

Collaboration and Creation: Developing a Digital Space for
Wellbeing at UBC

by

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ABSTRACT

This report explores the process of developing and publishing a multi-stakeholder website for UBC Wellbeing, effectively creating a unified digital space for efforts connected to UBC's vision to become a health-promoting university. This multi-phase process depended heavily on collaboration and consultation at every phase of the site design and deployment, as well as during the initial development of wellbeing communication tools and resources that formed the basis of the site content.

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And finally, to my husband Dominic. It's finally time for us to relax and enjoy Goose and Maverick.

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INTRODUCTION

Research shows that people who are well are more productive, able to engage in deeper learning and feel more connected, all of which help contribute to a happier, healthier community. Despite this knowledge, sedentary behaviour, stress and anxiety, unhealthy food intake and barriers to inclusion that affect academic performance and productivity are cited at high levels by UBC faculty, staff and students throughout a number of institutional studies conducted by departments such as UBC HR¹ and the Vice-President's Students portfolio². By addressing these issues and supporting wellbeing as an institution, UBC can help community members achieve their full potential and better realize its own strategic goals.

Over the past few years, UBC has been exploring the intersection between health, sustainability and wellness and the impact of creating environments that support wellbeing. Through discussions with the campus community, it became apparent that while there are many wellbeing champions at UBC, to truly create a cultural shift where wellbeing is seen as a priority, there is a need to approach it from a system-wide approach and to communicate this to the wider campus community to gain buy-in and support. This project report examines the collaborative process of developing university-wide communications around wellbeing, culminating in the development of a UBC Wellbeing website. It will delve into the website discovery, design and development process, which began in September 2016 with an initial proposal submission, and ended in May 2017 with the relaunch of the www.wellbeing.ubc.ca website. In particular, it will outline the process of managing multiple stakeholders, each with a vested interest in this project and with having their work

¹ UBC 2014-2014 Focus on People Benchmark Report. <http://focusonpeople.ubc.ca/reporting/benchmark-reports/> (accessed January 15, 2017).

² UBC Undergraduate Experience Survey (2016).

represented under UBC Wellbeing. The report will also explore the background communication work that took place prior to beginning the website project itself, and how this impacted the project. This include development of key messages and visual identity.

Much of the content in this project report is gleaned from my experience working as the Content and Engagement Strategist for UBC Wellbeing, jointly reporting to Matt Dolf, Director of Strategic Initiatives, UBC Wellbeing, and Janeen Allison, Senior Director, Communications, Vice-President Students. As the Content and Engagement Strategist, I was initially hired on a one-year secondment and tasked with building communication pieces for UBC Wellbeing, including key messages, a visual identity, and the website, which would help to convey this vision for a health and wellbeing promoting university, and communicate how UBC is working to achieve this ambitious goal. My role within the web project team as Client Project Owner primarily involved being accountable for the success of the project from the client's perspective, including:

- Managing key stakeholders, preparing them for interviews and workshops, liaising between stakeholder groups to set up necessary meetings;
- Defining, developing and overseeing development of the site content (including writing and editing content and sourcing existing content pieces from stakeholders);
- Reviewing and providing input on project deliverables;
- Final sign off on discovery and design project deliverables.

While UBC Wellbeing is technically housed under the Vice-President, Students Office, it is not intended as a separate unit or department, but rather as a "collaborative effort to make the University a better place to live, work and learn through a systems-wide approach to wellbeing across our campuses."³ Thus, the position required working and consulting across

³ UBC Wellbeing website, 2017, www.wellbeing.ubc.ca

multiple departments and disciplines, and ensuring that all were satisfied with content being produced.

This unusual hierarchy and collaborative way of working made for a very complex and multi-faceted work flow; a large stakeholder group, combined with a short time frame and small budget can present many challenges has the potential to be derailed more easily if there is a lack of consensus throughout the process. In order to mitigate potential delays or disruptions, it was important that the UBC Wellbeing website development process was flexible, yet still maintained a feasible schedule. Throughout the process of creating this site, the project team tried to keep this approach in mind in the hopes of keeping the project viable.

2. UBC WELLBEING BACKGROUND

Campuses represent an interesting and advantageous space to explore the impact of wellbeing on success and resilience and to test health and wellbeing solutions that can later be shared with the greater community. Many, including UBC are similar to small cities, in that they operate their own systems and infrastructure and have daytime populations that rival many small towns. In addition to being a top 20 research institution and one of the largest post-secondary schools in the country, UBC is one of BC's largest employers, has a total economic impact of \$12.5 billion and boasts a student population of over 62,000 and a faculty/staff population of over 15,000⁴. It also has a number of residential "neighbourhoods" that 20,000 faculty, staff, students and other residents call home year-round⁵. The scale of UBC's operations make it an ideal setting to test solutions in areas such as health, wellbeing and sustainability, the latter of which has been a strong focus for the university over the past 20 years, and which is intimately linked to wellbeing.

Efforts to prioritize wellbeing can be seen across UBC's campuses—in strategic plans, through research projects across diverse disciplines ranging from Kinesiology to Science to Education, and embedded in a broad range of programs, services and initiatives. Now, UBC is exploring ways that wellbeing can become part of the foundational values of the university, and something that is championed across the entire institution. Communications play a crucial role in supporting these goals

⁴ *About UBC: Overview and Facts 2016/2017*. UBC.ca. <http://www.ubc.ca/about/facts.html> (accessed April 9, 2017).

⁵ UTown@UBC Facts and Figures. UTown.ca. <https://utown.ubc.ca/about-utown/utownubc-facts-and-figures> (accessed April 9, 2017).

2.1 The Okanagan Charter: A Framework for Wellbeing

In June 2015, UBC co-hosted the *International Conference for Health Promoting Colleges and Universities*. The event, which took place on the UBC Okanagan campus, brought together researchers, practitioners, policy makers, and students from 45 countries, along with international organizations such as UNESCO and the World Health Organization.

The outcome of the conference was the development of the *Okanagan Charter: An International Charter for Health Promoting Colleges and Universities*. This collaboratively-developed document outlines a framework for post-secondary schools to explore embedding wellbeing throughout their campuses. That is, rather than leaving the work of health and wellbeing to a single department or unit, the *Okanagan Charter* asks campuses to take a “whole system approach” to wellbeing by:

- Embedding health into all aspects of campus culture, across the administration, operations and academic mandates;
- Leading health promotion action and collaboration locally and globally. ⁶

The embedded approach outlined through the *Okanagan Charter* guides how UBC is approaching health and wellbeing promotion on its campuses. It is not the work of a single unit but rather, happens in “pockets” across the university—formally, through departments such as Health Promotion & Education and HR’s Wellbeing and Benefits team, as well as informally, through faculties and departments that recognize that UBC’s capacity for excellence is only increased by supporting the wellbeing of its community members.

⁶ *Okanagan Charter: An International Charter for Health Promoting Universities and Colleges*. An outcome of the 2015 International Conference on Health Promoting Universities and Colleges / VII International Congress, Kelowna, British Columbia, Canada. Pg 2-3.

Through integrating a focus on health and wellbeing into their learning and working environments, these faculty members and department heads are signaling its importance.

This approach also extends to communicating about wellbeing—it is a collaborative, multi-stakeholder effort, which is reflected in the development of a centralized digital space to celebrate and share wellbeing across UBC's campuses. The narrative of UBC Wellbeing is being created collaboratively; while this approach can be time consuming and requires a great deal of stakeholder input and engagement, it also ensures greater buy-in and connection to the goal of becoming a health promoting institution. This buy-in is crucial; without a collaborative approach to health promotions that extends beyond individual units, faculties and departments, there is little ability to redefine UBC's culture and create a shift towards health and wellbeing becoming a deeply-held, institutional value.

In October 2016, UBC, SFU, Memorial, University of Calgary, Lethbridge and Mont Royal, jointly became the first universities in the world to adopt the *Okanagan Charter* on their campuses⁷. This signalled a formal commitment to translating the calls to action outlined in the *Charter* into tangible action in different ways for different institutions, and to using their unique position as hubs to inform research, education and knowledge about health promotion. In UBC's case, the signing of the *Okanagan Charter* also brought with it a \$1 million investment in new and ongoing funding to support the wellbeing of the UBC community⁸. Additionally, as part of this collaborative commitment, the universities that signed onto the *Okanagan Charter* helped form a Canadian Network of Health Promoting Colleges and Universities, to allow institutions from across Canada to collaborate and engage with one another on how to best translate the *Charter* into action and to share

⁷ *Six Canadian universities partner on groundbreaking health promotion movement*. UBC News, October 31, 2016, <https://news.ubc.ca/2016/10/31/six-canadian-universities-partner-on-groundbreaking-health-promotion-movement/> (accessed April 20, 2017).

⁸ Ibid

successes and challenges in doing so. To date, ten institutions across the country have joined this network and adopted the Charter.⁹

2.2 Health and Wellbeing Promotion at UBC

Due to UBC's size and varied audiences, most content, including that related to health and wellbeing, tends to exist in silos by audience, program, or campaign. For example, Student Communications works with content experts in the Student Development Services portfolio to produce communications tailored to a student audience, while Human Resources has their own Communication Specialists responsible for developing and distributing content to faculty and staff. This approach makes sense given the varied audience and the obvious differences in communicating with each in terms of language, content and channels.

However, the lack of a centralized space makes it difficult to provide a holistic look at all the programs, research, projects and initiatives that support wellbeing; as a staff member, one might never recognize the depth and breadth of health promotion work happening outside of what is available to them, and thus would be unlikely to see this work within the context of a university-wide strategic priority. It also makes it difficult for those working in the wellbeing "sphere" to recognize that their efforts are part of a much larger overarching goal for UBC. This sense of buy-in from campus collaborators is particularly important as wellbeing, as imagined in the *Okanagan Charter*, embedded across an entire campus network, cannot exist in isolation.

While health and wellbeing content has traditionally focused on services, UBC Wellbeing represents a shift to a health promotion approach, which the World Health Organization defines as *"the process of enabling people to increase control over and improve, their health. It moves beyond a focus on individual behaviour, towards a wide range of social and*

⁹ Canadian Health Promoting Colleges & Universities website. <http://www.healthpromotingcampuses.ca>. Accessed. June 20, 2017

*environmental interventions.*¹⁰ The health promotion model requires a systemic shift, from looking at health and wellness as merely the responsibility of the individual, and more towards looking at how environments (in this case, a university), have the potential to help or hinder wellbeing. It is this perspective that UBC Wellbeing and subsequent communications aimed to address, with the website positioned as a crucial way of contextualizing and sharing this internally and externally.

2.3 UBC Wellbeing Stakeholders

UBC's approach to becoming a health promoting university is to take a whole-system, collaborative approach. Stakeholders for this web project were therefore distributed across the university, in both academic and operational units.

Oversight for UBC Wellbeing is provided by a Steering Committee, comprised of senior academic and administrative leaders on both campuses (Vancouver and Okanagan). A UBC Wellbeing Operations Committee represents operational units (Vancouver campus) who meet regularly to provide input and ensure that initiatives within their own portfolios (ranging from Food Services, to Housing to Sustainability) align with wellbeing priorities. The Okanagan Advisory Committee (Okanagan Campus) has similar goals, but represents both faculty and staff units on this smaller campus.

Finally, the Strategic Support Team (representing both campuses) provides tangible, hands-on support to faculties, units and departments in integrating wellbeing into their practices, policies and unit cultures. This might include providing communication support, assisting with strategic planning and evaluation, or engaging in research. Staff members from Health

¹⁰ World Health Organization (WHO): Health Promotion, http://www.who.int/topics/health_promotion/en/ (accessed April 12, 2017).

Promotion and Education unit, many of whom sit on the Strategic Support Team regularly engage in helping faculty and staff explore wellbeing in the classroom; a project financed through the Teaching and Learning Enhancement Fund and piloted by the Faculty of Science and Faculty of Arts is looking at how teaching and learning practices influence student mental health and wellbeing.¹¹

This distributed, cross-cutting model of leadership and integration provides an opportunity to tackle the calls to action outlined in the *Okanagan Charter*—from the start, it was obvious that wellbeing as a strategic priority needed to be championed and supported across the university and across departments and faculties, rather than retained in audience-defined portfolios. However, this multi-stakeholder approach also means that there are a significant number of people to consult with while building the narrative and communications around UBC Wellbeing. While typically, communications would be handled by a single communicator or small team within a department, and perhaps brought to a handful of departmental stakeholders for sign-off, the scope and scale of stakeholders for UBC Wellbeing meant that this process was quite extensive and required consultation at all stages of the project. This ensures greater buy-in, but also requires extensive stakeholder and timeline management.

¹¹ *How Teaching Practices Influence Student Mental Health and Wellbeing*. UBC TLEF 2015-2017. Blogs.ubc.ca. <https://blogs.ubc.ca/teachingandwellbeing/> (accessed January 24, 2017).

3. PROJECT GOALS

The website project commenced with me developing a project brief that outlined rationale for undertaking the project—this was necessary in order to request funding since the project was not tied to a single unit and was unbudgeted. Based on informational interviews with project stakeholders from a number of departments, including Health Promotion & Education Human Resources and UBC Wellbeing, I developed a list of strategic drivers for the project to define how and why it would help UBC achieve its goal of becoming a wellbeing promoting institution:

- Embedding wellbeing across the university has been identified as a strategic priority for UBC and is supported by variety of units and departments. A website is needed to reinforce consistent key messaging and highlight cross-campus work around wellbeing.
- The current website is not serving its intended purpose (see section 4.1 for more detail).
- There is no centralized space for sharing wellbeing resources for our entire campus community—they tend to be siloed by audience, program, or campaign.
- A centralized space for wellbeing will help unify and amplify the work that is already happening in a neutral space that “belongs” to everyone.
- UBC Wellbeing is taking a collaborative approach to communications that emphasizes storytelling as a crucial component; a space to enable this is needed.
- UBC has the potential to be a global leader in activating the *Okanagan Charter*. A website will help inspire our peer institutions and provide a holistic and unified look at how we are working towards achieving this.

I then determined some of the expected outcomes of the project to further ensure that there was a strong argument for funding this project. Some of the anticipated outcomes of developing a central website for wellbeing included:

- Supporting UBC’s aim to make wellbeing known as essential to our success as an institution and supporting excellence in teaching, learning, and research.
- Stronger understanding of wellbeing as a strategic priority for UBC that is being supported across a variety of units, departments, and faculties on campus.
- Inspiring visitors to champion wellbeing through stories that position UBC as a place that supports wellbeing both institutionally and individually.
- Creating a unifying repository or “hub” for wellbeing information, initiatives, research and resources.
- UBC communities will feel ownership over UBC Wellbeing and see their potential to contribute to it and benefit from it.
- UBC will be positioned as a potential leader in supporting wellbeing among post-secondary institutions in North America.

For a more detailed listing of strategic drivers and anticipated outcomes, please see Appendix A.

Using the strategic drivers and anticipated outcomes as guidelines, I defined project goals and broke them down into two categories—organizational goals (site function) and communication goals (site content), which were reviewed and defined through discussion with the Communication Advisory Committee, which represented communicators from a number of stakeholder groups.¹² These were then submitted to Web Services as part of the project brief.

Organizational Goals – UBC Wellbeing

- Create a “neutral” space where wellbeing information, activities and initiatives can be found through outbound links to affiliate sites (ie; HR, Student Development Services, etc).
- Provide a “home” for the *Okanagan Charter*;
- Build strategic awareness of UBC’s support for creating a culture of excellence supported by the wellbeing of our people and places;

¹² Communication Advisory Committee. Discussion with the author, Vancouver, B.C., October, 2016.

- Create a space that allows for a higher degree of ownership of the concept of wellbeing at UBC by a broader range of groups;
- To support the integration of wellbeing as a strategic priority across both campuses;
- To create a platform for online engagement around wellbeing.

Communications Goals

- Align messaging around wellbeing across campus and create a coherent sense of the actions various departments at UBC are taking to support and promote wellbeing.
- Communicate why wellbeing is important for faculty, staff students and why the university is championing it.
- Share and celebrate how various units, departments, etc are integrating wellbeing into their strategic plans and unit cultures—inspire others to take action by highlighting ways they can integrate wellbeing into their own work.
- Clearly communicate UBC's five priority areas of wellbeing—food and nutrition, physical activity and sedentary behaviour, social connection and inclusion and mental health and resilience—and the initiatives taking place under these areas.
- Represent the breadth and depth of wellbeing work that is happening across both campuses.

Once project goals were established and approved, and I was confident that business goals and anticipated outcomes could be met, a project team was assembled and a multi-step process of site design and development was created.

4. WEBSITE DESIGN AND DEVELOPMENT

Following the *International Conference for Health Promoting Colleges and Universities* in June 2015, a simple website was created to give UBC Wellbeing a digital space where visitors could learn more about the *Okanagan Charter* and UBC's efforts to make wellbeing a priority on its campuses. The site was developed in Wordpress as a simple brochure site, essentially acting as a placeholder, with no real functionality, integration or clear objectives. With no dedicated communicator to create an editorial calendar, content updates were made infrequently and on an ad hoc basis, primarily by a temporary Work Learn student who was also tasked with developing content, including event listings, short interviews with campus stakeholders and external links to wellbeing research and stories hosted on other sites. Work Learn students are limited in their capacity as they are only permitted to work 20 hours per week during the summer, and 10 hours per week during the school year, so content was posted whenever the student was available. By the time I began my secondment as Content and Engagement Strategist for UBC Wellbeing, there was no student assigned to this work and infrequent posts were made by the Director, who had little time for updates.¹³ For more screenshots showing the initial project site, please see Appendix C.

¹³ Matt Dolf. Interview with the author. Vancouver, B.C., September, 2016.

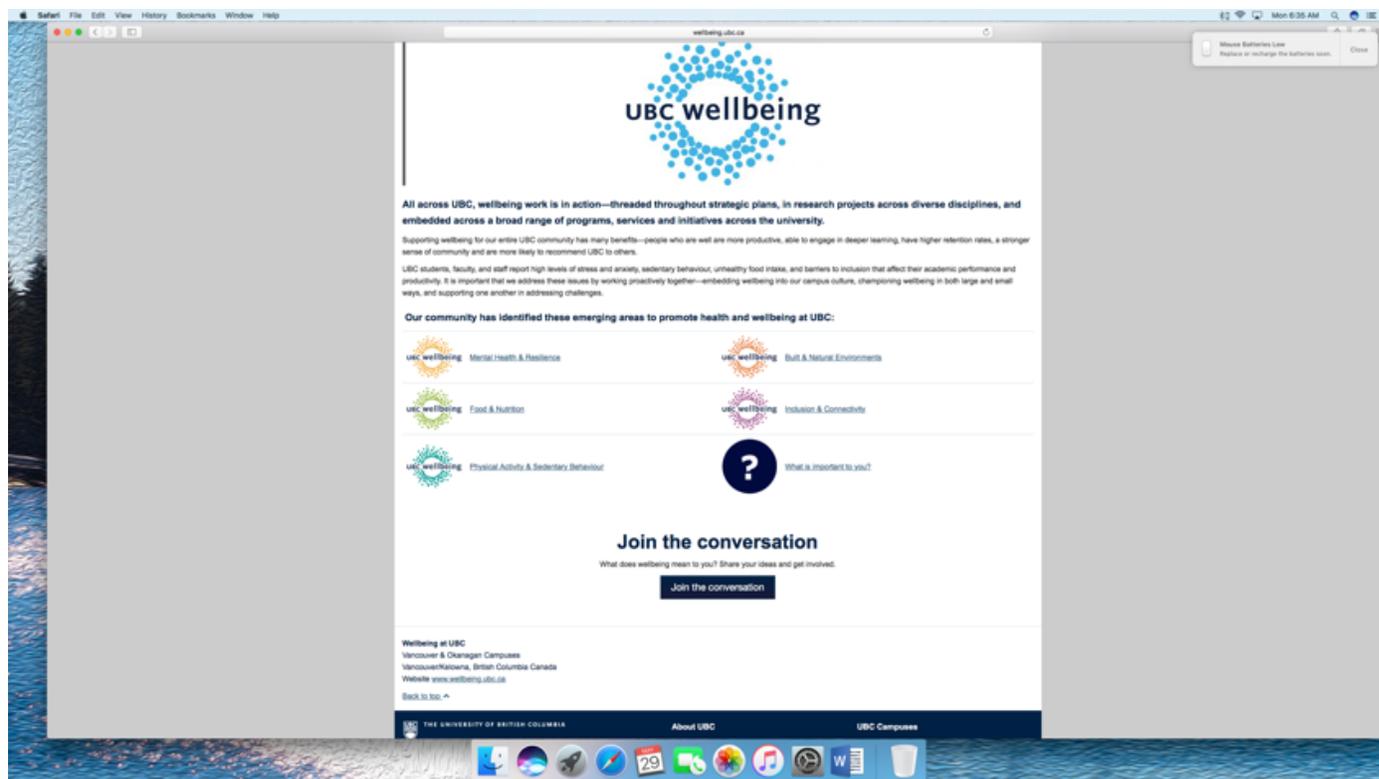


Figure 1: Screenshot of the brochure site homepage.

Basic communication tools such as key messages had not yet been developed, and so there was no cohesive way of speaking to UBC’s commitment to wellbeing or how the university intended to translate the calls to action outlined in the *Okanagan Charter* into tangible outcomes. Additionally, when the initial site was launched, analytics were not enabled, thus it was difficult to assess audience interaction patterns or what type of information they were seeking when they did access the site. From the meagre data we were able to gather after installing analytics, it did not appear that visitors were particularly engaged—bounce rates and drop offs beyond the initial landing page were high (64.9%). See section 5.3 for more details on analytics.

A well-designed, cohesive website was seen as a necessary vehicle in a long-term communication strategy for UBC Wellbeing, and one that would help cross-campus staff

working in wellbeing have meaningful conversations with stakeholders about the numerous initiatives taking place and build support for wellbeing as a strategic priority. The intent was always to replace the brochure site with a more functional one once communication support was available; no centralized space existed for sharing UBC's vision to become a health and wellbeing promoting university and the depth and breadth of work happening, or for curating wellbeing resources, research or examples for the entire campus community¹⁴. While content existed on a number of sites, as previously mentioned, the UBC Wellbeing website was envisioned as a "neutral" space that would frame all of UBC's health and wellbeing efforts as part of a larger, more strategic initiative. Essentially, the site was meant to act as a "hub" with "spokes" leading out to other sites where more information could be found, rather than as a site where all the information would be contained or owned.

Initially, stakeholders requested a launch date in January 2017; given the scope of the project, the high level of stakeholder engagement and consultation needed at each phase and the capacity within Web Services, it was quickly determined that this was not a feasible timeline, particularly given that the project funding and goals were not finalized until early fall. A spring launch in April/May was suggested as a more realistic timeline that would allow sufficient time for stakeholders from a number of different departments and faculties to provide crucial input, and for complex content to be developed or curated. Once a realistic timeline was developed, project phases were determined and resources allocated.

4.1 Project Phases

To help guide the process, a number of project phases were defined early in the process of developing the website charter and goals:

¹⁴ Matt Dolf. Interview with the author. Vancouver, B.C., September, 2016.

- **Discovery:** The process during which we defined our audience, researched needs, explored options and planned the project scope and schedule.
- **Information Architecture and Design:** This period included substantial consideration to UX design through the development of wireframes for several content types that could be used across the site. These wireframes were then used to develop mockups, created by members of UBC's Communications and Marketing team.
- **Development:** During this phase, developers at Web Services created style sheets based on the website mockups and developed content types. Content development took place simultaneously, and was uploaded to the site as it was completed, rather than after being approved by stakeholders. A dummy link was used to allow stakeholders to view what content would look like on a dynamic page. This phase also involved the development of a content strategy to outline planning, development and management of content, much of which would also need to be approved by stakeholders.
- **Deployment:** Once stakeholders approved content, the site was deployed by Web Services and tested for additional bugs and glitches. Prior to the deployment stage, final approval for the site was granted by three senior-level administrators at the UBC Vancouver campus, acting as representatives of the UBC Steering Committee: Louise Cowin, VP Students, Louise Nasmith, Associate Provost, UBC Health and Lisa Castle, VP HR.

Stakeholder input was provided at each of these phases and will be discussed in subsequent sections.

4.2 Building a project team

Web projects on the Vancouver campus are typically led by Web Services (under UBC Information Technology), which operates a full-service department that includes project

managers, designers and developers. All institutional websites must adhere to the UBC Common Look and Feel (CLF) and are generally developed in either Wordpress or Drupal. For a high-profile institution-wide initiative, Web Services' in-depth knowledge of the CLF, familiarity with the university environment and ability to hit the ground running with institutional knowledge make it the obvious choice for most UBC website projects.

Even with the benefit of an in-house team, website design and development can be costly—particularly one involving multiple stakeholders and numerous audiences since additional consultation and approvals have the potential to make for a lengthy discovery and exploration phase. Web Services operates on a cost-recovery basis, meaning they fund their department by acting as an “agency” on campus, creating a proposal, billing hourly and working with clients to manage the project from start to finish¹⁵. To provide maximum value to the faculties and units it serves, rates are kept below a common market rate when compared to external agencies, however, at the time there was little budget allocated to UBC Wellbeing and funds had not been set aside to create a site, particularly the end product envisioned by its multiple stakeholders¹⁶. It was soon recognized that stakeholders really wanted to see a website as an outcome of the communication strategy, and once a project brief was developed, it was used to request funds from a number of units across campus, with a vested interest in supporting wellbeing as a strategic priority. These included the Vice-President, Students portfolio and Human Resources department which each contributed funds. Even with these allocations, the budget was still tight in comparison to the financial estimate put forward by Web Services. I soon realized that we would likely have to exercise some creativity and negotiation in order to complete the project in a way that would satisfy stakeholders and remain within the available budget.

¹⁵ Laurence Hunter. Interview with the author. Vancouver, B.C., April, 2017.

¹⁶ Ibid

The benefit of a multi-stakeholder site is also the opportunity to leverage existing campus resources within these stakeholder groups. Recognizing that the proposed cost of this site exceeded the budget, Janeen Alliston, discussed alternatives with the Web Services team and we came to a proposal that would allow UBC Wellbeing to take on a more active role in the discovery and design phase of the site, freeing up additional budget for development. By virtue of being embedded within the VPS portfolio alongside Student Communication Services, UBC Wellbeing was able to leverage the expertise of several skilled staff members to assist at various phases of site development. In the end the core UBC Wellbeing website project team included:

- **Gabriella Scali**, Content and Engagement Strategist to develop proposals and project goals, manage stakeholder input, coordinate approvals, assist with developing content types, lead discovery/user research, create content.
- **Pat Siggers**, Content Systems Strategist, to lead discovery/user research, assist with developing content types.
- **Laurence Hunter**, Project Manager, UBC Web Services, assigned to liaise with the development team and ensure successful completion of the project.

Additional support for specific parts of the project included:

- **Katja Clark**, UX Usability Specialist, to assist with user research
- **Andy Chipperfield**, UC Designer, to develop wireframes and provide additional support in building an effective information architecture for the site
- **Laura Stobbe, Designer**, UBC Communications and Marketing, to assist with visual design and development of mockups.

Please see Appendix B for a more comprehensive list of project team members and duties.

Additionally, a Communications Advisory Committee, comprised of senior-level communicators from select units was formed to advise on the overall communication strategy, including website process, and to ensure that any communications reflected UBC's tier-1 status in terms of consistency and branding. Communications also needed to take into

account the greater interests of the university and the departments being represented by content on the site. Like UBC Wellbeing's collaborative approach to embedding wellbeing across our campus, the process of developing communication tools proved to be quite collaborative as well.

4.3 Creating foundational communication pieces for UBC Wellbeing

Before considering the development of a website, UBC Wellbeing was in need of some foundational communication pieces—including key messages and a visual identity. Without these in place, it would be difficult to move forward with content strategy and site development in a unified way, and to publish a site that was visually cohesive. The lack of capacity to create these collateral pieces was partially responsible for the creation of a “temporary” site, and the permanent site could not move forward until these pieces were in progress and approved through extensive stakeholder input and sign-off. As the Content and Engagement Strategist for UBC Wellbeing, I was tasked with overseeing the development of these pieces before delving too deeply into building the website.

4.3.a Key Messages

Key messages were developed to help maintain clarity and consistency across all UBC Wellbeing communications, frame understanding of the importance of wellbeing for all community members, and help guide content and conversations around wellbeing at UBC. They were developed through a combination of formal and informal discussion with stakeholders from supporting units represented on the Steering Committee—including HR, Student Development and Services, and UBC Health—to ensure they would be representative of each and could be easily integrated into existing content. This process also entailed reviewing existing documents and frameworks that had been developed both

internally and externally, to consider how wellbeing was framed in these and to ensure that the narrative was not changing so substantially that stakeholders would need to significantly revise their existing communications. Since the key messages were intended to represent a campus-wide initiative, they were vetted by all stakeholder groups at the highest level, and were presented to the Steering Committee for final approval. After some modifications, a set of five key messages that could guide all communication content (including that for the website) were developed:

- Wellbeing at UBC is essential to our excellence as a university;
- Wellbeing at UBC is a shared priority we are committed to embedding across our campuses;
- Wellbeing at UBC helps create happier, healthier, more sustainable campus communities;
- Wellbeing at UBC is created for and by all of our UBC communities;
- Wellbeing at UBC is holistic, encompassing physical, mental, social and ecological components.

These key messages were reinforced and woven throughout website content development to ensure consistency in communications and to help guide the narrative around UBC Wellbeing.

Principles for communication were also created, initially to help guide key message development. These too were presented and discussed with the Steering Committee to ensure that the approach to communications felt appropriate to their portfolios and to emphasize that the purpose of this site was not to replace existing ones, but to help unify individual departmental initiatives under a much larger, strategic priority for the university as a whole—this was an integral distinction to make in order to gain buy-in and support. With so many different units and departments involved in content development and approvals, creating a strategic approach to UBC Wellbeing communications also aided in

conversations with stakeholders about the type of content to include or exclude by providing framework for how, why, and what was communicated. The following outlines principles for UBC Wellbeing communications that helped guide content development for the site:

- **COLLABORATE** with communicators, program coordinators, Faculties and student groups to gather a sense of how wellbeing is currently integrated into their work and how they can best be supported in finding effective “space” for wellbeing in their communications.
- **EDUCATE** and **ENGAGE** our communities about what wellbeing is, why it matters to UBC, and what the University is doing to support it.
- **AMPLIFY** and **UNIFY** existing wellbeing programs and messaging to reinforce the depth and breadth of this work on our campuses.
- **SHARE** and **CELEBRATE** our successes and our wellbeing champions across both campuses.

These principles not only shaped key messages, but the entire approach to developing and publishing the UBC Wellbeing website and the type of content on it. When evaluating the appropriateness of particular content, the UBC Wellbeing team is able to refer to these principles to determine whether it fit the “criteria,” allowing for more consistency and clarity.

4.3.b UBC Wellbeing visual identity system

Following the development of key messages, a visual identity system for UBC Wellbeing was created, which would also feature prominently on the UBC Wellbeing website. Since a number of departments and units were to be represented by the visual identity and were intended to adopt it in some of their own communications, they needed to feel a strong sense of connection and buy-in from all stakeholder levels. Also, as UBC Wellbeing is considered a university-wide initiative, any visuals created needed to fit within the suite of existing institutional identities, including the UBC brand, UBC Sustainability, and faculty/department wordmarks. Due to its position as a university-wide initiative, UBC Wellbeing had the benefit of support from central Communications & Marketing to create the visuals. A designer (Laura Stobbe) and brand manager (Matt Warburton) from this department took on the task of developing a visual identity system that represented both the work of UBC Wellbeing and the integrity of the UBC brand and that could be used across a number of mediums and initiatives.

The intent was to create an identity system that could help unify and amplify existing work to create a larger share of voice on campus—acting as a semiotic signifier to indicate a project, program or piece of research that is part of this larger campus-wide priority of wellbeing, rather than something that exists in isolation within a single unit or department. Rather than being used to “rebrand” or replace existing logos or wordmarks, or give the impression that a single stakeholder is responsible for wellbeing, the visual identity is intended to live alongside existing identities, wordmarks and brands, further exemplifying the collaborative nature of wellbeing and the ways in which it is being embedded across the university.

COMPARISON TO UBC VISUAL IDENTITY SYSTEM

UBC wellbeing

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Faculty of Forestry**UBC sustainability**

Figure 2 UBC Wellbeing wordmark in the context of the UBC visual identity system. Using it simultaneously with other word marks helps highlight that wellbeing is a collaborative effort between departments, faculties and units.

A creative brief was developed, outlining the key messages, intended use of, and approach to the identity system, and challenges that might be faced in trying to develop it. Feedback was gathered from the Strategic Support team to determine characteristics and attributes that the identity should convey, and the following emerged as most significant:

- Collaborative
- Community-facing
- Open
- Inspiring
- Engaging
- Celebratory
- Flexible

Using these words as inspiration, along with the key messages and knowledge of the required identity application, the following goals were established to guide development of the visual identity:

- To create a unique mark and visual identity system that will distinguish UBC Wellbeing initiatives and programs across UBC's faculties, units, departments and campuses, while still fitting into the overall UBC visual identity system;
- To create a flexible identity system that can be applied to a range of mediums for a variety of purposes and audiences;
- To create positive brand recognition among students, faculty, staff and community members through a consistent identity system that can be leveraged for future communications and marketing projects.

Several designs were presented to the Strategic Support Team for initial review, and one visual identity unanimously emerged as most representative of both the collaborative, community-led and connected process championed by UBC Wellbeing, as well as the holistic and foundational nature of UBC's approach to wellbeing.



Figure 3: UBC Wellbeing standalone visual identity piece. The connecting dots are meant to represent the process of embedding wellbeing through collaboration, connection and coming together.

UBC wellbeing

Figure 1: UBC Wellbeing workmark, for use with other visual identities and logos

Members of the Strategic Support Team felt that this identity best captured the engaging and celebratory feel of UBC Wellbeing, and helped emphasize a collaborative, cross-campus, through depicting individual pieces coming together to form a whole—all things that the

website team hoped to achieve through the final web project. Also of note, during this process, the designers proposed a substantial change to the “name” of the initiative, which had initially been referred to as “Wellbeing at UBC,” instead creating a wordmark for “UBC Wellbeing.” This not only followed the lead of existing institutional brands such as UBC Health and UBC Sustainability, but also allowed them to conceptually draw attention to the word “well” in their design.

In addition to creating a general UBC Wellbeing visual identity and wordmark, the designers also presented what they dubbed “UBC priority area marks” for each of the five identified wellbeing priorities—**Built and Natural Environments, Food and Nutrition, Inclusion and Connection, Mental Health and Resilience, and Physical Activity and Sedentary Behaviour**. These five cross-cutting priority areas support the notion of holistic, integrated perspectives of wellbeing as physical, mental, social and ecological and were established through considerable consultation and engagement with the campus community through wellbeing “tune-ins” in previous years, and through studies such as VOICE (a longitudinal research project that takes place on the Okanagan campus), and the Undergraduate Experience Survey.

While the wordmark remains the same for all five priority areas, a unique colour palate was applied to each, with the intent that these wordmarks be used for communication pieces that solely focus on that one area, rather than more general health and wellbeing promotions. This was also intended to give stakeholders more autonomy over their own priority area if necessary. As will be discussed later, this approach factored heavily into the design for the UBC Wellbeing website, helping to shape some of the site architecture and design.



Figure 2: UBC Wellbeing priority area identities.

This design suite was presented to the Steering Committee for final approval and after slight alterations to the colour palate, was approved as the official university-wide visual identity for UBC Wellbeing. With the visuals and colour palette approved, the website team was able to move forward with developing and designing the rest of the site, incorporating each of these identity pieces throughout.

4.6 Discovery

The discovery phase of a website represents the time dedicated to researching goals and audience, identifying challenges, exploring options and planning the project timeline from start to deployment.¹⁷ It also involves digging into client wants and needs; typically, this would be fairly straightforward at UBC as the department requesting the website would be considered the client. However, in this particular situation, there were a multitude of clients, spread across a variety of portfolios and committees representing the five UBC Wellbeing priority areas. The project was being financed by VPS and HR portfolios, however as the

¹⁷ Katja Clark. Interview with the author, September 2017.

subject matter experts and “content keepers,” it was important that the final site served each of these groups and represented their perspectives and work.

Initial discovery was conducted to determine project goals and scope, however once these were approved, Pat, Laurence and I moved into a more substantive discovery and exploration period to determine how to move forward with the site. Due to both budgetary and time constraints, the project team determined that our user research should primarily focus on the faculty, staff and student audiences, who we felt would be able to provide the most robust outlook on user needs. Informal discussions with senior-level administrators and information gathering throughout the project scoping process helped further define what that audience might want to see in the site, and while we unfortunately were unable to access staff from other colleges and universities within the time period allocated, we assessed other institutional sites, including Simon Fraser University’s Healthy Campus site and UCLA’s Health and Wellbeing site for reference. While many universities are committed to health and wellbeing, few were communicating about a similar, multi-stakeholder, collaborative approach, rather than looking at it within the context of specific departments. Nevertheless, evaluating what other universities were doing around health promotion and how they were communicating was a crucial part of this process. A content audit on the existing site was also conducted, to review the type of information currently being presented, and to determine whether or not any of it could be repurposed. The result of this audit was the realization that most content would need to be recreated, in order to ensure consistency with the new messaging and visuals. See Appendix C and D for screenshots of original UBC Wellbeing website and comparable institutional sites.

While foundational communication elements such as the visual identity and key messages were being formalized and approved, the website team simultaneously moved forward with planning the site itself—starting with defining the audience. An effective website meets user

needs. Understanding who would be visiting and using the site and how they might interact with it was crucial to developing a resource that would serve its intended purpose of curating existing content and creating a neutral hub that could tell the story of UBC Wellbeing. How well these user needs are met determines how often they visit the site, how much they understand about UBC's ambitions around health and wellbeing promotion, how often they might share this content, and ultimately, how useful it can be in supporting their own wellbeing efforts at UBC, as well as UBC's larger goal of becoming a health-promoting university. At the same time, the site needed to suit the needs and desires of stakeholders from a number of different campus departments.

Through substantial discussion with stakeholder units, six target user types were identified and representatives of each were interviewed to help better understand how to develop the site. Prior to the submission of the original site project proposal, considerable thought was given to defining the audience for the UBC Wellbeing website. While key messages state that "*UBC Wellbeing is created for and by all of our UBC communities,*" to best determine the website goals and objectives and build a website that met user needs, six target user types were identified through conversations with stakeholder groups:

- 1) Faculty and staff currently engaged in health and wellbeing promotion or services;
- 2) Faculty, staff and students in the beginning stages of integrating wellbeing into their work (wellbeing may not be a formal part of their job, but they are exploring how to integrate it as a priority into their department).
- 3) Student(s) groups engaged/interested in wellbeing;
- 4) Other universities and colleges who may be considering undertaking a similar approach to health and wellbeing promotions;
- 5) Senior level executive level staff and faculty
- 6) "Accidental" visitors to the site. ¹⁸

¹⁸ Strategic Support Team members. Interviews with the author. October-December 2016.

The target users were considered in terms of their needs and motivations for visiting the site, as well as what they might see, click and do upon arriving at it. Please see Appendix E for more detail.

4.6.a User Research and Exploration

Working with Katja Clark, the Student Communication Services UX Usability Specialist, a set of questions was developed for each of the audience groups, with goals centered around answers to the following:

- What would make you use the site?
- Would you look for a site like this?
- What do you want people to know about the work you do?
- What do people not understand about the work that you do? (pain points)
- What could we do through communications to make your work easier?

Members of the Strategic Support Team were consulted to identify potential interviewees who fit each of the desired audience profiles. Over a period of three weeks, interviews were conducted with key representatives from each of the identified stakeholder groups. We ensured that all interviews were conducted by two members of the team, with one person asking the questions above, as well as follow-up questions, and the other transcribing the conversations so that we could later analyze the results and identify key user needs to consider when building the site. Students who participated were given a \$10 gift card to the UBC Bookstore in exchange for their interviews, while faculty and staff generously donated their time. In addition to in-person interviews with Vancouver faculty, staff and students, interviews were also conducted via phone with staff and faculty members from the Okanagan campus. To avoid groupthink and to ensure that all interviewees were able to be

candid and open with their responses, we opted to conduct the interviews individually, rather than in a group setting, as is the typical method for UX Labs conducted by Student Communications. For the sake of time and budget, we also opted not to go forward with card sorting (another often-used UX method) and personas were not crafted to represent audience groups; instead, we relied on our interviews to help us understand that particular audience. Interviewees were asked a number of open-ended questions, which were later sorted and grouped by response.

Given the diverse nature of the interviewees—everyone from students working “on the ground” in the student-facing Wellness Centre, to faculty members conducting health-related research—we anticipated that it might be challenging to connect the dots and find common ground in terms of site content and function that would be relevant to all. However, post-interview analysis actually yielded some surprisingly consistent results. Despite their varied backgrounds, nearly all interviewees felt that there was a substantial need for the website to perform the following functions:

- Help establish a consistent language and way of framing UBC Wellbeing;
- Give context to UBC’s wellbeing efforts—showing how all of their own work is connected and part of a larger strategic priority for the university;
- Highlight wellbeing resources;
- Share and celebrate the work happening across our campuses and recognize those doing it. ¹⁹

For full breakdown of interviewee questions and responses, please see Appendix F.

Many of these needs had been anticipated through the initial project goals and these interviews helped confirm that our approach to developing the site was on the right track.

¹⁹ Audience interviews with the author. November-December 2016.

We were also able to confirm that for our anticipated audiences, the true value of this site lay in its ability to act as a storytelling and curation tool that could help amplify and unify the work happening across our campuses. Placing this work within the framework of a larger, system-wide strategic initiative to become a wellbeing-promoting institution would elevate it and give greater context to how their own work supports a larger strategic priority. It became obvious that providing an opportunity to frame UBC Wellbeing—what it is, who it supporting it and how the university is approaching embedding it across our institution within the context of the *Okanagan Charter*—would be a crucial function.

This discovery process also brought to surface a few additional content and function requests that had not been considered; for example, the need to provide communication supports that are readily available for the entire campus community to use. Inclusion of communication materials would also help further guide the strategic goal of consistency among all wellbeing-related initiatives. Interviewees also pointed towards the need to provide a space for shared wellbeing resources from faculty members, something that the website team was unaware of as a need. As we soon discovered, faculty members engaged in this work were passionate about creating teaching and learning environments that support student wellbeing and some had created their own resources, which they were eager to share with fellow professors across both campuses—resources such as wellbeing language that could be easily incorporated into course syllabi, or a standing policy to help reduce sedentary behaviour during long classes.

In addition to interviewee input, the project team also discovered a number of content functions that stakeholders wanted to see incorporated into the site, and needed to explore how to do so in a way that would still be useful and relevant to our intended users and not detract from our project goals. For example, stakeholders found it very important that the site represented not just what UBC was doing and why, but the who behind it. Because the

work is so collaborative and intended to represent a multitude of departments, portfolios and working groups, all of these had to be accounted for and it was necessary to find a way to incorporate this information without overwhelming the site or simply publishing a laundry list of names and titles. Stakeholders also wanted to see the value and uniqueness of UBC's holistic, cross-cutting approach to wellbeing reflected; to them, this approach was the very thing that would make our efforts to embed wellbeing actually work in practice and that could be of use to other universities embarking on a similar path. While these concerns may not necessarily have emerged as priorities with audience groups, there was a desire to balance the needs of the audience, with the wants of our stakeholders.

Early on, the project team recognized that potential visitors were not going to change their established web behaviour when searching for resources to support their own wellbeing—nor did we want them to. Sites dedicated to resources already exist in the form of Student Development Services and the HR Health, Wellbeing and Benefits site, and both the scope of this project and our approach to communications meant that the UBC Wellbeing site was not intended to house this information. Our core project team was very conscious of this fact and ensured that we emphasized the differences in intended audience and purpose between all the wellness and wellbeing-related sites. Being cognizant of the fact that the site could easily turn into a dumping ground for “orphan” content, we referred back to our communication principles in establishing guidelines for content and worked with stakeholders to determine the appropriate level of content detail.

4.7 Information Architecture

Good user experience design is core to creating a site that visitors want to engage with; the absence of good UX design can mean the difference between a site with high bounce rates, and one that users explore, click through and visit again²⁰. Following the formal discovery period, the project team had a stronger understanding of the types of content that should appear on the site; now we faced the challenge of figuring out how it would come together in a way that was simple, cost-effective, and user-friendly. Information gleaned through the discovery period was grouped and shared with UX Designer Andy Chipperfield, and a simple site architecture was developed to help the rest of the team narrow down what information would be most useful and how to present it:

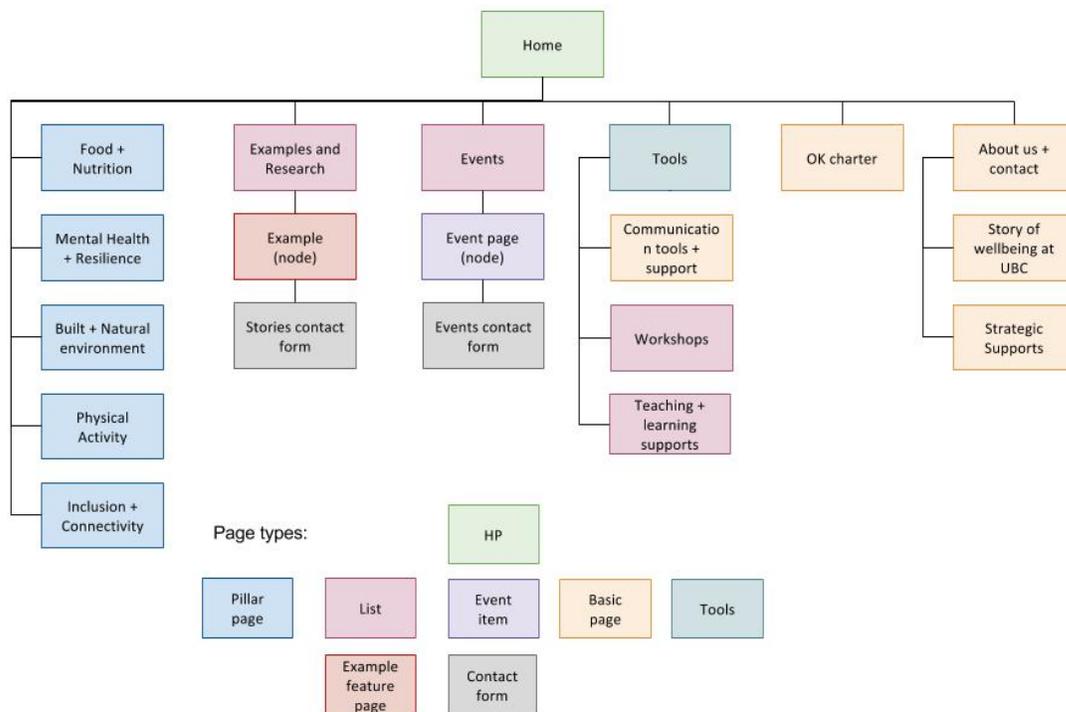


Figure 3: Proposed Information Architecture for the UBC Wellbeing site. Pillar page refers to a landing page associated with one of the five priority areas. This was an internal term that was used in discussions to differentiate these pages from basic landing pages which were formatted differently.

²⁰ Andy Chipperfield. Interview with the author, November 2016.

To keep the site as simple (and therefore cost-effective) as possible, the team focused on creating a very basic navigation and a minimal number of pages under each, along with a few content types that could be repurposed throughout to make it more adaptable. Distilling the content to just a few page types would also mean less time spent creating the initial mockups and less time on development as cascading style sheets could be used to create styles for the pages across multiple variations. For example, a “basic page” could be used for a story, interview, or piece of research, but could easily be used as a landing page as well. Contact forms could be used to allow someone to submit a story idea, but also adapted for use as an event submission form. Although the site architecture was changed slightly following more stakeholder meetings later in the process, the fundamental content types stayed quite true to the original design. With basic architecture in place, the project team could move on to supporting the design of the site through the creation of wireframes to reflect the determined content types.

Wireframes act as the “bones” of the website, providing a stripped-down schematic visually outlining where particular pieces of content might be placed, how the pages might be organized and what the hierarchy of content might look like on those pages²¹. The purpose of creating the wireframes was to ensure that all the elements represented on the page were best able to support the website project goals and meet user needs. It also helped to give us a better idea of what design elements would need to be created by Communications and Marketing during the next phase of site development, since the turnaround time was quite tight for a project of this magnitude.

²¹ Andy Chipperfield. Interview with the author, November 2016.

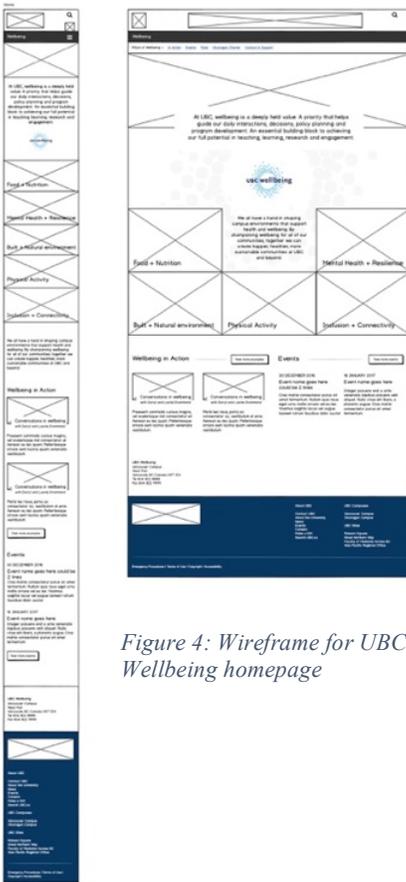


Figure 4: Wireframe for UBC Wellbeing homepage

Taking into account the information collected through the discovery phase, wireframes were created for both mobile and desktop applications. The project team determined that the easiest way to “organize” UBC Wellbeing in a meaningful way was through the five priority areas—Built and Natural Environments, Food and Nutrition, Inclusion and Connection, Physical Activity and Sedentary behaviour, and Mental Health and Resilience—acting as an initial access point into subsequent content. While this was met by some concern that this might pigeonhole UBC Wellbeing into being seen as just those five areas, after discussion with our key client representatives, it was agreed that given the current scope of the work happening, the existing working groups and frameworks being developed, and the level of community and stakeholder input that was taken into account when initially deciding upon those five priority areas, that organizing as such made sense as a way of assigning hierarchy on

the home page and inviting visitors to engage with content. We also determined that the site should be developed in a way that allowed some flexibility and adaptability should these five areas change, or should additional priorities emerge from subsequent conversations with the community. Additionally, providing language that emphasized the fact that the five priority areas were not representative of the entirety of UBC Wellbeing would help ensure that desired flexibility.

After some discussion, the project team determined that the best course of action was to present the wireframes for review to a small, select group of stakeholders, primarily from the units that were financing the project, and seek feedback from the larger stakeholder group once mockups were developed and some of the visual design had been applied. The

reasoning behind this was that it can be difficult to visualize what a site will look like based on wireframes alone; limiting input at this phase would allow the project to move forward quickly and have input provided at a more meaningful phase without burdening stakeholders with additional consultation. See Appendix K for more wireframe examples.

4.8 UBC Wellbeing website design: integrating visual identity into visual design

Since UBC Wellbeing is considered a cross-campus initiative, UBC Communications and Marketing graciously offered to support the project by creating mockups for specific website pages. This helped ensure cohesion, appropriate branding, and helped reduce the budget as the design components would be done “in house” Unfortunately, the entire Communications and Marketing team was extremely busy with a number of high profile projects, and so there was little room for error or potential for revision, as they would not have the capacity to continue to work on this project. This meant that our website project team needed to get the site design right the first time and ensure that stakeholder satisfaction so that there would be no need for numerous revisions, which would require us to hire an external designer. A miscommunication regarding the scope of the project led to the need for some creative problem solving – Web Services was under the impression that Communications and Marketing would be mocking up the entire website, whereas the initial agreement stated they would mock up 3-4 pages that could be presented to stakeholders for input. This meant that there was no budget allocated to an external designer, and no capacity within Web Services for a developer familiar with design to contribute to this project.

Working with Laura Stobbe, designer of the UBC Wellbeing visual identity, I reviewed the wireframes and together we determined that by mocking up a few specific pages, she could create design elements that could be replicated throughout the entire site. By annotating

these pages, the web developers would be able to easily identify and apply style elements, with no need to mock up each of the pages. Although it would mean a fairly simple overall design for the site, this saved a substantial amount of time and made use of the resources that were available.

The five colours associated with the priority areas played a substantial role in site visuals and were applied in multiple ways throughout. For example, the mock up for the home page proposed a secondary navigation to the five priority areas, where visitors could click one of the coloured boxes and find out more about that particular area, as well as download any relevant frameworks or documents, or click through to external content. The corresponding pages match the priority area colour assigned to that topic, further reinforcing the connection.

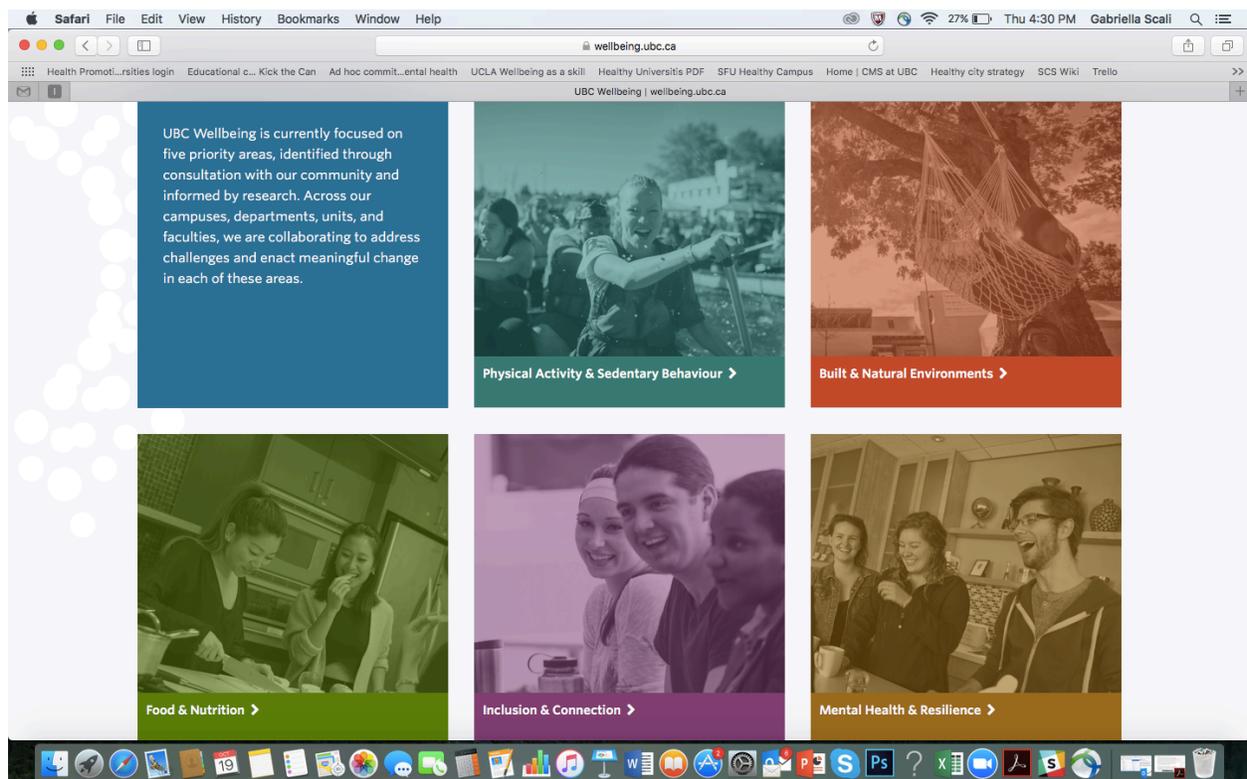


Figure 5: Navigation on the UBC Wellbeing homepage. Visitors can access priority areas through the drop-down navigation bar, or by directly clicking through the corresponding coloured box.

Colours were also used in the Examples and Research section, where filters were applied and visitors could choose to search stories by priority area topic and relevant campus. In addition to the five priority areas colours, the visual identity was used throughout, as a subtle background throughout the site.

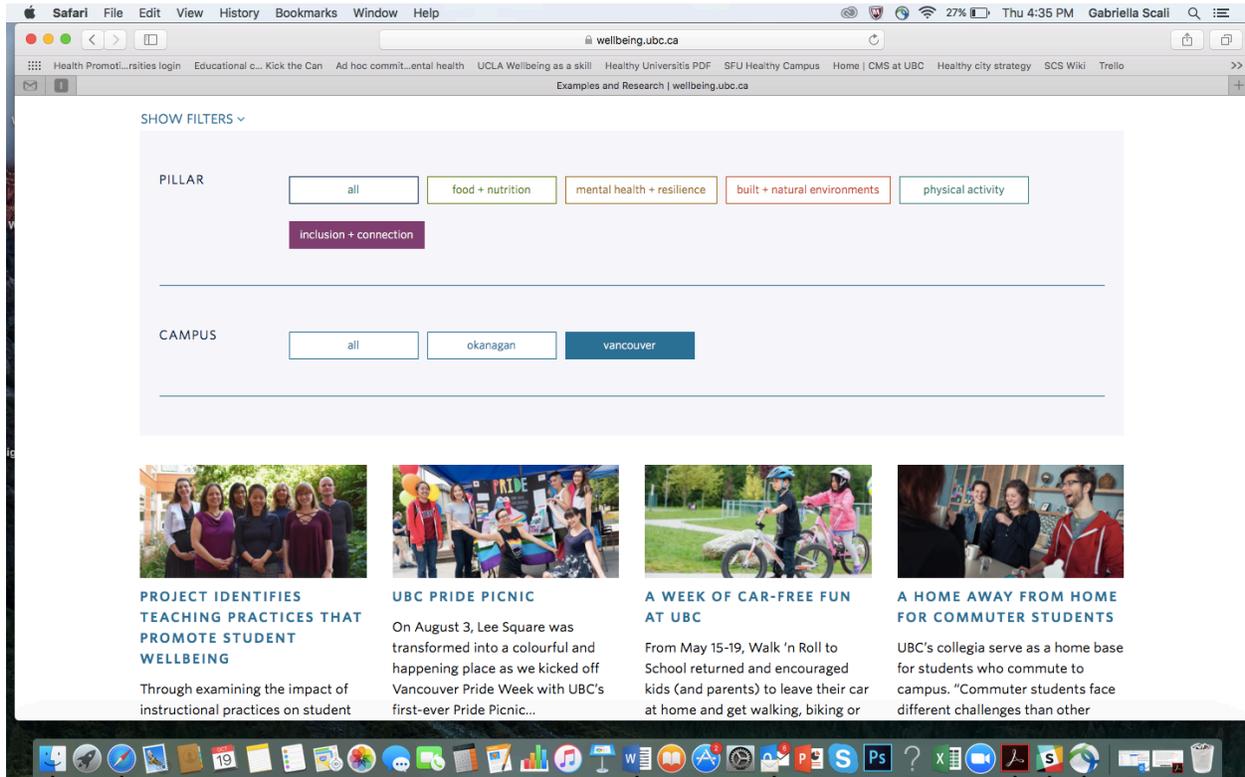


Figure 6: The Examples and Research page allows visitors to filter all stories associated with a particular priority area or campus.

For annotated sample mockups, see Appendix I.

Initially there was concern that replicating the design elements throughout might result in a less engaging or creative interface, however the simple visuals made for a clean and easy-to-navigate site. Once the mockups were completed and annotated, a large stakeholder meeting was planned to provide one final round of feedback before moving into development, as the budget and time frame would not allow for many changes during this phase. At this stage, it was crucial to have buy in; if stakeholders were not in support of the

proposed site design or functionality, the project would be further delayed and would undoubtedly be over budget.

Three project signatories from the Steering Committee had been identified to give final approval and sign off on the site before deployment—Louise Cowin, VP Students, Lisa Castle, VP Human Resources, and Louise Nasmith, Associate Provost, UBC Health. At this phase of the project, feedback from several of the units represented under these portfolios was sought to ensure that the type of content and the general look and feel of the site seemed appropriate and inclusive of each, and helped build a cohesive and collaborative narrative.

Senior-level managers and directors from Human Resources, Health Promotion & Education, Student Development Services, Campus + Community Planning, Sustainability, and numerous other units were invited to participate in a presentation and discussion to review the website project goals, go over the findings from the discovery phase, and glean a better understanding of why certain design, function and content decisions were made so that any changes deemed necessary could be evaluated for feasibility and implemented if possible. For those who were unable to attend, a package was put together with copies of the mockups, architecture and wireframes, as well as a power point presentation—these were made available for review by all identified stakeholders. They were given a two-week period to evaluate and provide feedback; after this point, the project team determined we would be unable to accommodate any major changes to the site structure without substantial impact to the budget and proposed launch date. If unable to accommodate specific changes due to the scope or feasibility, the project team committed to advising stakeholders and considering how to integrate changes into Phase 2 of the project. Prior to the stakeholder meeting, the mockups and wireframes were reviewed with the Communications Advisory Committee to ensure that project communication goals were

clearly being met; thankfully this two-tiered process meant that by the time the stakeholder meeting took place, most concerns had been raised and recommendations were minor and easily integrated.

This stakeholder meeting provided valuable input, not only confirming that much of what was unearthed during the discovery phase met the needs of units represented through UBC Wellbeing, but also providing the opportunity to make a few key changes to emphasize specific content desired by various stakeholders. For example, original wireframes highlighted event-based content on the home page—this was noted as a need during user interviews. However, upon seeing the way the tools section was laid out on the site, and the type of content that would be featured (including resources created by faculty members) stakeholders felt that this section should actually be emphasized on the home page rather than events²². In doing so, the site would better represent the ways in which UBC departments and units are supporting wellbeing in teaching and learning environments, as well as provide an “aspirational” look at how others can take small steps towards becoming wellbeing champions themselves. Highlighting community-created content (such as faculty resources) was also seen as a way of giving much-deserved acknowledgement to existing wellbeing champions for the work they have done to advance this priority on UBC’s campuses.

Stakeholders also pointed towards the need to emphasize this “story” of UBC Wellbeing and how it has developed throughout the years through collaboration between different units. A timeline highlighting milestones over the past 20 years, (a period during which health and wellness, along with sustainability started to become focuses for the university) was added to the existing “Story of UBC Wellbeing” page to help show this progression and to provide a

²² Stakeholder meeting with author. February, 2016.

space to link to documents and resources that have supported this journey. The “About Us & Support” section, originally designed primarily as a contact page, was expanded to show the structure of UBC Wellbeing and emphasize that rather than being a department, it is a collective of numerous departments working together to advance and operationalize wellbeing at UBC. Although the project team was wary of this page becoming a laundry list of names and titles, by categorizing and explaining the various working groups and asking the web developer to include accordions to contract or expand the membership list, we were able to strike a relative balance in the length of content and ensuring it wouldn’t overwhelm the entire page.

Following the stakeholder meeting and two-week period for feedback, suggestions were brought to the UBC Web Services team and all recommended changes were deemed to be simple to incorporate without the need to change the proposed back end of the site. With the mockups, visuals and wireframes approved, the project team was able to move into the development stage, with a target launch date of May 1, 2017.

[4.9 UBC Wellbeing content development](#)

Once the mockups were approved, the project team was able to simultaneously move into content and back-end Drupal site development. As the prototype site was developed, I focused on developing content appropriate to each of the designed page types; the majority of the content was original, as much of what existed on the previous website lacked consistency and did not necessarily align with the newly-developed key messages. This of course, meant that content experts in each of the priority areas needed to be consulted on the copy relevant to their particular area. In previous months, I had produced several other pieces of writing, including an annual status report and action frameworks for the Physical

Activity and Food and Nutrition priority areas; these formed the basis of some of the site content, as they had already gone through substantive edits and approvals.

As with other phases of the site development, striking an appropriate balance between content that served the goals of UBC Wellbeing as a whole, and content that stakeholders wanted to see on the site was an important consideration. Early on in the process, during development of our communication approach, I determined that one of the purposes of this site was to amplify and unify existing content, rather than host or create unique content. While this remained the primary purpose, some original pieces were in fact developed and some content needed to be hosted on the site. At its core, the site was meant to invite people in to learn more about UBC's commitment to wellbeing and how it appears across a number of units and departments, and then send them away to external sites belonging to stakeholder units. This differs from the traditional website at UBC, which typically aims have visitors stay on the site for an extended period of time and engage with content there.

As content was developed, it was simultaneously uploaded into the prototype site; while this was a somewhat riskier choice because it meant going through the trouble of uploading and formatting content before it was approved by content experts (with the potential it might not be approved and therefore have to be redone), the project team determined that rather than have stakeholders review content on a static page or word document, it would be more beneficial for them to see the way the content interacted with the site as a whole. For example, being able to use the filtering system applied to the Examples and Research section was much more effective at showing how users would experience that section as a whole, rather than just providing teaser text and a link.

After content was added to the site, I opted to review it with a small group of stakeholders who were representative of units funding the project—Matt Dolf (Director of Strategic

Initiatives, UBC Wellbeing), Ben Pollard (Director, VPS Portfolio Initiatives), Natasha Malloff (Director, Health, Wellbeing and Benefits), and Patty Hambler (Director of Health Promotion & Education)—before sending it to content experts. This stakeholder group was intended to cast a critical eye on the overall look, feel and function of the site, as well as provide key input on the general content tone and approach. During this review period, I contacted content experts via email to let them know that I would be requesting their expertise so that they could plan in advance to spend some time reviewing the site. Once the entire site had been reviewed by this small group, a “dummy link” was sent to content experts to provide input and potential edits, before the site went live. Content experts were asked to provide input in their specific area of expertise; for example, the Director of Community Development, Carole Jolly, was asked to review the Built and Natural Environment section, since her unit is primarily responsible for this priority area, while Mike Tan, Director, Intramurals and Recreation and Suzanne Jolly, Manager, Physical Activity were asked to provide feedback for the Physical Activity and Sedentary Behaviour section. Content experts were also asked to review affiliate links to ensure that all service providers in a particular priority area were represented, not just those directly affiliated with the primary unit or department. This phase also served as an opportunity to request links to existing stories and research pieces to highlight in the Examples and Research section, which would help stakeholders see exactly how their work tied into the larger goals of UBC Wellbeing. Feedback was incorporated into the site as it was received, in preparation for the anticipated launch date.

5. TESTING AND LAUNCH

Although the project timeline was quite tight, it was necessary to allocate a substantial amount of time and resources to testing the site before it went live, particularly since so many stakeholders were scheduled to review it. To ensure the project deadline was met, the testing phase was folded into the development and content upload process so I was able to simultaneously test various site functions while the backend of the site was being completed. Although some glitches were not apparent until after site deployment, this process helped keep the project on time and allowed the web team to respond to issues quickly.

5.1 Testing site functions

Using a system called Bugherd, I was tasked with going through each page of the site and ensuring that it functioned as required. Bugherd permits users to access the site and “tag” errors or inconsistencies in the site development with notes and requests to fix. They can then be assigned to a specific member of the project team to address in real time. Despite several difficulties and inconsistencies between what was developed and what was proposed, the Web Services developers were able to address most of these errors within the project timeline and budget. Some of the features that were built into the site included:

- **Examples and Research**
 - Ability to “filter” content by both campus and priority area
- **Tools and Resources**
 - Workshops, filtered by audience and campus.
 - Communication materials
 - Teaching and Learning resources
- **Submission forms**
 - To allow crowdsourcing of events and research/story ideas

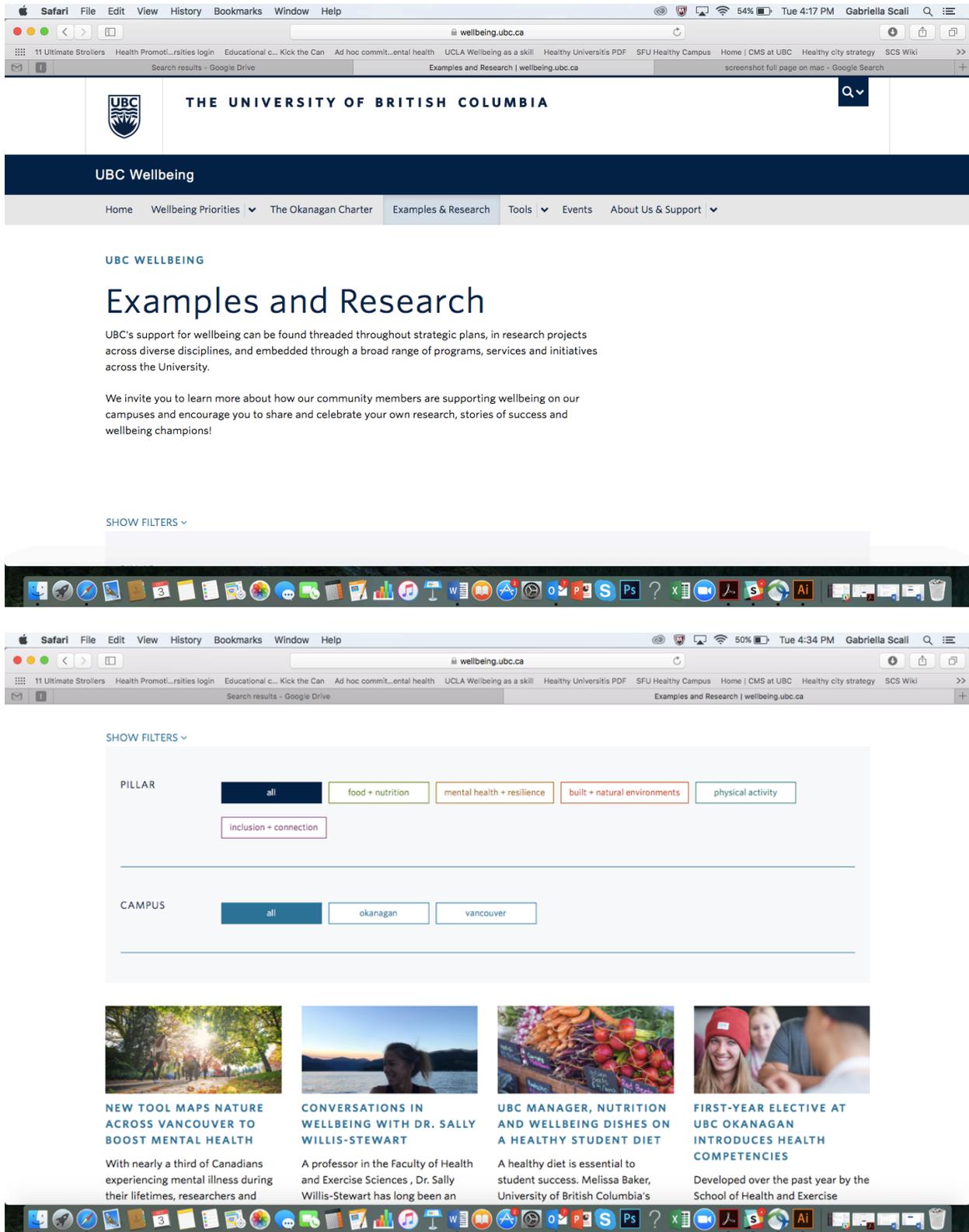


Figure 7: Screenshots showing filtering system of Examples and Research page.

The screenshot shows a Safari browser window displaying the website wellbeing.ubc.ca. The page title is "UBC Wellbeing Tools and Resources". Below the title, there is a paragraph: "Here you will find tools and resources to help champion and support wellbeing in your faculty, unit or department, including:". This is followed by a bulleted list:

- **Teaching and Learning Supports:** Resources for faculty members and instructors to integrate and support student wellbeing in teaching and learning environments.
- **Communication Tools:** UBC Wellbeing wordmarks, logos and brand guidelines, which UBC community members may use freely on promotional materials for wellbeing-focused initiatives.
- **Workshops:** A sampling of popular wellbeing workshops, hosted by a variety of campus units.

Below the text, there are two images: the left one shows a group of people in a meeting room, and the right one shows a group of people working together at a table. The browser's address bar shows the URL, and the page number is 43 of 51. The system tray at the bottom shows various application icons and the time 4:38 PM.

Figure 8: Tools and Resources section, where visitors can link to workshops, communication tools and teaching and learning resources.

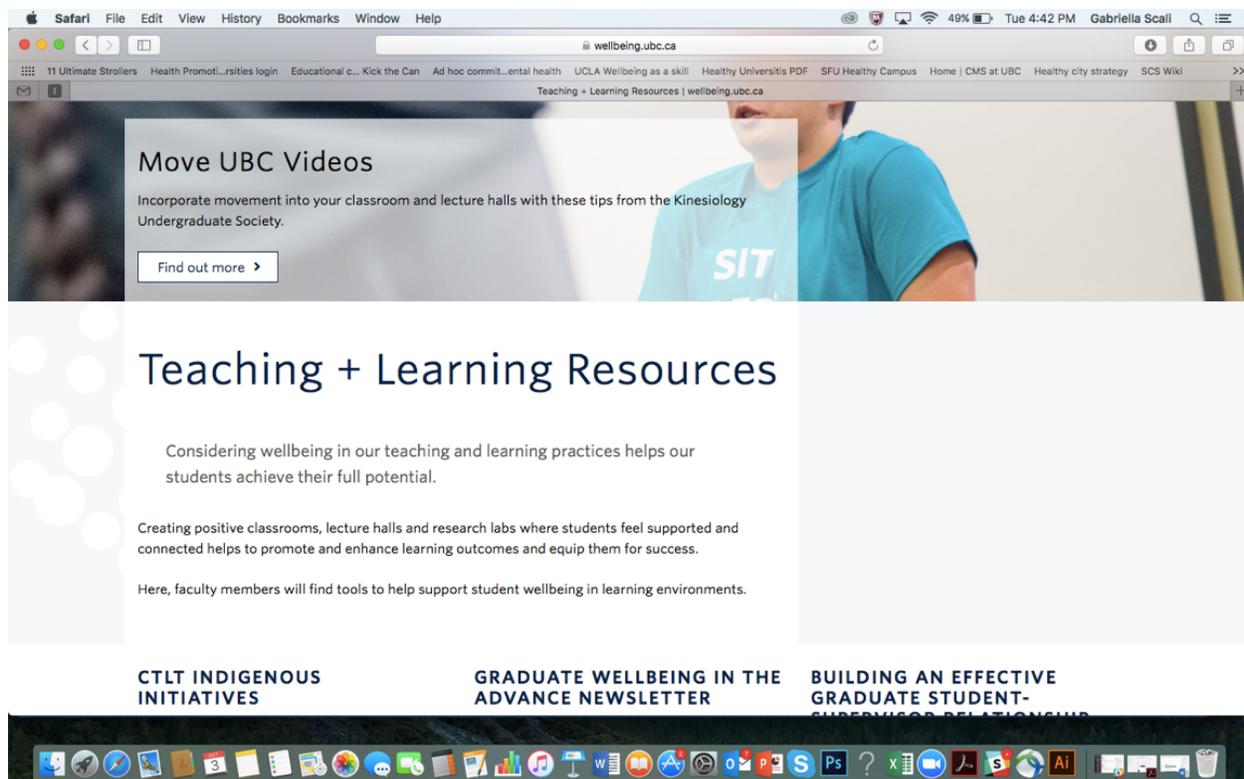


Figure 9: Teaching and Learning Resources section, which is currently being modified to include taxonomies and a filtering system.

Allocating time to test the site was integral to ensuring that the technical aspects of the site functioned as they were intended—and that I was able to catch any that didn't before the site deployed. For example, when entering content into the events pages, we noted a technical glitch that made content display without all the necessary event information. At first glance, links appeared to be working, but I later noted that internal pathways had not been created, so linking from page to page within the site did not always work. One of the site functions titled "Calls to Action" which allowed access to the Tools and Resource sections also did not work as a result—this was immediately amended to ensure that site content could be linked between pages. In several sections, dummy content had not been deleted from the backend and would appear at various points throughout the site. This content was deleted before the final site was presented to the Steering Committee. One of the most important features of the site is the ability to filter content by campus or audience,

to ensure that users are quickly and easily able to find the content they are looking for. At first glance, the filtering system seemed to be working, however, shortly before presenting to the Steering Committee, I noticed that while the filters displayed properly, the content was not actually being filtered.

Overall, most of these errors were quite minor and were easily and quickly addressed by the Web Services team. However, during the content development phase, Pat and I discovered there were far more resources for embedding wellbeing into learning environments than originally anticipated. When initially proposing the functionality for that particular section, only five or six resources had been identified and we settled on a simple blog-style listing of resources with links to host them. Now, it appeared that many faculty and staff had come forward with wellbeing resources that they wanted to share through this site and after evaluating the content we determined that it would enhance the functionality and purpose of this site and help drive UBC Wellbeing's mandate of sharing and celebrating existing wellbeing initiatives. Recognizing this, stakeholders from Health Promotion & Education unit requested a page similar to the Examples and Research section, where content could be filtered. Given the budget, scope and timeline of the project, Web Services determined that this was not feasible for Phase I of the site launch. The core project team (Pat, Laurence and myself) also determined that we would need to do some UX research with faculty members (who would be most likely to use this section of the site) to determine the best filtering system and to ensure it was a functional page for them. The temporary blog solution was put into place, with plans to develop a filtering system after the site launched.

5.2 Website launch

Even the most effective website needs regular review, maintenance and content updates to ensure that it continues to meet project goals and user needs. Originally, the UBC Wellbeing website was intended to be fairly “self-sufficient,” seemingly an oxymoron when it comes to planning and executing an effective site, which needs constant updates in order to remain relevant to visitors. As the Content and Engagement Strategist position was set as a temporary 1-year secondment, the site was initially designed to be quite simple and require minimal upkeep, as it was not known who would actually be in charge of maintaining it or how much time they would have dedicated to do so. However, user research and discovery showed that some more complex features were desired, and as the idea of becoming a wellbeing-promoting university continued to gain traction and support across the university, this position was made permanent. I was then able to develop a long-term plan for updating and maintaining the site, sourcing and developing dynamic content, and for regular review of analytics and content every six months to determine whether it is effectively meeting its intended goals.

The initial launch date for the site was set for May 1, to accommodate a number of conferences and workshops happening throughout the summer—stakeholders had noted they would like to share the site with other institutions as more and more began to adopt the *Okanagan Charter* and explore opportunities to develop their own plans to embed wellbeing across departments and units. As we moved into approvals, it became clear that this deadline would be exceedingly difficult to meet given stakeholder schedules and the amount of lead time needed to review content. Finally, we settled on a soft launch date of May 30, 2017, pending review by the Steering Committee and approval by the three project signatories. I presented the website to the Steering Committee on May 29, 2017 it was unanimously approved shortly after, and went live May 30, followed by a formal

announcement from Vice-President, Students Louse Cowin to a number of operational and academic leaders on campus. After many months of consultation, research, design and development, the UBC Wellbeing website was officially live!

5.3 Analytics and post-launch review

Unfortunately, since the initial site lacked analytics, we do not have strong benchmark data against which to compare on a long-term basis. However, as previously mentioned, I did have analytics enabled on that initial brochure site prior to starting the new UBC Wellbeing site and we were able to glean some data from reviewing this. For the purpose of this project report, I compared the time period from July 1-October 1, 2016 (when analytics were enabled on the temporary site) with the period July 1-October 1, 2017 (following the new website launch).

When looking at the period from July 1-Oct 1, 2016, the number of page views on the temporary site was quite low (1,158), while the bounce rate for visitors to the site is quite high (64.94%), meaning that the majority of site users were not venturing past the landing page. Due to the low engagement with content on the site, we can assume that these visitors were not finding relevant or important information when landing on the site, and were quickly exiting. The average exit rate was also quite high (53.20%), indicating that even beyond the landing page, visitors were not engaging with content.

While the site is still quite new, analytics for the same period were evaluated for comparison. Bounce rates are substantially lower (42.63%) as are exit rates (35.53%), and we can assume that this points towards visitors moving beyond initial pages and exploring the site in more detail. Although average time spent on site is quite similar (01:47 vs

01:45), overall page views are considerably higher (6,076 vs. 1,158), as are unique page views (4,502 vs. 943) indicating that more people are visiting the new site. See Appendix K.

Although analytics appear to show higher engagement among users, since the site is quite new, it is difficult to speculate its success, or whether it is achieving its intended purpose beyond these few indicators. Stakeholders and campus partners have expressed satisfaction with the site visuals and content, and have been more actively promoting the site to aid in convening conversations about UBC's approach to wellbeing, and to share and celebrate the work their units are doing. Phase 2 involves applying a filtering system and taxonomies to the tools and resources section so that faculty will be better able to access these documents; a separate discovery process is currently underway for this project. Moving forward the website maintenance plan includes regular review of the analytics every six months to ensure that engagement continues to be high, and so we can respond more quickly to needs to make changes.

6. CONCLUSION

Throughout the months-long process of publishing this multi-stakeholder website, I learned a great deal about stakeholder engagement, the power of collaboration, and project management. While consulting and collaborating across numerous stakeholders can be incredibly challenging in terms of timeline, scope and ensuring that all voices are heard, it also ensured that the end product was something that all stakeholders truly felt a stake in.

Wellbeing cannot exist in a vacuum, and as the *Okanagan Charter* notes, a systems-wide approach is crucial—just as it was for our approach to developing the site and other communication materials. Referring back to the initial project goals, the site was meant to

belong to everyone and unify and amplify the work happening and this goal could not have been achieved without ensuring that all relevant voices were heard and represented in the end product. Despite the lengthier and more intensive process, this approach was without a doubt, the right one to take.

Throughout this process, I came away with a number of recommendations for future projects that ascribe to this multi-stakeholder model. While these may not be applicable for all projects, keeping them in mind when working with multiple stakeholders could potentially help reduce some of the barriers to completing the project in a timely fashion.

1. Clearly communicate deadlines and their impact:

When dealing with numerous stakeholders, developing a flexible communication plan that outlines process, deadlines and input needed is crucial to ensuring that the project remains on track and that goals are clear. Despite setting deadlines at each phase, stakeholder engagement and the time needed for review and revisions tended to be much longer than originally anticipated, particularly since feedback and approvals was often coming from extremely busy directors or managing directors with numerous priorities and commitments. Scheduling meetings, setting reasonable deadlines for approvals and collecting feedback tended to take much longer than anticipated, and at times was not possible within the given timeframe, leading to the need to shift timelines. While a communication plan was developed for various stages of this project, sharing the entire work plan with all stakeholders and being transparent about how changes to the timeline might impact the overall project may have helped the project reach completion by the proposed deadline.

I also realized the importance of consulting with stakeholders when requests would not work for this particular project. Since stakeholders tended to be involved in one specific part of the project, it was sometimes difficult to communicate the vision for the entire project and

how that one piece fit into a much larger strategy. Believing in the process and extensive discovery and the insight gleaned through it helped our project team be confident in the decisions that were made and in rationalizing these decisions to stakeholders.

2. Limit stakeholders being brought in later in the process:

During discovery, stakeholders and content experts were established as contact points for content approval and input, however, because this process occurred simultaneously with several key strategic initiatives for UBC Wellbeing, this shifted and more stakeholders were identified along the way. At several points throughout the site development, several of these additional stakeholders were introduced as potential sources for input; while in some cases this was necessary to ensure equal representation, it was also extremely important to evaluate who was weighing in on content and the value that their input and expertise would bring to the project. Since there were already so many stakeholders and content experts involved, expanding that list at various points throughout the project was not necessarily going to serve our end goal and had the potential to derail the timeline.

When consulting with stakeholders, it is important to let them know exactly how their input is being used and will impact the final project. Bringing stakeholders into consultation late in the process also has the potential to delay the timeline substantially, as they often have to be brought up to speed on historical context of the project and decisions that have already been made. Asking for last-minute feedback can also have an adverse effect on engagement; rather than seeming like a meaningful exchange of ideas, a too-short timeline may give the impression that their input is merely an afterthought, or being requested out of lip service rather than a genuine desire to have their voices reflected in the final product. Scoping the project by limiting the number of stakeholders, identifying specific pieces of information and approvals to request from each, and adhering to a timeline helped ensure

that those able to provide the most meaningful input were consulted with and that the consultation was valuable to achieving the project goals.

3. Anticipate vendor setbacks and have a contingency plan

While setbacks due to stakeholder delays or deadlines were anticipated, vendor capacity issues were not and this led to the need for some creative problem-solving and adjustments to the project timeline. This was particularly significant for this project as it was dependent on utilizing free resources and manpower from a number of different departments, each with their own schedules and priorities.

Vendor capacity issues impacted the project at two key junctions in the process; visual design and backend development. Initially, when Communication and Marketing designers were unavailable to draft all mockups, the project team had to devise several scenarios to complete the website design, setting the project back slightly. In the end we were able to come to a solution where the designer replicated various design elements of the site throughout. This solution allowed the website development team to move forward with developing the site, without the need to onboard an external designer, however while coming to this solution our website project team had to develop several alternative suggestions.

Additionally, during development, one of the Drupal developers employed by Web Services was absent due to sick leave, while another requested time off for compassionate leave. I was unaware that a shortage of Drupal developers within the unit meant that there was no capacity to onboard an additional developer to this particular project. While these were obviously very valid reasons for requesting leave, it was certainly not something our website project team had anticipated in our project scope and timeline, and it did end up impacting how we moved forward with uploading content and testing the site, which took place

simultaneously to help make up time. For future projects, anticipating potential vendor capacity issues and having a contingency plan for either adjusting the timeline, or onboarding alternative staff could help ensure that alternatives are not being sought at the last minute.

Although this process was quite lengthy and complex, it was necessary—this collaborative process of developing the site mirrored UBC’s process when it comes to embedding wellbeing across the campus. Much like this site, it needs to be championed by all and created for and by all community members. Although initially some stakeholders were skeptical of how the site would come together in a way that differentiated it from existing resources, through extensive consultation, collaboration, and incorporating feedback at all steps of the process, our website project team was able to create something that served all the involved units and our project goals, and the value of having a digital home for our holistic, integrated approach to wellbeing became apparent.

While UBC has much work to do in order for wellbeing to truly become a campus-wide value, having a space to share and celebrate, amplify and unify these efforts will hopefully help inspire others to join us in this journey.

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APPENDICES

Appendix A: Strategic drivers and anticipated project outcomes

Why are we engaging in this project? What are the major drivers?

- Embedding wellbeing across the university has been identified as a strategic priority for UBC and is supported by variety of units and departments. A website is needed to reinforce consistent key messaging and highlight cross-campus work around wellbeing.
- The current Wellbeing at UBC website is a simple Wordpress brochure site that acts as a placeholder, with no real functionality, integration, or clear objectives. It lacks analytics, SEO/keyword strategy and clear approach to driving traffic to the site, or from the site to outbound links. The intention has always been to replace this site with a new one once communication support for Wellbeing at UBC was available.
 - Wellbeing at UBC has been given funding for a one-year communication strategist position, so the development of a new standalone site is timely and will be integrated into the long-term communication strategy that is the outcome of this position.
- Wellbeing work is happening across units, departments and faculties, however there is no centralized space for sharing wellbeing resources for our entire campus community—they tend to be siloed by audience, program, or campaign.
- Creating a centralized space for wellbeing will help unify and amplify the work that is already happening in a neutral space that “belongs” to everyone.
- Wellbeing at UBC is taking a collaborative approach to communications that emphasizes storytelling as a crucial component. A space to enable storytelling capability is needed.
- UBC has the potential to be a global leader in implementing the calls to action in the Okanagan Charter. A website is needed to inspire our peer institutions and provide a holistic and unified look at how we are working towards achieving this.

GOALS

- Represent the breadth and depth of wellbeing work that is happening across both campuses by compiling and curating resources and information and acting as an outbound communication “hub.”
- Communicate consistent key messages around wellbeing across campus.

- Create a coherent sense of how various departments at UBC are supporting and promoting wellbeing for the entire campus community and how others can follow.
- Share and celebrate how various units, departments, etc are supporting wellbeing at UBC and integrating it into their strategic plans and unit cultures—inspire others to take action.
- Clearly communicate a holistic view of wellbeing as physical, mental, social and ecological. Emphasize UBC’s five priority areas of wellbeing that cross these areas of wellbeing—food and nutrition, increasing physical activity and reducing sedentary behaviour, social connectivity and inclusion and mental health and resilience—and the initiatives taking place under these areas.

What are the major goals of this project?

- Create awareness of UBC’s university-wide commitments, approach and strengths around wellbeing.
- Provide a “neutral” digital space for sharing and celebrating achievements of our campus community regarding wellbeing work. The site will primarily act as hub for wellbeing but will drive traffic outward to resources and information.
- Emphasize consistent key messages when talking about wellbeing as a cross-campus strategic initiative.
- Establish UBC as a leader in implementing the Okanagan Charter call to action *to embed wellbeing across the administration, operations and academic mandates*.
- Tell an engaging, inspiring story of UBC as a wellbeing-promoting university that prioritizes the wellbeing of its people and places.
- Model the collaborative, community-facing approach UBC is taking to wellbeing at UBC. The entire UBC community should feel that they “own” this site and can contribute to it.
- Create an interactive, easy-to-navigate, and responsive user experience for our site visitors.

EXPECTED OUTCOMES

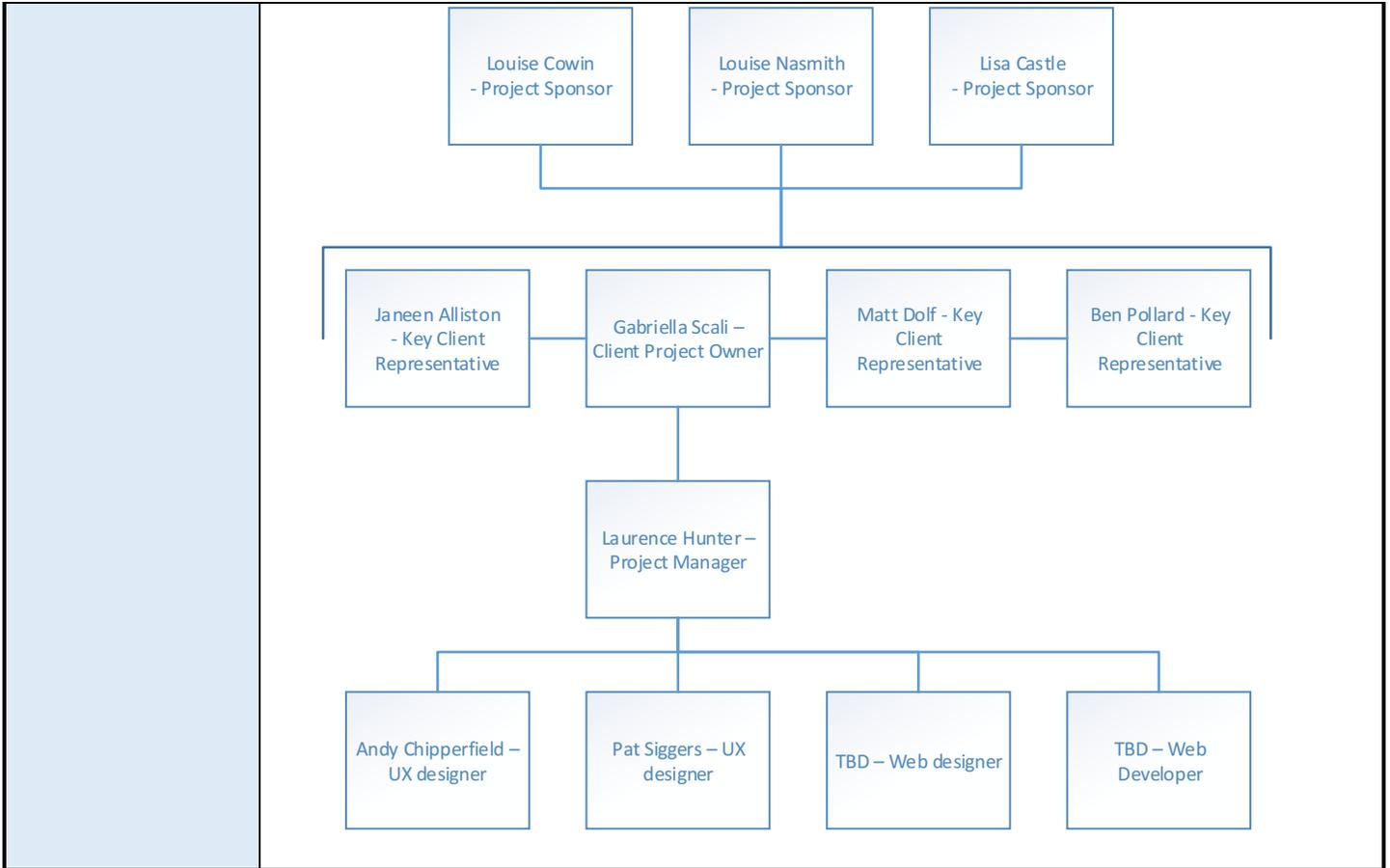
What are some expected outcomes of this project?

- Wellbeing will be seen as essential to our success as an institution and to supporting excellence in teaching, learning and research.

- Audiences will understand wellbeing to be a strategic priority for UBC that is being supported across a variety of units, departments, and faculties on campus.
- Inspire visitors to champion wellbeing through stories that position UBC as a place that supports wellbeing both institutionally (through teaching, learning and working environments), as well as individually.
 - Visitors will be easily be able to access and leverage links to resources that support wellbeing.
 - Visitors will be able to find out how they can be part of the conversation/action around wellbeing.
 - Visitors will find tangible examples of what is being done to support wellbeing-promoting environments across campus and how they can embed it into their own environments with varying levels of commitment.
- Website will act as a unifying repository or “hub”for wellbeing information, initiatives, research and resources.
 - Bring together all that is available into a centralized space that breaks down siloes between audience groups and provides a more holistic and unified snapshot of everything that exists to support wellbeing cross-campus.
 - Create cohesion and connection between all these initiatives and the larger concept of wellbeing at UBC. Amplify existing projects.
- UBC communities will feel ownership over Wellbeing at UBC and see their potential to contribute to it and benefit from it. The site will help emphasize that wellbeing does not “belong” to a single unit—it is created for everyone and by everyone.
 - Visitors will understand how their efforts to embed wellbeing can be supported.
 - Prospective students, faculty and staff will be inspired to study and/or work at UBC because it is an institution that cares deeply about the wellbeing of its people and places.
 - Potential units will understand opportunities to embed wellbeing in their units and the benefits of doing so.
- UBC will be positioned as a potential leader in supporting wellbeing among post-secondary institutions in North America.

Appendix B: UBC Wellbeing Project Team

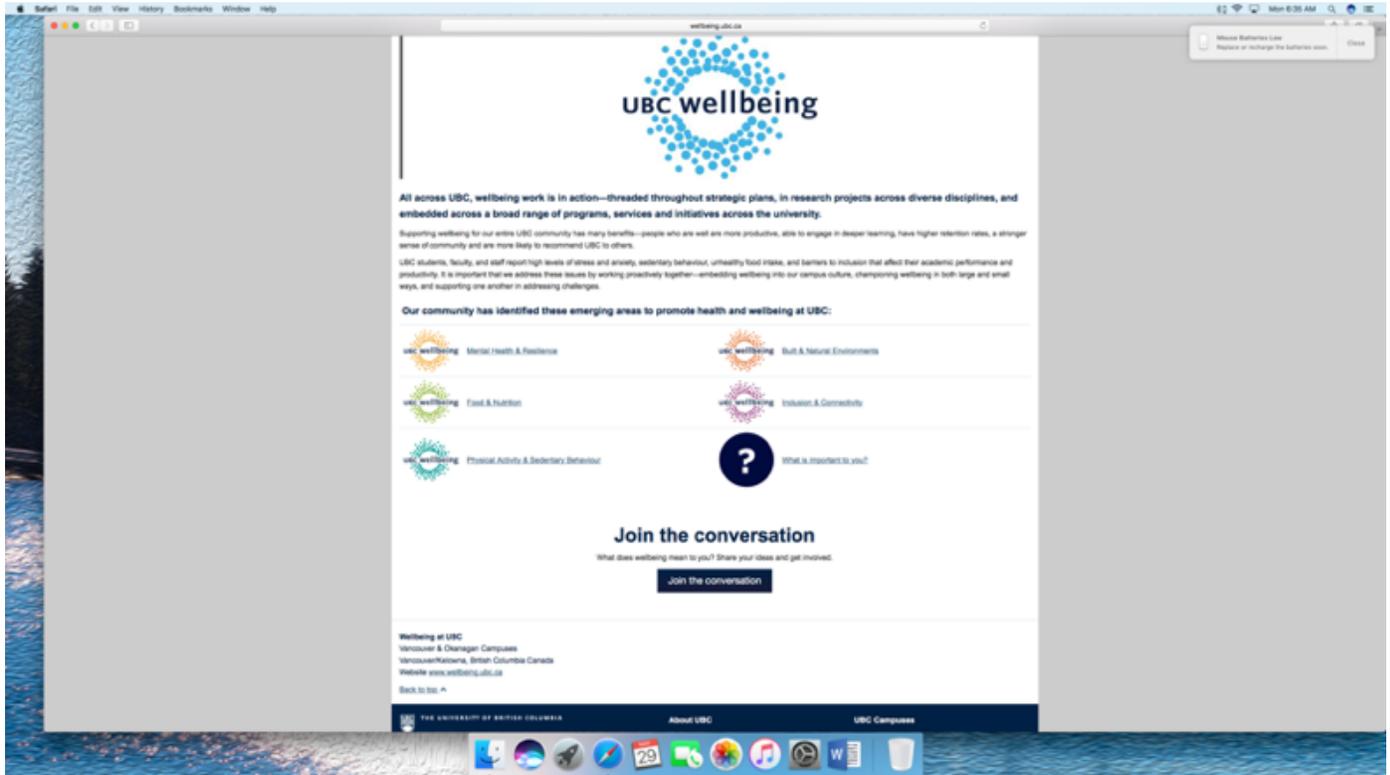
Project Team		
Client Project Owner	<ul style="list-style-type: none"> ▪ Gabriella Scali 	<ul style="list-style-type: none"> ▪ Accountable for success of the project from the client's perspective ▪ Manage key stakeholders, prepare them for interviews and workshops, assist with setting up meetings, and attend meetings ▪ Define and oversee development of site content ▪ Review and provide input on project deliverables ▪ Signoff on Discovery and Design Project deliverables
Key Client Representatives	<ul style="list-style-type: none"> ▪ Janeen Alliston ▪ Matt Dolf ▪ Ben Pollard 	<ul style="list-style-type: none"> ▪ Review and provide input on project deliverables ▪ Signoff on Discovery and Design Project deliverables ▪ Ensure project aligns with wider Wellbeing strategy
Project Sponsors	<ul style="list-style-type: none"> ▪ Louise Cowin ▪ Louise Nasmith ▪ Lisa Castle 	<ul style="list-style-type: none"> ▪ Secure project budget ▪ Review and approve project deliverables
Project Manager	<ul style="list-style-type: none"> ▪ Laurence Hunter 	<ul style="list-style-type: none"> ▪ Oversee the successful completion of the project ▪ Manage project budget and schedule ▪ Identify and respond to potential project risks and issues ▪ Coordinate project communications ▪ Report on project progress
UX designer	<ul style="list-style-type: none"> ▪ Andy Chipperfield 	<ul style="list-style-type: none"> ▪ Ensure site meets end-user requirements ▪ Provide expertise in user analysis ▪ Design and run user testing ▪ Create IA ▪ Create site wireframes
Content Systems Strategist	<ul style="list-style-type: none"> ▪ Pat Siggers 	<ul style="list-style-type: none"> ▪ Ensure site meets end-user requirements ▪ Provide expertise in user analysis ▪ Design and run user testing ▪ Assist in analysis of site content ▪ Assist in the creation and review of project deliverables
Katja Clark	<ul style="list-style-type: none"> ▪ UX Usability Specialist 	<ul style="list-style-type: none"> ▪ Provide input and guidance on user research questions and discovery
Designer	<ul style="list-style-type: none"> ▪ Laura Stobbe 	<ul style="list-style-type: none"> ▪ Provide design options for site look and feel ▪ Develop style tiles to present site design elements ▪ Mock-up all defined pages of the website ▪ Incorporate feedback from client team into designs
Developer	<ul style="list-style-type: none"> ▪ TBD (Web Services) 	<ul style="list-style-type: none"> ▪ Create technical specification for the site ▪ Create site prototype ▪ Provide estimates for development effort
Project team		



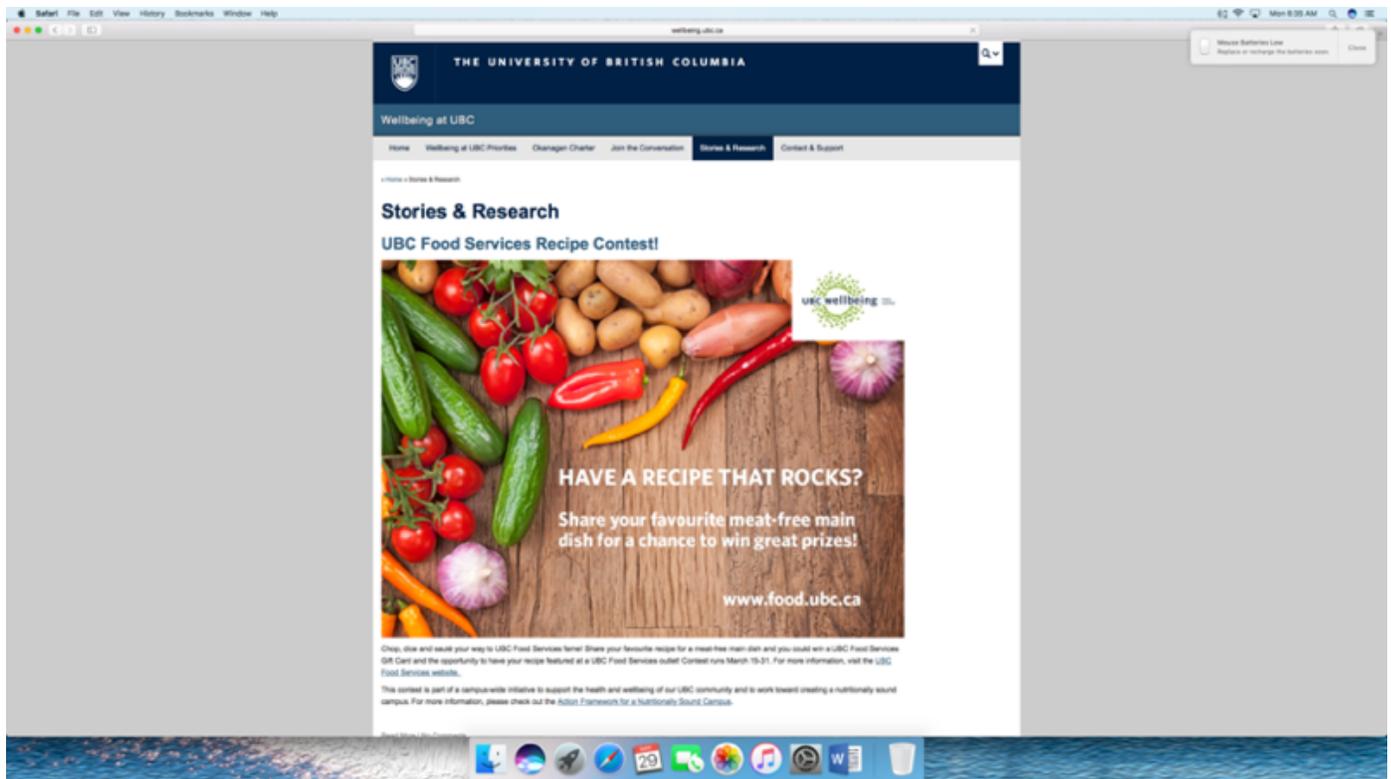
Appendix C: UBC Wellbeing website screenshots

The following screenshots are from the temporary www.wellbeing.ubc.ca site that was launched following the summer 2015 International Conference on Health Promoting Universities and Colleges

Home page, introducing UBC Wellbeing.



On the new website the "Stories and Research" page became "Examples and Research" and is used to highlight wellbeing work happening across portfolios.



Priority area pages did not exist when the site was launched in June 2015 and were added to the temporary site to provide some context to the five priority areas. They were completely revamped for the site launch.



Appendix D: Comparative analysis of other institutional wellbeing site

Simon Fraser University: Health Campus Community website

SFU has long championed the creation of a healthy campus community for all and was a leader in developing the *Okanagan Charter*. The site appears to be focused on wellbeing for faculty, staff and students in learning environments, wellbeing in physical spaces, and recognizing campus partners who support it student wellbeing.

The screenshot shows a web browser displaying the Simon Fraser University (SFU) Health Campus Community website. The browser's address bar shows 'sfu.ca'. The website header includes the SFU logo, 'SIMON FRASER UNIVERSITY', 'STUDENT SERVICES', and 'Healthy Campus Community'. A search bar is located in the top right corner. Below the header, a navigation menu lists various categories: HEALTHY CAMPUS COMMUNITY, ABOUT, LEARNING ENVIRONMENTS, ACADEMIC SETTINGS, PHYSICAL SPACES, POLICY, CONTACT US, EVENTS, TAKE ACTION, CHAMPIONS, STUDENT VOICE, FEATURES, SFU HEALTH & COUNSELLING SERVICES, and STUDENT SERVICES HOME. The main content area features a large image of a modern, well-lit interior space with people sitting at tables. Below the image, the text reads 'Well-being through Physical Spaces' and 'The quality of physical learning environments has been shown to significantly affect student achievement and satisfaction.' To the right of the main content, there is a section titled 'Tweets by @SFUhealth_promo' featuring a tweet from 'Action for Happiness' with the text 'Stay hopeful. Although our world has many worrying things, there are lots of reasons to be optimistic too' and an image of a mountain peak with the text 'STAY HOPEFUL'.

University of California, Los Angeles Personal Health website

UCLA's wellbeing content is primarily geared towards first-year students, and is focused on support services.

The screenshot shows the 'Personal Health' page on the UCLA First Year Experience website. The page has a blue header with the UCLA logo and 'First Year Experience' text. A search bar is located in the top right corner. Below the header, there is a navigation menu with 'ABOUT', 'RESOURCES', 'FAQ', and 'PROGRAMS'. On the left side, there is a sidebar with a list of categories: 'ACADEMIC SUCCESS', 'GET INVOLVED', 'PERSONAL HEALTH' (highlighted in yellow), 'FINANCES', 'INTERNATIONAL / OUT-OF-STATE', 'UNDOCUMENTED STUDENTS', 'FIRST GENERATION', 'TRANSFER STUDENTS', 'COMMUTERS', and 'RESEARCH OPPORTUNITIES'. The main content area is titled 'Personal Health' and features a large image of a group of people in a gymnasium performing a yoga or fitness routine. The footer contains various links and a page number.

University of Sydney, Health and Wellbeing

The University of Sydney is a leader in supporting wellbeing on campus, even initiating an elimination of sugar sweetened beverages on campus to help support better health. Their website appears to have priority areas such as mental health, mindfulness and academic wellbeing, but is divided by current students and staff. Their staff site references the need for everyone working together to support wellbeing, in line with the Okanagan Charter and with UBC's own approach.

Student Site:

The screenshot shows a Safari browser window displaying the University of Sydney website. The address bar shows 'sydney.edu.au'. The page title is 'Health and wellbeing - The University of Sydney'. The navigation menu includes 'Study', 'Campus life', 'About us', 'Research', 'Alumni & giving', and 'News & opinion'. The main content area is titled 'Current students' and 'Health and wellbeing'. A breadcrumb trail reads: 'Home / Support / Health_wellbeing_and_support_services / Health_and_wellbeing'. The text states: 'When we are mentally and physically healthy we can fully enjoy and appreciate our day-to-day life, environment and relationships, as well as deal with life's challenges.' Below this is a list of six items: 1. Overview, 2. Mental health, 3. Mindfulness and relaxation, 4. General health and wellbeing, 5. Academic wellbeing, and 6. Supporting others. To the right, under 'Related links', there are two links: 'Mental health support and counselling' and 'Emergencies and safety on campus'. At the bottom, a partial view of a Windows taskbar is visible, showing various application icons and system tray icons.

Page 5 of 9 2514 Words English (US)

Staff/Faculty Site:



Safety Health & Wellbeing

Safety Health & Wellbeing University Home Staff intranet Contacts

University of Sydney GO

Policy & strategy Responsibilities Managing WHS A-Z **Health & wellbeing** Consultation Report incident/hazard Injury Management Emergency Contact

You are here: Home / WHS / Health & wellbeing

HEALTH & WELLBEING

- > Wellbeing Champions
- > Psychological wellbeing
- > September
- > Global Challenge
- > Special events
- > Staff counselling
- > Student counselling
- > Staff flu vaccinations
- > Sydney University Sports & Fitness
- > Smoke-free environment
- > Travel comfort tips

YOUR HEALTH AND WELLBEING AT WORK

Wellbeing programs

"Building a culture of care"

Everyone who works at the University has an important role to play, and the University is committed to promoting better health for all.

Here is a summary of some of the programs on offer to work towards achieving a healthier body and mind.

- Wellbeing network and wellbeing champions
- Healthy minds – workshops
- Mindfulness
- Global Challenge – 100 days walking challenge
- RU,OK Day
- Flu vaccinations for staff



Positive safety culture - A healthy and engaged community

MORE INFORMATION AND RESOURCES

Contact [Fiona Woffenden](#), Wellbeing Coordinator for further information on any below item:

- ! [Happy Body At Work](#) and [Happy Body at Work Choose One](#)
- ! [Mindful Change - Coaching to Make Change Stick!](#)
- ! [Coach Yourself Program](#)
- ! self help e-books - [lifestyle issues and wellbeing concerns](#)
- ! discounts on health and wellbeing services as part of the [Staff Benefits Program](#).

Wellbeing Calendars

Appendix E: Website audience type grid

The following categorizes audience types by what they might see, click or do on the wellbeing website.

Audience Type	Needs	Motivations	See	Click	Do	Key Info
<i>Staff engaged in wellbeing work at UBC</i>	Looking for resources related to wellbeing at UBC (style guides, messaging templates) Curating content for their own comms channels: events, programs and offerings,	Tasked with sharing, promoting wellbeing content Personal passion/interest in wellbeing	How UBC brings "wellbeing" together across the campus How their work fits into overall strategy What OTHER units on campus are doing	Download resources (style guide, images etc) Download strategic plans Explore pillars of wellbeing	- Explore news + events from the site to curate for their own channels	*Not sure what type of resources they need/want from us May be sensitive to the fact that we are doing similar work, but at a different strategic level - unclear about roles?
<i>Staff + faculty mandated, starting to incorporate well-being in their work</i>	Looking for a starting point, and understanding how to engage Looking for resources related to wellbeing at UBC (style guides, messaging templates)	Wellbeing as a priority at UBC Wellbeing within teaching/learning /working environment	How UBC brings "wellbeing" together across the campus How their work fits into overall strategy What OTHER units on campus are doing	Download resources (style guide, images etc) Download strategic plans Explore pillars of well-being	Link to parts of the site to share with their own stakeholders - Figure how they fit into the wellbeing picture/narrative at UBC	At the infancy stages, high-level conversations taking place, but tactical framework to do the work yet
<i>Student(s) groups engaged/interested in wellbeing</i>	Looking for resources related to wellbeing at UBC (style guides, messaging templates) Curating content for their own comms channels: events, programs and offerings, (pushing out through their own channels)	Personal passion/interest in wellbeing Part of a club/program/unit with a mandate to promote wellbeing	- Initiatives related to well-being at UBC	Download resources (style guide, images etc) Explore resources/opportunities for students related to wellbeing	Explore news + events from the site to curate for their own channels	*May not know "wellbeing at UBC" umbrella exists, may not care?
<i>Executive-level staff</i>	Clear content, consistent messaging to know UBCs vision/priority around wellbeing	Share, promote and demonstrate commitment to wellbeing at UBC	- See how UBC brings "wellbeing" together across the campus - Initiatives related to well-being	Download strategic plans.	Share links of interest to colleagues and within their networks Summarize info/find language to use in reporting/talks/	May be in the know about other institution's approaches - may want to compare
<i>University staff & administrators from OTHER universities</i>	Research to see examples and models of wellbeing promotion at higher-ed institution	Tasked with providing recommendations on how to approach their own strategy	- How UBC brings "wellbeing" together across the campus - Initiatives related to well-being	Download strategic plans and frameworks for reference. Navigate the site to understand structure of UBC Wellbeing.	Link to parts of the site to share with their own stakeholders Summarize approach to well-being, site structure	People like us - figuring out how to build a website/frame info for a university community
<i>Accidental visitor</i>	May have been looking for something specific. Randomly stumbled onto site after googling or clicking from a related site	Curiosity/Research around wellbeing offerings at UBC	- See how UBC brings "wellbeing" together across the campus - Initiatives related to well-being	Explore site for relevant resources?	Check out news/events?	-

Appendix F: Audience interview questions and themed responses

Interview questions for staff engaged in wellbeing work at UBC

Goals:

- What would make them use the site?
 - Would they look for a site like this?
 - What do you want people to know about the work you do?
 - What do people not understand?
 - If there was anything we could do?
1. Can you walk me through your last week of work? What did your days look like? What were you working on? (meetings? Desk time?)
 - *Get an overview of the day-to-day: what they really do v. what their JD says*
 2. Was there anything that was particularly frustrating about your week? Was there anything that went really great?
 - *Find pain points, what is working*
 3. What do you want people to know about the work you do?
 - *Find the nugget of what they do/want to do, what they really value about their work and how/if it aligns with what they "really" do*
 4. Can you walk me through the most recent wellness promotion activity you worked on? What were the goals? Who was involved? What worked? What didn't work?
 - *Get more detail about the work*
 5. SCENARIO: You need to send a newsletter promoting wellness initiatives on campus. Show me how you would find content for this newsletter.

Things to watch for/ask (who do they talk to? Who are their sources, what makes this process easy or hard)

- Why did you click there?
 - If they google, what search terms do they use
 - Bookmarks
 - Other channels/media: notebooks, phone, etc.?
6. How do they feel at each point in the process? What causes frustrations?
 7. If I told you we have an unlimited budget to create anything related to wellbeing promotion at UBC - software, product, service delivery model, or something else - what would you ask for? What would it look like?
 8. Where would you like to see UBC in 3-5 years around wellbeing?

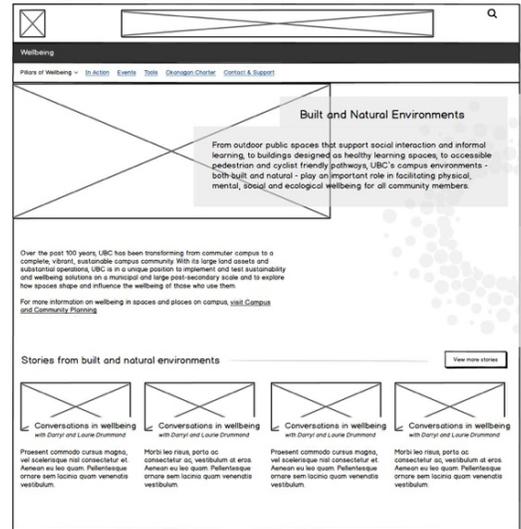
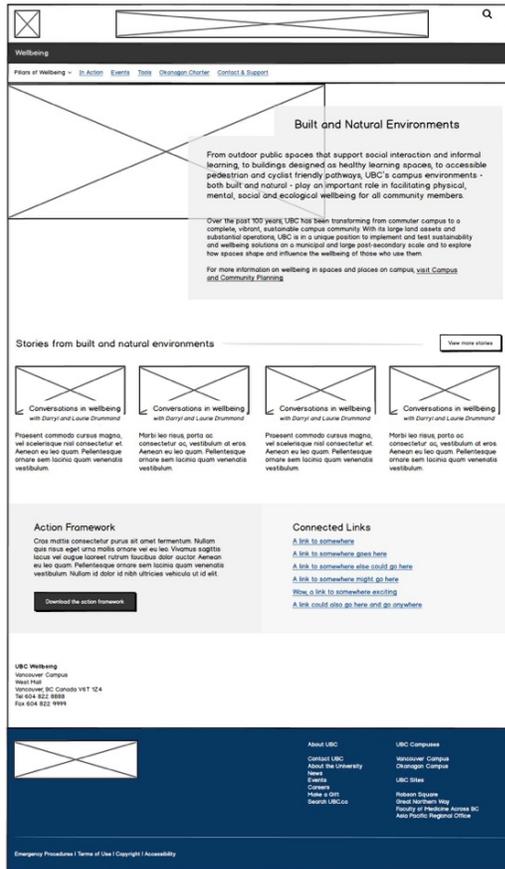
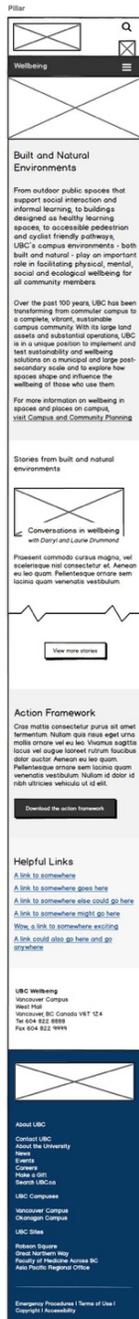
Appendix G: Themed responses to audience interview questions

KN01	Gap: Strategic priority vs tangible impact	X	X			
KN02	Lack resources: consistent language	X	X	X		
KN03	Lack resources: wellbeing visuals	X	X			
KN04	Lack awareness of wellbeing resources/events (for respective audience groups)	X	X	X	X	X
KN05	Lack connection	X	X	X	X	
KN06	How things are connected/context/being a part of	X	X	X	X	X
KN07	Busy people - looking for high level, no time to dig					
KN08	Celebrate, stories, recognize	X	X	X		X
KN09	Research (new ways to talk about wellbeing)					
KN10	Prevention / being proactive	X	X			
KN11	Referrals to the right people/group	X	X			
KN12	Institutional knowledge tied up in people vs. Systems-based	X	X			

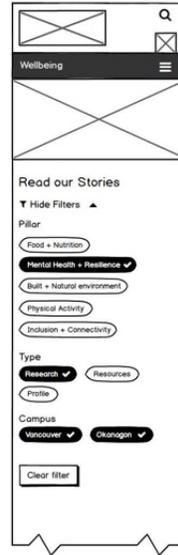
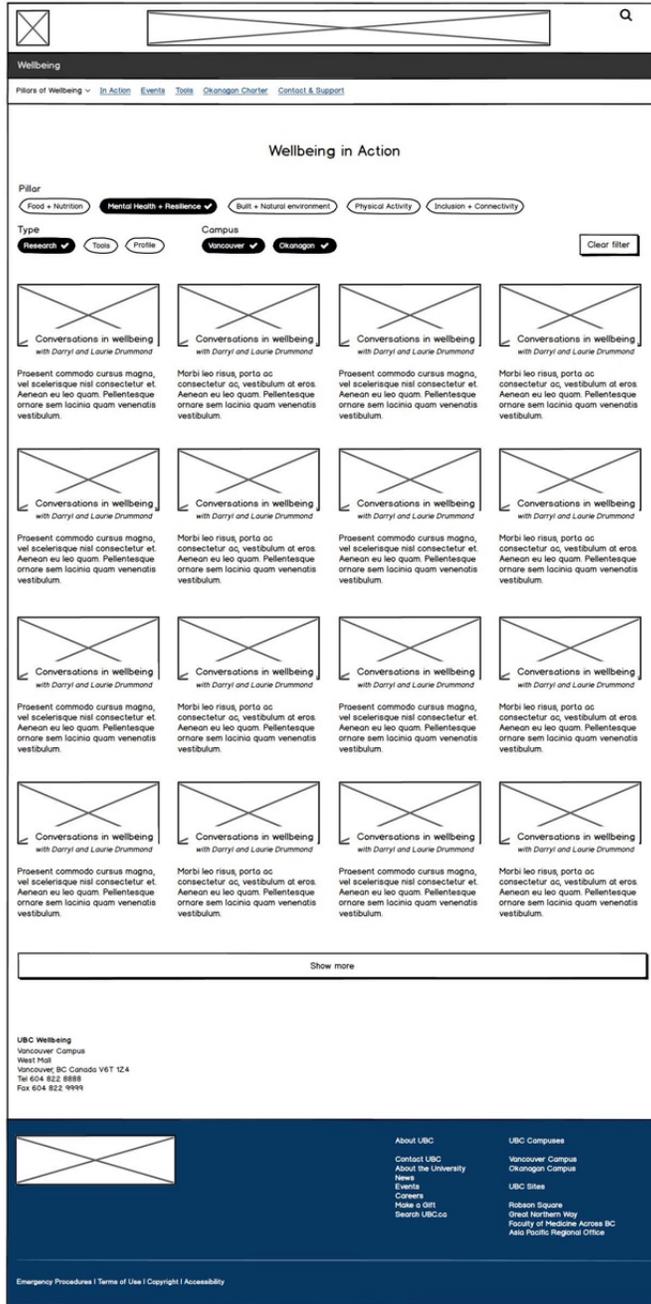
Appendix H: UBC Wellbeing website wireframes

The following wireframes represent some of the different content types for the UBC Wellbeing website in both desktop and mobile.

Priority area pages:

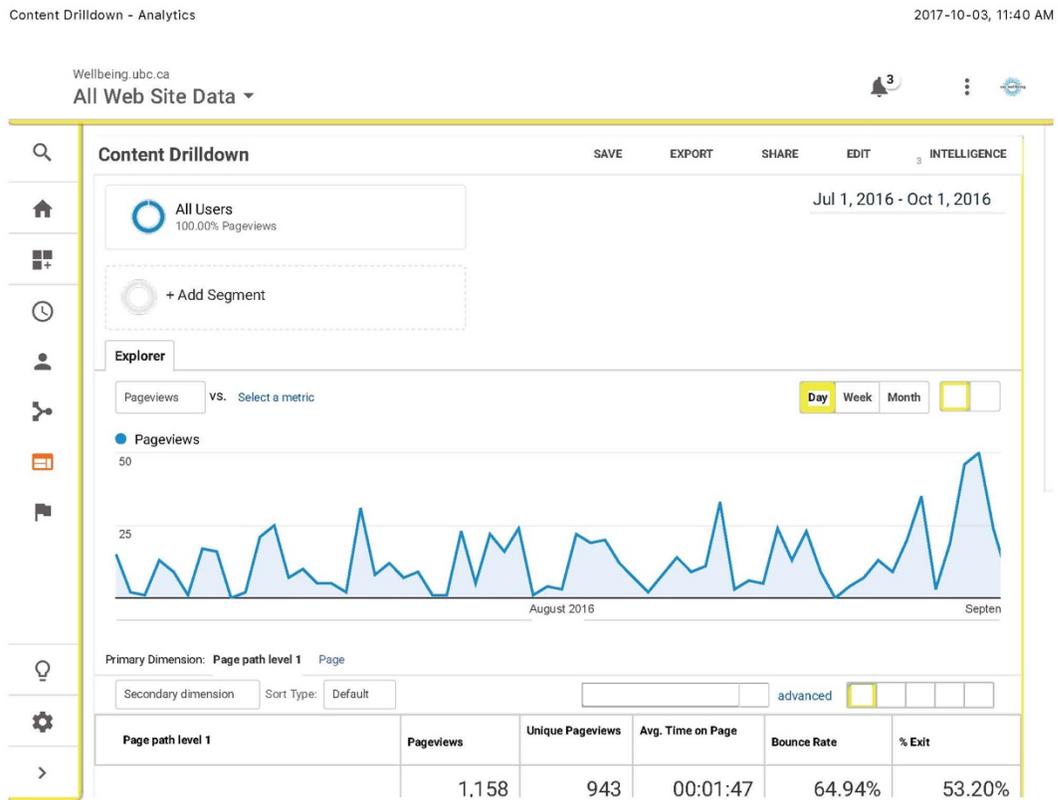


Examples and Research



Appendix J: Google Analytics

Google analytics for July-October 2016 (old wellbeing website).



Google Analytics for July-October 2017 (new wellbeing website). The analytics show a substantial increase in web traffic and significantly lower bounce rates.

