



SUBJECT	WELLBEING AT UBC: UPDATE ON PROGRESS AND ACTIVITIES
MEETING DATE	JUNE 14, 2016

Forwarded to the Board of Governors on the Recommendation of the President

**APPROVED FOR
SUBMISSION**

Martha C. Piper, Interim President and Vice-Chancellor

DECISION REQUESTED	For Information
Report Date	May 20, 2016
Presented By	Louise Cowin, Vice-President Students Deborah Buszard, Deputy Vice-Chancellor and Principal, Okanagan Lisa Castle, Vice-President Human Resources

EXECUTIVE SUMMARY

The attached report provides an update on progress and activities related to wellbeing for students, faculty and staff, including the \$2.5 million investment into student mental health and wellbeing, and Wellbeing at UBC.

INSTITUTIONAL STRATEGIC PRIORITIES SUPPORTED

Learning Research Innovation Engagement International

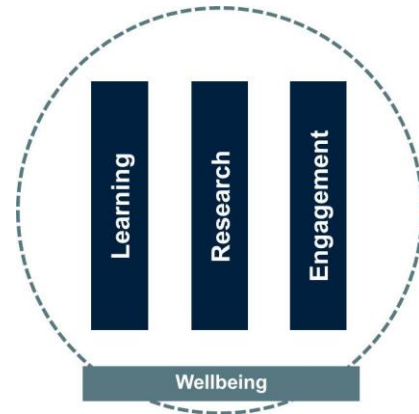
(Internal / External)

or Operational

UBC Board of Governors People, Community, and International Committee

“wellbeing is ... a way of life designed to enable each of us to achieve, in each of the dimensions, our maximum potential”

(paraphrased from Jonas, 2005)



Wellbeing is Foundational to UBC’s Success

The University is its people.

When we have the opportunity to flourish in our workplace and learning environments, we are more productive, learn and work better, create deeper connections, and are more able to reach our full potential.

The way in which we are supported to ‘be well’ and flourish is therefore fundamental to our success as individuals, as a community, and as an institution. Recognizing and enhancing the wellbeing of our people and environments will allow UBC to better achieve our strategic goals.

Wellbeing is multi-faceted, it’s about mental health and much more.

Academics and institutions have long struggled to define wellbeing but agree that it is greater than just the absence of ill-health or mental health issues. It is a more holistic concept encompassing physical, mental and social wellbeing. We have heard from the UBC community on both campuses that the priority areas that most influence our overall wellbeing are:

- Built and Natural Environments
- Food and Nutrition
- Inclusion and Connectivity
- Mental Health and Resilience
- Physical Activity and Sedentary Behaviour

Wellbeing is a Challenge and an Opportunity

We don't have to look far to see evidence of wellbeing challenges within the UBC community. According to the 2016 Undergraduate Experience Survey, 67% of students reported that in the past year stress, anxiety, and depression have negatively affected their academic performance.

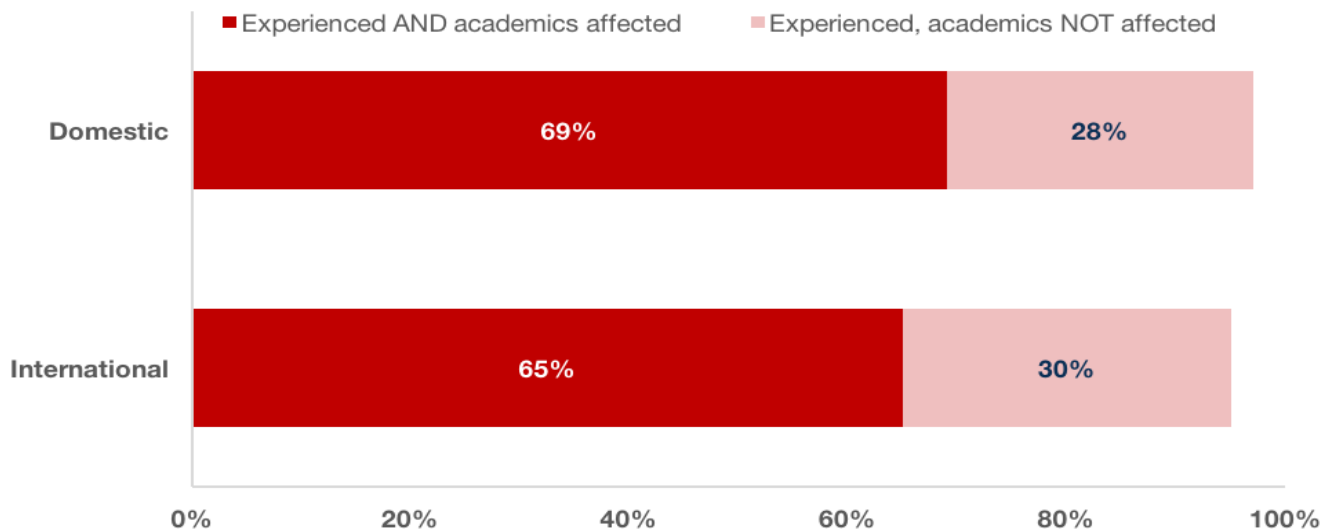


Chart 1. % of students reporting experiences of stress, anxiety and/or depression, and impact on academics. (Undergraduate Experience Survey, 2016)

Faculty and staff have reported challenges managing their mental health. According to the 2014 Workplace Experiences Survey, 51% of staff and only 37% of faculty reported being comfortable raising issues around mental health and wellbeing that impact their work with their supervisor / head. Workload was reported as the number one stressor for both staff and faculty at UBC.

We must address these challenges, but we must do more than that.

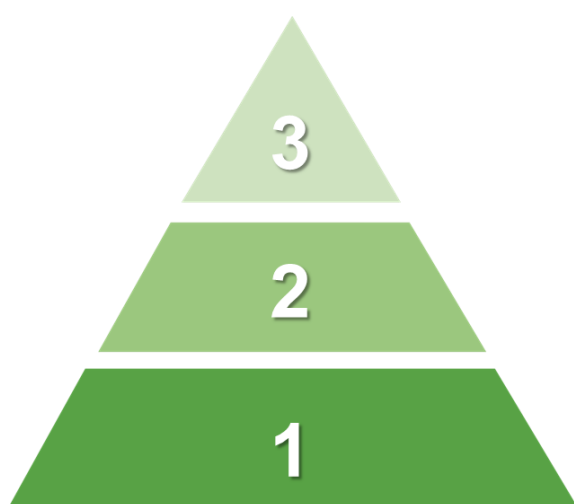
These challenges mark an opportunity to not only ensure that students, faculty and staff are better supported to cope with mental health or workplace stressors but are also equally engaged in ways that build greater capacity to thrive and flourish.

Promoting wellbeing is also promoting success of our people and our university.

Our success is measured not only from the reduction of the above reported mental health challenges and our increased individual capacity to manage during stressful times, but our ability as an institution to do more: to foster environments that enhance individual and collective potential.

From Reactive to Proactive: Enhancing Services and Health Promoting Activities at All Levels of Intervention

Adapted for the UBC Student Mental Health Strategy¹, the Intervention Pyramid (Visual 1) shows how different levels of intervention are necessary to address the diverse needs of a population and to ensure that all members of a community are appropriately engaged and resourced. This approach is reflective of current health promotion literature and best practices in the higher education setting: “The responsibility of crafting conditions for the flourishing of all of our students is distinct from the responsibility we have to those who are ill—and both responsibilities are profoundly important.”²



Visual 1: Intervention Pyramid.

Level 3: Crisis care; adequate, timely health services; case management and risk mitigation protocols (Enhancing services)

Level 2: Programs and services; increased coping and self-management skills; early identification of those needing assistance and connection to appropriate resources (Enhancing services; health promoting activities)

Level 1: All students, faculty and staff; institutional policies and practices; supportive environment (Health promoting activities)

Similarly, our approach to promoting the wellbeing of the entire UBC community is guided by this framing. This approach ensures the University is allocating adequate resources to provide and enhance crisis and health services as well as investing in proactive and health promoting activities such as health-related policy development which bolsters the capacity of all students, faculty and staff.

UBC has consistently demonstrated strong leadership through award winning, health promoting programs (e.g. Thrive) and innovative research (e.g. in the faculties of Kinesiology, Psychology and Education). We are well positioned to do more to enhance the full potential of our campus community and to become a global leader in the healthy universities movement³.

The following updates from the \$2.5 million investment in student mental health and wellbeing, Human Resources and Wellbeing at UBC demonstrate the effectiveness of this approach to wellbeing and work already underway.

¹ Adapted from US Department of Education Approach for School Health Grants Continuum of Services.

² Quoted from *The Well-being and flourishing of students*, Bringing Theory to Practice:

<https://www.aacu.org/sites/default/files/files/CLDE/BToPWellbeingInitiative.pdf>. See also: *Post-Secondary Student Mental Health: Guide to a Systemic Approach*: http://www.cacuss.ca/Library/documents/CACUSS_Handbook.pdf.

³ Part of the wider movement for Healthy Settings by the World Health Organization, the Health Promoting University (HPU) initiative was launched in 1995 and remains active today. The HPU initiative aims to integrate processes and structures within the university's culture supportive of a commitment to health and health promotion.

UPDATE 1. \$2.5 MILLION INVESTMENT IS ENHANCING SERVICES AND PROMOTING HEALTH FOR STUDENTS

Enhancing Services: Increased Funding for Mental Health Supports

In April of 2015 the UBC Board of Governors approved an investment of \$2.5M in recurring funds to enhance student mental health and wellbeing. The Vice President Students Office organized two processes to inform funding allocation decisions.

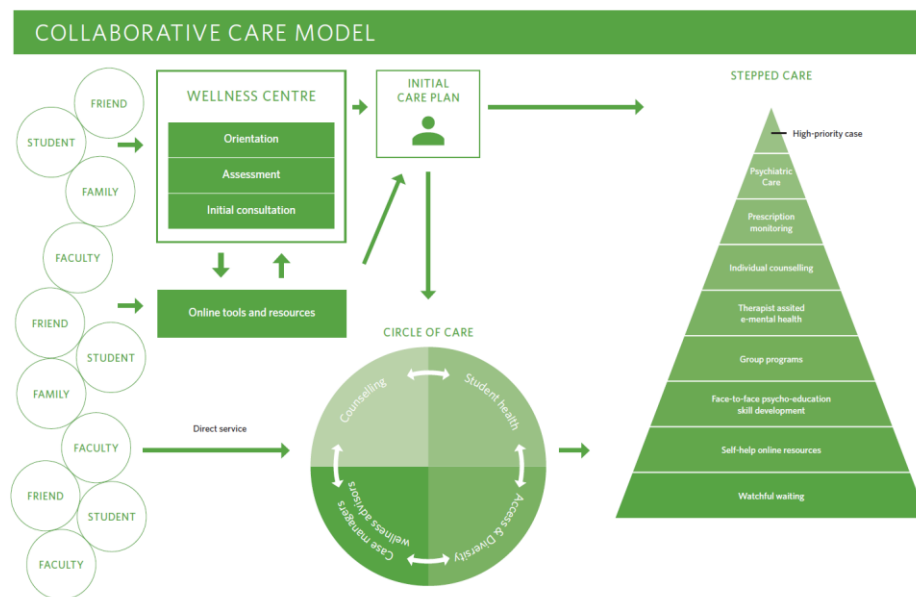
- A broad-based advisory committee of students, staff, and faculty, the *Investment in Student Mental Health and Wellbeing Steering Committee*, provided oversight and direction on the investment.
- Dr. Richard Keeling and Associates was contracted to meet with the UBC Vancouver campus community and make recommendations about enhancing student mental health and wellbeing.

An initial decision of the Investment Steering Committee was to invest more resources toward coping with the increasing volume, and increasing complexity, of student mental health and wellbeing challenges. This led to the expansion of core services including additional staff and a new satellite office for Counselling Services on Lower Mall.

Enhancing Services: New Service Delivery Model and Wellness Centre

A new service delivery model has been created. The new model melds the strengths from four areas – Access and Diversity, Counselling, Student Health, and Student Support Services Management – into a stepped-care collaborative service delivery model.

Integral in the new collaborative care model is a Wellness Centre charged with assessing, orienting, and advising students who seek assistance. The flow of care is outlined in Visual 2 and the full allocation of the \$2.5M investment to enhance student mental health and wellbeing is listed in Table 1.



Visual 2: New Service Delivery Model

Table 1: \$2.5M Investment	Amount
Directed to Core Services	
Access and Diversity (4 FTE)	\$375k
Counselling Services (11 FTE including 2 admin)	\$1,128k
Student Support Services Managers (2 FTE): Complex case management	\$213k
Access Funding (assist students who have disability / ongoing medical)	\$250k
Staff PD (mandatory benefits)	\$27k
Directed to Proactive Services	
Wellness Centre and Wellbeing Promotion (4 FTE + program funds)	\$507k
Total	\$2.5M

Health Promoting Activity: Director of Student Wellbeing Promotion

Finally, the \$2.5m investment will support the hiring a new student-focused, health promotion role. The Director of Student Wellbeing Promotion will be a proactive position that works with faculties to build their capacity to promote student wellbeing and reaches out to students to enhance their ability to thrive personally and professionally.

UPDATE 2. PROMOTING A CULTURE OF WELLBEING IN THE WORKPLACE

Enhancing Services: Investing in Workplace Mental Health

The University is expanding resources to support the mental health of faculty/staff. This entails increasing in-house resources with expertise in mental health, to enhance expert and timely support for Faculties and Departments to support individuals in recovery and work reintegration, and the effective management of complex cases involving mental health issues. Congruent with this dedicated expertise, we are exploring enhanced access to clinical resources and health promotion related to mental health. The new resources will augment our rigorous programming for faculty and staff, which supports the enhancement of psychological wellbeing in the workplace, and for which UBC has recently received awards (e.g., in 2015 the Canadian Mental Health Association [CMHA] awarded UBC its annual Clarence M. Hincks award for inspirational leadership, innovation, and excellence in maintaining and improving mental health for all; UBC's Thrive for positive mental health won first place in the open category of the 2015 CAUBO Quality and Productivity [Q&P] Awards Program). UBC was instrumental in developing a Canada-wide University community of practice that focuses on psychological wellbeing in the workplace. More than ten Canadian Universities have adopted and adapted UBC's Thrive, using our collaborative model to promote positive mental health.

UPDATE 3. HOW WELLBEING AT UBC IS ENHANCING SERVICES AND PROMOTING HEALTH FOR ALL

Health Promoting Activity: Wellbeing at UBC and the Okanagan Charter

Guided by the *Okanagan Charter: An International Charter for Health Promoting Universities and Colleges* (June 2015), *Wellbeing at UBC* is a university-wide approach to promoting health, wellbeing and sustainability for our whole community. Wellbeing at UBC aims to facilitate an internal cultural shift where wellbeing is valued as a deeply held commitment that influences all aspects of our lives, from university decision making to daily activities.

The Okanagan Charter provides UBC and other higher education institutions with common principles, language, and a framework for action to address wellbeing and engage with the community. There are two major Calls to Action:

- Embed health into all aspects of campus culture, across the administration, operations and academic mandates.
- Lead health promotion action and collaboration locally and globally.

Recognizing the cross-institutional nature of Wellbeing at UBC, a small *Strategic Support for Wellbeing Team* has been created with designated staff from key supporting units for each campus⁴ to support leaders, key actors, and individuals to engage with wellbeing.

General strategic support activities include strategic planning, facilitating connections and collaboration between stakeholders, facilitating research connections to support evidence-informed approaches, convening/facilitating meetings, best practice/literature reviews, data and research support, developing/implementing engagement strategies, and issue identification.

Over the next year, the *Strategic Support for Wellbeing Team* will focus on four key areas:

- *Roadmap*: Develop a comprehensive roadmap, approved by the Wellbeing at UBC Steering Committee, that outlines activities for the year ending March 31st 2017.
- *Priority area frameworks*: Develop strategic frameworks for wellbeing priority areas and support units and departments in implementation, measurement, communication and reporting.
- *Banner units*: Support key faculties and units to embed wellbeing into planning and practice while highlighting outcomes and learnings for wider implementation.
- *Lead Okanagan Charter activation*: Engage all levels of the university, including Executive Leadership, in the activation and adoption of the Charter.

⁴ Units providing strategic support on Vancouver campus: Campus & Community Planning; Human Resources; Office of the Vice President, Students; UBC Health; UBC Sustainability Initiative.