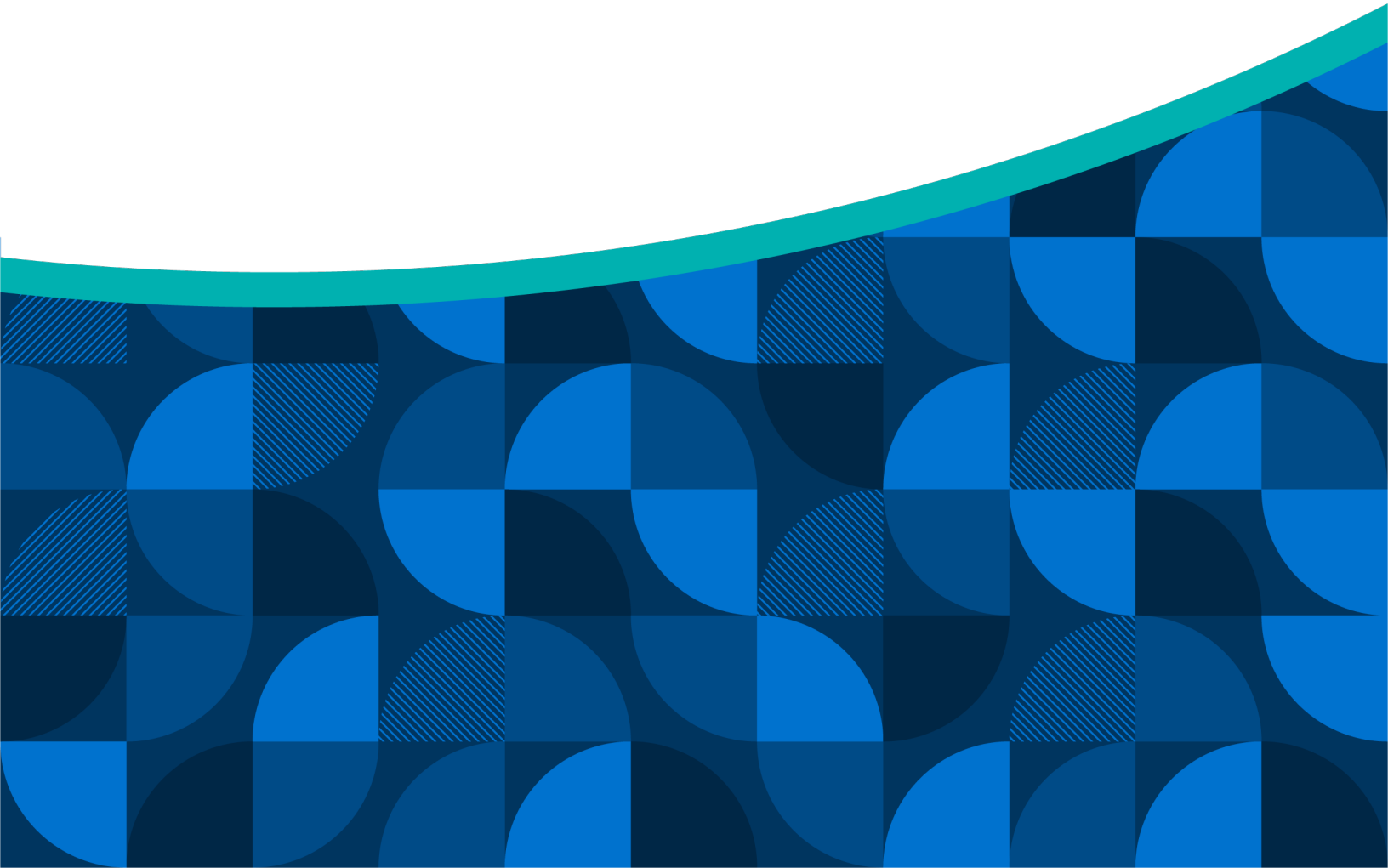




POST-EVENT TOOLKIT

Building an Anti-Burnout Workplace Culture in Academic Affairs



Overview & Table of Contents

Academic leaders have a unique role to play in combating faculty burnout and promoting a culture of well-being in academic affairs. EAB's two-part event series, *Building an Anti-Burnout Workplace Culture in Academic Affairs*, shared best practices and advice to drive progress across 4 major areas:

- Promote Well-Being as a Divisional Leader
- Enhance Efforts to Gauge Faculty Needs
- Upskill Deans and Chairs to Better Support Emerging Needs
- Equip Colleagues to Foster a Culture of Care

This toolkit is designed to help academic leaders continue their work in each of these areas.

Promote Well-Being as a Divisional Leader

Add a Well-Being Statement to Your Faculty Handbook to Formalize Your Commitment.	3
Create a Communication Plan to Consistently Promote Faculty Well-Being in Academic Affairs. . . .	7

Enhance Efforts to Gauge Faculty Needs

Launch an Academic Leadership Forum to Surface Top Faculty Needs.	22
Discuss Current Data Collection Efforts and Identify Opportunities for Improvement	25

Upskill Deans and Chairs to Better Support Emerging Needs

Facilitate a Simulation Exercise to Prepare Academic Leaders for Leadership Challenges	27
--	----

Equip Colleagues to Foster a Culture of Care

Create an Orange Folder to Help Faculty Connect Colleagues with Support	35
---	----



Add a Well-Being Statement to Your Faculty Handbook to Formalize Your Commitment

Emphasize the Importance of Faculty Well-Being in Key Documents

Use This Tool To...

- Understand key features of an example faculty handbook well-being statement
- Draft and implement a well-being statement for your faculty handbook
- Audit your current faculty handbook well-being statement and identify opportunities for improvement

Review a Sample Handbook Well-Being Statement



The University of Virginia added a Well-Being Statement to their Faculty Handbook to signal the importance of well-being in academic affairs at UVA. The statement communicates key information about the well-being resources available for faculty, and how to access them.

The University of Virginia Faculty Well-being Statement

The University prides itself on being a warm and caring community whose members look out for one another. The University’s goal is to foster an atmosphere of actively encouraging persons who appear to be troubled or distress to seek help.

The [Faculty and Employee Assistance Program \(FEAP\)](#), a free confidential **resource for faculty, staff, and family members, helps address a wide variety of personal and work life issues**. FEAP offers consultation, training, critical incident debriefing, workplace interventions, substance abuse education, and mediation services. **Contact FEAP at (434) 243-2643 or, for after-hour emergencies, call 1-866-950-0159 to page the on-call counselor.**

FEAP has been providing comprehensive, onsite employee assistance services to employees and their families since its inception in 1991. What began as a program for the University of Virginia in Charlottesville has expanded to include all of UVA plus many of the area’s employers as well. The program’s mission is to assist organizations to maximize employee productivity and to help employees identify and resolve personal concerns that may affect job performance. **The program offers individualized, confidential assessments based on clinically sound standards, brief counseling, and appropriate community referrals, as necessary.** In addition, the program provides consultation to supervisors and managers to assist in addressing employee/team challenges.

Human Resources also offers the [Hoo’s Well](#) program. Created in partnership with the University’s health insurance provider, Aetna, **this voluntary program is designed to help faculty members get health and stay healthy by improving their general fitness and reducing their risk for heart disease, cancer, diabetes, and other debilitating illness, Hoo’s Well includes programs to help individuals lose weight, improve their diets and nutrition, quit smoking, manage stress, and enhance their general health.** All Academic Division and Medical Center employees and their spouses currently covered by the UVA Health Plan are eligible to participate in Hoo’s Well.

University Commitment


Sets the tone by articulating the university’s commitment to well-being upfront.

Detailed Resource Explanation

Clearly defines well-being resources, eligibility, service offerings, and use cases.

Contact Information

Encourages use of resources by providing easily accessible contact information.

Set a meeting with your HR and EAP colleagues to learn more about available resources and how to promote them. 

Hyperlinks

Lead directly to resources to streamline access.

Create a Faculty Handbook Well-Being Statement

Emphasize the Importance of Well-Being and Connect Faculty to Support

Already have a well-being statement in your faculty handbook?, skip to the next page.

Step 1:

Write the Statement

Use the sample on page 4 as inspiration to write a well-being statement for your faculty handbook that includes the following essential elements:

State the Institution's Commitment to Creating a Culture of Well-Being

Example: "The university's goal is to create an atmosphere of actively encouraging persons who appear to be troubled or distressed to seek help..."

Describe the Support Resources Available to Faculty and How They Can Be Used

Example: "The Maple University Employee Assistance Program (EAP) provides a variety of confidential support services to faculty. The EAP offers consultations, training, workplace interventions..."

Include Examples of Reasons Faculty May Seek Support Services

Example: "...If you are experiencing difficulties with your professional or personal life including but not limited to low morale, burnout, anxiety, stress, or other concerns impacting your ability to perform your duties, this resource is available to you..."

Add Contact Information and Direct Links to the Resources Highlighted in the Statement

Example: "The Faculty Wellness Program (hyperlinked) provides assistance to faculty members who are experiencing..."

Step 2:

Send the Statement to an HR or a Well-Being Colleague for Input

Once you have completed the statement, share it with your benefits specialist or wellness expert and ask them to check for accuracy of information, any additions or deletions of resources, and correct language usage.

Step 3:

Share the Statement with the Handbook Review Committee, Followed by Deans and Chairs

Obtain the needed approval to add a well-being statement to the faculty handbook through formal processes on campus, such as the handbook review committee. Once approved, announce the addition of the statement to the faculty handbook and circulate it to deans and chairs to spread awareness.

Step 4:

Brainstorm Other Places to Post the Statement

Consider other places you may wish to post your faculty well-being statement, like as a strategic initiative on the academic affairs website.

Already Have a Handbook Well-Being Statement?

If you already have a well-being statement in your faculty handbook, use the questions below to conduct a short evaluation of your statement and identify opportunities for improvement:

Step 1:

Use the Questions Below to Review Your Faculty Handbook Well-Being Statement for Accuracy

- Is the information in the current handbook statement accurate and up-to-date?
- Does the handbook statement reflect current offerings and eligibility criteria for these support services?
- Is a link to the HR or EAP website included in the handbook statement? If so, does that link still work and direct users to the right page?

Step 2:

Leverage Your Statement as an Opportunity to Signal Your Support of Faculty Well-Being Using the Ideas Below

- Add the well-being statement to your faculty handbook and share the statement as a resource in upcoming faculty communications.
- Ensure the statement is visible and prioritized in the handbook to further demonstrate commitment to well-being.
- Consider posting the statement in places outside of the faculty handbook (e.g., on the academic affairs website).
- Highlight the handbook statement in new faculty orientation sessions.
- Determine key moments throughout the year to promote the statement to faculty (e.g., at the start of each term, tenure review).
- Remind deans and chairs that they can use the statement as a summary of the department's commitment to supporting faculty well-being and the available resources.



Create a Communication Plan to Consistently Promote Faculty Well-Being in Academic Affairs

Prioritize Proactive Communication and Promotion

Use This Tool To...

- Reflect on current faculty well-being communication efforts and opportunities for improvement
- Identify faculty well-being events, initiatives, and resources across your institution to promote among faculty
- Create a month-by-month communication plan to promote faculty well-being in academic affairs

Part 1: Reflect on Current Faculty Well-Being Efforts

Before beginning to create your communication plan for promoting faculty well-being in academic affairs, use the checklist below to reflect on current efforts. Revisit this checklist as you complete your annual strategy on the following pages.



Check in with HR and other campus partners on their latest faculty well-being efforts

- Are there new events or initiatives planned for the coming year that you can help promote?
- Have there been changes to faculty benefits?
- Are there other campus partners that academic affairs could collaborate with to gain insight into well-being programming?



Consider the **communication channels** you are currently utilizing to promote faculty well-being

- Do faculty generally favor a particular communication channel?
- Would additional or different communication channels more effectively circulate faculty well-being information?
- Are there groups you do not often reach through current communication efforts?
- Are there any ways you could better engage with these groups about their well-being needs by choosing a different format or method of circulating information?



Identify **particularly challenging times throughout the year** for faculty members

- Are there certain times of the year when faculty may be in need of support more than others? (e.g., start of the term)
- Are there any upcoming changes occurring throughout the year that may impact faculty?



Reflect on **ideas shared during the *Building an Anti-Burnout Workplace Culture in Academic Affairs* Event Series**

- What ideas are you considering implementing from the presentation?
- When would be a good time of year to promote and implement these initiatives or events?

Sample Ideas:

- Add a well-being statement to the faculty handbook and share it with faculty during high-stress times throughout the year
- Work with the university communications team to create a [short video](#) highlighting the importance of well-being for Spring start
- Create and/or promote [a resource guide](#) to help deans and chairs support faculty and staff well-being

Part 2: Calendar Activity Overview and Instructions

Use the activity on the following pages to create a month-by-month communication plan for promoting faculty well-being in academic affairs. Completing this activity annually will ensure that well-being focused messaging is consistent and delivered at appropriate times across the year.

Use this space to consider the events or changes that may be top of mind for faculty during this month and could impact their well-being needs

Use each of these spaces to plan and record events, initiatives, or ideas you will implement and promote to support faculty well-being during this time of the year

Use this space to list **ideas or pre-existing resources that would be consistently available throughout the year and available for use in communications**

For Example:
You might add a resource folder for supporting faculty and staff in distress to the institution's website and then include it in the "resources always available section." Then, each month, you might plan to re-promote this resource at the end of your emails.

Faculty Well-Being Promotion Plan: **January**

- 1 Brainstorm:** *What will be top of mind for faculty this month that could impact their well-being needs?*
- 2 List campus and community events, resources, and initiatives to promote this month**
 - HR & EAP Events, Resources, & Initiatives**
 - Winter Wellness Walk scheduled for Jan 23
 - Academic Affairs Events, Resources, & Initiatives**
 - Provost Well-Being Coffee Chats
 - Business School Lunch & Learn
 - Campus or Community Events, Resources, & Initiatives**
 - Botanical Gardens Meditation scheduled for Jan 17

Resources Available Throughout the Year
 - Faculty and Staff Support Resource Guide
- 3 Make a plan to communicate about those events, resources, and initiatives**

Use this space to plan the steps you will take this month to promote faculty well-being. When planning communications, determine who your target audience will be for each communication point and consider which cadence, timing, channels, and formats will help you best connect with your target audience.

 - Provost digest of events & welcome back email to all faculty, Jan 7
 - Reminder email to deans and chairs, Jan 14
 - Twitter promotion campaign for the launch of well-being themed coffee chats to gather input from faculty about their well-being needs from @EABacademicaaffairs, Mondays & Thursdays throughout Jan

Use this space to plan out when and how you will communicate about the events, initiatives, or ideas identified in the spaces above

Faculty Well-Being Promotion Plan: **January**

1

Brainstorm: *What will be top of mind for faculty this month that could impact their well-being needs?*

2

List campus and community events, resources, and initiatives to promote this month

▶ **HR & EAP Events, Resources, & Initiatives**

▶ **Resources Available throughout the Year**

▶ **Academic Affairs Events, Resources, & Initiatives**

▶ **Campus or Community Events, Resources, & Initiatives**

3

Make a plan to communicate about those events, resources, and initiatives

Use this space to plan the steps you will take this month to promote faculty well-being. When planning communications, determine who your target audience will be for each communication point and consider which cadence, timing, channels, and formats will help you best connect with your target audience.

Faculty Well-Being Promotion Plan: **February**

1

Brainstorm: *What will be top of mind for faculty this month that could impact their well-being needs?*

2

List campus and community events, resources, and initiatives to promote this month

▶ **HR & EAP Events, Resources, & Initiatives**

▶ **Resources Available throughout the Year**

▶ **Academic Affairs Events, Resources, & Initiatives**

▶ **Campus or Community Events, Resources, & Initiatives**

3

Make a plan to communicate about those events, resources, and initiatives

Use this space to plan the steps you will take this month to promote faculty well-being. When planning communications, determine who your target audience will be for each communication point and consider which cadence, timing, channels, and formats will help you best connect with your target audience.

Faculty Well-Being Promotion Plan: **March**

1

Brainstorm: *What will be top of mind for faculty this month that could impact their well-being needs?*

2

List campus and community events, resources, and initiatives to promote this month

▶ **HR & EAP Events, Resources, & Initiatives**

[Empty text box for HR & EAP Events, Resources, & Initiatives]

▶ **Resources Available throughout the Year**

[Empty text box for Resources Available throughout the Year]

▶ **Academic Affairs Events, Resources, & Initiatives**

[Empty text box for Academic Affairs Events, Resources, & Initiatives]

▶ **Campus or Community Events, Resources, & Initiatives**

[Empty text box for Campus or Community Events, Resources, & Initiatives]

3

Make a plan to communicate about those events, resources, and initiatives

Use this space to plan the steps you will take this month to promote faculty well-being. When planning communications, determine who your target audience will be for each communication point and consider which cadence, timing, channels, and formats will help you best connect with your target audience.

[Large empty text box for communication planning]

Faculty Well-Being Promotion Plan: **April**

1

Brainstorm: *What will be top of mind for faculty this month that could impact their well-being needs?*

2

List campus and community events, resources, and initiatives to promote this month

▶ **HR & EAP Events, Resources, & Initiatives**

▶ **Resources Available throughout the Year**

▶ **Academic Affairs Events, Resources, & Initiatives**

▶ **Campus or Community Events, Resources, & Initiatives**

3

Make a plan to communicate about those events, resources, and initiatives

Use this space to plan the steps you will take this month to promote faculty well-being. When planning communications, determine who your target audience will be for each communication point and consider which cadence, timing, channels, and formats will help you best connect with your target audience.

Faculty Well-Being Promotion Plan: **May**

1

Brainstorm: *What will be top of mind for faculty this month that could impact their well-being needs?*

2

List campus and community events, resources, and initiatives to promote this month

▶ **HR & EAP Events, Resources, & Initiatives**

▶ **Resources Available throughout the Year**

▶ **Academic Affairs Events, Resources, & Initiatives**

▶ **Campus or Community Events, Resources, & Initiatives**

3

Make a plan to communicate about those events, resources, and initiatives

Use this space to plan the steps you will take this month to promote faculty well-being. When planning communications, determine who your target audience will be for each communication point and consider which cadence, timing, channels, and formats will help you best connect with your target audience.

Faculty Well-Being Promotion Plan: **June**

1

Brainstorm: *What will be top of mind for faculty this month that could impact their well-being needs?*

2

List campus and community events, resources, and initiatives to promote this month

▶ **HR & EAP Events, Resources, & Initiatives**

▶ **Resources Available throughout the Year**

▶ **Academic Affairs Events, Resources, & Initiatives**

▶ **Campus or Community Events, Resources, & Initiatives**

3

Make a plan to communicate about those events, resources, and initiatives

Use this space to plan the steps you will take this month to promote faculty well-being. When planning communications, determine who your target audience will be for each communication point and consider which cadence, timing, channels, and formats will help you best connect with your target audience.

Faculty Well-Being Promotion Plan: **July**

1

Brainstorm: *What will be top of mind for faculty this month that could impact their well-being needs?*

2

List campus and community events, resources, and initiatives to promote this month

▶ **HR & EAP Events, Resources, & Initiatives**

[Empty text box for HR & EAP Events, Resources, & Initiatives]

▶ **Resources Available throughout the Year**

[Empty text box for Resources Available throughout the Year]

▶ **Academic Affairs Events, Resources, & Initiatives**

[Empty text box for Academic Affairs Events, Resources, & Initiatives]

▶ **Campus or Community Events, Resources, & Initiatives**

[Empty text box for Campus or Community Events, Resources, & Initiatives]

3

Make a plan to communicate about those events, resources, and initiatives

Use this space to plan the steps you will take this month to promote faculty well-being. When planning communications, determine who your target audience will be for each communication point and consider which cadence, timing, channels, and formats will help you best connect with your target audience.

[Large empty text box for planning communication steps]

Faculty Well-Being Promotion Plan: August

1

Brainstorm: *What will be top of mind for faculty this month that could impact their well-being needs?*

2

List campus and community events, resources, and initiatives to promote this month

▶ **HR & EAP Events, Resources, & Initiatives**

[Empty text box for HR & EAP events, resources, and initiatives]

▶ **Resources Available throughout the Year**

[Empty text box for resources available throughout the year]

▶ **Academic Affairs Events, Resources, & Initiatives**

[Empty text box for Academic Affairs events, resources, and initiatives]

▶ **Campus or Community Events, Resources, & Initiatives**

[Empty text box for campus or community events, resources, and initiatives]

3

Make a plan to communicate about those events, resources, and initiatives

Use this space to plan the steps you will take this month to promote faculty well-being. When planning communications, determine who your target audience will be for each communication point and consider which cadence, timing, channels, and formats will help you best connect with your target audience.

[Large empty text box for planning communication steps]

Faculty Well-Being Promotion Plan: **September**

1

Brainstorm: *What will be top of mind for faculty this month that could impact their well-being needs?*

2

List campus and community events, resources, and initiatives to promote this month

▶ **HR & EAP Events, Resources, & Initiatives**

[Empty box for HR & EAP Events, Resources, & Initiatives]

▶ **Resources Available throughout the Year**

[Empty box for Resources Available throughout the Year]

▶ **Academic Affairs Events, Resources, & Initiatives**

[Empty box for Academic Affairs Events, Resources, & Initiatives]

▶ **Campus or Community Events, Resources, & Initiatives**

[Empty box for Campus or Community Events, Resources, & Initiatives]

3

Make a plan to communicate about those events, resources, and initiatives

Use this space to plan the steps you will take this month to promote faculty well-being. When planning communications, determine who your target audience will be for each communication point and consider which cadence, timing, channels, and formats will help you best connect with your target audience.

[Large empty box for planning communication steps]

Faculty Well-Being Promotion Plan: **October**

1

Brainstorm: *What will be top of mind for faculty this month that could impact their well-being needs?*

2

List campus and community events, resources, and initiatives to promote this month

▶ **HR & EAP Events, Resources, & Initiatives**

[Empty text box for HR & EAP Events, Resources, & Initiatives]

▶ **Resources Available throughout the Year**

[Empty text box for Resources Available throughout the Year]

▶ **Academic Affairs Events, Resources, & Initiatives**

[Empty text box for Academic Affairs Events, Resources, & Initiatives]

▶ **Campus or Community Events, Resources, & Initiatives**

[Empty text box for Campus or Community Events, Resources, & Initiatives]

3

Make a plan to communicate about those events, resources, and initiatives

Use this space to plan the steps you will take this month to promote faculty well-being. When planning communications, determine who your target audience will be for each communication point and consider which cadence, timing, channels, and formats will help you best connect with your target audience.

[Large empty text box for planning communication steps]

Faculty Well-Being Promotion Plan: **November**

1

Brainstorm: *What will be top of mind for faculty this month that could impact their well-being needs?*

2

List campus and community events, resources, and initiatives to promote this month

▶ **HR & EAP Events, Resources, & Initiatives**

[Empty text box for HR & EAP Events, Resources, & Initiatives]

▶ **Resources Available throughout the Year**

[Empty text box for Resources Available throughout the Year]

▶ **Academic Affairs Events, Resources, & Initiatives**

[Empty text box for Academic Affairs Events, Resources, & Initiatives]

▶ **Campus or Community Events, Resources, & Initiatives**

[Empty text box for Campus or Community Events, Resources, & Initiatives]

3

Make a plan to communicate about those events, resources, and initiatives

Use this space to plan the steps you will take this month to promote faculty well-being. When planning communications, determine who your target audience will be for each communication point and consider which cadence, timing, channels, and formats will help you best connect with your target audience.

[Large empty text box for planning communication steps]

Faculty Well-Being Promotion Plan: **December**

1

Brainstorm: *What will be top of mind for faculty this month that could impact their well-being needs?*

2

List campus and community events, resources, and initiatives to promote this month

▶ **HR & EAP Events, Resources, & Initiatives**

▶ **Resources Available throughout the Year**

▶ **Academic Affairs Events, Resources, & Initiatives**

▶ **Campus or Community Events, Resources, & Initiatives**

3

Make a plan to communicate about those events, resources, and initiatives

Use this space to plan the steps you will take this month to promote faculty well-being. When planning communications, determine who your target audience will be for each communication point and consider which cadence, timing, channels, and formats will help you best connect with your target audience.



Launch an Academic Leadership Forum to Surface Top Faculty Needs

Create Consistent Opportunities to Elevate Top Faculty Well-Being Pain Points

Use This Tool To...

- Review key details and logistics for a successful Academic Leadership Forum
- Understand the benefits of using a similar forum structure to gauge faculty well-being pain points and drive positive change
- Gather ideas and inspiration for launching an Academic Leadership Forum on your campus

The Academic Leadership Forum

Gauge Pressing Faculty Needs and Demonstrate Support

Carnegie Mellon's Academic Leadership Forum provides a structured environment for academic leaders to feel heard and helps the Provost's office ensure their efforts to improve faculty well-being are focused in the areas that will have the most impact.

How It Works?



A **virtual monthly** forum to address top concerns and questions among academic leaders



Attendees: Deans, Associate Deans, Department Heads, Provost's Cabinet and their Leadership Teams



Led by the Provost and moderated by an Associate Vice Provost

Benefits

- Create consistent opportunities for deans and chairs to elevate top pain points on behalf of faculty
- Translate input into solutions that fit top faculty and staff concerns
- Make deans, chairs, faculty, and staff feel heard and supported
- Answer questions and concerns in a structured environment
- Highlight key forum takeaways for deans and chairs to easily circulate to faculty

Key Process Elements:

Carnegie Mellon University

1

Collect Concerns and Questions Before the Forum

- All questions and concerns are submitted to the Associate Vice Provost.
- The Associate Vice Provost uses the submitted questions and concerns to create a forum agenda which is sent out to all attendees two days before the forum.

2

Assign a Member of the Provost's Office to Facilitate Questions During the Forum

- The Associate Vice Provost keeps the forum discussion organized by asking questions on the agenda and surfacing additional questions participants submit via chat during the forum.

3

Leverage Cross-Campus Expertise

- The Associate Vice Provost connects with cross-campus experts prior to the forum to invite them to attend and answer to specific questions and concerns.
- During the forum, campus experts provide guidance for questions that might fall outside the Provost's purview.

4

Create Mechanisms for Post-Forum Communication

- After the session, the Associate Vice Provost posts minutes in a shared folder and sends a summary of key takeaways to deans and chairs to distribute directly to faculty, highlighting key information and resources.

Making It Work on Your Campus

► **Questions to Guide Next Steps:**

Designate a Forum Moderator

- What qualities will you look for in a forum moderator?
- Who will facilitate the forum?
- What will their responsibilities entail?

Determine Key Forum Logistics

- How frequently will the forum be held?
- What channel will be used to host the forum?
- When will the forum agenda be sent out?
- How will questions be collected prior to the forum, and for how long?
- Which channel(s) will forum attendees use to submit questions during the forum?
- Who will organize and pose questions that come in during the forum?

Identify Other Campus Stakeholders

- Who will have valuable input for anticipated concerns raised by the forum?
- Who is available and willing to meet at the designated forum date and time?

Prepare for Follow Up

- Who will follow up with a forum summary that deans and chairs can circulate to faculty?
- What is the expected turnaround time for sending out emails after the forum?

Make Progress on Identified Challenges

- What actions will you take to turn the forum's discussions into actionable next steps?

Ideas & Inspiration:

Qualities to consider: organized, transparent, well-regarded in community, strong multi-tasker, thinks quickly on their feet



Consider the Associate Vice Provost for Operations and Strategic Initiatives

Responsibilities may include: collecting questions prior to forum, outreach to key campus stakeholders, sending out meeting agenda, facilitating during forum, sending follow up after session



Consider monthly or bi-monthly forum sessions to maintain a consistent cadence

- Channel options: Zoom, Microsoft Teams, Skype, Google Meet
- Send out agenda at least 2 days prior to the session to set expectations
- Methods to collect questions prior to the session: Email, Google Sheets, Survey Monkey
- Window to collect questions prior to the session: 1-2 weeks



Consider enabling the Q&A feature during the session to consolidate questions in one place

Offices to consider:

- Financial Aid
- Human Resources
- Enrollment Services
- Child Care Center



Consider creating a template for summary emails to lighten workload and encourage timely follow up

- The forum facilitator may be best suited to send out post forum communication

- Add an item to your next Provost's leadership team meeting agenda to discuss what you heard during the forum and plan for next steps to prioritize and address concerns



Discuss Current Data Collection Efforts and Identify Opportunities for Improvement

Surface Next Steps to Bolster Your Data Strategy

Use This Guide To...

- Inventory and analyze your current data collection efforts
- Identify key opportunities to improve your data collection and analysis efforts
- Plan and implement a data strategy that provides you with key insights into faculty well-being programming and support

Analyze Existing Data Efforts to Determine Next Steps

How to Use This Discussion Guide

Use these discussion questions as a framework for your team to catalogue your current faculty well-being data collection efforts and identify next steps to bolster your data strategy. Please use these questions however is most helpful for your team. We recommend you schedule a meeting with your team and ask that they come prepared to discuss some or all of the questions below.

Discussion Questions

Step 1: Conduct a Short Inventory

- What data do we currently collect that provides us insight into faculty support needs?
- Who collects it? Where is it being stored?
- How is the information being collected?
- How often or when is this information being collected?

Step 2: Analyze the Results

- Why are we collecting this data?
- What are we doing with this information?
- What questions do we hope to answer with this data?
- Why do we collect this information when we do?

Step 3: Pinpoint Opportunities

- What other data sources could we pull from to get a clearer picture of the top and emerging faculty needs?
- How could we alter our current input-gathering strategy to strengthen our understanding of support needs?
- How do we merge disparate data sources together to gain clearer insight into faculty needs?

Step 4: Consider How to Communicate Results and Next Steps

- How will we communicate our findings and subsequent next steps to those we ask for input?
- What is the timeline for reporting back? Who will own these communications?



Facilitate a Simulation Exercise to Prepare Academic Leaders for Leadership Challenges

A Step-by-Step Guide to Implementing UBC's 'Treasure Hunt' Training for Academic Leaders on Your Campus

Use This Tool To...

- Review key details of UBC's 'Treasure Hunt' leadership challenge simulation training for academic leaders
- Identify critical preparation steps to implement a similar training for academic leaders on your campus
- Develop a plan to engage campus resources, stakeholders, and source campus-specific scenarios for the training



Part 1: UBC's Campus Resource Treasure Hunt

A Leadership Challenge Simulation Training for Academic Leaders

▶ What Is UBC's Campus Resource Treasure Hunt?

UBC's treasure hunt resource is a training activity for academic leaders. The training provides realistic scenarios to represent challenges they might face in their jobs. Each team of academic leaders must consult multiple campus experts to strategize how to address the challenge.

Key Stakeholders

- ▶ Participants: academic deans and department chairs
- ▶ 3-8 volunteers from campus resource offices
- ▶ 1-2 simulation facilitators
- ▶ 1 logistics coordinator

Essential Components

Bank of case studies that simulate real-life scenarios academic leaders might encounter

Resource office descriptions reference sheet for participants to use during activity

Facilitator guide that offers advice about which offices should be consulted for each scenario

Key Benefits of Treasure Hunt Activity

- ✓ Reinforces message that academic leaders **aren't expected to solve problems alone**
- ✓ Creates an opportunity for academic leaders to **practice drawing from campus experts**
- ✓ Helps academic leaders **build connections with colleagues who can help** them navigate complex challenges and proactively provide guidance
- ✓ **Increases awareness of resources** that academic leaders can use to navigate leadership challenges and provide support for faculty and staff

Checklist for Creating Your Own Treasure Hunt

Instructions: The following checklist offers key steps for implementing a leadership challenge simulation training like UBC's treasure hunt activity for academic leaders on your campus.

Implementation Planning

- Decide who should participate in the treasure hunt. Consider whether you would like to limit it to new department chairs or expand it to all academic leaders.
 - Consider which campus stakeholders need to be informed or might need to "sign off" on the treasure hunt training
 - Designate a logistics coordinator who will take ownership over sourcing scenarios, recruiting resource expert volunteers, and other logistics planning. Share this checklist with the designated coordinator
 - Consider integrating the treasure hunt into an existing training program for academic leaders on campus
-

Preparation Steps

- Recruit participants
 - Recruit volunteers from 3-8 campus resource offices (1 volunteer per office)
 - Identify 1-2 facilitators
 - Source scenarios and create facilitator guide (see sample scenarios in part 2)
 - Reserve a physical space that allows participants to easily move around
 - Create a reference sheet with resource office descriptions for participants to use during the treasure hunt
 - Consider administering a pre/post assessment survey or a feedback survey to determine how academic leaders' perception of their ability to navigate leadership challenges has changed due to the treasure hunt activity
-

Checklist for Creating Your Own Treasure Hunt (Cont.)

During the Treasure Hunt

- Brief participants on the simulation activity (see part 2 for participant instructions)
- Have resource experts introduce themselves and their office. Provide handout with resource office descriptions for participants to reference
- Split participants into groups
- Assign each group a different challenge scenario
- Allot 20 minutes for groups to discuss their scenario and decide how to proceed. They should identify the main issues present in the scenario and decide which resource experts they want to consult
- Allow participants one hour to interact with resource representatives
- Reconvene all stakeholders for debriefing. Ask several participant teams to share their proposed approach for addressing their scenario and discuss as a large group
- In closing, reiterate the top learning objective — leaders are not expected to solve tough problems alone and can consult with colleagues across campus

After the Treasure Hunt

- If administering an assessment or survey to participants for feedback, offer a paper survey at the end of the activity or send a survey via email
- Follow up with all participants via email and provide a list of campus resource contact information and common situations for which each office can provide support
- Consider how frequently to offer the treasure hunt activity and schedule the next one
- Let your EAB Strategic Leader know how implementing the activity went

Making It Work on Your Campus

Instructions: The following worksheet asks you to consider how you will implement the treasure hunt activity on your campus, who will need to be involved, and provides guidelines for sourcing high-quality scenarios.

Which 3-8 campus resources would you like represented at your treasure hunt? Consider which offices will be most helpful for solving problems that academic leaders encounter.

<input type="checkbox"/> Faculty Relations	<input type="checkbox"/> Media Relations	<input type="checkbox"/> Ombuds Office	<input type="checkbox"/> _____
<input type="checkbox"/> Human Resources	<input type="checkbox"/> Teaching & Learning	<input type="checkbox"/> Provost's Office	<input type="checkbox"/> _____
<input type="checkbox"/> University Counsel	<input type="checkbox"/> Student Affairs	<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> Equity and Inclusion	<input type="checkbox"/> Graduate Studies	<input type="checkbox"/> _____	<input type="checkbox"/> _____

Who on campus should be involved to make the treasure hunt succeed logistically? Consider roles (i.e., dean; director of faculty relations) and specific individuals you have in mind. Who will facilitate the activity? Who will coordinate activity preparation and recruitment?

Use the questions and tips below to source your own scenarios for the treasure hunt. You can provide the *Tips for Writing a Compelling Scenario* to colleagues who volunteer to write and review scenarios. See Part 2 (p. 30) for sample scenarios.

Who could you ask to volunteer to write 1-2 scenarios? Who could provide input or feedback on scenarios?

▶ **Tips For Writing A Compelling Scenario**

Scenarios should...

- ✓ Engage academic leaders from a variety of disciplines.
- ✓ Contain multiple issues that create conflicting priorities (e.g., freedom of speech vs. PR concerns)
- ✓ Require consultative inputs from multiple campus resource offices
- ✓ Anticipate "hot-button" issues

Part 2: Sample Resources for UBC's Treasure Hunt

Participant Directions and Sample Scenario #1



THE UNIVERSITY OF BRITISH COLUMBIA



Directions To Share with Each Group of Participants

1. List all of the issues in the scenario.
2. Identify the information you will need to address those issues.
3. Determine which resource participants may be able to provide you with the information and assistance you need to address the issues you have identified.
4. Approach those resource participants to help you develop approaches and solutions.
5. Keep notes of your discussion and be prepared to summarize your approach for the larger group.

Sample Scenario #1

Media Relations and Freedom of Speech

You serve as Director of a high-visibility Centre that supports research and instruction across several Faculties. A colleague affiliated with your Centre recently wrote an op-ed piece on vaccine skeptics. Your colleague is now reporting that he is experiencing a deluge of hate mail, including threats to his personal safety, from organized trolls and cyberbullies. This material has come at him from phone calls and social media (Facebook, Twitter, and Reddit) as well as via the university email system. He believes that his comments have triggered a response from what appears to be a very organized group of ideologues who believe his opinions undermine their traditional values and belief systems. As you are about to end your meeting, he also mentions that he is worried that someone has been surreptitiously recording in his online class, since some of the hate mail seems to be referencing commentary that he can only recall mentioning in one of his classes. He is insistent that you keep him informed of how you will investigate and share the full details of what happens to the culprit if caught. No sooner has he left your meeting than a reporter from *The Globe and Mail* phones, asking for a response to the social media petition calling for the firing of the professor. This catches you off-guard because you have not been made aware, until now, of any demands for the dismissal of the faculty member.

Part 2: Sample Resources for UBC's Treasure Hunt (Cont.)

Sample Scenario #2



THE UNIVERSITY OF BRITISH COLUMBIA



Sample Scenario #2

High Staff Turnover With Older Administrator Who Might Be in Trouble

You are an Associate Dean and are responsible for, among other things, overseeing the faculty's academic/student advising office. The office offers a wide range of services and is critically important to the faculty's mission. It has a staff of seven and the Director, Jane Smith, reports directly to you.

Jane, an older staff member, has been in the role for many years and knows everything there is to know about the running of the office. You have received a number of concerns from staff who are complaining to you that she is increasingly difficult to work with and is not available to provide advice and help (she is often away from the office and you are not sure where she is). When you look into it, you see that there has been a high turnover of staff over the past two years — about 30% have left. A number of students, mostly international undergraduate students, have also expressed concerns about Jane, saying she is dismissive of their questions and often telling them that there is "no appeal" process. Recently, you have signed off on some recent expense claims from Jane that seem unusual — claims for recent conferences attended that seem to include large hotel and travel amounts, and some that are missing original receipts.

You took it upon yourself to meet with Jane and ask her what is going on. She broke down into tears and said that she has had two deaths in the family in the last year. In addition, she complained about Michael, her assistant. He is a relatively new hire. He is smart and ambitious and probably angling for her job.

Part 2: Sample Resources for UBC's Treasure Hunt (Cont.)

Sample Scenario #3



THE UNIVERSITY OF BRITISH COLUMBIA



Sample Scenario #3

Indigenous Faculty Member Feels Marginalized and is Going Up For Tenure

A respected female Assistant Professor, Dr. Jones, lets you know that she has been offered and is seriously considering a position at another institution that is ranked somewhat higher than your institution. She has asked to meet with you formally to discuss her future at the institution. You know that Dr. Jones, an Indigenous woman, is prized by other universities, although you have counted on her strong personal and professional ties to your institution and to the local First Nations community to keep her here.

In earlier discussions, Dr. Jones had mentioned that she has been made uneasy by personal comments made by a senior male faculty member, Dr. Williams, regarding the First Nations jewelry she wears and her choices in clothing, which he described as "very flattering on you..." Dr. Jones told you that, when she addressed Dr. Williams directly about her discomfort with his comments, he told her that she was "misinterpreting" his "compliments." Dr. Williams has been a colleague of yours for years and you know that some of his outdated, paternalistic views on women are highly problematic and shared by other members of your male-dominated department. In fact, Dr. Williams made comments at a recent meeting of the Departmental Promotion & Tenure Committee when Dr. Jones' case for promotion to Associate Professor was reviewed, saying (among other things) that while he thought she was a fine looking addition to the Department, her review was premature.

Dr. Jones, as one of the few Indigenous scholars in your field, brings important diversity to your department but, privately, you are uncertain how to assess her research profile. She conducts community-based research within the First Nations community and her curriculum vita looks very different from other Assistant Professors in your Department. In particular, you are concerned that she has not pursued external funding and does not have the number of publications to her credit that would normally be expected at this stage in her career. You have not yet talked with her about her progress to date; you believe that your predecessor had a number of discussions with her about her portfolio, but there are no notes on file that you have been able to find.

Your meeting with Dr. Jones is coming up very soon, so you need to get ready.



Create an Orange Folder to Help Faculty Connect Colleagues with Support

Build an 'In-the-Moment' Resource for Faculty on Your Campus

Use This Guide To...

- Analyze an example of a resource designed to help faculty to better connect colleagues to support services and resources
- Identify the key elements of a reference sheet or orange folder for faculty to use to connect colleagues to help on and off campus
- Plan and implement a similar resource on your campus

How to Use This Tool

This Resource Has Two Parts:

- *Part 1 contains an example of an institutional resource folder designed to help faculty approach struggling colleagues and connect them with best-fit support resources.*
- *Part 2 contains an editable reference guide to simplify the process of creating a similar resource for faculty on your campus.*

Part 1: Review an Example

- 1** **The University of British Columbia's Exemplary In-the-Moment Resource**, *page 37-38*
Use the University of British Columbia's *Orange Folder* as an example of how to provide appropriate support, determine next steps, and identify resources that best fit faculty needs.

Part 2: Create Your Own Resource

- 2** **EAB's Faculty Support Reference Guide**, *page 39-40*
Use *EAB's Faculty Support Reference Guide* template to create a resource to help faculty connect struggling colleagues to support on your campus.
- 3** **Email Template**, *page 41*
Use provided email scripting to introduce your *Faculty Support Reference Guide* to academic leaders on your campus.

Part 1: Review an Example

UBC's Exemplary In-the-Moment Resource

The University of British Columbia created a resource for faculty to help struggling colleagues. The next two pages feature screen shots of UBC's resource and highlight key elements of the *Orange Folder*.

Page #1 of UBC's Orange Folder

Recognize signs of distress

In your role as a UBC staff or faculty member, you may be the first person to see signs that a colleague is in distress, or they may come to you specifically for help. Use this guide to familiarize yourself with common signs of distress, and the steps you can take to offer assistance.

Respond with concern and empathy

It's okay to be uncertain about how to respond. You don't need to have all the answers. Being there to support your colleagues is often the most valuable thing that you can do.

- If possible, move to a discrete and appropriate environment.
- Express concern and be specific about the signs and behaviours you've noticed (i.e. "I've noticed you don't seem like yourself at work lately.")
- Listen actively, ask open ended questions, and help them feel heard and understood
 - Use this supportive conversation library (workplacestrategiesformentalhealth.com/resources/supportive-conversation-library) to find more strategies for having supportive conversations with colleagues, friends and loved ones.

Refer your colleague to available resources

Your role is not to diagnose or treat, but you can share that confidential help is available. Early intervention plays a key role in creating healthy and respectful workplaces.

- Help make them aware of the range of support services available (SEE NEXT PAGE).

If a colleague does not want help:

- Respect their decision. Accepting assistance must be left up to the individual, except in emergencies.
- If they change their mind, they can access resources in the future.

Managers and Supervisors

If you've observed concerning changes in behavior that are impacting the workplace, the university may have a legal "duty to inquire." Before taking any further steps, please contact the appropriate resources for support.

UBC Vancouver: Advisory Services or Faculty Relations, hr.ubc.ca/contact
UBC Okanagan: Human Resources, hr.ok.ubc.ca/contact

You can also contact UBC's Employee and Family Assistance Program for confidential People Manager Consultations: 1-866-424-0770.

Key Elements



Prioritizes supportive conversations



Provides explicit advice on a path forward



Highlights information that is key for appropriate colleague support

Turn the page for the rest of UBC's Orange Folder

[Click Here to View the Full UBC Orange Folder](#)

Part 1: Review an Example (Cont.)

UBC's Exemplary In-the-Moment Resource (Cont.)

On the second page, faculty are provided with a **snapshot of available internal and external support resources**.

Page #2 of UBC's Orange Folder

<p>IMMINENT RISK OF HARM</p> <p><i>"I am concerned about my colleague's safety, or the safety of others."</i></p> <p>Examples:</p> <ul style="list-style-type: none"> Active thoughts of suicide, with a plan or suicide attempt. Behaviour that is violent, destructive, aggressive or threatening to self or others. Colleague is confused, hallucinating, or has trouble remaining conscious. 	▶	<p>STEPS TO TAKE IMMEDIATELY:</p> <ol style="list-style-type: none"> 1. First, call Emergency Services: 911 2. Then, call Campus Security: UBC Vancouver: 604-822-2222 // UBC Okanagan: 250-
<p>HIGH LEVEL OF DISTRESS</p> <p><i>"I am concerned about some recent behaviour that is out of character for one of my colleagues."</i></p> <p>Examples:</p> <ul style="list-style-type: none"> Deterioration in personal appearance and hygiene, and significant impairment with daily tasks. Expressions of severe hopelessness or references to suicide. Substance use concerns. Loss of touch with reality/severely disorganized thinking. Increased interpersonal conflict and anger. Physical health concerns. 	▶	<p>RESOURCES AND SUPPORTS:</p> <p>Employee and Family Assistance Program: 1-866-424-0770 BC-specific:</p> <ul style="list-style-type: none"> Access and Assessment Centre, Vancouver General Hospital 604-675-3700 Mental Health and Substance Use Centre, Interior: 310-MHSU (6478) or Kelowna General Hospital 250-862 Mental Health Support Line: 310-6789 (no area code) KUU-US Crisis Line Society: 1-800-588-8717 (Toll-free), 250-723-4050 (Adult Line) Residential School Survivors and Family: 1-866-925-4419 (24 hour crisis line) Indigenous Mental Health Counselling and Crisis Intervention: 1.855-242-3310, hopeforwellness.ca <p>Canada-wide (including BC):</p> <ul style="list-style-type: none"> Crisis Services Canada (24/7): 1-800-784-2433, crisisse
<p>GENERAL MENTAL HEALTH PROBLEM</p> <p><i>I am concerned about the general wellbeing of one of my colleagues. I'm not sure if it is serious but I would like to offer them some support."</i></p> <p>Examples:</p> <ul style="list-style-type: none"> Low or irritable mood with change in energy, appetite, sleep, and/or concentration, which is impacting daily functioning. Persistent worry, obsessions, agitation, irrationality, racing thoughts, panic attacks. Flashbacks to a traumatic event, intrusive memories and thoughts. Interpersonal conflict. Lack of social support. 	▶	<p>RESOURCES AND SUPPORTS:</p> <p>Staff and Faculty Mental Health Resources and Supports</p> <ul style="list-style-type: none"> Employee and Family Assistance Program: 1-866-424-0770 ubc.lifeworks.com UBC Employment Groups hr.ubc.ca/working-ubc/collective-agreements-conditions-employment UBC Workplace Wellbeing and Benefits: hr.ubc.ca/health-and-wellbeing Remain at Work - Return to Work & WRAP Programs: UBC Vancouver: hr.ubc.ca/health-and-wellbeing/working-or-disability UBC Okanagan: hr.ok.ubc.ca/health-wellbeing/wrap Supports for substance use and addictions hr.ubc.ca/health-and-wellbeing/mental-health/substance-use-and-addiction-services <p>BC-specific:</p> <ul style="list-style-type: none"> Wellbeing.gov.bc.ca HealthlinkBC: 811, healthlinkbc.ca Medimap BC: medimap.ca <p>Available to Canadians anywhere in the world:</p> <ul style="list-style-type: none"> Wellness Together Canada: ca.portal.gs

Key Elements

✔ Identifies the level of faculty struggle

✔ Pinpoints appropriate support for each level of struggle

✔ Prompts faculty to identify and direct colleague to support

[Click Here to View the Full UBC Orange Folder](#)

Source: [UBC Orange Folder](#); EAB interviews and analysis.

Part 2: EAB's Faculty Support Reference Guide

EAB created an editable template to simplify the process of creating a resource like UBC's Orange Folder for your campus. Use the instructions below and edit the template on the next page.

Step 1:

Template Instructions

EAB's Faculty Support Reference Sheet template is on the next page (p. 40). Read the instructions located in the red boxes for additional context on filling out your template.

Step 2:

Fill In the Prompts

Collaborate with the comms team, EAP, and the HR department to identify relevant on and off campus resources.

Step 3:

Save Your Template

To save only the template page from the toolkit, select File > Print > Print to PDF > Page 40 > Print.

[Add your institution's name here]

Add the Title of Your Resource Here

Use this resource sheet to connect faculty in need of support to available resources on and off campus.

Below this box is a sample description of how to utilize this resource. Consider including additional information about how you might use this resource on your campus

If a colleague is struggling, please contact [INSERT OFFICE NAME AND CONTACT INFORMATION HERE.] *
*If you are a resource provider, please contact [INSERT OFFICE NAME AND CONTACT INFORMATION HERE.] *
If a colleague is struggling with behavior that are impacting the campus, please contact [INSERT OFFICE NAME AND CONTACT INFORMATION HERE.] *

On-Campus Resources

- Hyperlinked name of resource, contact information
- ...
- ...
- ...
- ...
- ...
- ...

Use this space to list on-campus resources available to faculty, such as the EAP, peer support programs, and other well-being focused on-campus resources

Off-Campus Resources

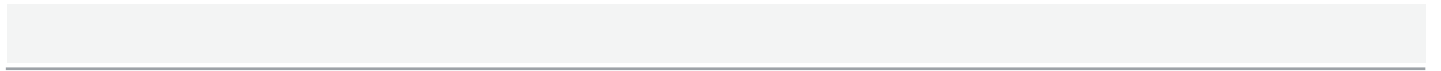
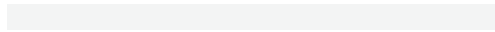
- Hyperlinked name of resource, contact information
- ...
- ...
- ...
- ...

Use this space to list off-campus resources available to faculty, such as local organizations, support groups, and/or virtual resources

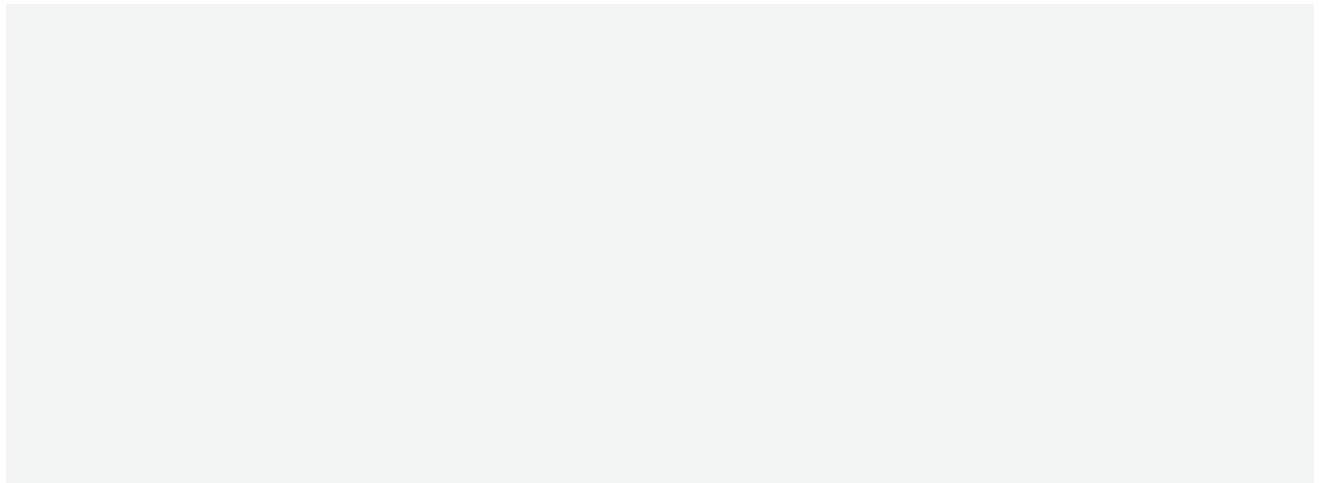
! If you've noticed a faculty member who is struggling but you would like additional guidance as to how to support or approach them, you can always reach out to [INSERT THE NAME AND CONTACT INFORMATION OF THE APPROPRIATE CAMPUS OFFICE HERE.]

Tips to Increase Awareness of the Resource among Faculty and Leaders:

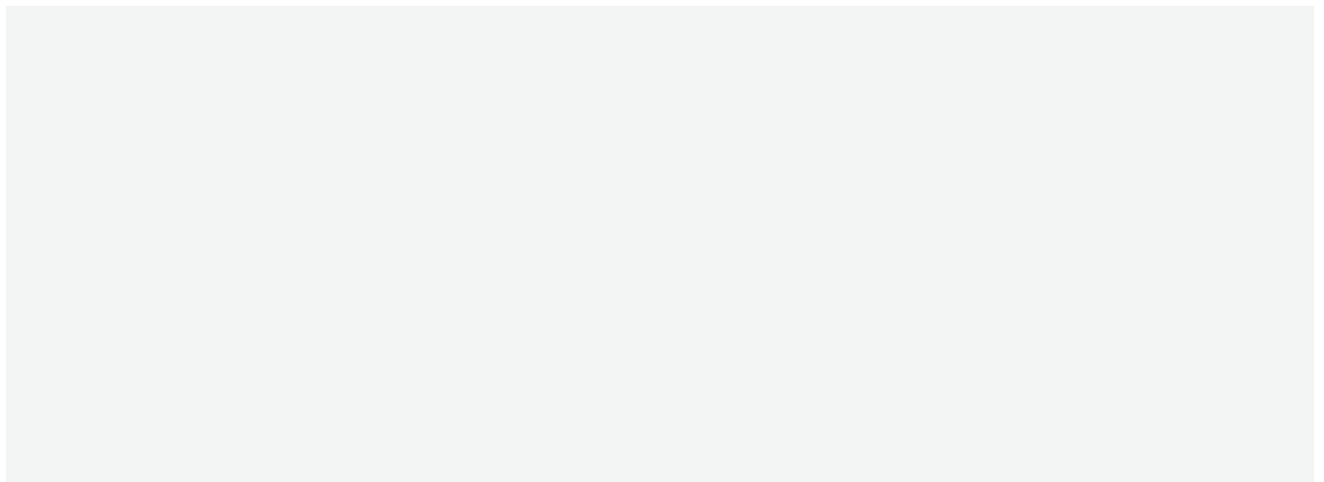
- Plan a communication strategy to promote the reference guide
- Use the email template on the next page to send to faculty and other academic leaders once the reference guide is launched
- Obtain feedback from academic leaders regarding the reference guide's efficacy



▶ **On-Campus Resources**



▶ **Off-Campus Resources**



Part 2: Share the Resource

Use the below email template to introduce your new resource to the academic affairs community on your campus. Please adapt this template as needed.

Initial Email from Provost or Associate Provost

SUBJECT: A New Faculty Support Reference Sheet

EMAIL:

Dear Faculty and Leaders,

I want to thank each of you for your critical efforts to support each other. These past few years have been particularly difficult, and as we look ahead, we are investing in making systemic changes that will create stronger systems of support for faculty well-being.

As part of these efforts, we have created a reference sheet to help you connect your colleagues with a variety of campus- and community-based resources. This resource is designed to make it easier for faculty and other academic leaders to know at a glance the available services and resources for faculty.

Thank you in advance for your time in participating in this important step of the process.

Best,

[YOUR NAME]