2017-2018 Report

TA WELL-BEING PROJECT

SFU Teaching Assistants learn skills for maintaining resilience and well-being in grad school and create conditions for well-being in learning environments through their roles.
COMPONENTS

- Introductory Workshop
- Weekly E-Mail Inspirations with Practical Tips
- End of Term Check-in and Evaluation

OUTCOMES

- 85% become more aware of strategies for enhancing their own well-being
- 81% experienced positive benefits for their own well-being or personal growth
- 83% learned new strategies for creating conditions for well-being being through the TA role

- 70% have seen positive benefits to students
- 136 TAs involved
WHAT PARTICIPANTS ARE SAYING

“I liked the reminder that there are people in administration at SFU that deeply care about my well-being! It made me take a little break from my daily frenzy and reflect on myself. Over time, more students have started speaking out in tutorials, even if they are not confident about their answers. Just having more discourse around well-being on campus makes me feel more confident both in asking for what I need for my well-being and fore-fronting that with students. It was a wonderful reminder system for me to take a moment to concentrate on my personal well-being. My students also liked being able to take 5 mins before tutorial to work on some new skill. It has been helpful just to be reminded about this periodically because it becomes more of a focus in my daily life and priorities.”