical activity participation and fitness levels for all members of the UBC Vancouver and Okanagan communities.

Human Resources Health Promotion

UBC has a dedicated health promotions staff within Human Resources' Health, Wellbeing & Benefits Team. They run a series of programs and events targeted at staff and faculty to promote wellbeing, including the "Healthy Workplaces Initiative Fund", a fund available to staff to support grassroots healthy activities in the workplace. The team also sends out a Healthy UBC newsletter on a regular basis to a network of 'health contacts' on the Vancouver campus. One feature of note in their newsletter is 'Thriving Faculty', which showcases and celebrates faculty engaged in wellbeing issues on campus.

Community Development

A joint effort between Campus + Community planning and the University Neighborhood Association, UTown@UBC grants offer staff, students, faculty, and other campus residents up to \$1000 for projects that foster a sense of community and

place. Since 2011, the grant was exclusively for residents living on campus, with additional funds from the Wellbeing Initiative in 2015, UTown@UBC grants were able to also accept project proposed by students who live off campus. This offers the campus community a way to proactively participate in improving the quality of life on campus.

Teaching, Learning & Research

Social Ecological Economic Development Studies (SEEDS) brings together student enthusiasm with staff and faculty expertise to develop projects for implementation or to inform future decision making. The projects cover a diverse range of topics ranging from energy and climate to community and place making. SEEDS connects teaching, learning and research, in ways that benefit the larger community. In addition, the SEEDS Bank offers a way to publicly share projects online.

Another example is the new 'Wellbeing in the Classroom' pilot project being run by Student Services in partnership with faculty, which seeks to embed wellbeing practices in classroom environments.

International Conference on Health Promoting Universities and Colleges

The 2015 International Conference on Health Promoting Universities and Colleges, taking place on June 22-25, is being held on the UBC Okanagan campus. One of the conference's major objectives is to renew an international charter on health promoting universities and colleges, and UBC's President, Arvind Gupta, will be among the first to sign the new Okanagan Charter on June 25.

The Wellbeing Initiative is sending seven students from the UBC Vancouver to the conference. Two are Sustainability Scholars who will continue to work on the implementation of the 'Conversation in Wellbeing' Engagement Strategy, and the other five students were awarded sponsorship based on demonstrated leadership in wellbeing. The conference will likely prove to be an important influence for understanding and implementing wellbeing at UBC.

UBC Okanagan Example

To be completed by UBC Okanagan Sustainability Scholar

We have listed some examples of key takeaways from early engagement, are there any other key points that should be listed?

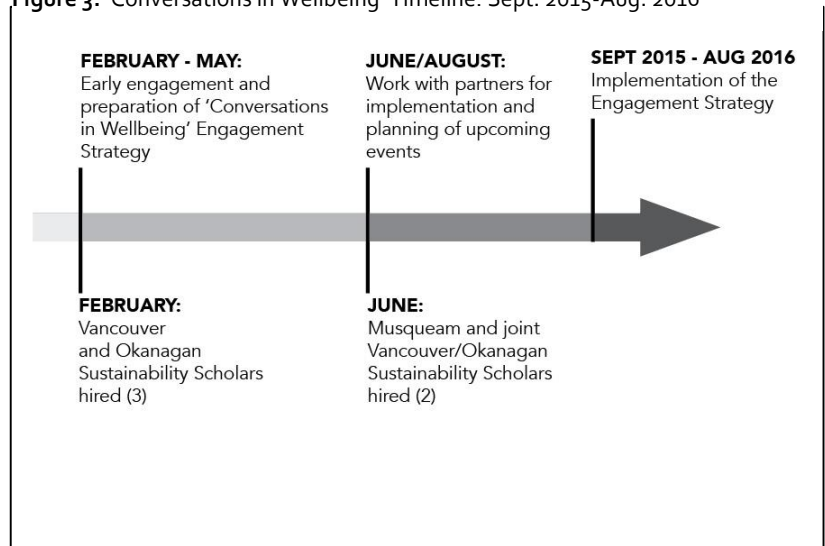
PART 2: PROPOSED ENGAGEMENT STRATEGIES

Background: Conversations in Wellbeing

'Conversations in Wellbeing' emerges from the need to involve and consult with campus community to define and build a collaborative approach to wellbeing engagement. In order to develop a UBC Wellbeing Strategy that enables the community to define their priorities, there will first need to be many preliminary and ongoing conversations around wellbeing. By encouraging open dialogue and active participation, we aspire to better understand what 'wellbeing' means to UBC campus and community on both an individual and collective level, as well as what conditions are necessary to foster a sense of wellbeing.

In February 2015, The UBC Wellbeing Initiative hired two Sustainability Scholars to develop an engagement strategy for 'Conversations in Wellbeing', with one focusing on student engagement, and the other focusing on staff and faculty. From the beginning, we have been looking at what has been done in the past, what is being done right now, and continually engaging with those working in wellbeing on campus and elsewhere to help us create this document. Early engagement has included hosting and attending numerous events and meetings—for example, we have hosted 7 'Wellbeing Tune-Ins' for both staff and graduate students. These events have helped stimulate conversation on wellbeing issues across units and faculties as well as help to inform this document.

Figure 3. 'Conversations in Wellbeing' Timeline: Sept. 2015-Aug. 2016



Several examples of important key takeaways from our early engagement efforts include:

- Musqueam First Nation appreciates being involved early on;
- There is a strong need for a cohesive network and improved/coordinated communications;
- The Wellbeing Initiative needs to avoid creating/appearing as "one more thing to do";
- Units and faculties want to collaborate on wellbeing;
- There is lots of student interest & enthusiasm;
- Specific groups need tailored approaches, such as Faculty and graduate students;
- Wellbeing-related research and researchers need to be linked to wellbeing initiatives on campus (i.e. student and staff mental health and wellbeing; food & nutrition); and
- UBC's neighborhood residents should be involved in engagement efforts (i.e. through UNA).

(See Appendix 3 for further takeaways)

Other key takeaways to be added by UBC Okanagan Sustainability Scholar

Do these goals resonate with you?

Vision & Goals for Fall 2015 Engagement

Vision

We believe wellbeing at UBC is not something that can be prescribed, it needs to be cultivated and felt/experienced in everyday campus life—and we hope “Conversations in Wellbeing” can help begin to inspire a movement, rather than appear as a packaged product.

Additionally, given the holistic nature of wellbeing, we suggest the following four principles to help frame “Conversations in Wellbeing”, to ensure the Wellbeing Initiative is “walking the talk”:

Inspiring a ‘Wellbeing’ Movement From the Beginning/Inside-Out

There is an important link between engagement and wellbeing, as recently pointed out by John Helliwell, UBC Professor Emeritus, Economics, in the Mayor of Vancouver’s Engaged City Task Force Report:

“Happiness grows from community connections and engagement--the work we do together. [...] Raising incomes can raise happiness, especially in poor countries, but fostering co-operation and community can do even more, especially in rich societies.” (Vancouver Mayor’s Engaged City Task Force, 2014)

The same report also quotes author Charles Montgomery, from an interview with The Guardian about his book “The Happy City”:

“The more connected we are to family and community the less likely we are to experience heart attacks, strokes, cancer and depression. Connected people sleep better at night. They live longer. They consistently report being happier.” (Vancouver Mayor’s Engaged City Task Force, 2014)

Because of this, we believe it is important for the engagement methods used to contribute positively towards wellbeing on campus. This involves moving up the IAP2 spectrum of public participation (Figure 2) to foster deeper connections and trust, making people active participants in the engagement process. We believe that wellbeing is not something that can be applied, rather it needs to be cultivated and experienced in everyday campus life.

We also want to shift the way we think & approach problem solving—instead of using a “deficit model” which looks at what is wrong (i.e. a western medical model), we hope to learn from and amplify the positive using storytelling and collecting methods borrowed from Appreciative Inquiry.

Engaging People in Surprising Ways

It is a challenge to engage with staff, faculty and students on UBC’s campuses—people already have a lot on their plates. However, engaging people in surprising ways may help shift the perception that participation is “one more thing to do” and towards the idea that engagement can be fun, productive and meaningful. As Steve Bearman stated, “everyone everywhere wants deeper connections, more meaningful interactions, less seriousness and more play” (Bearman & Dayton, 2012). We propose infusing engagement methods with this spirited approach by thinking outside the box as much as possible and seeking to engage and empower campus community members.

Facilitating Innovation Through Collaboration

Many staff, faculty and students are already actively involved in supporting wellbeing on UBC’s campuses—meaning all engagement efforts need to involve the already-active champions, to ensure efforts are aligned and not duplicated. Experimenting with collaboration across units, while challenging, can help support a culture of wellbeing on campus by breaking down silos and facilitating the development of innovative solutions.

We also support the concept of leading “from behind” (O’Donovan & Flower, 2013), and rather than cultivate passive followers, we believe engagement methods should be capacity-building and encourage collaboration to support innovation, enabling people to come up with their own ideas for implementing wellbeing on campus.

Towards a ‘Living Strategy’: Enabling a Learning Orientation

We also propose making UBC’s Wellbeing Initiative’s engagement strategy a ‘Living Strategy’ to embody the need for flexibility and adaptation over time. The idea of enabling and being intentional about a ‘learning orientation’ is critical, especially in a collaborative environment. Instead of “making a plan and sticking to it,” we suggest “setting a direction and testing to it” (O’Donovan & Flower, 2013). We envision each year that a new engagement strategy will be created based on reflection and feedback from the previous year. We suggest using developmental evaluation methods that support the experimentation and learning process, will allow for tracking these changes over time (see Appendix 4 for an overview of developmental evaluation).

Goals & Objectives

Table 1 captures what ‘Conversations in Wellbeing’ intends to achieve, linking our goals with a series of explicit objectives for the proposed engagement methods.

Table 1. ‘Conversations in Wellbeing’ goals & objectives

Goals		Objectives
1	Empower and inspire campus community to connect on and contribute to wellbeing initiatives.	<ul style="list-style-type: none"> • Increasing awareness • Celebrating success • Inspiring interest • Sharing information • Building networks • Building capacity • Communications alignment • Collaboration • Encouraging 2-way dialogue • Data collection
2	Build support among partners to undertake some of the engagement work, ensuring work aligns with current efforts and projects.	
3	Support and advance community-developed wellbeing priorities.	
4	Inform the development of a long-term vision for UBC Vancouver & Okanagan as university that promotes human and ecological wellbeing.	

[Include visual diagram of how the goals work together]

Do you feel that the communications strategy is aligned with the engagement strategy?

Engagement Plan & Strategies

The WI engagement strategy seeks to enable the community to participate meaningful ways in which the community defines priorities and shapes the UBC's wellbeing strategy, while contributing to the collective wellbeing of the campus. As mentioned, the IAP2 spectrum (Figure 2) highlights the different levels of engagement ranging from informing to empowering. At one end of the continuum engagement strategies are geared simply towards getting the word out, with little opportunity for feedback. At the opposite end of the continuum it is about giving decision-making power to the community. Since 'Conversations in Wellbeing' is about creating a two-way dialogue, it is important to push the dial towards empowering where possible, ensuring that UBC community input is heard and implemented.

Alignment with the Wellbeing Initiative's draft communications strategy

The Wellbeing Initiative's draft communications strategy provides a number of helpful guiding priorities, objectives and target audiences for 'Conversations in Wellbeing' engagement efforts. We have attempted to align our suggested engagement methods with the draft strategy, although recognize that we also seek to engage UBC campus community members who are also just interested in wellbeing (versus already being involved).

The following priorities, objectives and primary audiences are from the draft communications strategy:

Priorities for Year 2, Sep. 2015 - Sep. 2016 (current focus)

1. Make a 'bigger bang' by being coordinated
2. Engagement & community building

Draft Objectives for Communications Implementation (top 5)

1. Develop wellbeing literacy to begin dialogue: show the 'messiness' while developing a common language (talking points)
2. Work towards an aspirational statement/common vision (built from community engagement)
3. Coordinate wellbeing messaging ('weaving a wellbeing thread')
4. Provide channels for the community to inform priorities
5. Leverage existing communications circles and their spheres of influence

Primary Audiences

1. Those with responsibility for some area of wellbeing at UBC Vancouver and Okanagan campuses (e.g. staff, administration, campus businesses and services)
2. WI Steering Committee
3. Working group members
4. Those doing research or teaching in areas related to wellbeing

Do you think your unit would want to partner on some of the engagement methods suggested in the table?

Engagement Methods

We have crafted a broad variety of potential engagement methods, which seek out partners from across campus and use a number of different communications channels. The list below highlights seven possible engagement methods, with the full

list available in a table format in Appendix 5. Our primary goal is not to be prescriptive, but rather to stimulate discussion on possible engagement methods—we welcome your feedback!

UTown@UBC Grants

As noted previously in this document, Utown@UBC Grants funds community projects proposed by UBC staff, students, faculty and residents. In order to amplify the participatory nature of this grant, we propose a workshop beforehand to allow participants to meet, brainstorm ideas, and network. In addition, it is suggested that a voting component be developed to allow the campus community to decide which projects are selected for the grant, creating a sense of ownership. The voting process should be based on participatory budgeting methods to create an opportunity for social connections, real decision-making, and more meaningful participation.

THRIVE “Conversations in Wellbeing” event

During THRIVE, holding a 1-1.5 hour “Conversation in Wellbeing” dialogue-promoting event using World Cafe-style facilitation to convene small-group conversations on wellbeing themes at UBC, to help inform the draft strategy, gather ideas, and provide opportunity for student volunteers to practice facilitation. The conversations need to be captured by notes or video, although caution needs to be exercised around appropriate collection of data and being explicit about how it is being used. The event would be open to anyone who wanted to join, and could also be used as an opportunity to bring together the various ‘wellbeing tune-in’ groups to encourage idea sharing among staff, students and faculty.

“Conversations in Wellbeing” blog

The blog would serve as a central online platform for sharing information and facilitating engagement for ‘Conversations in Wellbeing’ (possibly using the blogs.ubc.ca platform). It would be an important engagement and story collecting/sharing tool through, for example, guest blog posts or enabling a photo-sharing page. While keeping the platform looking fresh and up to date with new material requires a dedicated staff person, it would be critical to be able to have something to share with interested parties. We suggest staying away from traditional UBC website look so it feels more ‘organic’ instead of ‘institutional’.

Graduate Student Network

The idea for a network of graduate student wellbeing representatives emerged from the Grad Student Wellbeing Tune-ins. The goal is to encourage each department to elect, appoint or hire a student wellbeing representative in order to meet the specific needs of grad students while simultaneously creating a support system across the campus. Grad wellbeing reps would use the Wellbeing Tune-ins to meet regularly, share information, and establish wellbeing priorities.

Faculty Teaching Learning and Research (TLR) & Wellbeing Group

This group is in early stages, with a small group of engaged faculty who are interested in trying to better understand how to bring wellbeing into the classroom, with some having participated in the “Wellbeing in the Classroom” pilot project led by Student Services. The faculty have developed a set of draft guidelines for the group, and are looking to how sustainability has been integrated into TLR at UBC for best practices and lessons learned. The Wellbeing Initiative should continue convening this group--if the faculty are interested, it could be a space to hold conversations about linking in with the SEEDS program, developing a ‘Wellbeing Fellows’ program similar to the sustainability program and initiating a research-based program similar to UBC-O’s VOICE program.

“Story Harvesting” event with Faculty of Education

The “Story Harvesting” event would be developed in partnership with the Faculty of Education to collect stories about how wellbeing is incorporated by different units/classes/departments across staff, faculty and student populations (i.e. what sorts of techniques, initiatives, practices, events do they have), and creating a “case study” of faculty-wide wellbeing efforts to share across campus (to be hosted online, featured in newsletters, etc.). This event could also be used to test

potential survey and discussion questions that would help inform the Wellbeing Initiative's strategy. The Faculty of Education has indicated interest, although not specifically with collective story harvest model (see example of PLAN595 School of Community and Regional Planning student-hosted 'collective story harvest', <https://vimeo.com/86564469>).

Aligning Staff Coordinator Networks

Currently, there are three programs for staff interested in promoting wellbeing (Campus & Community Planning/USI 'Sustainability Coordinator Program' who have social sustainability as part of their mandate, HR 'Health Contact' network, those who receive the Healthy UBC newsletter and new 'Wellbeing Liason' program as part of Green Folder/Students in Distress work by Student Services)--there may be value in linking or aligning them. Activities could include receiving the UBC Healthy newsletter, having regular lunches together, helping promote wellbeing in the workplace, etc. If selected as a priority, this initiative should be discussed ASAP to ensure alignment among programs before Fall.

Additional engagement method highlights to be completed by UBC Okanagan Sustainability Scholar

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APPENDIX 1: Relevant Targets & Indicators from City of Vancouver Strategies

The City of Vancouver's Healthy City for All framework and Engaged City Taskforce report include a number of potentially relevant targets and associated indicators track progress and outcomes. Examples of those most relevant are listed in Table 2 (for the full lists, please see the reports).

Table 2. Relevant Targets & Indicators from City of Vancouver Strategies

Healthy City Strategy		
Goal	2025 Targets	Indicators
Feeding ourselves well: Vancouver has a healthy, just and sustainable food system	By 2020, increase city-wide and neighbourhood food assets by a minimum of 50% over 2010 levels	Food assets (#)
Healthy human services: Vancouverites have equitable access to high-quality social, community and health services	Increase the % of Vancouverites who report having access to services when they need them by 25% over 2014 levels	Access to services when needed (%)
Being and feeling safe and included: Vancouver is a safe city in which residents feel secure	Increase Vancouver residents' sense of belonging by 10% Increase Vancouver residents' sense of safety by 10% Make Vancouver the safest major city in Canada by reducing violent and property crime every year, including sexual assault	Sense of belonging (%) Sense of safety (%)
Cultivating connections: Vancouverites are connected and engaged in the places and spaces that matter to us	All Vancouverites report that they have at least 4 people in their network they can rely on for support in times of need	Social support network size (%) Sense of trust (%)
Active living and getting outside: Vancouverites are engaged in active living and have incomparable access to nature	Increase the % of Vancouver residents aged 18 and over who meet the Canadian Physical Activity Guidelines by 25% over 2014 levels	Residents who meet the Canadian Physical Activity Guidelines (%)
Expressing ourselves: Vancouver has a diverse and thriving cultural ecology that enriches the lives of all residents and visitors	Increase public participation and community engagement in arts and culture by 25% over 2014 levels	Arts and culture participation (#); Creative places and spaces (#)
Getting around: Vancouverites enjoy safe, active, and accessible ways of getting around the city	Make the majority of trips on foot, bike and transit	Sustainable transportation mode share (%) Number of active transportation trips (#)
Environments to thrive in: Vancouverites have the right to a healthy environment and equitable access to liveable environments in which they can thrive	Every Vancouver neighborhood has a Walk Score of at least 70	Neighborhood Walk Scores (#)
Collaborative leadership for A Healthy City for All: Leaders from the public, private, and civil sectors in Vancouver work in integrated and collaborative ways towards the vision of a healthy Vancouver for all.	Wilder Collaboration Assessment rankings (http://www.wilder.org/Wilder-Research/Publications/Studies/Collaboration%20Factors%20Inventory/Collaboration%20Factors%20Inventory.pdf)	
Engaged City Taskforce Report		
Goals	Indicators	
Building capacity	% of residents that identify support networks of four or more people.	
Building trust	% of residents who answer yes to the question "How likely is a stranger to return a lost wallet?" % of residents who feel that they are contributing to increasing social capacity in their community % of residents who answer "no" to the question: "Are there places in your community where you feel unwelcome?"	
Building power	% of residents that answer "yes" to the statement "I feel I can have an impact on decisions in my community"	

APPENDIX 2: [Kelowna Example]

To be completed by UBC Okanagan Sustainability Scholar

APPENDIX 3: Additional Feedback from Conversations at UBC-V

Additional feedback from conversations for consideration:

- A need to tap into existing resources/communication channels/programming opportunities on campus—for example:
 - **Men’s Health Research Network** based out of UBC’s School of Nursing, is an interdisciplinary network of projects related to men’s physical and mental health; they run numerous events and workshops (webinars, men’s groups, etc.) and would like connect with UBC’s work on mental health (<http://menshealthresearch.ubc.ca/>)
 - **UBC Health & Safety Committees**, each building/unit mandated to have a committee, overseen by Risk Management, who send out monthly e-mails with agenda suggestions and updates; wellbeing-related materials could enhance what they are able to offer. The University Health and Safety Committee could also help drive a broader wellbeing agenda (i.e. help implement outcomes from Physical Activity Working Group) (<http://riskmanagement.ubc.ca/health-safety/university-health-safety-committee>)
 - **UBC Intercultural Understanding** is interested in promoting ‘functional diversity’ and intercultural fluency and building capacity to have difficult conversations; they offer resources, trainings and events (<http://equity.ubc.ca/intercultural-understanding/>)
 - **UBC Botanical Garden** offers free admission to staff, faculty and students to the garden (an excellent way to encourage people to get outside!) and offers numerous programs and events (tours, food gardens, movie nights, workshops, Sustainability Field School, etc.), they offer outdoor classroom space and a covered pavilion which can be used for events (www.botanicalgarden.ubc.ca/)
 - **UBC Farm** offers a number of wellbeing-related workshops and other events, as well as farm tours (<http://ubcfarm.ubc.ca/community/>)
 - **University Neighbourhoods Association** operate the on-campus community centres (Old Barn, soon-to-be opening Wesbrook Community Centre), and have a number of communications channels (newsletters, monthly newspaper, etc), programs, and opportunities for newcomers (<http://www.myuna.ca/community-engagement/>)
- Providing channels for challenging structural/institutional barriers to wellbeing—i.e. work load, long commutes for Faculty who can’t afford to live closer, support for power imbalances between faculty and staff, standardizing timetables for undergraduate students
- Having a directive from the President would help give the Initiative (and wellbeing-related programs, like mindfulness at work, physical activity, etc) added legitimacy, and having deans/department heads champion and model wellbeing behaviours (i.e. having a wellbeing/health module in the Academic Leadership Development Program (ALDP))
- Increasing opportunities for engaging in wellbeing practices, i.e. increasing physical activity infrastructure ‘clusters’, increasing number and extending hours of affordable healthy food service providers
- Exploring what a ‘wellbeing-promoting workplace’ looks and feels like, and making sure what we have ‘on paper’ translates to ‘on the ground’

APPENDIX 4: Overview: Developmental Evaluation

The emerging area of “developmental evaluation” (DE) is a relatively new evaluation approach for supporting the process of innovation and adaptive learning within an initiative. DE is described as best suited for complex and emergent initiatives that are in a process of continuous development and adaptation, and are operating in an unpredictable environment where the path is continually changing. These initiatives may often have goals that are more like notions (or moving goalposts) than clear images. Within such initiatives, the framing of core issues may fluctuate, the way a problem is conceptualized

may evolve, and various approaches to problem-solving will need to be tested in an ongoing manner. DE enables innovation through exploration and close tracking of an initiative's development by the evaluator.

The primary purpose of DE is to provide real-time feedback and generate learning to inform an initiative's development, helping it move towards its outcomes. The three key features of a developmental evaluation are:

- establishing a shared framing of the issue and its dynamics;
- experimenting with new approaches; and,
- tracking the trajectory of innovation by recording which roads were and were not taken, unintended consequences, adjustments, tensions and opportunities.

Tracking innovation helps document what it takes to create something new, which in turn makes decision-making more transparent while also generating valuable data. With regard balancing the accountability requirements of public sector auditing with a learning orientation approach to evaluation, this point is critical—as it demonstrates how DE can help *support an initiative's accountability* while also allowing for *flexibility in the evaluation process*.

For more information, please see the J.W. McConnell Family Foundation's *A Developmental Evaluation Primer* (Gamble, 2008) and *DE 201: A Practitioner's Guide to Developmental Evaluation* (Dozois, Langlois, & Blanchet-Cohen, 2008).

APPENDIX 5: Table of Proposed Engagement Methods

Table 3. Proposed 'Conversations in Wellbeing' engagement methods

[see file attachment: "WI_Engagement_Strategy_Draft_Methods Table_o5_28_15.pdf"]