



Student Affairs Leaders

Health and Wellness
Professionals

Well-Being Taskforces

Expanding Well-Being Initiatives Through Faculty Partnerships

A Reader's Guide to This Resource

Summary of Contents

Resilience in the News and on Campus

No Shortage of Commentary Highlighting Skill Gap Among Students

Driven in part by the escalating demand for campus mental health services, many are asking questions about students' grit, coping skills, and resilience (or lack thereof). Current articles, books, and discussions highlight how today's college students are struggling to cope with everyday setbacks. On campus, administrators, faculty, and staff share stories about students struggling to manage day-to-day challenges. Common examples include students struggling to manage their work and responsibilities without parental oversight, not bouncing back after failing a test, or clashing with new roommates.



✘ Students struggle to prioritize their work with a

✘ Students who they do not know

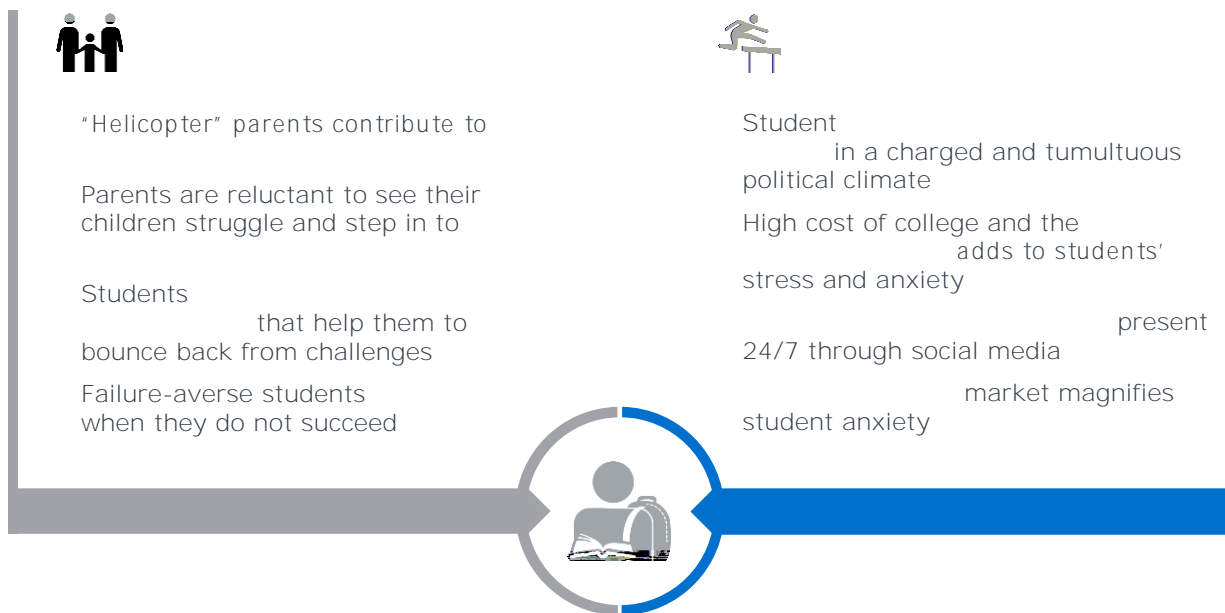
✘ High-achieving students struggle to persevere after they

Digging into the Skill Gap

Two Theories on Why Students Lack Resilience and Coping Skills

Within the discussions happening on campus and in the media, there are two prevailing theories about why students struggle with everyday setbacks and challenges. Some believe today's students are "soft" when compared to previous generations. This change is often attributed to changing parenting styles and failure-averse social expectations. Others believe that today's students face unprecedented challenges that make it difficult to respond to setbacks.

Across both theories, most believe that today's students are lacking adequate coping and resilience skills to successfully navigate life on campus.



" We Have to Address This Challenge Now"

Three Factors Are Driving Institutions' Urgency to Build Students' Resilience

Colleges and universities face growing pressure to help students develop stronger resilience and coping skills. Pressure comes from the increasing demand for campus services, the focus on student success outcomes, and a shifting enrollment landscape.

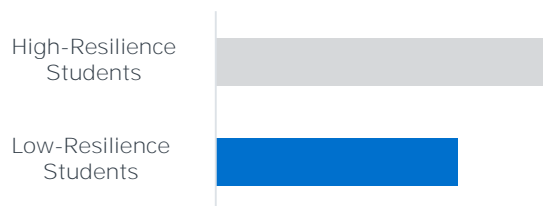
Demand for campus services is surging as students increasingly seek support for mental health and well-being concerns from the counseling center, residence life, academic support and advising, and disability support services. Progressive institutions are investing in proactive supports to help students build the skills they need to manage everyday challenges.



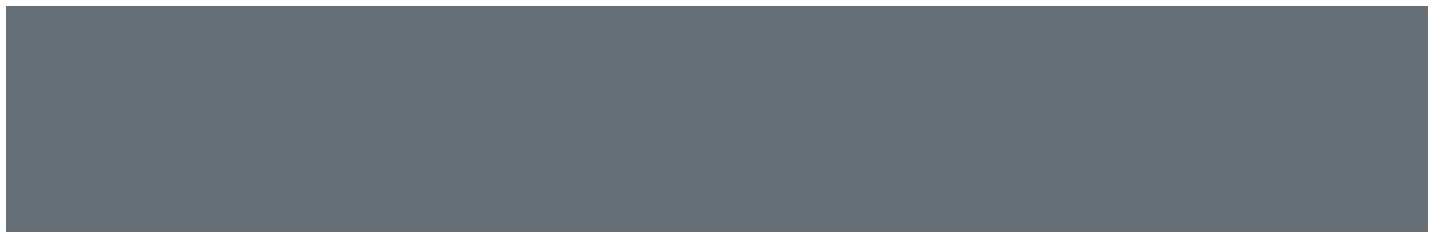
5x

Rate at which counseling center utilization
, 2009-10 to 2014-15

Resilience has a strong impact on student success, including academic performance, retention, and likelihood to persist. Bouncing back from failure, persevering in the face of challenges, and practicing healthy coping strategies are important to succeeding academically and personally.



Source: Center for Collegiate Mental Health, [2015 Annual Report](#); Jaschik, Scott. "The 2017 Survey of Admissions Directors: Pressure All Around," September 13, 2017; LeViness, Peter, Carolyn Bershad, and Kim Gorman. "Association for University and College Counseling Center Directors Annual Survey," 2018; Selingo J. The Future of Enrollment, 2017; Skyfactor, "Academic Resiliency And First-Year College Students," 2017; EAB interviews and analysis.



Simon Fraser University Crowdsources a Network of Collaborators

SFU's Interactive Event Leverages Faculty Enthusiasm to Expand Reach

To expand the reach of existing efforts on campus, Simon Fraser University (SFU) developed an annual event to leverage the enthusiasm of involved faculty to nurture a wider group of supporters.

Target Training and Resources to Key Groups

SFU Teaching Assistants Reinforce Well-Being in the Classroom

Beyond faculty, Simon Fraser University (SFU) also targeted graduate teaching assistants (TAs) to reinforce well-being in the classroom. TAs are an ideal population to target with training and resources for two reasons. First, they frequently interact with undergraduate students and can be among the first to notice signs that a student is struggling. Second, programming related to mental health and wellness often misses graduate students. By targeting graduate students, SFU provides students with resources they can use to promote well-being in the classroom and in their own lives.

SFU's TA Well-Being Project consists of an orientation workshop and weekly emails with resources and well-being exercises for TAs to use in class.¹ For example, one exercise suggests asking students to say one word that describes how they are feeling at the beginning of class and, as needed, follow up by connecting students to support services on campus.

Graduate students have given the program positive feedback. Eighty-seven (87) TAs participated in the 2017-18 cohort and 91% of participants learned new strategies for supporting well-being through their role as a TA. Seventy percent have seen positive benefits to their students.

1) Weekly email content is included in the Appendix.

Make It Easy for Faculty to Participate

Lesson in Brief

Boost faculty participation by providing modularized resources that are easy to use with students. Equipping faculty with guidance around how to discuss sensitive topics with students will help faculty feel prepared and qualified to broach topics they might avoid otherwise.

Rationale

Even if faculty are generally aware and supportive of well-being initiatives, there are still barriers to participation. Faculty maintain busy schedules that can make it difficult to commit to another campus initiative. Moreover, addressing student well-being or mental health can be a daunting task as some feel unprepared to discuss these issues because they are afraid they will say something wrong, insensitive, or unhelpful.

Recommended Tactics

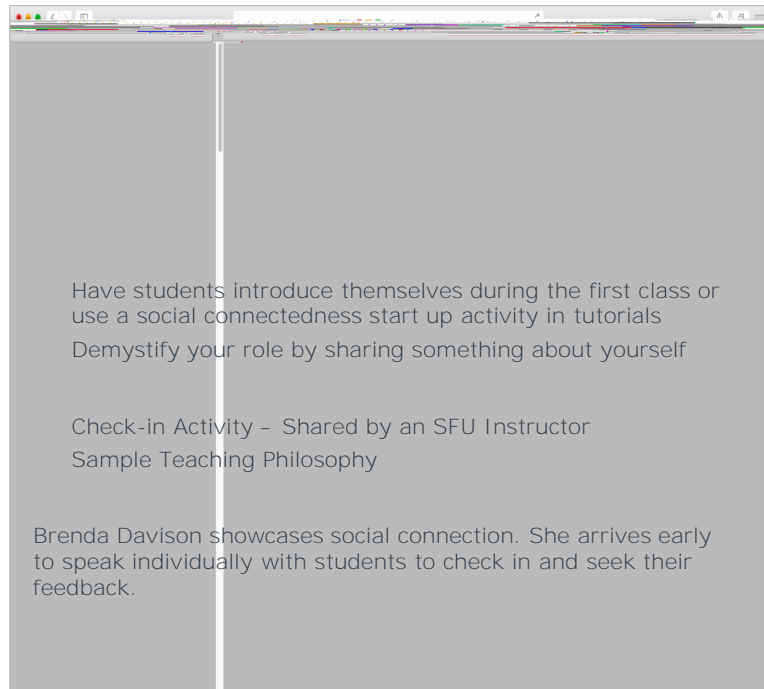
- 1 Create a go-to resource for faculty who want to help, but don't know how.

Centralize Resources for Faculty Use

Simon Fraser University's Digital Toolkit Promotes Go-To Resources

Simon Fraser University (SFU) created an easy-to-use interactive digital toolkit organized around their Ten Conditions for Well-Being in Learning Environments. The page is an effective way to centralize the myriad resources SFU developed for faculty to use in the classroom. Each section has quick tips, tools, and a faculty spotlight to emphasize peer participation.

The toolkit is housed on an easily accessible webpage on SFU's website. In the near future, SFU hopes to move the toolkit to Canvas, the university's learning management system, to allow faculty to easily transfer content from the toolkit directly into their course's specific page.



Curricular Infusion Bridges Gap Between Student and Academic Affairs

Georgetown Embeds Well-Being into Curriculum and Campus Culture

Since the project started in 2005, Engelhard courses have engaged over 120 faculty and 22,000 students.¹ In 2018, 40 Engelhard courses were offered each semester, up from about 20 courses per semester in 2016. In addition to the courses, the Engelhard Project also offers two faculty grant programs and an annual faculty conversation series on teaching and well-being.

Feedback from students and faculty is positive. Faculty feel students are learning how to address real-life challenges, and students feel faculty care about their well-being beyond their academic success.

Diagnostic Exercise

Identifying Strengths and Areas for Improvement

Use these questions as a guide as you assess your institution's current practices in maximizing the reach of well-being initiatives through faculty partnerships. Your responses to these questions can help you identify strengths and prioritize areas of improvement for your campus.

1) No, 2) Somewhat, 3) Yes

We have formal and effective mechanisms to identify and track faculty who are interested in incorporating well-being in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty on our campus understand and support the importance of well-being initiatives to student success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We partner with key groups beyond faculty, like teaching assistants or resident advisors, to reinforce well-being concepts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Bei or interacti6(o)-5

We have go-to resources to equip faculty with guidance around how to discuss mental health and well-being with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our faculty resources include guidelines around when referrals should be made (e.g., to counsel7(n)6(f)5(o)-5(rc3ET.0.282 RG[Reso]3(ur)4(ces)-17(a)5(nd)-5(E)-3(a)5(se)]T#T216f)5vET216fe3T/ TmO	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We provide modularized resources that are easy for faculty to incorporate into their classes or interactions with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Our faculty resources are located centrally online for quick access.

Supplemental Resources

This section aggregates materials that are referenced in this publication or supplement the tactics profiled. Access each resource by clicking on the hyperlinked title of each resource, or view a folder with all the materials [here](#).

[Creating Conditions for Well-Being in Learning Environments](#)

A collaboration between Simon Fraser University's Health Promotion Office, Teaching and Learning Centre, and faculty, this resource is a comprehensive toolkit that outlines ten identified conditions for well-



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