



Faculty Guidebook

Pedagogical Approaches to Well-Being

Office of
Health
Promotion



About this Guidebook

This Guidebook is designed to encourage faculty members to reflect upon the vital role they play in setting the norms and culture of our campus climate related to well-being. We offer various strategies, tools, and resources as a menu of small, systemic changes that can be made to classroom design and pedagogical approaches to embody Gonzaga's mission, promote positive well-being, and focus on the development of *cura personalis*.

Additionally, most of the information and guidance provided here can also be used in other areas of influence to positively promote well-being at Gonzaga, such as:

- For you individually on a personal level and/or as a faculty member.
- Interpersonal relationships with other faculty and staff at Gonzaga.
- Within your department(s) and/or organization(s).
- Within other professional academic spaces you may occupy such as professional associations, academic conferences or publications, and collaborations with other organizations and/or institutions.
- Throughout the Gonzaga community as a whole.

Research & Application

The concept and content of this Guidebook is based on research in the field of positive psychology, flourishing, well-being, pedagogical approaches, and adult and student development learning theories. The information contained in this Guidebook also incorporates the ideas and techniques used by faculty members at Gonzaga and other institutions of higher education, which they have identified to be helpful in intentional classroom design.

As members of the Gonzaga community, each of us plays a meaningful role in nurturing and intentionally developing our students' well-being. When considering which components of this Guidebook you may use in your classroom spaces, reflect on the experiences and conversations you have had with students both inside and outside the classroom and what has been beneficial for you and/or your students to positively promote mental health. Consider your own personal teaching style and what would be most authentic for you. Reach out to fellow faculty members and discuss what has been most helpful in building connection and enhancing well-being for students' success. Not every strategy will work for you. Try out a few and see what sticks. Often, the smallest changes can make the most impactful difference when done authentically. We encourage you to use this Guidebook proactively as you and your students navigate their well-being, and to use this as a resource to refer to if you find yourself in challenging situations or notice your students struggling with navigating their own well-being. You play such a meaningful role in our students' growth and development and your dedication to this work truly matters in the eyes of our students.

Acknowledgements

Land Acknowledgement

Gonzaga is located on the unceded homelands of the Spokane tribal people, who have lived in this region from time immemorial. For many generations, the Spokane Tribe of Indians lived on, protected and respected their ancestral homelands of approximately 3 million acres.

Spokane Tribal families relied on river waterways for nourishment as well as medicinal and spiritual purposes, with the grand Spokane Falls a gathering place for the Spokane tribal people, as well as other area tribes. Originally, the Spokane Tribe of Indians lived along the Spokane River in three bands known as the Upper, Middle and Lower Spokane Indians. Spokane area tribes hunted, fished and collected roots and berries to feed their families throughout the year.

In January of 1881, President Hayes stole this land from the Spokane Tribe and forced the Spokane Tribe of Indians to move from their ancestral homelands to the Spokane Indian Reservation - only 157,000 acres. Gonzaga was founded six years later on the stolen land.

As persons who are privileged to work on Gonzaga's campus, we start by acknowledging the painful history, erasure, and misrepresentation that the Spokane Tribe and many other indigenous persons have experienced. The Office of Health Promotion recognizes that historic and ongoing discrimination and disenfranchisement of our marginalized students and their communities contributes to unequal access to resources. We value the diverse voices of our students and are committed to identifying and advocating for equitable conditions and opportunities. This Guidebook is one way we hope to encourage faculty members to help foster an environment of equity and inclusivity for all students.

Supporting Institutions

This Guidebook is based upon the work of colleagues who have pioneered similar resources at Georgetown University, the University of Texas-Austin, and the University of Washington. Many thanks to these institutions for sharing their work in this field as we all strive to foster well-being in higher education.

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Gonzaga's Mission & *Cura Personalis*

In keeping with our Catholic, Jesuit, and humanistic values, Gonzaga's mission calls upon us to cultivate capacities for "reflective and critical thought, lifelong learning, spiritual growth, ethical discernment, creativity, and innovation." As a faculty member, you play an integral role in creating meaning and understanding for your students and accompanying them as they explore their development both inside and outside the college classroom. *Cura personalis*, or care for the whole person, is deeply rooted in our Jesuit traditions and, as such, Gonzaga is deeply committed to not only each student's academic achievement, but also to our holistic health and well-being, spiritual development, and the way we care for ourselves and others.

Cultivating the Whole Self

Health and well-being is much more than the mere absence of illness; it is the opportunity for humans to realize their full potential, including their aspirations, ability to satisfy needs, and their ability to cope with various environments in order to live a long, productive and fruitful life. Our well-being enables our social, economic, and personal development which can be fundamental to developing our whole self. Well-being Theory incorporates five elements: positive emotion, engagement, meaning, positive relationships, and accomplishment (Seligman 2011). Each aspect of these elements may be measured subjectively (self-assessment) and objectively (formal assessment). Each of these areas are intertwined and influence one another. In this Guidebook we intentionally expand upon the following topics to help foster each of the elements of well-being: (1) general practices, (2) social connectedness, (3) mindfulness and stress reduction, (4) growth mindset and resilience, (5) gratitude, (6) inclusivity, (7) self-care and community-care, (8) self-compassion and empathy, and (9) effective learning environments.

General Practices

Anecdotally, students often report that the most meaningful connections they develop with their professors are done in some of the smallest ways. Students welcome opportunities to connect with faculty beyond the academic content of their courses in ways that align with our humanistic values as an institution. Listed below are strategies to build meaningful connection with your students.

- Remember that your students are humans with varied backgrounds and lifestyles and that there are many "right" ways of accomplishing something.
- Be transparent with your own humanity – especially acknowledging your mistakes and vulnerabilities.
- Continue to let your students know that you are open to their questions and concerns. The more consistently approachable you are, the more approachable the learning environment becomes.
- Be passionate and enthusiastic about what you teach.
- Use appropriate humor when possible. Humor can create positive bonds and foster adult learning.

- ❑ Pass out notecards or create an electronic survey on the first day of class asking students to write down what they would like you to know about their goals, concerns, and/or ability to do well in your class. You will be surprised by what they share proactively.
 - [Here's an example](#) of a first-day survey that you could copy and publish in Qualtrics!
- ❑ Use CliftonStrengths or other personality assessments to develop connection between you and your students.
- ❑ *Consult with ATAS to ensure all of your course materials are accessible, ADA compliant, and/or follow universal design.
- ❑ Be open to conversations about mental health in your classroom to help destigmatize it. This can include: proactive and positive conversations, referrals to appropriate resources/affinity spaces, and not solely reinforcing the challenges but promoting recovery.
- ❑ Include a section in your syllabus about well-being, mental health, and resources for support.
- ❑ Let students know you are open to talking to them individually about their well-being. (Refer to the [Blue Folder Project](#) for supporting students of concern.)
- ❑ Don't cancel class! Invite staff from the Office of Health Promotion to have a conversation with your students about proactive well-being, self-care, sleep, and more.
- ❑ Consider offering mental health, wellness, or "cura personalis" days for students to use as needed during the semester without penalty.
- ❑ Take a training to learn more about Mental Health & Suicide Prevention and Recovery Allyship through the Office of Health Promotion.

*Reminder: This is required by law!

Social Connectedness

Social connectedness has a direct impact upon student retention (Allen, et. al. 2008) and positive correlation with academic motivation (Walton et al., 2012), which may directly impact academic achievement. Research also indicates that students who perceived greater faculty support increased students' retention within their field of study (Shelton, 2003.) You can help students enhance their well-being by building authentic relationships with them, staying connected to them, and encouraging them to stay connected to their peers and other resources at Gonzaga.

- ❑ Prior to the first day of class, ask your students to fill out a survey to get to know them. Ask about their background, interests, majors, strengths, areas for growth, needs, and other questions they may have about this course. Use the survey information to guide and adapt your course.
- ❑ Leave the podium and physically move as you are able amongst your students. Consider ways to integrate technology to foster connectedness.
- ❑ Incorporate welcoming rituals within your classroom design to foster connection.
 - Smile and welcome students.
 - Play music before class starts. Allow students to "DJ" appropriate music.
 - Ask students how they are doing and how we can support one another.
 - Start class with a reflection, brief journaling assignment, or peer-to-peer discussion about their well-being.
 - Allow students to go over homework in pairs or cooperative groups.

- Play any of the well-being slide decks provided by the Office of Health Promotion while students get settled.
- Share personal anecdotes when appropriate.
- Share personal connections to content, including areas where you may have struggled or concepts you were surprised to learn.
- Encourage students to build connections outside of the classroom, such as study groups.
- Use various types of cooperative and collaborative learning such as small group discussion, homogeneous and heterogeneous learning abilities, or group role assignments. Shake things up and assign groups randomly some days.
- End every class with students sharing three positive takeaways they learned today or something they look forward to learning more about. Consider a WOW (something great), POW (something not-so-great) or CHOW (great food or restaurant recommendation) to enhance positive well-being.
- Encourage students to get involved (and build support networks) with the [Center for Student Involvement](#).

Mindfulness & Stress Reduction

Mindfulness can be defined as simply paying attention, in a particular way, on purpose, without judgment. Research shows that mindfulness can improve memory, reduce stress levels, and increase physical health (Bonamo, Legerski, & Thomas, 2015; Kerrigan et al., 2017). Mindfulness can also increase attention before and during class (Benson et. al., 2005; Carson, et al., 2001; Ritchhart, 2000; Schoeberlein & Sheth, 2009). Mindfulness can positively impact students' perceived stress, sleep problems, and self-compassion (Greeson et al., 2014) and improve mental health outcomes for students struggling in an academic setting (Dvůráková et al., 2017). Stress reduction, and in particular mindfulness-based stress reduction, are correlated with significantly greater improvements in emotional well-being (Anderson et al., 2007); improvement in anxiety, depression, and self-esteem (Goldin & Gross, 2010); and decreased psychological distress (Carmody, et. al., 2009).

- Provide a “mindfulness minute” at the beginning or end of class in which you encourage students to take a few deep breaths and center or calm themselves.
- Encourage and incorporate mindfulness techniques during high stress times, such as during an exam. Guide students in three mindful breaths and encourage students to think to themselves, “Everything I have done up to this point has prepared me for this moment. I am capable. I’ve got this.”
- Teach students to practice positive self-talk and stress reduction techniques to process through negative emotions and promote positive emotions.
- Take a “brain break” to give students a pause from learning content. Lead the class in a stretch or encourage students to take a moment to connect to someone who is not sitting directly next to, in front of, or behind them to share a thought, story, or question.
- Organize mindfulness activities outside the classroom for extra credit, such as:
 - Joining the Office of Health Promotion for a guided meditation.
 - Visiting the latest exhibit on display in the Jundt Art Musuem.
 - Participating in yoga, outdoor activities, or an exercise class.

Growth Mindset & Resilience

Growth mindset is the belief that your basic qualities and intelligence are not a fixed state but are things that you can cultivate and improve through your efforts (Dweck, 2016). Alternatively, a fixed mindset causes students to identify with failure and students with high ability are often the most worried about failure, most likely to question their abilities, and more likely to fail in the face of obstacles (Dweck, 2000). Growth mindset, however, allows students to learn from failures and even how to pivot to navigate challenges as they arise. Students' mindsets are malleable and growth mindset can influence how students react to stress, failures and challenges and is associated with more adaptive coping strategies (Dweck & Leggett, 1988). Students who use growth mindset often demonstrate higher achievement and course completion rates and have a positive correlation with their level of engagement (Yeager & Dweck, 2012; Bostwick et al., 2017). Additionally, research shows that Latinx students who use growth mindset interventions had significant improvements in GPA and GPA gap compared to white students (Broda et al., 2018).

Resilience is our ability to bounce back or recover from stress (Smith, et. al., 2008). Resilience can incorporate seven integral, interrelated components known as the 7 Crucial Cs—*competence* (ability to handle situations effectively), *confidence* (solid belief in one's abilities), *connection* (close ties to family, friends, school, and community), *character* (fundamental sense of right and wrong to make wise choices, contribute to the world, and become stable adults), *contribution* (importance of personal contributions of self to the world around you), *coping* (deal effectively with life's challenges), and *control* (internal power to influence circumstances) (Ginsburg 2020). Research consistently shows a strong statistical correlation between students' increased GPA, aptitude, and academic achievement with their interpersonal and intrapersonal resilience and positive mental health (Hartley, 2011).

- Be optimistic about how students are doing in your class. Let students know you want progress rather than perfection. Use words like “growth” and “learning” rather than “achievement” or “performance”.
- Talk about times that you've failed and how you worked through those failures. Let students see that you make mistakes, and then show them how you've used those mistakes to learn from them.
- Struggle with concepts in front of students and allow them to help you work through the process.
- Whether students succeed or struggle, encourage them to reflect on what positively or negatively contributed to their learning process. Praise learned strategies and techniques as outcomes instead of high scores. Identify tangible ways to improve learning moving forward.
- Explicitly teach strategies you use to help you grow from failure or how you've seen other students grow from failure.
- Ask students to elaborate on their thoughts during discussions, encouraging them to process content at a deeper level as they reflect on their responses.
- Discuss and model self-regulation strategies such as:
 - Set goals and monitor progress to meet those goals.
 - Use time management techniques to accomplish goals.
 - Incorporate positive self-talk effectively to motivate and promote active learning.

- Identify misconceptions and strategize how to address them.
- Use emotional intelligence to become more aware of your thoughts and feelings, such as anxiety or stress, and use evidence-based skillsets to proactively and reactively address them.
- Focus less on competition and performance and more on learning and proficiency:
 - Allow students to earn back some points by: retaking exams or parts of exams to learn from mistakes; rewriting papers; or redoing projects based on feedback.
 - Have students complete coursework both individually and in groups/partnerships - including exams, presentations, or assignments.
 - Encourage students' autonomy on how they demonstrate knowledge and application of content mastery (e.g. creating a video, writing a paper, giving a presentation, etc.).
- Empower students to reflect and identify ways to fix their mistakes and work through problems so they can monitor growth over time and progress being made.
- Teach students how to use mistakes/failures to their advantage. Encourage small or large group dialogue about overcoming challenges and “failing forward”.

Gratitude

The word gratitude is derived from the Latin word *gratia*, which means grace, graciousness, or gratefulness. Research routinely shows that practicing gratitude is strongly and consistently connected to greater happiness, increased optimism, increased life satisfaction, and fewer negative feelings (Emmons & McCullough, 2003). Gratitude can improve negative moods, strengthen interpersonal functioning, and reduce the risk of suicide through a direct impact on one's sense of hopelessness, depression, lack of social support, and substance misuse (Kaniuka et al., 2020). Practicing gratitude can also limit anxiety and depression, improve relationships with others, and cultivate less critical, less punishing, and more compassionate approaches to one's relationship with self (Petrocchi & Couyoumdjian, 2015).

- Find the good – end each class period with three positive takeaways from the day's lesson.
- Model gratitude by thanking students for their participation in class.
- Encourage students to pause and bring to mind someone who has made a positive difference in their day or week, and encourage them to express their gratitude to that person.
- Write a thank you note to someone via text, email, or the old-fashioned way—through the mail. Connect with your students as you see their growth and celebrate their successes, however small.
- Incorporate writing prompts around gratitude.
- Keep a gratitude journal or jar – write each day about the things you received, tangible or intangible, that brought you joy.
- Intentionally celebrate or acknowledge successes in the classroom or achieving learning objectives.
- Cultivate gratitude for others by engaging in random acts of kindness – buy someone coffee, give a small gift, compliment others on the qualities that improve their resiliency.

Inclusivity

Focusing on our commitment to the dignity of the human person, Gonzaga prides itself in creating rich learning environments that embrace social justice, diversity, and intercultural competency. Inclusivity in the classroom includes pedagogical approaches to intentional course design, teaching practices, and evaluation that cultivates a learning environment where all students have access to education, are treated equitably, and feel supported in their learning environment. Striving for inclusive excellence requires us to meet the needs of increasingly diverse entering students, rather than “beginning with the assumption that diverse students must assimilate into existing environments” (Williams et al., 2005).

- Call students by their chosen names and use their gender pronouns.
- Understand that gender neutral pronouns are now widely accepted by writing guides (e.g. APA, MLA, etc.) and may be used on writing assignments.
- Learn how to pronounce your students’ names correctly.
- Model inclusive language and avoid stigmatizing language. Use:
 - “You all” or “everyone” instead of “you guys”.
 - “Partner” or “significant other” instead of “boy/girlfriend” or “husband/wife”.
 - “Someone living with mental illness” instead of “crazy,” “nuts,” or “psycho”.
 - “Person with a disability” instead of “differently abled,” “challenged,” or “handi-capable”. Note that some prefer identity-first language and may use “disabled person” instead of person-first language.
 - Stigmatizing language can include painting any group as “abnormal,” “atypical,” or “unhealthy”.
- Avoid using language like “it is easy to see...” or “it is clear that...” as it may implicitly discourage participation from students who do not understand.
- Encourage participation in cultural events that celebrate diversity (e.g. The Diversity Monologues, PRIDE, Spokane Powwow, etc.).
- [Learn more about microaggressions](#) and how to recognize and respond to them in your classroom.
- [Acknowledge Indigenous people and their traditional lands](#) in your opening remarks, syllabus, and other resources.
- Follow the [religious accommodations policy](#); reference it in your course syllabus and on the first day of class.
- [Ensure that your classroom is accessible](#) to all students with disabilities.
- Reflect on the examples that you use to demonstrate learning, as they often come from our own experiences. Avoid any assumptions that your experience is representative of other’s experiences and reflect on how your teaching examples may be favored by or offensive to gender, race, ethnicity, socio-economic status, privilege, or otherwise.
- Incorporate diverse student voices and perspectives without stereotyping, spotlighting, or tokenizing.
- Meet students where they are by:

- Encouraging students to reflect on learning and how it applies to them and their social identities.
- Incorporating different learning styles (visual, auditory, kinesthetic, and reading/writing) into course work to meet the diverse needs of your students.
- Inviting students to speak with you about any accessibility concerns they may have.
- Use interactive tools or polling software for class input and participation (such as Top Hat, PollEverywhere, Sli.do, Kahoot, etc.), especially with conversations or topics where barriers exist that may otherwise make students hesitant to speak up.
- Be an active ally, learn more about diversity at Gonzaga, and encourage your students to do the same. Attend a [Sexuality and Gender Equity \(SAGE\)](#) or Recovery Ally training on campus.
- Choose texts from authors of diverse backgrounds and that engage a diversity of ideas and perspectives.
- Make expectations clear; remind students of available support and resources in the Gonzaga community.
- Consider putting expensive textbooks on reserve in the library.

Self-Care & Community Care

Self-care can be described as the actions we take to preserve or improve one's health. Community care is the care we can offer to one another to create a collective responsibility approach to caring for one another and our community, especially when considering the dynamics of power, privilege, oppression, and the needs of those with marginalized identities. Whether it be your own self-care, that of your students, or accompanying community care, our actions play a meaningful role in navigating our well-being, individually and collectively.

- Prioritize and actively schedule your own self-care to improve your own well-being, allowing you to be present and your best self for your students.
- Reflect on the areas of life that are bringing you fulfillment or frustration through the lens of the Eight Dimensions of Well-being. Consider asking the following:
 - Which areas of my life bring me joy and fulfillment? Why?
 - Which areas of my life are bringing me dissatisfaction or frustration? Why? What is within my sphere of influence to change?
 - Which areas of my life could be even better? Where can I focus my attention, time, and energy to enhance my well-being? What is my intuition telling me?
- Set and maintain boundaries (e.g. office hours, emails, phone calls, Zoom, etc.), and communicate them clearly with your students. Consider including expectations on response times and working hours; for example, you will not respond during the weekend.
- Establish community agreements on the first day of class. Ask students what kind of learning environment they want to co-create for the semester and how they will support one another through that process and how they will hold one another accountable.
- Encourage students and colleagues to reach out to others who may be struggling. Normalize that no one is meant to do this alone and that we can get through this together.
- Encourage or incentivize students working together collectively to achieve academically.

- Model effective self-care to recharge yourself and talk openly about it in your classroom spaces.
- Ask your students directly how they are managing their stress, self-care, and community care; check-in to assess their well-being and what they need to be well.
- Prioritize sleep for yourself and your students – reflect on due dates of materials and assignments that promote healthy well-being related to sleep (e.g. setting deadlines at 5:00 p.m. versus midnight).
- Minimize expectations of perfectionism and focus more on progress.
- Begin and/or end each week with reflection on ways to prioritize self-care or community care this week or by listing ways folks have cared for themselves and others. Hold one another accountable and follow through with plans for engaging in self-care or community care during the week or over the weekend.

Self-Compassion and Empathy

According to Neff (2010), the construct of self-compassion includes three primary components: “(a) self-kindness—being kind and understanding toward oneself in instances of pain or failure rather than being harshly self-critical, (b) common humanity—perceiving one’s experiences as part of the larger human experience rather than seeing them as separating and isolating, and (c) mindfulness—holding painful thoughts and feelings in balanced awareness rather than over-identifying with them.” Self-compassion is directing the same level of compassion to yourself as we often would to a close friend by accepting our own shortcomings and holding ourselves accountable to learn and grow from our failures (Neff, 2003). Higher levels of self-compassion lead to increased likelihood of compromise, authenticity, and relational well-being (Yarnell & Neff, 2013). Self-compassion is also positively associated with mastery goals, greater perceived competence, and emotion-focused coping skills, and negatively associated with avoidance-oriented strategies (Neff, Hsieh, & Dejitterat, 2007).

- Model compassion for yourself and others:
 - Use examples of when you’ve struggled and share them with your students.
 - Talk about your own strategies for being compassionate with yourself.
 - Use positive self-talk individually or collectively as a team before stressful moments (e.g. wild applause and support, a mindful moment of thinking “everything I have done up to this point has prepared me for this moment,” or confidently saying out loud “I’ve got this!” before beginning an exam or presentation).
 - Share a quick video of positive self-talk like [A Pep Talk](#) or [Jessica’s Daily Affirmation](#).
- Explore common humanity with your students:
 - Address common challenges as a team. For example, if several students struggle with a concept or portion of an exam, revisit it together as a team. Emphasize collective challenges so students feel less isolated for not understanding.
 - Share your own experiences with negative self-talk and how you correct it.
- Always assume others’ best intentions and give them benefit of the doubt. If your students come to you, listen to them with empathy and try to understand their perspectives and beliefs and try to help them understand yours.

- Be mindful of how you provide feedback and your word choice. Your language can help shape and influence how students think about themselves. Be intentional about providing positive and constructive feedback.

Effective Learning Environments

Students learn most effectively when they feel supported, engaged, and appropriately challenged, and when they are able to see the relevance of the course content to their personal experience or professional goals. Establishing an effective learning environment starts with course planning that is guided by learning objectives. By first determining what we want our students to gain from the course and how we want them to behave differently after taking the course, and then developing activities and experiences that lead to these outcomes, we are creating opportunities for rich student learning. Assessments based on clearly articulated expectations for how students can demonstrate that they are meeting the course objectives with a focus on student growth rather than shortcomings or failures also promote an effective and inclusive learning environment.

Here are some of the key aspects of building a supportive and inclusive learning environment:

- Establish consistent, clear, and open communication.
- Develop community agreements that establish behavioral norms, promote a safe and welcoming classroom culture, and support respectful and open dialogue.
- Construct a syllabus that is welcoming, affirming, and shows the alignment between learning objectives and course design.
- Incorporate high-impact educational practices that allow students to fully participate in their learning experience.
- Prepare for and be willing to address classroom situations that are disruptive to an inclusive environment and effective learning.

For more information about these and other ideas that promote student learning and engagement, and support diverse and inclusive classroom environments, please visit the All Campus Teaching Support Blackboard course or contact [Mia Bertagnolli](#), Director of the Center for Teaching and Advising.

Resources

The following resources are available to you as you navigate integrating well-being into your classroom spaces.

Teaching & Learning

- ❖ [Academic Technology Applications Support](#)
- ❖ [Center for Teaching and Advising](#)

Health & Wellness

- ❖ [Center for Cura Personalis](#)
- ❖ [Health & Counseling Services](#)
- ❖ [Office of Health Promotion](#)

In addition to providing consultation services, the Office of Health Promotion offers trainings in the following areas:

- Campus Connect: Suicide Prevention Training
- Mental Health First Aid Training
- Mindfulness & Meditation
- Substance Use Recovery Ally Training
- Zags Help Zags (Bystander Intervention)

Diversity & Inclusion

- ❖ [Office of Diversity, Equity and Inclusion \(ODEI\)](#)
- ❖ [Office of Diversity, Inclusion, Community, & Equity \(DICE\)](#)
- ❖ [Lincoln LGBTQ+ Resource Center](#)
- ❖ [Unity Multicultural Education Center](#)
- ❖ [Disability Access](#)
- ❖ [Title IX](#)
- ❖ [Transfer, Veteran, and Returning Adult Student Services](#)
- ❖ [Zags Help Zags—Bystander Intervention Program](#)

General University Support

- ❖ [Center for Student Involvement](#)
- ❖ [Center for Civic Engagement](#)
- ❖ [Human Resources](#)
 - [Employee Assistance Program](#)

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