INTRODUCTION

What Started it all: “The Coverage Conundrum”
- We want to maintain robust, consistent in-person coverage.
- At the same time, there has been a post-pandemic sea-change in work expectations/culture such that flexibility (in where, when, and how people work) is possible, desired, and valued.
- Means: We risk losing employees if we don’t allow remote work/flexibility.
- Desired, and valued...
- Importantly, why...

From Conundrum to Opportunity: Campus when it comes to practicing/promoting

Our Approach: Design Thinking
- Centers understanding/empathy
- The question matters (what is the real problem?)
- Time for divergent thinking and converging thinking
- “Lo-E” prototypes/“little experiments” for early feedback/learning.

We invited 12 OTL staff members.

Goal: Deepen our understanding of the conditions under which we experience our greatest sense of well-being at work and/or do our best work... and, most importantly, why.

METHOD: EMPATHY INTERVIEWS

Interviews with OTL staff deepened our understanding of the needs, values, and barriers related to our OTL staff well-being.

We interviewed 13 OTL staff members.

What is well-being to you?
- How does your work schedule impact your ability to do your best work?
- If you could swap a week and have any work arrangement you wanted, what would your dreams working situation be like?

What contributes to your sense of support or isolation in your work?
- How would you rate your own teaching-related question or challenge you worked help with and actually got help?
- If you could wave a magic wand and have any kind of support you wanted with your teaching—whenever and wherever and however and from whom you wanted—what might you ask for?

What is the importance of work relative to other aspects of your life?
- How likely are you to stop into the OTL without an appointment? If so, what are your expectations for moving in person?
- What is the importance of work relative to other aspects of your life?
- How has your job affected your overall sense of well-being?

FINDINGS

Our Proposed Process

Coworker

Our Proposed Process

- Empathy interviews with faculty & staff
- Talk with others (faculty & staff)
- Research what others tried
- Uncover additional constraints

The empathy interviews are the focus of this poster!

We invited you to join the conversation

When have you felt your greatest sense of well-being at work?
- Write your answer on a post-it and share it in the space below.

Overall Findings

- One striking insight: It’s not that people don’t care about their work, and it’s not that people are expecting work to make them “well…” rather, they desire the ability to make the choices that will allow them to keep themselves and do good work.
- Another striking insight: Institutional policies and structures can exacerbate inequities when it comes to accessing well-being and ability to do one’s best work, particularly for those who are caretakers, neurodivergent, disabled, or struggle with health issues.
- We now know: What it would look like to take a “Universal Design for Well-being” approach to this work, where, as with Universal Design for Learning (which seeks to accommodate the needs and abilities of all learners and eliminate unnecessary hurdles in the learning process), we seek to design a solution/workplace that allows all of us to access well-being.

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Reimagining Our Post-Pandemic Workplace: Sustaining Support, Cultivating Collaboration, Widening Well-Being

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