WELL-BEING FOR LIFE & LEARNING

A GUIDEBOOK FOR ADVANCING STUDENT WELL-BEING AT THE UNIVERSITY OF WASHINGTON

UNIVERSITY *of* WASHINGTON

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INTRODUCTION

Dear University of Washington Colleagues,

The events of 2020 underscore the importance of building resilience as a community. Instructors, staff, and students face the health and financial impacts of the COVID-19 pandemic—while also coping with the anger, grief, and trauma of systemic racism. The accumulation of these challenges has been overwhelming to many and has inundated an already strained mental health system at the University of Washington and on college campuses across the country. And while there is no singular solution that will address all the challenges our community is experiencing, we do know that each of us has a role to play in building a healthier future.

The UW Resilience Lab, a program of Undergraduate Academic Affairs, was created in 2015 to promote resilience and compassion on campus. Today, as part of that work, the Resilience Lab aims to support instructors in creating learning environments that promote well-being through a new initiative called **Well-Being for Life and Learning**.

The Well-Being for Life and Learning initiative provides instructors with practices designed to support the whole student. The impetus for this initiative was the social and emotional learning movement, which has demonstrated a clear ability to get results through more than two decades of research—from improving academic performance and stress coping skills to increasing students' compassion toward themselves and each other. This research led the Resilience Lab team to ask: What is the role of social and emotional learning in higher education, and how can it be leveraged to make the UW a better place to learn and thrive?

A pilot program of the Well-Being for Life and Learning (WBLL) initiative took place during the 2019-2020 academic year. During this time, the Resilience Lab supported more than 40 WBLL Fellows—including instructors, staff, and students—across all three campuses by offering best practices, support, and opportunities to share ideas through a community of practice. Based on learnings from the pilot year, the Resilience Lab team has developed this guidebook—which is deeply informed by UW researchers and educators, input from Distinguished Teaching Award recipients, guidance from leading experts in a variety of disciplines, and the feedback and contributions of UW students.

The Foundations for Advancing Student Well-Being serve as the framework for this guidebook. Our framework centers the core skills and mindsets of social and emotional learning, while also drawing on best practices modeled at partner institutions like Georgetown University and the University of Texas at Austin. **The Foundations for Advancing Student Well-Being include teaching for equity and access, nurturing connection, building resilience coping skills, and connecting to the environment.**

Advancing the well-being of UW students will require all of us to get involved. As role models and teachers, instructors play a truly critical role. We know that integrating practices to support well-being is not a uniform process and must be tailored to each individual's values and style of teaching, but we hope this guidebook will offer some useful direction and inspiration. In addition to reading and referring to the guidebook for ongoing guidance, as well as engaging with each other around this work both within and across departments, instructors are invited to consider joining the Well-Being for Life and Learning community of practice. For more information, please reach out to the Resilience Lab (*uwreslab@uw.edu*).

Undergraduate Academic Affairs is committed to doing everything within our means to support our campus community with this call to action. Together, we can create and sustain a culture of well-being at the University of Washington.

Sincerely,
Ed and Megan

ED TAYLOR
VICE PROVOST & DEAN, UNDERGRADUATE ACADEMIC AFFAIRS

MEGAN KENNEDY
UW RESILIENCE LAB DIRECTOR

INVITATION TO THE WORK

Dear Colleagues,

We are thrilled to welcome you to the University of Washington's Well-Being for Life and Learning (WBLL) initiative. Over the past two years, more than 40 WBLL Fellows—including instructors, staff, and students—across all three campuses have been co-learning about the foundations of well-being and identifying opportunities to incorporate well-being practices into our work at the UW. We have seen these practices impact us and our students, and we are excited to share this work with you.

We came to this work with different levels of personal and professional experience regarding well-being practices. We each had to determine the ways we relate to this initiative. Participating in this learning community has been nourishing and supportive, and we recognize that not everyone will have access to this collaborative space. So, as you review this guidebook, we wanted to offer some reflections as you consider your connections to this initiative.

Reflection 1: Well-being practices are not a fix—they are about fortification. Bringing well-being practices into our campus community does not dismantle white supremacy and end racism, sexism, ableism, or any of the other systems of oppression impacting all of us. It also does not change the fact that students have personal struggles they are managing while pursuing their degrees.

This well-being initiative intends to help our students cope with the lived experience and impact of systems of oppression as well as personal stressors by providing tools for promoting self-awareness and regulation, a sense of connectedness and community, and an environment they can trust will greet them with care each day. Wellness and well-being practices are about grounding and fortification in ourselves and our relationships. They can sustain us as we pursue policy and systems change. But to be clear: They are not a fix. A fix will only come through broader societal and community transformation.

Reflection 2: Well-being is relevant to every setting and every member of the UW community; however, the integration and application of well-being practices are not expected to be uniform. We work in different settings, teach different subjects, and are different people. Our identities and units within the University may make integrating these practices easier or harder. We have different skills and capacities, and our contexts create different opportunities and challenges. All of that matters for how we engage with practices to promote well-being. Regardless of which practices you decide to incorporate, they are all valuable and helpful in terms of advancing well-being.

Reflection 3: The Well-Being for Life and Learning initiative is a collective effort. No one person is responsible for transforming the UW. No single classroom or community member holds the key to well-being at the UW. **The goal is to determine how each of the settings we are in can contribute to well-being and how these spaces and practices fit together to create experiences that support individual and collective wellness.**

There is no perfect equation for what each UW instructor needs to do to build a campus culture that facilitates well-being. We cannot say, “If each instructor integrates three practices per quarter, our students’ well-being will increase by X%.” Instead, each of us must identify the variables that impact how we relate to this work and determine the right-sized ways to utilize these practices. Additionally, as we engage with this collective initiative, we must cultivate patience—as the impact of our individual practices may not be immediately visible.

Recognizing this effort as collective is a gift. It means that as we need to pause to tend to our own well-being or to sharpen our skills, we can do so with faith that our colleagues and our community are continuing to cultivate learning environments that support our students’ well-being.

The question is: What is the right way for you to plug into this effort to build a more balanced, compassionate, and equitable UW community right now? The answer is specific to you, your role, and your context. That answer will also likely change over time—as you change, your students change, and our context continues to change.

So, with all of this in mind, we encourage you to reflect on the following questions:

What is your relationship to each of the concepts presented in this guidebook? How do you personally connect with these areas of practice? Considering your own well-being, how might any of these practices enhance your life and support you in developing or expanding your self-care routine?

What settings are you a part of at the UW? How are your settings connected to the foundations of well-being shared in this guidebook?

What feels doable to you? Look for small ways to incorporate well-being into your work in our shared learning community. What five-minute practice could you bring into your classroom? What one-time experiment could you try with your research team?

In the future, we will share a more comprehensive series of resources, exercises, and online tools to support you in this important work. For now, we hope this is a helpful invitation to join us in the WBLL initiative.

With gratitude and optimism,
Well-Being for Life and Learning Fellows

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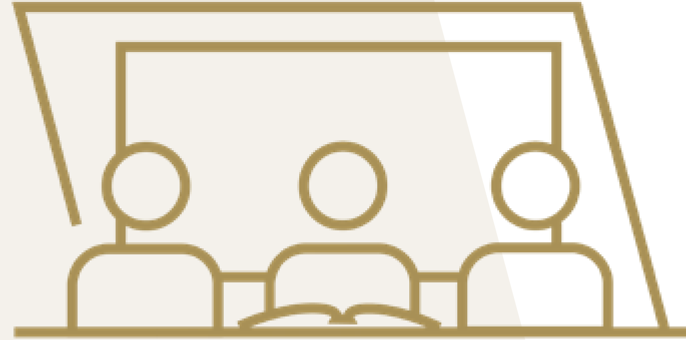
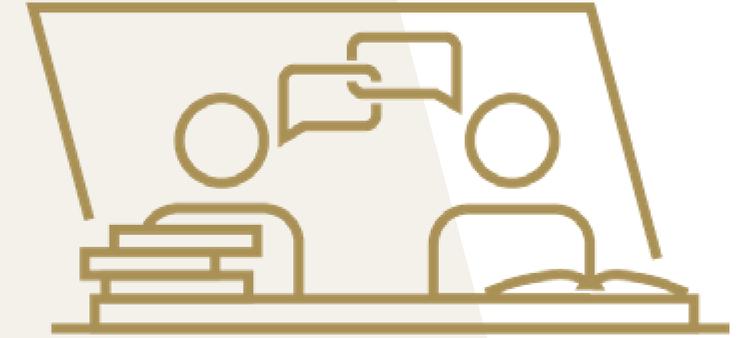
TEACHING FOR EQUITY AND ACCESS

Creating an atmosphere of belonging and addressing power, privilege, and oppression in the classroom (e.g., co-creating shared norms and expectations for class discussions).



NURTURING CONNECTION

Tending to the social connectedness students experience with others and supporting students as they build stronger connections and awareness within themselves (e.g., encouraging peer interaction through study groups).



FOUNDATIONS FOR ADVANCING STUDENT WELL-BEING

BUILDING RESILIENCE COPING SKILLS

Teaching and modeling everyday practices to develop the four cornerstones of resilience: mindfulness, growth mindset, gratitude, and self-compassion (e.g., opening class with a few minutes of reflective journal writing).

CONNECTING TO THE ENVIRONMENT

Establishing an intentional and meaningful relationship between students and the places where they learn and grow (e.g., creating opportunities for students to learn outside).

TEACHING FOR EQUITY AND ACCESS

"This is our community—to truly fulfill our public promise of both access and excellence, we must make progress on diversity. Stereotypes and bias are in the air we breathe. They are part of our societal fabric. We've got to begin by not being part of the problem, or less a part of it. We can only do that by recognizing it and acknowledging that it resides in us. We can't just will it or ignore it away—we have to become culturally aware and self-aware in order to make our campus community more inclusive and just."

-Ana Mari Cauce, UW President,
Leading Change in Public Higher Education (2015)

Achieving this public promise of access and excellence is not possible through good intentions alone; it requires examination of and revision to our policies and practices at every level. This work is required because historically, higher education has not been designed with all of us in mind. Many people who currently serve as educators—including those who are Black, Indigenous, and People of Color (BIPOC), women, people with disabilities, queer and trans people, and people with less access to money—have faced critical barriers in attending colleges and universities, and instructors and students alike have often lacked the opportunity to learn from people who share their identities. The kinds of knowledge that have been valued and the people who have been seen as knowledge creators have typically been rooted in systems of oppression like racism, sexism, ableism, and classism.

While policy changes and initiatives to increase diversity at academic institutions have led to gains in the variety of identities being represented on campus, few colleges and universities have truly made campus ready for the people they now serve. The failure to address bias in curriculum, in approaches to classroom management, in hiring practices, and in the resources and support that are provided leaves us at risk of continuing to do harm and sustaining inequities. This is especially true for many minoritized students, whose learning and well-being are negatively impacted by experiences of discrimination and exclusion.

Some may suggest referring impacted students to campus mental health services to support their well-being. While there is value in this approach, the reality is that individual mental health services do not fully address the structural issues and systemic inequities that harm students and often create the need to access those services in the first place. To build equitable and accessible campuses, we need to work from the top down—through policy change, resource allocation, accountability, and training. We also need to work from the bottom up, through shifts in individual practices within the micro settings we influence. For instructors, this includes the classroom.

Teaching for equity and access invites instructors to address issues of power, privilege, and oppression in learning environments and to dismantle systemic oppression while also working to mitigate its impact on students' mental health and well-being. This approach fosters a sense of belonging, values authenticity, and recognizes that every student brings strengths with them to our campus. It is vital for instructors to help build and maintain settings where those strengths can flourish and new skills can be developed. This section highlights five strategies that serve as a starting point for teaching for equity and access:

- Reflection, Revision, and Re-examination
- Introductions and Resource Sharing
- Classroom Community Norms and Climate
- Learning and Participation Strategies
- Curriculum

REFLECTION, REVISION, AND RE-EXAMINATION:

Question how equity and systemic oppression show up in you, in your teaching, and in your classroom.

Most of us were socialized into dominant cultural norms and values that privilege some identities and cultural practices above others. We are all impacted by this socialization and by systems of power that do harm, and once we become aware of those systems, we have the opportunity to do better. We can choose to increase our awareness, change our practices, and strive for broader institutional and societal transformation (Harro, 2008). However, few instructors were taught how to teach in these ways. As noted by the UW's Center for Teaching and Learning, designing your classroom for equity and access is not achieved through a few simple tweaks to your syllabus. It requires ongoing learning, self-reflection, and data collection on curriculum and pedagogy. This work takes time, and mistakes will be made. However, if instructors operate from a growth mindset, they can maintain a practice of reflection, revision, and re-examination.

Guiding Question: How will you build and sustain a practice where you examine equity and systemic oppression, including how they are present in you, in your teaching, and in your classroom?

PRACTICES

- Read. Read. Read. (Or listen. Or watch.) Unlearning a lifetime of continuous socialization into systems of oppression takes careful effort. There is an ever-growing set of resources like books, articles, blogs, podcasts, and videos available to support people from different backgrounds as they learn and grow.

- Take a developmental approach to learning about systems of oppression. We all enter this work from a different place, with different backgrounds and experience. We each need to self-reflect, self-assess, and build a personalized plan to learn and grow. Some ideas to consider:
    - Reflect upon the kinds of cultural experiences that shape your worldview. Ask yourself: What did the communities you grew up in look like? Who and what was valued? Who was missing? What did you learn from your family, caregivers, and friends? What did you witness? What did you feel? What were you taught in your formal education (directly or indirectly)? What were you not taught?
    - Prioritize learning from other perspectives. Be aware, however, that many BIPOC instructors are already balancing a number of responsibilities beyond their teaching and research work (e.g., mentoring BIPOC students, serving on pertinent committees, advocating for change within their own departments and fields). The staff at UW Libraries can offer support as you seek out resources and build a reading list. Read memoirs, fiction, and scholarly work written by people who come from different communities and who have been impacted by systems of oppression in different ways.
    - Remember that human experience cannot be boiled down to just one identity. To understand how power, privilege, and oppression operate, explore how identities and systems of oppression intersect. The Urgency of Intersectionality, a TED Talk by leading scholar, law professor, and civil rights advocate Kimberlé Crenshaw, takes a closer look at the term "intersectionality"—which she coined in 1989—and is an excellent resource on this topic (Crenshaw, 2016).
    - If you are focusing on understanding racism, consider reading about racial identity development. Where would you say you are in that process? What would help you continue to learn and grow in your understanding of race and systems of oppression?
    - This article on pursuing an ethical and socially just classroom, co-written by Dr. Lauren Lichty—an associate professor in the School of Interdisciplinary Arts and Sciences at UW Bothell—and their colleague, provides a first-person narrative account of engaging in reflective practice and discusses the issues and tensions that can arise when exploring pedagogical best practices within a social justice framework (Lichty & Palamaro-Munsell, 2017).

- Seek out pedagogical resources and training that increase equity and access to guide revisions to your teaching practices. Useful frameworks include: culturally responsive pedagogy (Gay, 2002), culturally sustaining pedagogy (Paris, 2012), intersectional pedagogy (Case, 2016), critical culturally sustaining/revitalizing pedagogy (McCarty &

Lee, 2014) as a framework for understanding and guiding educational practices with Indigenous students, and social justice education (Adams et al., 2007). Additionally, this article, which was co-authored by a team of students and Dr. Janelle Silva—associate professor and associate dean for diversity and equity, School of Interdisciplinary Arts and Sciences, UW Bothell—explores decolonial pedagogy and how it can be utilized in the classroom to foster an interest in student activism and social action (Silva & Students for Diversity Now, 2018).

- Make it a practice to notice when power, oppression, and privilege—including internalized superiority and internalized oppression—show up. In defining internalized oppression, David (2014) notes that "members of oppressed groups may internalize the oppression they experience in such a deep way that it creates within them a knowledge system that is characterized by automatic negative cognitions and perceptions of their social group." Internalized superiority, on the other hand, refers to a dominant group's "involuntary acceptance of the stereotypes and false assumptions about oppressed groups" and its "acceptance of a belief in the inherent inferiority of the oppressed group as well as in the inherent superiority of one's own privileged group" (Chinook Fund, n.d.).

- Learn about practices for disrupting harm that may take place in your classroom. Practices and frameworks to explore include: bystander intervention strategies, racial stress strategies, non-violent communication practices, restorative justice, and transformative justice (Kaba & Hassan, 2019; Stevenson, 2017).

INTRODUCTIONS AND RESOURCE SHARING:

Welcome and value all students.

How we begin the quarter is the first way we communicate who we imagine is in the classroom and who we value in the classroom. Instructors can help create an inclusive space by acknowledging differences across students and by naming resources that may be relevant to supporting students from all cultures, identities, and abilities on campus. They can also welcome students through what is included in their syllabus and course pages and through their approach to class introductions.

It is important for instructors to tell students why they are adopting practices that contribute to an environment of belonging. This can be done by being transparent and normalizing the value of difference. For example, toward the beginning of the quarter, an instructor could say something like: "Our many different personal identities, backgrounds, and abilities are a strength. Where you come from and who you are now are sources of insight. This also impacts how you engage with learning and research. Throughout this class we will work to build awareness of and value our differences. We will think about our own perspectives and what we bring to the conversation as well as other perspectives we need to consider. We will also ask: Who do we need to keep learning from and learning with? And how can we collaborate across our differences?"

Guiding Question: From day one, how are you working to ensure that students can see themselves—including their identities and cultures—in your classroom?

PRACTICES

- Demonstrate your awareness that differences exist in the classroom by creating all-class opportunities (e.g., introductions, in-class polls or surveys) for students to share things like: access needs, pronouns and how they would like to be addressed, cultural context, language considerations, places they have lived, identities they hold, important religious or cultural holidays, or music that inspires them. By simply opening the space, you signal your commitment to creating a welcoming classroom environment.
    - For example, asking about languages decenters English as the only language that may be relevant to students. Asking about religious or cultural holidays decenters Christianity, which is already accommodated on institutional calendars and in course scheduling. (Note: State law requires UW faculty to include language about religious accommodations in all course syllabi, and you can find that language and other guidance on the Syllabi Guidelines and Resources webpage maintained by the Office of the University Registrar.)
    - We recommend these introductions be done among students (in person or online), not just in one-on-one sharing with instructors. In large classes, consider using Poll Everywhere or small group discussion boards. On discussion boards, think about asking students to "make a connection" by replying to each other's introductions.
    - Frame these activities as an "invitation" and optional as opposed to a requirement. Offer multiple questions and let students choose which ones they want to answer. Some students will not trust the class with all of this information because many of these questions are tied to potential sources of bias.
    - Introduce yourself, too, because if we are asking students to do it, we should be prepared to do it ourselves. To the extent it feels appropriate or "safe" (only you can decide this), talk about your own identities, access needs, origin stories, and the people and cultures that shape how you show up in the classroom. Consider going first so you can model talking about your identities and needs with students.
- Let students know that their names matter. Learn and practice name pronunciations, especially if they are not familiar. If you struggle with pronunciations, privately ask students if you are saying their name correctly. Be humble and commit to continuing to try. If the class size allows it, keep notes on how to pronounce names and what pronouns students use if they share that.
- Learn about major holidays or important anniversaries that can be noted to recognize and value different cultures, communities, and histories (e.g., Ramadan, Juneteenth, Trans Day of Remembrance). Include them in your course calendar.
- Share resources for finding community and identity and culture focused support.
    - On the Canvas webpage for your course, include campus clubs and support resources. A few examples:
        - Office of Minority Affairs and Diversity
        - Graduate Opportunities and Minority Achievement Program (GO-MAP)

"The fact that one of the TAs in the class was an Asian made me feel a sense of belonging. Although as an international student, we should actively learn about other cultures, it is helpful to explore the unknown with our compatriots."

-UW student, 2019-2020 Well-Being for Life and Learning Student Assessment

- Women's Center
- D Center
- Q Center
- Student Veteran Life
- wəɫəbʔaltxʷ – Intellectual House
- Center for International Relations & Cultural Leadership Exchange (CIRCLE)
- Student Diversity Center at UW Bothell
- New Student Networks at UW Bothell
- Links to the Disability Resources for Students offices for Seattle, Bothell, and Tacoma
- Tri-campus resources addressing sexual assault and relationship violence
- Resources for undocumented UW students
- Links to the roster of registered student organizations for the Seattle, Bothell, and Tacoma campuses.

◦ Support co-curricular engagement by building time and space for students to make announcements about club meetings or events.

- In an early assignment that only you will see, ask students to share more with you to help you understand how to support them. You can phrase this with questions like: "What is one thing you think I should know about you?" Or: "What supports and does not support your participation in class?" "Is there anything else you want me to know?"

- Be willing to communicate directly with students about access needs. It is important to acknowledge that we all have needs that impact our ability to participate fully in a space. For some, access needs are met by the standard ways our classrooms are set up and conducted. Others may need additional accommodations or resources (e.g., an interpreter, a certain kind of chair or desk, a notetaker, larger font, scent-free space). These are often, but not always, covered by Disability Resources for Students. Direct communication with students can streamline the process of meeting their access needs.

- Provide office hours where students can freely ask questions, and normalize that some students may have questions about how to access the class webpage, approach assignments, submit assignments, or otherwise participate in the course. You may also consider sharing with students what they can expect during an office hours meeting, including what they can ask about and how they can be prepared. This practice directly supports first-generation college students, students who are disabled or chronically ill, and any students who feel like they do not belong or that they are "faking it until they make it" (i.e., imposter syndrome).

- If students have questions or express doubt about the importance of these practices, consider referring to the UW Diversity Blueprint or reminding them that the University has made a commitment to building and maintaining an inclusive, equitable, and welcoming climate on all three campuses (see blueprint language).

"As an instructor, the lowest bar I can meet is ensuring all of my students are able to fully engage with course content. This means meeting access needs, adjusting racist or other harmful language and behavior, and responding to their feedback throughout the quarter. A literal lifesaver has been the pre-class email I send—a week before classes start, I introduce myself (including my pronouns and access needs) and the course to students and invite them to respond with how to address them and any access needs or concerns they have regarding the upcoming quarter. It's an easy step to take at the beginning of each quarter that makes a huge difference."

-Vern Harner, Ph.D. Candidate, UW School of Social Work

CLASSROOM COMMUNITY NORMS AND CLIMATE:

Build a shared understanding of and shared practices for maintaining a respectful learning environment.

The UW has a student code of conduct that intends to promote a respectful learning environment. Yet we know that the guidelines outlined in this code of conduct are not always followed, resulting in microaggressions, exclusion, and harm in the classroom. To address these harms and the barriers they can create, instructors need to establish norms and expectations for different kinds of learning settings and activities.

Microaggressions, though often committed unknowingly, greatly impact classroom climate (Sue, 2010). Students who experience the microaggression may look to the instructor to notice and address it. However, students and instructors sometimes do not realize that an incident has occurred until it is pointed out by someone who witnessed it. Microaggressions are best addressed in the moment when they occur. If missed or not addressed, students may feel disappointed, misunderstood, or not seen. Moreover, students may be afraid of hurting someone or being judged if they say the wrong thing, so as an instructor, your leadership in integrating and engaging in anti-oppressive dialogue sets an example for how one can hold this type of space inside and outside the classroom. Careful attention to classroom climate helps create a space where students can stretch learning edges by observing and learning how to address microaggressions, and your efforts to maintain a respectful learning environment can help them feel more supported.

Guiding Questions: How have you translated the UW's student code of conduct into shared behavioral expectations for each classroom setting and for all classroom activities? How can you encourage students to participate in learning settings with care and compassion? What can you do to help your students feel seen, heard, and valued in your class?

PRACTICES

- Co-create shared norms and expectations for learning activities and discussions (in person and online).
    - Have every student take responsibility for defining what kind of classroom community they want to experience.
    - Get specific. Instead of "respect each other," work together to define what respect looks like.
    - Consider these key questions: How do we show we are engaging in the space? How do we make space for all voices? How do we value each other's contributions? How do we disagree with ideas while staying in community with each other? How does harm (e.g., microaggressions) happen in classrooms? How do we respond if disrespect or harm occurs?
    - This resource from the UW Graduate School—Managing Conflict: Strategies for Approaching Difficult Conversations—offers ideas and guidance for navigating conflicts and tough conversations when they arise. It may serve as a useful tool for generating discussion with your students around group norms and expectations.

- Provide resources to help students learn about common microaggressions experienced by and directed toward a variety of social identities. One example is this short video from the Decoded series: If Microaggressions Happened to White People

- When harm does occur in your class, explore practices and frameworks for repair that are appropriate for the context. As discussed above in the "Reflection, Revision, and Re-examination" section, these could include: bystander intervention strategies, racial stress strategies, non-violent communication practices, restorative justice, and transformative justice (Kaba & Hassan, 2019; Stevenson, 2017).

- Develop contracts or agreements for group projects that build "check-ins" around work process and completion.
    - Coach students to resist making assumptions about a group member's character based on their work output. If harm occurs, offer guidance or support students as they determine what to do in the moment.
    - Ask students to reflect personally and collectively on strengths, barriers to participation, and opportunities to meet each group member where they are—recognizing that life is busy and complicated.
    - Normalize that there are different communication styles and that students often want opportunities for both independent and collaborative work.
    - If you are looking for additional guidance and support in facilitating students' learning around social justice and intergroup dialogue, this resource page from the Program on Intergroup Relations at the University of Michigan may be a helpful place to start.

- In group work, focus on process and not just the outcome of a finished assignment or project.
    - Encourage curiosity, and identify opportunities for students to support each other rather than put down or compete against each other.
    - Develop peer-to-peer mentorship, intentionally switching up responsibilities on projects to support skill development.
    - Let go of the "right way" to collaborate or complete work. Instead, promote flexibility and responsiveness—recognizing that this is a specific group of people trying to work together on this specific project, at this specific moment in time.

LEARNING AND PARTICIPATION STRATEGIES:

Value multiple ways of learning and engaging.

As the Center for Teaching and Learning advises, "considering ahead of time how your teaching practices might impact students with different sorts of bodies and abilities" can help cultivate a more inclusive classroom—one that is responsive to students from the outset rather than treating them as an afterthought or waiting for them to request an accommodation (Center for Teaching and Learning, n.d.).

If instructors prioritize taking in content rapidly, quickly answering questions out loud, and speaking critically or challenging content, then they are only inviting participation from students who have the comfort and ability to engage in those ways. These behaviors are socialized into some students—particularly those who are white, male, cisgender, and neurotypical—through dominant cultural norms in the U.S. education system. For students with other identities, other cultural norms may influence the extent to which they will speak up in class, make assertions, or even ask questions. Additionally, students vary in personal comfort and ability when it comes to engaging with different kinds of activities.

In light of these differences, it is important for instructors to examine and revisit their classroom practices. For instance, instructors can provide students with multiple avenues to participate and explicitly state why that is important. They can also work to normalize a variety of knowledge systems in learning as well as communication that may be rooted in cultural differences, socialization, personality, and the different ways our brains process information.

Guiding Question: How can you ensure all students have an accessible and meaningful way to participate in your classes?

PRACTICES

- Adopt multiple modalities for communicating information. Combine readings, videos, and lectures with applied learning projects and opportunities for students to teach one another.
- Integrate active learning in your teaching. For example, flipped classrooms, group work, creating plays, and image theatre are just a few options (see additional guidance in resources from Dr. Scott Freeman, teaching professor emeritus, UW Department of Biology).
- Integrate high impact learning practices in the classroom, such as service learning; consult with the Community Engagement and Leadership Education (CELE) Center.
- Vary how students are asked to demonstrate their understanding. Include a mix of oral, written, visual, and creative practices. Consider allowing the final project medium to be chosen by each individual student.
- Allow time for all students to process the questions asked by using strategies like Think-Pair-Share or by providing discussion questions in advance.
- In large lecture courses, use "random call" to vary the voices in the room. Invite every person in the classroom to speak at least once during the quarter. If you take this route, be sure to ask students to let you know if they would prefer to opt out of "random call."
- If you are unsure of specific modifications, consult the trained experts in the Disability Resources for Students office on your campus.

CURRICULUM

Cite texts and examples that reflect the diversity of your discipline and student population; be aware of stereotyping or deficit-focused content.

People of all identities are experts in their lived experiences and produce valuable knowledge. As curriculum designers, instructors have the opportunity to showcase videos, articles, books, and other works created by people who hold multiple marginalized social identities. When readings are primarily sourced from white, cisgender scholars and authors from the U.S. or Europe, this can send the subtle—or not so subtle—message that only people with these identities are producing content worth learning. In addition, centering white authors has the effect of "overwriting" or stifling the knowledge systems of Indigenous students, international students, and students raised in bicultural or multiracial families.

For minoritized students, this reinforces a glass ceiling of potential achievement—implying that while they can consume this knowledge, a person like them does not produce it at this level. It also reinforces internalized supremacy for white students by failing to recognize other knowledge systems as relevant to the university context. Therefore, as a matter of practice, instructors should ensure that their curriculum reflects the diversity of people who contribute to their fields of study and that it integrates knowledge across different cultural contexts. For disciplines where a lack of diversity is evident in professional and academic positions, this is also an opportunity for instructors to engage in a discussion with their students about why that is the case—and to consider how to seek the knowledge and perspectives of those contributing to the field in less formal roles or capacities (e.g., community members).

Equally important is considering who instructors position as people to be studied and how their stories are told. Are you supporting balanced, complex understanding, or is there a risk of falling into Chimamanda Adichie's "single story"? Instructors should be mindful of the fullness and complexity of the stories being told when they bring attention to identities and culture in their curriculum.

Guiding Questions: Can students see individuals from many different identities and cultures being valued as experts and knowledge creators through your curriculum? Whose stories and perspectives are being shared? Could any unintended messages be sent through your course content?

PRACTICES

- Review your syllabus, course themes, and content. Make a list of every text you use. Include videos, articles, books, chapters, tweets, and other sources. Focus both on required texts and the moments when someone is showcased as an expert through close reading or additional discussion. Consider the following questions: What identities do those text creators hold? Who are you positioning as “knowers” or “knowledge producers” in your classroom? What do other cultures and communities know and think in relation to the topics covered in your class?

- Form a curricular working group to review course materials, and invite students to join you in analyzing, reflecting on, and critiquing course content through their own lives and the lens of their communities. This encourages empowerment and positions students as knowledge producers.

- Intentionally increase citations from BIPOC authors and thought leaders, queer and trans people, women, people with disabilities, and people outside the U.S. and Europe.

- Where relevant, assess what narratives are being communicated about the different populations examined in your curriculum. If your coursework is connected to individuals, cultures, or populations, look closely at the stories and data that are presented. Are you providing a structural analysis or context for the examples used? Are certain populations being framed only in terms of deficits? If you cannot achieve balance, talk about this. Be transparent.

- When bringing in “diversity examples,” be sure to discuss them fully. For example, when teaching biology, you could include a slide on Henrietta Lacks and her immortal HeLa cell line. Although doing so includes a Black historical figure in the course content, it would be inadequate to add just one slide highlighting all the medical advancements that came from and continue to come from her cells. By contrast, including the underlying story of lack of consent and remuneration to the Lacks family would speak to systemic oppression—as would a conversation around how science has historically advanced through the abuse of Black bodies. Students could then engage in a discussion of ethics and consider how this could contribute to a rational distrust within the Black community toward doctors and medical institutions; they could also discuss the research requirements established by the National Institutes of Health to be accountable to the Lacks family. Additionally, you may consider sharing the movie trailer for The Immortal Life of Henrietta Lacks with students.

“Prior to this course, I have never personally known a queer adult. As a gay, transgender man, that was a painful reality I was not even aware of until I was able to look to them [the instructor] as evidence of all the things I wasn’t sure were possible... I have been able to dig deeper and process more fully things that I was not ready to before I met them, both because of the content they selected for the class as well as the environment they created in the classroom.”

-UW student, 2019-2020 Well-Being for Life and Learning Student Assessment

- Recognize that minoritized students often experience a classroom differently. When they do not see themselves represented in the course materials or reflected in the instructor, or when they experience microaggressions in class or hear their communities routinely talked about in a deficit frame, there is a risk of further alienating them in their learning environments. If you know your course content is consistently focused on deficits and harm in one community or population, you should address this.
    - Consider this example from the disciplines of public health and social work: Much of the data presented on BIPOC communities, queer and trans people, and people with disabilities suggests that they are worse off as compared to non-disabled folks, people who do not identify as queer or trans, and white people on a wide range of social, political, economic, and health indicators. Students who hold these marginalized identities frequently hear about the extreme burden of illness and social inequities impacting their communities. They then hear their instructors say that this burden is often due to intentional, premeditated structural oppression. Instructors need to consider the impact of repeatedly hearing this information and offer their students time to process.
    - If you teach material that is connected to student identities and communities, consider consulting the UW Counseling Center, the Office of Minority Affairs and Diversity, your own professional networks, and other resources to learn about additional ways to support your students and your teaching practice.

CAMPUS SPOTLIGHT

DR. TAM'RA-KAY FRANCIS
UW DEPARTMENT OF CHEMISTRY
PROJECT LEAD, PR²ISM

During a workshop offered by PR²ISM over the summer, Dr. Beronda Montgomery—scientist, scholar, and featured facilitator—offered an important reflection:

> *When a house plant is suffering, we tend to ask what is wrong with the environment instead of saying the plant has some deficit. As researchers and educators, should we not apply the same principle and translate our responses to plants to the care of students and colleagues? How can we move "from seeing deficits and failures to supporting and enabling possibilities" (Montgomery, 2018)?*

As we grapple with the current context of the pandemic and so many other issues facing the UW community, there are questions on many of our minds. What do student success and support look like in this moment? How do we provide meaningful learning experiences and keep students engaged?

And given the challenges of teaching remotely, how do we re-imagine laboratory and field experiences to provide students with safe and accessible opportunities to investigate and solve complex problems through scientific research and engineering design?

PR²ISM exists in part to pursue the answer to that question. As an educational development initiative designed to advance diverse careers in STEM, PR²ISM has the overarching goal of fostering collaboration and partnerships among campus units to create team-based learning and action.

> *"PR²ISM is a good demonstration of the interconnectedness of science. We know that some of the biggest breakthroughs in research and innovation have come from interdisciplinary approaches to problem solving—people with different skill sets and a common goal working together."*
>
> *-David Shoultz, Director, Grants Program, Washington Research Foundation*

STEM educators have always acknowledged an increased need for intentional conversation between student-facing professionals about the ways we support our students. What we are learning even more in this pandemic is that we can no longer afford to work in silos. With that in mind, this summer, PR²ISM brought together administrators, unit leaders, faculty, staff, postdoctoral fellows, and graduate students for an educational development series with interactive workshops and panels. Our conversations centered on building capacity and developing equity-minded practices for remote instruction, research, advising, and mentoring.

We also need to identify the barriers and challenges that impact engagement, retention, and persistence in the STEM fields—so we can learn how to do better. For PR²ISM, this includes asking the right research questions and facilitating conversations that are sometimes difficult but help pave the way for change. It is vital to ask how we can help faculty support their students during this time by centering flexibility and compassion. We also need to have an honest discussion about how we assess our students in light of the complexities of remote learning and the reality that our students come from different walks of life, different cultures, and different communication norms.

Ultimately, we must act. Signs of depression and anxiety among students have increased significantly during the pandemic, due in part to health-related stress as well as loneliness and isolation from peers and colleagues. Our soon-to-be graduates and fellows are facing a tough job market and a workforce with changing needs. In light of this context, PR²ISM's 2020 Fall and Winter Series will focus on providing continued "pandemic-responsive" support for our faculty, students, and staff. Our hope is that together, we can utilize our interdisciplinary expertise to harness dynamic, equitable remote learning and research experiences for all our students.

We all have a role to play in this work, and PR²ISM welcomes engagement from every member of the UW community.

For more information, visit the PR²ISM website or send an email to pr2ism@gmail.com.

UNIVERSITY OF WASHINGTON RESOURCES:

- UW Center for Teaching and Learning: Guidance on inclusive teaching at the UW
- Resources from the UW's Center for Leadership and Innovation in Medical Education (CLIME):
    - Podcast - Do No Harm: An Introduction to Equitable Teaching
    - Twelve Tips for Making Teaching More Equitable and Inclusive
- Videos from the UW College of Education:
    - February 2019 "Teaching for Black Lives" gathering
    - 2019 EduTalk: STEM Is a Culture, Not a Curriculum
    - Additional 2019 EduTalks
    - 2020 EduTalks event
- Resources on active learning and evidence-based teaching featuring Dr. Scott Freeman, teaching professor emeritus, UW Department of Biology:
    - Presentation video: Evidence-based teaching and the achievement gap: Is lecturing racist?
    - 2014 meta-analysis: Active learning increases student performance in science, engineering, and mathematics
- Disability Resources for Students (DRS): With offices on the Seattle, Bothell, and Tacoma campuses, DRS works to ensure access and inclusion for all UW students with disabilities.
- UW Office of Minority Affairs and Diversity: This office works to increase diversity on campus and enrich the collegiate experience of all UW students, faculty, and staff.

ADDITIONAL RESOURCES AND TOOLS

- General resource from the Tanenbaum Center for Interreligious Understanding: The Seven Principles for Inclusive Education

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NURTURING CONNECTION

When it comes to nurturing connection to promote student well-being, instructors have an important role to play. A key part of this role is tending to the social connectedness that students experience between each other, with their instructors, and with the greater campus community. The other part is supporting students as they build stronger connections within themselves, increase their self-awareness, and develop a sense of purpose.

SOCIAL CONNECTEDNESS

Social connectedness can be defined as the feeling of interpersonal closeness and group belonging that an individual experiences (Lee et al., 2001). Social connection is an important part of everyday life, with research consistently suggesting it to be a core psychological need linked to life satisfaction (Pavey et al., 2011). In classroom spaces, it has been shown to benefit student retention (Allen et al., 2008), achievement motivation (Walton et al., 2012), and academic performance (Anaya & Cole, 2001).

"We first have to build trust—asking students to do something you wouldn't do doesn't instill a good foundation. Give them a reason to trust you, build a relationship, and allow for autonomy, agency, and vulnerability in the space so that it's a relationship that gives on both sides. None of the work can continue in a positive manner if students don't trust you or think you don't care. Show them you do."

-Kaleb Germinaro, Ph.D. Student and Instructor, UW College of Education

"I felt a moment of connectedness when I spoke with the teacher about who I am as a person and she actually encouraged me to be me rather than making me feel like I needed to keep my tactful honesty to myself."

-UW student, 2019-2020 Well-Being for Life and Learning Student Assessment

PRACTICES

- Model warm, genuine social interactions with teaching assistants and other instructors or guest speakers who interact with the class.
- When students speak, practice active listening. This includes maintaining a sense of presence, leaning in with interest, nodding at appropriate times, using responses like "uh huh" or "I see" to indicate interest and understanding, not interrupting or talking over the student, and encouraging the student to keep talking.
- Demonstrate a commitment to getting to know students. For example:
  - Provide name tags or paper name plates to help learn students' names and pronouns.
  - Utilize index cards or survey tools such as Poll Everywhere (see resources below) to get to know students better during the first few sessions of class. Have students include information about their background, personal and academic interests, and any needs (including access needs) or concerns they have.
- Try a "student of the day" activity, in which you select one student or multiple students per class session and highlight some of their interests or interesting facts about them. Make sure to get students' permission in advance. (Information could be pulled from your student survey or index cards.)
- Regularly ask students how they are doing. If your class is being taught via Zoom, consider integrating a poll at the beginning of class to ask simple questions like how their week is going or one thing that helps them relax.

- Establish welcome and closing rituals. This could include:
  - Allowing some time for students to have informal conversations with you and each other before class.
  - Close class with students sharing a positive takeaway, something they learned, or something they are still wondering about from the class session.
- Provide opportunities for peer interaction, understanding, and collaboration through:
  - Online discussion boards and tools for interacting and sharing feedback (see Google Jamboard example in campus spotlight and resources below).
  - Small group breakouts in class.
  - Supporting the formation of study groups.
  - Provide students with a list of campus groups or community organizations that would facilitate interaction and connection with other students. For example, you can refer them to the roster of UW registered student organizations for the Seattle, Bothell, and Tacoma campuses.
- Provide students with an opportunity to volunteer with the Community Engagement and Leadership Education (CELE) Center on campus to promote connection to the local community.

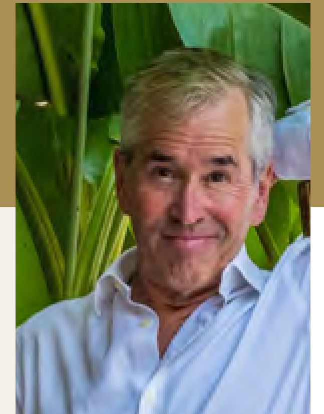
"I feel connected and like I belong because of my quiz section table group! I have enjoyed getting to know them and we sit by each other in lecture. I love knowing that I have friends in class that I can study with and ask questions if I need help."

-UW student, 2019-2020 Well-Being for Life and Learning Student Assessment

CAMPUS SPOTLIGHT

DR. DAVID MASUDA

LECTURER, UW SCHOOL OF MEDICINE &
ADJUNCT LECTURER, UW SCHOOL OF PUBLIC HEALTH



I like to start each class session with an informal "check-in." Before jumping into the day's content, we simply ask how people are doing. As I'm sure many of us have experienced, our students often find it difficult to share. They have that ever-present fear that they might say something that's wrong or somehow shows them to be less than perfect.

Knowing that many of our students struggle with stress, anxiety, and uncertainty—and that they often feel they are the only one in the class with these challenges—I now do this check-in with a bit of technology. Google Jamboard is an online, shared whiteboard where students can post sticky notes, images, and drawings in real time. The interface is simple, and my students are able to figure it out quickly. I open each class session with a Jamboard on the screen, and I invite them all to go in and respond to the prompt I've chosen for the day. It might be as simple as: "How are you doing today?" I have found that students are more than willing to share using this technology, likely because it's anonymous, it's visual, it's technology-based—and it's "kinda cool!"

Example of Jamboard used in Dr. Masuda's class.

SELF-CONNECTEDNESS

Connection researchers like Dr. Kristine Klussman describe self-connectedness as a subjective experience that involves self-awareness, self-acceptance based on one's self-awareness, and an alignment of one's behavior with their self-awareness (Klussman et al., 2020). Self-connection is not solely developed on one's own, however; a strong sense of connection to others and to one's community can impact one's experience of self-connectedness and sense of purpose (Branand et al., 2015; Jorgenson et al., 2018). In university settings, students who report high levels of connectedness with their instructors also show greater academic self-concept (Komarraju et al., 2010) and higher confidence in their ability to succeed (Vogt et al., 2007).

PRACTICES

- Share personal anecdotes about your educational experience and connections to the course content. This promotes authenticity and can prompt students to connect with their own thoughts, journey, and sense of purpose.
- Have students keep a class journal where they can reflect on the course content and how it connects with their own lives and goals. If students are comfortable doing so, make time or online space for them to share entries with one another.
- Have students watch Dr. Klussman's TEDx Talk on connection and life purpose: The Key to a Life Well-Lived
- Support students' interests outside the classroom by encouraging them to share with their classmates the activities they are involved in and other things going on in their lives.
- Have students write a letter to their future selves that you can mail to them at a future date. This activity can encourage them to reflect on and connect with their goals and life purpose over the years.

CAMPUS SPOTLIGHT

DR. JONATHAN KANTER

DIRECTOR, UW CENTER FOR THE SCIENCE OF SOCIAL CONNECTION

At the Center for the Science of Social Connection, which is affiliated with UW's Department of Psychology, we are a small group of committed scientists and graduate students who think about social connection very broadly. We recognize that feeling connected to others and to the larger campus community is relatively easy for some students and hard for others. For example, Black students—who make up about 3% of undergraduates—do not always feel that the campus is for them and may experience microaggressions from faculty, staff, and other students that create disconnection rather than connection. Likewise, students who identify politically as conservative do not always feel welcomed or connected to the larger campus community. These are two of many examples of groups and individuals who may feel less connected on campus for a variety of reasons.

Our Center conducts research and outreach to help people improve their relationships and how connected they feel to others, across romantic couples, friends, family members, work relationships, and across the differences that often divide us. We are learning the most effective ways to reduce the occurrence of microaggressions and how to develop diversity workshops that increase feelings of interracial connection. We also have developed successful workshops that bring liberal and conservative students together to improve their connections with each other.

One's personal identity can become associated with feelings of pain due to experiences of oppression and discrimination. Our Center values rising to the challenge of working to decrease oppression while simultaneously helping people connect and develop authentic relationships across different groups.

UNIVERSITY OF WASHINGTON RESOURCES

- UW Center for the Science of Social Connection: A research center within UW that studies social connectedness, why it is important, and how to maximize its benefits.
- The Community Engagement and Leadership Education (CELE) Center: A center within UW that develops and supports programs for students to explore community-based learning, service, and leadership opportunities in the greater Seattle area.

ADDITIONAL RESOURCES AND TOOLS

- Poll Everywhere: An online survey tool that allows you to create live polls, quizzes, and other items to learn more about your students by connecting through technology.
- Google Jamboard: A collaborative, digital whiteboard available through G Suite that allows remote teams and groups—including classes—to post sticky notes, images, and drawings in real time. UW instructors and students have access to UW G Suite and can learn more about activating and using their accounts here. This video tutorial also offers a quick walkthrough using Jamboard.
- "Groups" Feature on Canvas: Canvas, the web-based learning management system that most UW instructors use to manage their course material, allows you to create "groups" within your class that can help students connect with one another as they explore the course content.

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BUILDING RESILIENCE COPING SKILLS

One of the most important things to understand about resilience is that it can be learned—what we think, do, and pay attention to can change the structure and function of our brains. It is also true that the environment students are in can help or hinder their process for learning resilience. Accordingly, instructors can help students build their resilience coping skills by tending to the learning environment and finding ways to teach and model everyday practices in four key areas: mindfulness, growth mindset, gratitude, and self-compassion. As you read about the resilience coping skills below, remember that as noted at the beginning of this guidebook, these skills alone do not address or account for the harm done by racism, sexism, ableism, or other systems of oppression. They are foundational and can help us respond to stress and stay connected to others.

MINDFULNESS

Mindfulness supports people in moving from a state of autopilot to a place of greater awareness—or of being more present in the moment. It has been practiced for thousands of years in Buddhism and other Eastern spiritual traditions (Lahikainen & Soysa, 2014). Leading psychiatrist and author Dr. Dan Siegel explains that "mindfulness helps us awaken, and by reflecting on the mind we are enabled to make choices and thus change becomes possible" (Siegel, 2007).

It is important to note that the goal of mindfulness is not to achieve a state of perpetual happiness. It is about building resilience to stress and bringing one's attention to each individual moment, even when faced with discomfort, anger, sadness, or other emotions. The way we accomplish this is by training the mind through short practices that can help build the muscle of mindfulness, so it is more active in our daily lives.

In a number of different research studies, mindfulness practices have been shown to generate powerful changes within the brain, including: a greater ability to direct attention and behavior (Tang et al., 2015); increased resilience in dealing with stress, better emotional regulation, and improved learning and memory (McGreevey, 2011); reduced fear and reactivity (Powell, 2018); and improved awareness, concentration, and decision-making (Ireland, 2014). Still, instructors should consider that some of these stated benefits assume a normative way of existing in the world—and that for students with autism, attention-deficit/hyperactivity disorder, or disabilities that impact their memory or learning, for example, these benefits may not be experienced in the same way and may not be desired.

"Teaching this way encourages me to teach from a place of authenticity. I show up to the class as my whole self and invite students to do so as well. This gives all of us more integrity, which limits imposter syndrome and opens our minds and hearts to new ways of thinking and being."

-Beck Tench, Ph.D. Candidate and Instructor, UW Information School

PRACTICES

- Remember to lead by example. Consider your own relationship to mindfulness and how you might personally connect with or model the practices you explore with students.

- Provide students with an optional "minute to arrive" at the start of class. Guide students through this practice by letting them know:
  - The next minute will be a time to pause, simply be, notice what is present, and arrive in the here and now.
  - It is normal during this minute to notice many different thoughts moving through the mind.
  - If it is helpful, they can explore awareness of what is happening in their physical body, breath, mind, and emotions.
  - There is no need for them to judge or change what they are experiencing; simply observe and take note.

- Open class with a few minutes of journal writing. Since some students may have been in a rush to get to class, this provides an opportunity to transition into the learning environment and practice being reflective. You can invite them to reflect on a topic related to class or to write about what is on their minds at that moment.

- Begin class with a moment of silence to acknowledge that the UW exists on Indigenous land and that students and instructors are living, learning, and working as guests on these lands. (See more information about land acknowledgments in the "Connecting to the Environment" section.)

- Guide students through an optional +2 breathing exercise (see audio clip in resources below). Start with three rounds of deep, full breaths through the nose (or mouth if congested). After these deep breaths, invite students to start lengthening out their exhales to be two seconds longer than their inhales. This can give the mind added focus and calm.

- Consider incorporating any of the practices above at times that may be particularly stressful for students, such as before an exam or in-class presentation.

- Invite a trained UW instructor or staff member to lead the class in an optional guided meditation or mindfulness exercise (contact the UW Mindfulness Team at recmind@uw.edu to get connected to a trained expert).

- Mention opportunities for students to participate in a mindfulness class or group or to take a yoga or meditation class (see links to UW classes and groups in resources below).

- Mention student-led mindfulness organizations like Presence.

"I can see how it has implications for all of my teaching to just be more present, breathing, all the rest of it. Students learn a lot from our body language and how we hold ourselves. So I thought, okay, if I'm interested in being a good teacher just from a utilitarian perspective, I can lean into that."

-Dr. Joaquín Herranz Jr., Associate Professor, UW's Evans School of Public Policy and Governance

CAMPUS SPOTLIGHT

ISHITA CHORDIA
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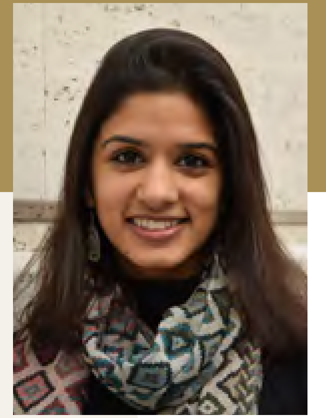

Zen Buddhist monk Thich Nhat Hanh guides us in how to be present in everyday life. For example, he instructs:

> *"While washing dishes, wash each piece relaxingly, as though each bowl is an object of contemplation. Consider each plate as sacred. Follow your breath to prevent your mind from straying. Do not try to hurry to get the job over with. Consider washing the dishes the most important thing in life."*

Inspired by this quote, I asked my students to spend ten minutes at home washing their dishes mindfully. I encouraged them to do this at a time when they had at least five or six dishes to wash, when they weren't feeling especially tired, and when they could complete the task alone and in silence. I also suggested that they set a 10-minute timer so they wouldn't have to keep checking the clock. While students knew they had to answer reflection questions as part of the assignment, I asked them to not think about how they would respond to the questions while washing the dishes and to focus as fully as possible on the act of washing. Most importantly, I told them to enjoy themselves!

Afterward, I asked each student to write a two-paragraph reflection: one paragraph describing their experience and how it differed from how they normally wash dishes, and another paragraph about what they noticed about themselves. Students really seemed to enjoy this exercise; many mentioned that it was a rich sensory experience that pushed them to get out of their head and into their bodies. Additionally, a focus on everyday activities helps students realize that mindfulness can really be practiced anywhere.

UNIVERSITY OF WASHINGTON RESOURCES

- UW Mindfulness Videos and Audio Clips: A compilation of audio clips and videos that walk through guided mindfulness practices and a range of movement, breath, and meditation techniques.
- +2 Breathing Guide: This audio clip from the UW Center for Child and Family Well-Being provides a helpful guide to +2 breathing.
- Listing of UW Mindfulness, Yoga, and Meditation Groups and Classes
- Presence: Website for Presence, a student organization at the UW that aims to provide a space and community to support students' individual practices of mindfulness and meditation.
- Mindfulness Myths Deconstructed: In this online article, UW Mindfulness Manager Danny Arguetty addresses some of the common misconceptions around mindfulness.

ADDITIONAL RESOURCES AND TOOLS

- 10 Ways to Define Mindfulness: This Mindful.org article looks at some of the different meanings and interpretations of mindfulness.
- Disrupting Systemic Whiteness in the Mindfulness Movement: A Q&A with Dr. Angela Rose Black—founder and CEO of Mindfulness for the People—on re-imagining the mindfulness movement to center the voices and wisdom of people of color in research, teaching, and practice.
- Exploring Yoga and the Impacts of Cultural Appropriation: This video explores how to recognize and address issues of cultural appropriation in yoga and wellness spaces.

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GROWTH MINDSET

Growth mindset is grounded in "the belief that your basic qualities are things you can cultivate through your efforts, your strategies, and help from others" (Dweck, 2006). In contrast to a fixed mindset, which is driven by the mentality that one's abilities and potential are innate and cannot be changed, Dweck's idea of a growth mindset recognizes that one's true potential is unknown and that each person's abilities can be developed.

It is critical to note that the mindset adopted by students helps shape how they respond to failures, setbacks, and stress. Having a fixed mindset can be detrimental to students' learning and overall resilience, as it can lead them to avoid challenges, fear failure, and experience feelings of helplessness (Dweck & Leggett, 1988).

Meanwhile, students who adopt a growth mindset tend to embrace challenges that help them learn, are typically less afraid to fail, and are more likely to put in consistent effort to succeed or improve. Research also indicates that having a growth mindset can positively impact academic achievement (Bostwick et al., 2017) and that this impact is felt by students across all levels of family income (Claro et al., 2016).

Instructors should focus on the idea of an equity-centered growth mindset—one that takes into account students' histories, experiences, access to resources, and lives outside of school. Each student comes to the learning environment with their own personal context, which can greatly impact that student's opportunities to adopt a growth mindset.

"In our class, we talk about growth mindset from the very beginning—the fact that all of us, even us old senior faculty here, can learn new things, and the brain can be still wired and grow neurons and strengthen some of those pathways."

-Dr. James Mazza, Professor, UW College of Education

PRACTICES

- Be open with students about times you have encountered setbacks or experienced failure, and share how those experiences helped you grow.
- Let students see your own learning process as you grapple with difficult concepts or new ideas in class, and invite them to make suggestions and help you along the way.
- Avoid praising students' intelligence or talent. Focus instead on praising their effort, improvement, perseverance, and process for learning and growing.
- Build a culture of "yet" in your class. For example, if students are frustrated that they don't understand a concept or seem discouraged by how they did on an assignment or test, consider reframing it as not fully understanding the material yet and reaffirm that they are still in the process of learning.
- Focus on students' learning and growth as opposed to competition and grades. This could include:
    - Letting students retake quizzes or exams to demonstrate learning from mistakes.
    - Providing an opportunity for students to revise and resubmit papers or other assignments based on the feedback they received.
    - Allowing students to complete quizzes or exams in groups or with the ability to refer to their notes and course materials.

- Provide a variety of options for students to demonstrate their learning, such as including a range of different assignment types and assessment methods (e.g., short quizzes, practice tests, papers, presentations, group projects, videos).
- Schedule assignments, due dates, and evaluation measures in a way that provides multiple opportunities for students to demonstrate and reflect on their learning and growth throughout the quarter. This can include goal-based journaling, where students set goals for what they hope to learn in the course and reflect on their progress.
- In your syllabus and in direct communication with your students, be clear about what you hope they will learn as a result of being in your class. Make it explicit that you do not expect them to have already acquired this knowledge and that the goal is to grow.
- Have students watch Dr. Carol Dweck's TED Talk: The Power of Believing That You Can Improve. Afterward, provide an opportunity for students to reflect on the video and their own mindset; this can be done in pairs or groups in the classroom, via breakout rooms in Zoom, or as a short written reflection that they can complete in class or submit via Canvas.

"Transitioning to college has been difficult in terms of my GPA, so instructors and TAs reminding me that I am worth more than my test scores or a number at the top of a page finally made me feel connected to this school."

-UW student, 2019-2020 Well-Being for Life and Learning Student Assessment

UNIVERSITY OF WASHINGTON RESOURCES

- UW Compilation of Growth Mindset Resources:
  This compilation from the Husky Experience Toolkit includes key definitions, informational videos, and articles related to growth mindset and resilience.

ADDITIONAL RESOURCES AND TOOLS

- Growth Mindset vs. Fixed Mindset:
  This short video breaks down the difference between growth mindset and fixed mindset.
- Carol Dweck Revisits the 'Growth Mindset':
  Nearly a decade after publishing her book on mindset work and implicit theories of intelligence, Dr. Dweck addresses common questions and misconceptions around growth mindset in this commentary piece for Education Week.

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GRATITUDE

Leading experts in the field of positive psychology define gratitude as both "an affirming of goodness or 'good things' in one's life" and "the recognition that the sources of this goodness lie at least partially outside the self" (Emmons & Stern, 2013). In a growing number of research studies, the practice of gratitude has been linked to potential mental and physical health benefits like lower levels of depression and anxiety, increased happiness and life satisfaction, improved sleep quality, and an enhanced ability to form and maintain social relationships (Allen, 2018; McCullough et al., 2002; Seligman et al., 2005).

"We have to remind ourselves that gratitude is a skill that needs to be cultivated, with intention," says Dr. Sarah Kopelovich, a clinical psychologist and assistant professor in the Department of Psychiatry & Behavioral Sciences at the UW School of Medicine (Domonell, 2017). "The important thing is to make a commitment to integrating gratitude into your life in a conscious and deliberate way and to make a plan for how you'll do that."

"We did an activity that involved us standing in a circle, where we went around and shared what we're thankful for. I felt like I belonged because I was able to contribute things, even became comfortable to share some personal things I'm thankful for, and we were all able to connect. I'm a person of color at the UW and this is one of the rare occasions where I felt like I belonged."

-UW student, 2019-2020 Well-Being for Life and Learning Student Assessment

PRACTICES

- Lead by example by sharing things for which you are grateful in class.
- Express appreciation when students contribute their feedback and consider sharing how it has made you a better teacher.
- Let individual students know you're grateful for something they have said or done by writing them a note, sending them an email, or leaving appreciative comments on papers and other assignments.
- At the start of class, have students envision their day (or the day before if it's an early morning class) and either write down or just mentally recall 5-10 things that went well or for which they are grateful. Remind them that this can include things like nature, friendships, access to clean water, shelter, and food.
- Before a quiz, exam, or in-class presentation, have students write for two minutes about a few things for which they are grateful.
- Encourage students to keep a gratitude journal that they write in once per week (see resources below).

- Have students write a letter to someone for whom they are grateful (see resources below).
- If feasible based on class size, gather students in a circle around the room and have each person share at least one thing that makes them feel grateful.
- If your class utilizes online discussion boards, create a gratitude discussion board where students are asked to post at least one lesson, situation, or idea from class that helped them learn and for which they are grateful.
- Offer an assignment where students express gratitude to someone they don't know well or who they think does not get thanked enough (e.g., another student, instructor or staff member, custodian, bus driver, postal worker, or waste management worker).
- Toward the end of the quarter, thank students for the opportunity to be their teacher.

"I like to invite students to dedicate their learning in a class session to someone or something that evokes gratitude. I begin class by offering my own teaching/learning dedication, then I ask students to think about a person, population, purpose, or pressing social justice issue. Students are asked to focus this in their minds. Everything they learn for the remainder of that class will be in recognition of that person, population, purpose, or issue."

-Anjulie Ganti, Associate Teaching Professor, UW School of Public Health

UNIVERSITY OF WASHINGTON RESOURCES

- 5 Surprising Health Benefits of Gratitude: An article published by UW Medicine on the health benefits of gratitude, with guidance from UW experts like clinical psychologist Dr. Sarah Kopelovich.
- Whole U Meditation Series: There are two short guided meditations on gratitude that you'll find on this page: one by UW Mindfulness Manager Danny Arguetty and another by UW Tacoma associate professor Jane Compson. Consider playing these for your students or incorporating some of the core content in your classes.

ADDITIONAL RESOURCES AND TOOLS

- Greater Good Science Center Overview on Gratitude: A helpful overview of both the science and practice of gratitude by the Greater Good Science Center at UC Berkeley, which studies the psychology, sociology, and neuroscience of well-being.
- Walkthrough of Gratitude Letter-Writing Activity: This guide can help you develop a gratitude letter-writing practice that fits the needs and context of your class.
- Gratitude Journal How-to Guide: A guide from the Greater Good Science Center on how to maintain a gratitude journal.
- 13 Popular Gratitude Exercises and Activities: A list of common exercises and activities that can help generate and enhance gratitude.

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SELF-COMPASSION

At its core, self-compassion is about treating yourself with the same kindness and care that you would extend to a close friend. According to Dr. Kristin Neff, one of the world's leading self-compassion researchers and an associate professor at the University of Texas at Austin, there are three key components to self-compassion: showing kindness to oneself instead of self-judgment when faced with pain or failure, seeing one's failures or setbacks as part of the broader human experience, and responding to painful thoughts and feelings in a mindful and balanced way as opposed to over-identifying with them (Neff, 2003b). Hanson and Hanson (2018) describe self-compassion as "fundamental, since if you don't care how you feel and want to do something about it, it's hard to make an effort to become happier and more resilient."

Research on the benefits of self-compassion suggests that it is significantly correlated with lower levels of depression and anxiety and higher levels of life satisfaction (Neff, 2003a). Self-compassion has also been associated with a stronger sense of community and healthy functioning in relationships (Akin & Akin, 2015), a higher likelihood of responding to academic failure with adaptive coping strategies (Neff et al., 2005), and increased resilience to stress (MacBeth & Gumley, 2012).

Additionally, Magee (2019) links self-compassion to exploring intergenerational healing and addressing racial injustice, emphasizing that for individuals "raising children exposed to racism and other distresses, the practices of mindfulness and compassion—both for themselves and for their children— may set the next generation on a path for greater health, well-being, and resilience over the course of their lifetimes."

"In my work with students, we talk a lot about imposter syndrome—the experience of feeling 'less than' or like we don't belong. One of the most effective ways to manage this feeling is to build our sense of self-compassion. That means that instead of being hard on ourselves for feeling like we should know something we don't yet know, we recognize that in fact, we're always in the process of learning. This awareness hopefully builds patience with ourselves while also freeing us from unrealistic expectations. It provides freedom to be curious; to explore and discover."

-Dr. Charisse Williams, Assistant Director, Training Director, and Counseling Psychologist, UW Counseling Center

PRACTICES

- Lead by example by demonstrating how you show compassion toward yourself and others. For example:
  - When you make a mistake while teaching or if something challenging comes up, communicate openly about it with students and discuss the ways you are kind or nonjudgmental toward yourself in those moments (e.g., acknowledging a self-critical thought and reframing it in more self-compassionate terms).
  - When students bring concerns or needs to your attention, respond in an understanding and nonjudgmental way and thank them for articulating what they need.

- Focus on moments of common humanity with your students:
  - When students struggle with course material or mention setbacks or failures, consider sharing a time when you went through a similar experience.
  - Allow students to learn about each other's struggles (e.g., setbacks with course content, adjusting to online learning). This could come in the form of in-class conversations, Zoom breakout rooms, or anonymous sharing options like Zoom polls and Poll Everywhere.

- If students are frustrated with their performance on an assignment or test, encourage them to be kind and understanding toward themselves and remind them that learning takes time.

- Consider leading students through Dr. Neff's "How would you treat a friend?" exercise to get them thinking more directly about self-compassion. The purpose of this exercise is to have students reflect on how they respond when a close friend is struggling (e.g., words, tone, body language), compare that response to how they would talk to themselves in a similar situation, and think about what it might look like to offer themselves the same kindness and compassion that they would extend to a friend or loved one.

- Encourage students to prioritize self-care. This includes attending to their own needs during class (e.g., stepping out for a break if a particular topic or interaction is triggering) as well as developing a self-care routine outside of class; this UW Recreation guide to self-care offers some helpful tips.

- In your syllabus and in your own communication with students, emphasize flexibility and include language and resources around self-compassion, self-care, and wellness. This could include things like linking to campus mental health resources, sharing tips to manage Zoom fatigue, or openly acknowledging any adjustments you are making for remote learning or other changing contexts (see this example of an "adjusted syllabus" from Dr. Brandon Bayne, an associate professor at University of North Carolina at Chapel Hill).

- Have students watch and reflect on A Dialogue on Self-Compassion and Interdependence, featuring Dr. Kamilah Majied and Dr. Vaishali Mamgain, in class or as an assignment.

> *"My instructor talked about a time when they felt judged by their peers for taking an action that aligned with their values, and it was initially a moment of discomfort for them but it eventually helped them grow to be a better, more resilient version of themself."*
>
> *-UW student, 2019-2020 Well-Being for Life and Learning Student Assessment*

UNIVERSITY OF WASHINGTON RESOURCES

- Audio Clip: Soften, Soothe, Allow Meditation: This audio clip from the UW Center for Child and Family Well-Being features a 10-minute meditation aimed at building self-compassion and strengthening the ability to be with difficult emotions.
- The Vulnerability Collective: This collection of anonymous, real-life stories from UW community members was compiled by a student who attended a "Fail Forward" event hosted by the UW Resilience Lab. It was created to highlight the challenging, funny, honest, and inspiring moments that are happening around us all the time but often go untold.

ADDITIONAL RESOURCES AND TOOLS

- Dr. Kristin Neff's Self-Compassion Website: This website, maintained by Dr. Neff, is an excellent online tool for understanding self-compassion. It includes key terms and definitions, information on training opportunities and workshops, a compilation of research on self-compassion, guided meditations and self-compassion exercises, and other helpful resources.

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CONNECTING TO THE ENVIRONMENT

First, it is important to acknowledge that there are fundamental issues of equity when it comes to people's relationship to the environment. Black, Indigenous, and People of Color (BIPOC) communities have been drastically impacted by environmental hazards and land use policies that place polluting facilities and waste sites in and near these communities (Ettachfini, 2020). Indigenous communities have been forcibly removed from their ancestral territories, resulting in disruptions to communal systems of relationships and "collective capacities" that have sustained their livelihoods for generations (Whyte, 2018). As the collective capacities and self-determination of communities are infringed upon due to the history of colonization, racism, and other forms of oppression, Indigenous communities and other communities of color are placed at a greater risk for social and psychological health disparities, often making the healing component of the environment—and one's relationship with it—complex. Thus, actively working to restore ethical relationships to land and outdoor spaces can be a pathway forward for all individuals and communities.

There is also growing recognition that connection to, immersion in, and reflection on nature and biological life are vital to supporting people's physical, emotional, and spiritual well-being (Kellert & Wilson, 1993). There is a direct pathway to health through contact with nature and increased immunity (Kuo, 2015). Even spending 10 minutes outside in nature has been shown to reduce student stress and anxiety (Meredith et al., 2020). Green space is also a protective factor against major depression, and students' use of green spaces correlates to their quality of life (McFarland et al., 2008; Sarkar et al., 2018).

The UW's tri-campus community contains varied built and natural spaces that afford different types of restorative experiences. Faculty can improve health and learning outcomes by encouraging students to spend more time outside to promote positive connections with the natural world. Reinforcing the interconnectedness among people and their environment is integral to supporting student well-being. Furthermore, attending to the health and quality of both internal and external campus environments—where students live and learn—can support students' sense of connectedness, resilience, well-being, and academic success.

PRACTICES

LAND ACKNOWLEDGMENT AND BEYOND

- Before you explore any practices in the classroom, remember that land acknowledgments are a first step. A land acknowledgment statement can begin to change the narrative by recognizing Indigenous peoples and their standing connection to the land on which you reside. It is important for this statement to emphasize the fact that local Indigenous peoples are still here and not simply relegated to the past. Here is one example from UW Native Life & Tribal Relations:

  The University of Washington acknowledges the Coast Salish peoples of this land, the land which touches the shared waters of all tribes and bands within the Suquamish, Tulalip and Muckleshoot nations.

- To prevent your land acknowledgment practices from becoming performative, do not limit them to generic words at the beginning of a class or presentation. Instead, consider what it actually means to develop relationships with local Indigenous communities and to commit to transforming the predicament of the local peoples. For UW Seattle instructors, for example, this could include encouraging your students to find ways to rectify the displacement of local peoples. You could share a link to Real Rent Duwamish, which allows institutions and individuals to make rent payments of any amount to the Duwamish Tribe, the original occupants of the Seattle area. Other actions that you and your students can take include: connecting with wəɬəbʔaltxʷ – Intellectual House on campus, supporting Native-owned local businesses, reading the works of local Indigenous authors, and learning about the history of Indigenous peoples (An Indigenous Peoples' History of the United States by Dr. Roxanne Dunbar-Ortiz is a good place to start).

OUTDOOR AND NATURAL LEARNING ENVIRONMENTS

- Create opportunities for students to learn outside. When possible, go on field trips, teach outside, encourage small discussion groups in outdoor spaces, invite students to pair up and go outside to talk about the lecture or a homework assignment, schedule classroom breaks for students to go outside to stretch or take a movement break, and host outdoor office hours. Remember to be aware of outdoor spaces that are accessible and near the building or buildings where you teach.

- Assign homework that requires exploration and observation of an environment. For example, as an assignment or for extra credit, have students photograph something in nature that symbolizes course content and then post about it.

- Guide students to practice mindfulness outside. Suggest mindful movement or sitting, or mindfulness of the senses (where you pay attention to what you see, hear, taste, touch, or smell). As the class is ending, ask students to use a sense other than sight to discover natural phenomena on their way to their next class—such as listening for birdsong, smelling a flower, touching a leaf, or splashing in a puddle. This could be a prompt for pair-shares at the next class or simply be a reflective exercise that becomes a mindfulness practice.

"At times when students seemed like they were feeling stressed during our studio class, we would stop and take a 10-minute walk outside. Gould Hall's classrooms on the ground floor have doors that open directly to planted courtyards, so students can take a short break and stretch outside. How could we have more classrooms like this, with easy access to inviting green spaces, where students can take that break?"

-Julie Johnson, Associate Professor, Landscape Architecture, UW College of Built Environments

- Encourage your students to think beyond personal consumption and consider ways they can be in responsible and ethical relationships with outdoor spaces. For example, have students write a reflection on the socio-ecological systems they are connected to, specific ecological systems (e.g., marshlands, nature preserves) they can help restore, or ways they can form or repair relationships with local lands, waters, mountains, and waterways. (For more ideas around exploring this practice, see Learning in Places, a project led by Dr. Megan Bang, professor of learning sciences and psychology at Northwestern University.)

- Create opportunities for students to familiarize themselves and more deeply connect with the campus environment:
  - Invite students to explore campus and pay attention to nature and the space around them.
  - Highlight different spaces on campus for students to visit, such as Rainier Vista on Seattle's campus, the campus wetland at UW Bothell, or less iconic gardens or spots that afford solitude. Show these spaces on a slide at the start of class or develop a scavenger hunt for students to become acquainted with these diverse spaces.
  - As an exercise, ask students to draw what they see at sites around campus without looking at the page; this helps students become part of the landscape.

- Inform students of opportunities to get engaged with outdoor activities on or near campus. For example:
  - Highlight where students can volunteer to grow food, such as the UW Farm, Mercer Court, McMahon Hall, and the Center for Urban Horticulture.
  - Note places and opportunities where students can be along or on the water, such as visiting Sakuma Viewpoint or renting a canoe or kayak from the Waterfront Activities Center on the Seattle campus to explore Union Bay and the coastline of the UW Botanic Gardens.
  - Encourage students to visit the varied gardens and natural spaces around the UW, such as the 230-acre Arboretum and the Center for Urban Horticulture. The Botanic Gardens website lists opportunities for exercise, exploration, wildlife viewing, guided tours, classes, and programs.
  - Highlight opportunities for students to seek adventure through UWild Adventures at the UW in Seattle, the outdoor adventure club at UW Tacoma, and Outdoor Wellness and the Nest Outdoor Gear Shop at UW Bothell.

INDOOR AND VIRTUAL LEARNING ENVIRONMENTS

- Become informed about and apply the principles of universal design—or the components of an environment that make it as accessible as possible. The DO IT (Disabilities, Opportunities, Internetworking, and Technology) Center offers an overview of the principles of universal design and specific examples.

- In spaces where this is possible, attend to the classroom environment by enhancing the warmth and hospitality of the physical or virtual setting:
    - When feasible, open curtains or blinds to allow natural light to fill classroom spaces. Open windows for fresh air.
    - Add warmth to the physical or virtual environment through art, table runners, and plants.
    - Play background music during small group discussions; slowly adjust the volume to inform the closing of conversations and signal it is time to come back together.
    - If teaching online, encourage students to personalize their virtual background with a favorite indoor or outdoor place or feature, and use one yourself. Consider changing scenes over the quarter. These backgrounds can be conversation starters for fostering connection among students and with you.

- Set up the classroom space to facilitate student connections where feasible. In classrooms with movable furniture, invite students to make the space more comfortable and conducive to group discussions by moving furniture to form a circle, for example. Use postable surfaces within the room or adjacent hallway to display imagery, posters, notes, and projects during class—or for longer where appropriate.

- Provide opportunities for students to connect to cultural and natural environments, even when class is indoors or online. For example, before class starts, stream live webcams of nature (e.g., the sunrise, eagles, puppy or nest-cams). If feasible and if Wi-Fi is accessible, invite students to participate in online classes from quiet, outdoor spaces.

- If your classroom has windows, or if teaching online, observe and invite attention to the natural phenomena outside. This could be acknowledging the tree's autumn colors, or if vegetation isn't visible, considering the forms of the clouds or the sound and intensity of rain or wind. Explore how these phenomena can be an opening for another well-being practice, such as expressing gratitude, a breathing exercise, or an arrival exercise.

- Consider bringing a healthy snack for students, such as mandarin oranges that smell and taste good, at stressful times of the quarter and to celebrate. Before doing this, make sure to ask students if they have any food allergies or restrictions. Invite students to consider where food is grown, who grows it, who picks it, and how it lands in our grocery stores.

"Sometimes I will just start class by having us all go outside, breathe, and be in the direct sun and light (or rain and light). We stand in a circle and share what we are feeling in that moment. Students share such depth when they are outdoors, everything from heavy burdens they are trying to lay down to how hungry they are since they missed lunch. Sometimes we just laugh, remarking how this might be the first time in the day we are outside and not trying to 'get somewhere.' It's a wonderful opportunity for a collective breath."

-Ariana Cantu, Lecturer, UW School of Social Work

CAMPUS SPOTLIGHT

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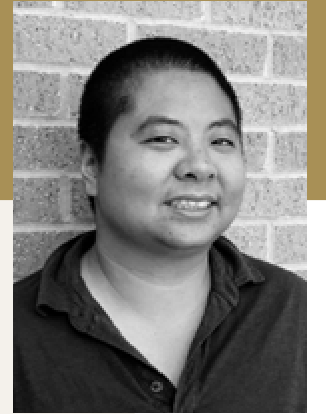

In my class, I want to encourage students to think of their writing as connected to the places they are in, to think critically about the land and its caretakers past and present, and to reflect on their own relationships and responsibilities towards that land.

I do this by including my own land acknowledgment in the syllabus and sharing it with students. I then ask students in their early assignments to research which communities were indigenous to the lands that they have lived in—and where they live presently—by using resources in the USDAC guide as well as their own research. In addition, I ask them to research two language-based artists/writers from these communities to share with the class.

In each class that I teach, I begin with a grounding exercise where I encourage us to sit together and arrive at the work we will do, oftentimes by reading a quote I want to share. Then I ask students to freewrite in response for a few minutes, without judgment or worrying about revision or editing.

UNIVERSITY OF WASHINGTON RESOURCES

- Campus Sustainability Fund: The Campus Sustainability Fund fosters positive change by giving UW community members the opportunity to develop, create, and implement their ideas.
- UW Scout App: An app for UW students to find study spaces on all three campuses with specific criteria such as lighting, outdoor seating, and ambient noise.
- UW Sustainability: Faculty can model and inspire sustainable practices by pledging to take actions to further the UW's culture of sustainability or by joining UW Sustainability's Green Office Certification program.
- UW's Green Cities Good Health Website: This website outlines the power of nature for health and well-being and includes a specific section on the mental health of college students.
- Human Interaction With Nature and Technological Systems Lab (The HINTS Lab): A Lab within the UW Department of Psychology that addresses the relationship between the degradation of the natural environment and the rapid development of technology.

ADDITIONAL RESOURCES AND TOOLS

- Interactive Map of Native Lands: A tool that maps out Indigenous territories, treaties, and languages and is accompanied by an educational guide.
- Tribal Connections Viewer: A resource provided by the U.S. Forest Service.
- Waterlines: A map of historic Pacific Northwest waterways, pre-colonization.
- TED Talks regarding nature, education, and health and well-being:
  - Prescribing Nature for Health | Nooshin Razani
  - Going Natural in Education | Lora Smothers
  - Get Back to Nature for Good Mental Health | Caroline Arnold
  - Connecting Nature and Education | Bandile Phiri
- American Society of Landscape Architects: The professional association for landscape architects offers relevant information online regarding the relationship between the environment, well-being, and stress.
- Okanagan Charter: Created in June 2015, the Okanagan Charter is a place-based framework that provides institutions with a common language and principles to become campuses that promote health and well-being. It includes a call to move beyond individual behavior to social and environmental interventions.

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CAMPUS WELL-BEING RESOURCES

UW SEATTLE

- Husky Health & Well-Being: A centralized website for all UW Seattle student health and wellness services: medical care, counseling and other mental health services, recreation classes, safety resources, peer health advocacy, prevention and training, and more.

UW BOTHELL

- Health and Wellness Resource Center: A one-stop hub connecting UW Bothell and Cascadia College students with on-campus and community resources: peer health education, sexual and relationship violence prevention and advocacy, and access to resource connections, financial coaching, and public benefits enrollment through the United Way Benefits Hub.
- UW Bothell Counseling Center: The Counseling Center provides mental health counseling services to students currently registered for classes at UW Bothell or Cascadia College.
- UW Bothell Recreation and Wellness: The Department of Recreation and Wellness provides programs and facilities that are current and inclusive and creates educational opportunities around good health.

UW TACOMA

- Student Health Services: A partnership with CHI Franciscan Health, Student Health Services aims to provide compassionate, convenient, and affordable health care services to UW Tacoma students.
- Counseling and Psychological Services: Counseling and Psychological Services provides free counseling to currently enrolled UW Tacoma students as well as consultation to faculty and staff.
- University Y Student Center: This comprehensive student center and recreation facility on the UW Tacoma campus includes recreational and fitness spaces, a gymnasium, cardio and weight training equipment, an indoor track, and locker rooms. The facility is also a student center with lounge and social spaces, programming and event spaces, and space for student organizations.
- Campus Meditation Room: The Meditation Room is aimed at supporting health and wellness on campus as well as the diverse faiths represented in the UW Tacoma community. The space is intended for those who seek a quiet place to reflect, meditate, or pray, and it is available for use by all students, faculty, and staff.

TRI-CAMPUS

- SafeCampus: SafeCampus is the UW's violence prevention and response program—available 24 hours a day, seven days a week at 206-685-7233. Students, staff, faculty, or community members can call SafeCampus anonymously to discuss safety and well-being concerns for themselves or others, and a trained professional will listen in a nonjudgmental and empathetic way.

ACKNOWLEDGMENTS

We are deeply grateful to the instructors, staff, students, community members, and partnering organizations and institutions whose hard work, ideas, and support made this guidebook possible.

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Engelhard Project, Georgetown University
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FUNDERS

Maritz Family Foundation
Office of the Dean, Undergraduate Academic Affairs, University of Washington

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