



TLEF Project – Final Report

Report Completion Date: (2021-11-20)

1. PROJECT OVERVIEW

1.1. General Information

Project Title:	Building academic tenacity in students for improved wellbeing, deeper learning and increased success		
Principal Investigator:	Diana Jung		
Report Submitted By:	Diana Jung/Jocelyn Micallef		
Project Initiation Date:	September 2017	Project Completion Date:	Spring 2021
Project Type:	<input checked="" type="checkbox"/> Large Transformation <input type="checkbox"/> Small Innovation <input type="checkbox"/> Flexible Learning <input type="checkbox"/> Other: [please specify]		

1.2. Project Focus Areas – Please select all the areas that describe your project.

Resource development (e.g. learning materials, media)

Infrastructure development (e.g. management tools, repositories, learning spaces)

Pedagogies for student learning and/or engagement (e.g. active learning)

Innovative assessments (e.g. two-stage exams, student peer-assessment)

Teaching roles and training (e.g. teaching practice development, TA roles)

Curriculum (e.g. program development/implementation, learning communities)

Student experience outside the classroom (e.g. wellbeing, social inclusion)

Experiential and work-integrated learning (e.g. co-op, community service learning)

Indigenous-focused curricula and ways of knowing

Diversity and inclusion in teaching and learning contexts

Open educational resources

Other: [please specify]



1.3. Project Summary

Research suggests that educational strategies that increase academic tenacity can positively impact student wellbeing, leading to deeper learning and improved academic success. This project focused on promoting academic tenacity - specifically, social belonging, growth mindset, goal setting, and self-regulation. This project promoted students’ ability to thrive in rigorous academic environments by implementing and assessing various strategies tailored to learning environments in the Faculties of Law, Education, Applied Science, Science, Arts, Business, and Medicine.

A collection of projects across these faculties were informed by a current small TLEF project (<https://blogs.ubc.ca/teachingandwellbeing/>), emerging research in higher education, and existing K-12 literature. Examples of strategies employed include changes to pedagogy, faculty and/or TA development, and curriculum development. Evaluation of the project resulted in evidence-based outcomes of each strategy and informed resource development and best practices both at UBC and in higher education in general.

The objectives of this project were to:

1. Engage faculty members and educational leaders (i.e., Associate Deans, staff of teaching and learning units) across the university in exploring what ‘wellbeing in learning environments’ means in practice at UBC.
2. Pilot a series of strategies for improving student wellbeing, learning and academic success by increasing academic tenacity.
3. Assess the impact of a wide range of approaches to inform educational practices at the University to answer the question “Which teaching practices, in which types of environments, can positively impact student wellbeing, learning and academic success?”
4. Create a campus-wide conversation about ‘wellbeing in learning environments’ at UBC, by sharing the results of the tested strategies.
5. Inform the work currently underway in Senate through the Ad Hoc Committee on Mental Health and Wellbeing, and thus influence how new policies get put into practice (e.g., Senate policy is coming forward for discussion on course syllabi - this project will help to inform sound educational practices in creating course syllabi that promote learning and wellbeing).

1.4. Team Members – Please fill in the following table and include students, undergraduate and/or graduate, who participated in your project.

Name	Title/Affiliation	Responsibilities/Roles
Michael Lee	Senior Instructor, Occupational Science and Occupational Therapy, Faculty of Medicine	Core Team
Steven Barnes	Instructor and Assistant Head of Undergraduate Affairs, Department of Psychology, Faculty of Arts	Core Team, Faculty Collaborator
Karen Smith	Lecturer, Department of Microbiology and Immunology, Faculty of Science	Core Team, Faculty Collaborator
Gulnur Birol	Director, UBC Skylight	Core Team
Natasha Moore	Planning & Evaluation Advisor, UBC Wellbeing	Core Team, Evaluation Support
Judy Chan	Sessional Lecturer, Faculty of Land and Food Systems; Faculty Associate, Faculty Liaison, Centre for Teaching, Learning and Technology	Core Team, Educational Strategy Support
Patty Hamblen	Director, Health Promotion & Education (former)	Core Team, (former) PI
Diana Jung	Health Promotion Specialist, Health Promotion & Education	Core Team, Project Coordinator, (current) PI
Jocelyn Micallef	Student, Faculty of Education; Educational Developer: Wellbeing in Learning Environments, Health Promotion & Education and Centre for Teaching, Learning, and Technology (former)	Student Advisory (2017-2018), Student Staff (2018-2019), Educational Developer (2019-2020)
Levonne Abshire	Health Promotion Strategist, Health Promotion & Education	Core Team
Lisa Brunner	Strategic Initiatives & Special Projects Coordinator - Wellbeing (former)	Core Team (former)



Erin Yuen	Educational Professional Developer (former), Centre for Teaching, Learning and Technology	Core Team (former)
Benjamin Cheung	Lecturer, Department of Psychology, Faculty of Arts	Faculty Collaborator
Patricia Barkaskas	Lecturer, Peter A. Allard School of Law	Faculty Collaborator
Katie Lee Bunting	Lecturer, Department of Occupational Science and Occupational Therapy, Faculty of Medicine	Faculty Collaborator
Andrew Chen	Adjunct Professor, Organizational Behaviour & Human Resources Division, Sauder School of Business	Faculty Collaborator
Agnes d’Entremont	Instructor, Mechanical Engineering, Applied Science	Faculty Collaborator
Juan Abello	Instructor, Mechanical Engineering, Applied Science	Faculty Collaborator
Kathy O’Flynn-Magee	Senior Instructor, Nursing, Applied Science	Faculty Collaborator
Paul Harrison	Associate Dean - Student Services, Faculty of Science (former)	Advisory (former)
Ian Cavers	Associate Dean - Student Services, Faculty of Science	Advisory
Sunaina Assanand	Associate Dean - Student Success, Faculty of Arts (former)	Advisory (former)
Janine Benedet	Professor, Peter A. Allard School of Law (former)	Advisory (former)
kele fleming	Associate Director - Teaching & Learning Professional Development, Centre for Teaching, Learning, and Technology	Advisory
Sally Willis-Stewart	Senior Instructor, School of Health and Exercise Sciences, Faculty of Health and Social Development, UBC Okanagan	Advisory
Bethany Hastie	Assistant Professor - Allard School of Law	Advisory
Kari Marken	Educational Designer, Centre for Student Involvement & Careers (former)	Advisory (former)
Ben Pollard	Director, Vice-President Students Initiatives, Office of the Vice President (former)	Advisory (former)
Tal Jarus	Senior Instructor, Occupational Science and Occupational Therapy, Faculty of Medicine,	Advisory
Katherine Moore	Student, Psychology, Faculty of Arts (former)	Student Advisory (former)
Mabel Ho	Student, Sociology, Faculty of Art (former)	Student Advisory, Student Staff (former)
Naomi Oh	Student, Faculty of Land & Food Systems (former)	Student Advisory (former)
Blaga Ivanova	Student, Faculty of Arts (former)	Student Staff
Haley Montgomery	Student, Faculty of Education (former)	Student Staff
Stuart Clarke	Student, Faculty of Science (former)	Student Staff
Michelle Gautreaux	Student, Sociology, Faculty of Arts (former)	Student Staff
Gabriel Smith	Student, Psychology, Faculty of Arts (former)	Student Staff
Ryan Premack	Student, Faculty of Education (former)	Student Staff
Caleigh Handford	Student, Faculty of Law (former)	
Kiran Ubi	Student, Faculty of Science (former)	



Daisy Li	Student, Faculty of Science (former)	Student Staff
Hiro Ito	Student, Arts (former)	Student Staff
Anna Christy	Student, Faculty of Graduate & Postdoctoral Studies (former)	Student Staff

1.5. Courses Reached – Please fill in the following table with **past**, **current**, and **future** courses and sections (e.g. HIST 101, 002, 2017/2018, Sep) that have been/will be reached by your project, including courses not included in your original proposal (you may adapt this section to the context of your project as necessary).

Course	Section	Academic Year	Term (Summer/Fall/Winter)
NURS 180	001, 101, 002	2019-2020	Fall, Winter
APSC 172/173	VE1	2019-2020	Fall, Winter
MECH 221	101	2019-2020	Fall, Winter
KIN 371	002	2019-2020	Fall
BIOL 112	102/103	2018-2019	Fall
PSYC 101	99A	2018-2019	Summer
PSYC 102	99A	2018-2019	Summer
PSYC 101	99C	2018-2019	Winter
PSYC 102	99C	2018-2019	Winter
PSYC 217	003, 004	2018-2019	Fall
PSYC 307	001, 003	2018-2019	Fall
OSOT 511	001	2018-2019	Fall
COHR 486B	201	2018-2019	Winter
MECH 221	101	2018-2019	Fall
NURS 180	001	2018-2019	Fall, Winter
KIN 371	002, 001	2018-2019	Fall, Winter
BIOL 112	101, 203	2017-2018	Fall, Winter
PSYC 217	001, 002, 003, 004, 005, 006, 901	2017-2018	Fall
FNH 355	921, 001, and 002	2017/2018	Summer, Fall, and Winter
HEAL 100	001	2017/2018	Fall

If your project does not pertain to a specific course(s), briefly describe the overall student impact in each relevant academic year.

The Faculty of Law project is focused on instructor development. Forty-five faculty members participated in the project in 2018-19.



2. OUTPUTS AND/OR PRODUCTS

2.1 Please **list** project outputs and/or products (e.g. resources, infrastructure, new courses/programs). Indicate the current location of such products and provide a URL if applicable.

Product(s)/Achievement(s):	Location:
Process evaluation protocol designed to determine areas of strength, improvement and overall effectiveness of the project process.	Created for internal use amongst the project team.
Needs assessment process and accompanying tools to be used by faculty in identifying strategies to implement in their learning environment	Created for internal use.
Collection of strategies that promote Academic Tenacity that can be implemented in a range of learning environments	Implemented and evaluated 7 strategies across 10 faculties and schools in collaboration with 15 faculty leaders.
Evaluation Framework and accompanying tools used to assess the impact of new or existing strategies on the student experience.	<ul style="list-style-type: none"> ● Logic model created for internal use. ● Evaluation plans were created for specific project sites, key highlights are shared on toolkits (see Knowledge Translation below).
Opportunities for faculty peer-to-peer sharing	<ul style="list-style-type: none"> ● Engaged in over 25 opportunities to share at UBC and beyond ● Highlighted profiles of 20 educators who support wellbeing in their teaching ● Supported the growth of the Teaching and Wellbeing CoP ● Developed and shared videos ● Planned a cross-institutional symposium with SFU and BCcampus ● Provide professional development opportunities for Wellbeing Liaisons around wellbeing in learning environments ● Shared resources and strategies at First Year Educator Symposium ● Provided faculty specific learning opportunities including in Allard, Sauder and Applied Science. ● Co-hosted the Thriving Beyond Campuses: Wellbeing in Learning Environments Dialogue Series in collaboration with BCcampus and SFU Health Promotion
Integration of practices into central support units (i.e., CTLT)	<ul style="list-style-type: none"> ● Regularly contribute to CTLT hosted professional development institutes ● Sustainably embed capacity building work around wellbeing in learning environments in Health Promotion & Education portfolio



	<ul style="list-style-type: none"> ● Embedded an educational developer across Health Promotion & Education and CTLT to support knowledge translation and development of educational materials
Knowledge translation materials include: key findings of specific strategies, best practices for supporting student wellbeing and considerations for implementation in different contexts	<p>Launched a centralized website that includes toolkits for:</p> <ul style="list-style-type: none"> ● 9 project related strategies ● Sharing promising practices ● Links to learning tool templates and, ● An invitation to connect further
Opportunities for experiential learning for student staff and volunteers (graduate and undergraduate).	<p>13 student staff contributed approximately 4000 hours on key areas of the project including:</p> <ul style="list-style-type: none"> ● Conducting a process evaluation ● Administering project sites ● Developing educational strategies ● Constructing evaluation plans ● Analyzing data ● Creating resources

2.2 Item(s) Not Met – Please list intended project outputs and/or products that were not attained and the reason(s) for this.

Item(s) Not Met:	Reason:
Implementation of practices that support the Senate committees’ work related to student mental health and wellbeing (arising from the Ad Hoc Committee on Student Mental Health and Wellbeing).	This output was identified at the start of the project. Due to the changing priorities of the university and changes to the project advisory and core team this item was not pursued.
A consultation framework for embedding wellbeing in learning environments beyond the project	This outcome was put on hold due to the Covid-19 global pandemic. With the shifting university priorities and staff changes within Health Promotion and Education, the conversations to further pursue this have been put on pause.

3. PROJECT IMPACT

3.1 Project Impact Areas – Please select all the areas where your project made an impact.

- ✓ Student learning and knowledge
- ✓ Student engagement and attitudes
- Instructional team teaching practice and satisfaction
- ✓ Student wellbeing, social inclusion
- ✓ Awareness and capacity around strategic areas (**wellbeing**)



Unit operations and processes

Other: [please specify]

3.2 What were you hoping to change or where were you hoping to see an impact with this project? – Please describe the intended benefits of the project for students, TAs, instructors and/or community members.

The intended benefits of this project were to:

- Increased awareness and understanding among faculty, TA, & educational leaders about what WBLE means in practice at UBC
- Increased experiential learning opportunities for student staff
- Increased levels of academic tenacity of ~7400 students
- Increased understanding of implementation & evaluation best practices for educational strategies
- Sustainable integration of best practices into central and local academic support units (e.g. CTLT)
- Campus-wide conversation about WBLE established including:
 - Increased opportunities for peer-to-peer sharing of best practices
 - Increased promotion of teaching & learning best practices to promote wellness
- UBC's commitment to supporting student wellbeing and learning is strengthened
- UBC students' wellbeing is improved

3.3 Were these changes/impacts achieved? How do you know they occurred? – What evaluation strategies were used? How was data collected and analyzed? You are encouraged to include copies of data collection tools (e.g. surveys and interview protocols) as well as graphical representations of data and/or scenarios or quotes to represent and illustrate key themes.

Evaluation occurred at multiple levels through-out the course of the TLEF reflecting the variability and uniqueness of interventions that the project was able to facilitate. These were - at a course level, across projects with the same focus area, and for the project as a whole.

EVALUATION AT COURSE-LEVEL

Based on core questions and thematic modules for the academic tenacity focus area (social belonging, growth mindset, goal setting, and self-regulation) an evaluation strategy was developed for each project site that included a logic model, intervention plan, and an ethics protocol (if needed). Analysis for each project site was conducted either by the project team or the Faculty member themselves based on the evaluation strategy developed.

FOCUS AREA EVALUATION

The project team aimed to determine if interventions with the same academic tenacity focus area had a similar impact on students. A cross-site analysis plan was developed to facilitate this exploration.

WHOLE PROJECT EVALUATION

Given the variation and complexity of project site interventions the project team determined that the most appropriate whole project evaluation would be to explore the relationship between self-reported wellbeing and academic buoyancy.

- Self-report wellbeing (UESWB) is heavily associated with academic buoyancy (AB), whereas belonging (UESB), course grade, and year of study are not.
- Women tended to report lower AB than men; this relationship appears to be present solely in first-year students



- Grades appear to have a non-linear relationship with academic buoyancy; students who would go on to score 50% or lower in their class had lower AB on average, but above 50% there was no discernable difference between higher and lower performers
- There do not appear to be significant AB differences between students enrolled in different programs, with the exception of Kinesiology students reporting non-significantly lower grades
- Only half of the questions on the Belonging scale of the UBC Undergraduate Experience Survey appear to measure the concept of belonging; two seem to be unrelated entirely and two more are entangled with wellbeing scores

OUTCOMES AND BENEFITS OF THE TLEF

The project was able to demonstrate impact in the following ways:

- Increased awareness and understanding among faculty, TA, & educational leaders about what WBLE means in practice at UBC
 - Project shared at 9 workshops / presentations at UBC and 16 conferences, conference papers etc. external to UBC.
 - Interviews with Faculty members confirmed a deeper understanding and relationship to what WBLE means in practice.
- Increased experiential learning opportunities for student staff
 - 13 student staff contributed approximately 4000 hours.
- Increased levels of academic tenacity of ~7400 students
 - Incorporated strategies designed to promote academic tenacity in classrooms across 15 faculties (and schools) that reached 3500 students.
- Increased understanding of implementation & evaluation of best practices for educational strategies
 - Conducted a process evaluation to inform design of large TLEF as well as individual project sites.
- Sustainable integration of best practices into central and local support units (e.g. Health Promotion & Education, CTLT)
 - Regular involvement in CTLT institutes
 - Embedded wellbeing in learning environments capacity building work into the strategic direction of the Health Promotion & Education Unit.
- Campus-wide conversation about WBLE established including: Increased opportunities for peer-to-peer sharing of best practices; Increased promotion of teaching & learning best practices to promote wellness
 - Resilience conversation with project partners
 - Dedicated wellbeing in learning environments webpage
- UBC’s commitment to supporting student wellbeing and learning is strengthened
 - Ongoing presence on UBC Wellbeing website: <https://wellbeing.ubc.ca/wble>
 - Project highlighted in the Wellbeing Strategic Framework Annual Report 2019
- UBC students’ wellbeing is improved
 - Indirect benefit of increased awareness, conversation and intentional design of learning environments that promote student wellbeing

3.4 Dissemination – Please provide a list of past and upcoming scholarly activities (e.g. publications, presentations, invited talks, etc.) in which you or anyone from your team have shared information regarding this project.

Date	Venue	Title	Format	Audience
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2017-06-19	Canadian Chemical Engineering Department Chairs Conference	Supporting Student Wellbeing in Teaching & Learning	Presentation	Conference Attendees
2017-12-08	UBC Centre for Teaching, Learning and Technology (CTLT) Winter Institute	Human Connections, Learning and Supporting the Whole Student	Presentation	UBC Faculty
2018-11-21	Centre for Innovation on Campus Mental Health	Bold Steps - Involving Instructors: Teaching practices and student wellbeing	Presentation, Poster, Workshop	Conference Attendees
2019-01-26	UBC First Year Educators Symposium	Academic Scholars Program	Presentation	UBC Faculty and Staff
2019-05	Exploring the Wellbeing Landscape in Teaching & Learning at UBC: Ideas to Action	(Multiple poster submissions)	Posters	UBC Faculty and Staff
2019-06-01	Congress of the Humanities and Social Sciences	Building Academic Tenacity to Improve Student Wellbeing, Learning and Success	Poster	Conference Attendees
2019-06-08	Canadian Education Engineering Association	Student Mental Wellbeing Interventions With a Second-Year Engineering Cohort	Conference Paper	Engineering Educators
2019-06-11	The Society for Teaching and Learning in Higher Education	Creating Learning Spaces that Foster Student Wellbeing	Presentation	Conference Attendees
2019-07	Visiting Faculty from China (NAEA)	UBC Teaching and Learning Enhancement Fund	Presentation	Visiting faculty from universities in China
2019-07-03	Western Conference on Science Education	The Academic Scholars Program: Providing opportunities for students to develop academic tenacity in a first year biology course	Presentation	Canadian Institutions - Faculty and some staff in Science related faculties
2019-08-26	European Science Education Research Association	Building Academic Tenacity in Science Students to Foster Wellbeing and Academic Success	Presentation	Conference Attendees



2019-09-26	UBC Sauder Food for Thought	(Materials)	Materials (e.g. Toolkit)	Sauder Faculty, Learning Services staff
2019-10-02	UBC Centre for Health Education Scholarship: Celebration of Scholarship	How Nature can Enhance Health Profession Graduate Student Learning	Presentation	UBC Health faculty
2019-10-15	Centre for Innovation on Campus Mental Health	Poster Session: Building Academic Tenacity in Students for Improved Wellbeing, Deeper Learning & Increased Success	Poster	Conference Attendees
2019-10-15	National Forum on Wellness in Post-Secondary Education	Poster Session: Building Academic Tenacity in Students for Improved Wellbeing, Deeper Learning & Increased Success	Poster	Conference Attendees
2019-10-17	National Forum on Wellness in Post-Secondary Education	Campus Initiatives to support wellbeing: Designing learning environments that enhance wellbeing	Presentation	Conference Attendees
2019-08-21	UBC Centre for Teaching Learning and Technology: Summer Institute	Promoting Wellbeing for Ourselves and Our Students	Workshops	UBC Staff and Faculty
2019-10-27	Centre for Innovation on Campus Mental Health	Teaching Practices and Student Wellbeing: It Takes a Village	Webinar Presentation	Faculty, Staff and broader community of educators
2019-12-12	UBC Graduate Student Wellbeing Ambassadors Community of Practice	Teaching Practices and Student Wellbeing	Presentation	Graduate Students
2019-12-10	UBC Centre for Teaching, Learning and Technology (CTLT) Winter Institute	Growing your Instructor Toolkit: Exploring Strategies for Teaching, Learning & Wellbeing	Presentation	UBC Staff, Faculty and Graduate Students
2019-12-11	UBC Centre for Teaching, Learning and Technology (CTLT) Winter Institute	Supporting Student Wellbeing Through Technology-Supported Peer Assessment	Presentation, Materials (e.g. Toolkit)	UBC Staff, Faculty and Graduate Students
2020-01-16	UBC Peer Programs	Wellbeing in Learning Environments at UBC	Presentation	UBC Staff and Students
2020-02-25	University of California Riverside (UCR)	Wellbeing in Learning Environments: It Takes a Village	Presentation	UCR Faculty, Staff and



				Students
2020-06-21	American Society for Engineering Education (ASEE)	Student Mental Wellbeing Interventions with a First-Year International Student Cohort	Paper	ASEE
2020-04-22	UBC Centre for Teaching, Learning and Technology (CTLT): Remote Teaching Institute	Supporting Student Wellbeing in an Online Learning Environment	Presentation, Materials (e.g. Toolkit)	UBC Staff and Faculty
2020-05-05	UBC Centre for Teaching, Learning and Technology (CTLT): Remote Teaching Institute	Supporting Student Wellbeing in an Online Learning Environment	Presentation, Materials (e.g. Toolkit)	UBC Staff and Faculty
2020-5-13	UBC Centre for Teaching, Learning and Technology (CTLT): Remote Teaching Institute	Supporting Student Wellbeing in an Online Learning Environment	Presentation, Materials (e.g. Toolkit)	UBC Staff and Faculty
2020-11-10	Thriving Beyond Campuses: Wellbeing in Environments Dialogue Series	The Impact of Mental Bandwidth Depletion on Student Mental Health and Well-Being	Keynote address from Cia Verschelden	BC Post-secondary staff and faculty
2020-11-12	Thriving Beyond Campuses: Wellbeing in Environments Dialogue Series	Discussion: Cognitive Bandwidth	Panel discussion	BC Post-secondary staff and faculty
2020-12-03	Thriving Beyond Campuses: Wellbeing in Environments Dialogue Series	Promising Learning Environment Practices that Enhance Student Well-being	Roundtable	BC Post-secondary staff and faculty
2021-02-03	Thriving Beyond Campuses: Wellbeing in Environments Dialogue Series	Systemic Change Panel	Panel	BC Post-secondary staff and faculty

4. TEACHING PRACTICES – Please indicate if **your** teaching practices or those of **others** have changed as a result of your project. If so, in what ways? Do you see these changes as sustainable over time? Why or why not?



As part of the TLEF project evaluation, TLEF faculty collaborators were invited to share their feedback on TLEF, thoughts about how TLEF may have influenced their teaching practices, and the sustainability of such practices. Educators indicated that their involvement with TLEF influenced their teaching approach and practices in various ways.

First, faculty indicated that participating in TLEF solidified the importance of *actively supporting* student health and wellbeing through teaching practices. One faculty member said that TLEF helped foster a stronger, actionable “message of value” across the university about the vital role that instructional practices play in supporting student health and wellbeing. To this end, faculty reported that TLEF helped them become more intentional about how they could integrate health promoting practices into their course plans, curricula, and learning environments. Another faculty member said that TLEF “pushed [her] thinking,” challenging her to get “very intentional about embedding certain aspects and practices within the actual courses,” and in doing so, “moving it [instructional practices that support wellbeing] from ‘this is important’ to ‘this is intentional.’”

Educators implemented new instructional practices in different ways. One faculty member embedded the topic of self-compassion into assignments and other course material, and hosted wellbeing ‘check-ins’ at the beginning of class to encourage student reflection on their mental and physical states, and readiness to engage with learning. Students attending this faculty member’s course expressed that the embedding of health and wellbeing content into course materials and activities helped them better cope with academic stress, and build an increased sense of community that enhanced their learning experience.

Another faculty member reported that TLEF helped him make a more intentional effort to build positive rapport with students, such that the ‘whole’ student could feel better supported in their learning. Towards this end, office hours were hosted in a professional yet relaxed setting (e.g. students could come to office hours, and also help themselves to a breakfast pastry over discussion.) Such settings were designed to help students feel welcome to discuss academic topics, while relating these with any relevant aspects of their broader student and life experience impacting on their health and wellbeing. Reflecting on this approach to office hours, one faculty member said, “there are more and more people [instructors and department staff] who are slowly shaping the educational environment at UBC in a way that I think is positive. [...] [This] demonstrates greater intentionality [and] self-awareness on their part, in terms of [recognizing] the impact they have on students. [...] It’s nice to know there are these efforts afoot on campus to help students and faculty members bridge that gap [in rapport],” leading to student wellbeing and academic success.

Further, faculty reported that TLEF helped them build further confidence in implementing health promoting instructional practices, including in disciplinary cultures where health and wellbeing topics are often stigmatized. In one such discipline, a TLEF faculty participant integrated discussion around stress, and strategies for stress management, into course elements. “I was surprised at how much students took it on board. [...] I think it tweaked class culture, so that there was less stigma to being stressed about coursework. [...] This gave me confidence to continue doing it, and to suggest to other faculty that this is something that they could do as well.” Reflecting on her efforts, this faculty member highlighted that a key to positive student response had to do with their seeing that the message of value around health and wellbeing came from herself - as a member of the students’ same discipline. “That says to students, ‘I’m like you, and I think this is important.’” Further, this faculty member said that once this value message was communicated and accepted by students, that collaborating with a health and wellbeing subject matter expert was critical in helping her go deeper into these topics with her students.

Building from TLEF’s successes to date, faculty expressed that additional work would be required to sustainably advance teaching practices supporting health and wellbeing. Educators reported potential barriers to sustainability



including instructor bandwidth (e.g. available time to adapt and implement health promoting teaching practices), incentives (e.g. educators' perceived value of embedding health promoting instruction within the university ecosystem), and cultural barriers (e.g. disciplinary stigma associated with health and wellbeing practices).

However, educators proposed myriad ways of fostering sustainable teaching practices supporting health and wellbeing, moving ahead. Several instructors shared that they are planning to embed new health and wellbeing content into future courses, to build from and extend positive student engagement with such content, to date. Further, some faculty expressed that they anticipate more instructors to be incentivized to embed health and wellbeing into teaching practices, as instructors continue to be exposed to such work by colleagues, and gain increased access to tools (e.g. TLEF toolkits) that enable faculty to integrate simple, yet impactful, health promoting instructional practices into learning contexts. Additionally, educators said that integrated efforts across university departments and support units (e.g. health and wellbeing instructional Communities of Practice, or workshops offered by units like the UBC Centre for Teaching and Learning Technology) would help reinforce a message of value around embedding health and wellbeing into instructional practices, thus driving sustainability.

One faculty member expressed that she sees such changes to instructional practice as being sustainable over time, especially if educators can be supported in practical ways as they adopt new instructional practices. In this regard, she expressed that embedding health and wellbeing into teaching activities is “not about doing more,” rather, thinking about “a way of doing things” differently in existing educational contexts such that instructional practices supporting wellbeing are advanced. Towards this end, faculty stressed the importance of resource availability (e.g. continued instructor access to toolkits, communities of practice and support from health and wellbeing subject matter experts), and relevant professional development opportunities for existing faculty, and in particular, new faculty members. Further, educators expressed that instructors would benefit from flexibility in how instructors choose to embed and activate instructional practices within their courses, such that they can effectively adapt best practices into their own instructional contexts.

5. PROJECT SUSTAINMENT – *Please describe the sustainment strategy for the project components. How will this be sustained and potentially expanded (e.g. over the next five years). What challenges do you foresee for achieving the expected long-term impacts listed above?*

Efforts to sustain or expand TLEF project components have moved ahead through various avenues. First, UBC Health Promotion and Education (HPE) will continue to provide guidance and consultation to the campus community on embedding wellbeing in the teaching and learning environments. Towards this end, 8 knowledge mobilization toolkits have been developed to support instructors with further integrating health and wellbeing support into teaching practices. These toolkits have been made broadly accessible to the UBC community via a dedicated Wellbeing in Teaching and Learning Environments website (wellbeing.ubc.ca/wble). This website also provides educators with additional resources (e.g. posters, templates, suggested implementation strategies) to help instructors sustain and advance wellbeing-supportive teaching practices across a range of learning contexts, including online learning.

In addition to the above, HPE will continue to provide support to *faculty champions* across the university who take on leadership roles in supporting health and wellbeing in teaching and learning environments. To this end, HPE is in ongoing conversation with UBC Human Resources around showcasing appreciation and recognition of faculty service in this area. Further, stories that highlight faculty contributions to fostering health and wellbeing on campus (e.g.



initiatives, projects, sharing of practices) will continue to be featured on the Wellbeing in Teaching and Learning Environments and additional websites. HPE will continue to engage with the Teaching, Learning, and Wellbeing Community of Practice to provide educators across campus with ongoing opportunities to collaborate, share and extend knowledge of health and wellbeing supportive strategies and practices.

Moving forward, HPE is well-positioned to continue providing leadership in hosting campus-wide conversations on embedding wellbeing into teaching and learning environments. To this end, HPE will support faculty, staff and students through providing ongoing opportunities for professional development (e.g. wellbeing in learning environments workshops) and implementing capacity-building programs (e.g. Graduate Student Wellbeing Ambassadors and Wellbeing Liaison program) that support campus communities in their efforts to improve health and wellbeing. Additionally, HPE will continue to share supports (e.g. toolkits) for others across the university to have conversations within their own departments on how to initiate or extend health and wellbeing-supportive teaching and learning practices.

Finally, HPE will identify opportunities to integrate with ongoing teaching and learning initiatives at UBC to advance health and wellbeing support across the university. To accomplish this, HPE will continue to collaborate across units, and integrate with other key UBC priorities and initiatives (e.g. UBC Inclusion Action Plan) to work towards sustainably embedding health and wellbeing across the university.