



2017-2018 Report

# TA WELL-BEING PROJECT

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

## COMPONENTS



Introductory Workshop



Weekly E-Mail Inspirations  
with Practical Tips



End of Term Check-in  
and Evaluation

## OUTCOMES



85% become more aware of  
strategies for enhancing  
their own well-being



81% experienced positive  
benefits for their own well-  
being or personal growth



83% learned new  
strategies for creating  
conditions for well-being  
through the TA role



70% have seen positive  
benefits to students



136 TAs involved

## WHAT PARTICIPANTS ARE SAYING

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