

# OUR ROLE

**As faculty and staff, we play a critical role in promoting student health and well-being.**

*To create a campus environment that positively promotes student wellbeing, the entire campus community needs to be involved. Recent data shows that our students have health concerns that are affecting their ability to be successful. In a 2018 National College Health Assessment Survey, GVSU students reported various factors which have impacted academic performance.<sup>1</sup>*



## ANXIETY

22.6% in 2014  
increased to **27.1%** in 2018



## DEPRESSION

12.1% in 2014  
increased to **17.9%** in 2018



## SLEEP DIFFICULTIES

20.1% in 2014  
increased to **21.3%** in 2018



## STRESS

29.4% in 2014  
increased to **32.5%** in 2018

<sup>1</sup>American College Health Association. (Spring 2014, Spring 2018). National College Health Assessment Survey. Grand Valley State University.



# UNIVERSITY RESOURCES

**Academic Advising** | [gvsu.edu/advising](https://gvsu.edu/advising)

**Alcohol & Other Drugs Services** | [gvsu.edu/aod](https://gvsu.edu/aod)

**Campus Health Center** | [gvsu.edu/campushealth](https://gvsu.edu/campushealth)

**Campus Interfaith Resources** | [gvsu.edu/campusinterfaith](https://gvsu.edu/campusinterfaith)

**C.A.R.E. for Students of Concern** | [gvsu.edu/care](https://gvsu.edu/care)

**Career Center** | [gvsu.edu/careers](https://gvsu.edu/careers)

**Dean of Students Office** | [gvsu.edu/dos](https://gvsu.edu/dos)

**Division of Inclusion and Equity** | [gvsu.edu/inclusion](https://gvsu.edu/inclusion)

**Division of Student Affairs** | [gvsu.edu/studentaffairs](https://gvsu.edu/studentaffairs)

**Disability Support Resources** | [gvsu.edu/dsr](https://gvsu.edu/dsr)

**Gayle R. Davis Center for Women and Gender Equity** | [gvsu.edu/cwge](https://gvsu.edu/cwge)

**Milton E. Ford LGBT Resource Center** | [gvsu.edu/lgbtrc](https://gvsu.edu/lgbtrc)

**Office of Financial Aid & Scholarships** | [gvsu.edu/financialaid](https://gvsu.edu/financialaid)

**Office of Multicultural Affairs** | [gvsu.edu/oma](https://gvsu.edu/oma)

**Office of Student Conduct & Conflict Resolution** | [gvsu.edu/osccr](https://gvsu.edu/osccr)

**Pew Faculty Teaching and Learning Center** | [gvsu.edu/ftlc](https://gvsu.edu/ftlc)

**Recreation and Wellness** | [gvsu.edu/rec](https://gvsu.edu/rec)

**Replenish Food Pantry** | [gvsu.edu/replenish](https://gvsu.edu/replenish)

**Social Justice Education** | [gvsu.edu/socialjustice](https://gvsu.edu/socialjustice)

**Student Academic Success Center** | [gvsu.edu/sasc](https://gvsu.edu/sasc)

**Student Ombuds** | [gvsu.edu/ombuds](https://gvsu.edu/ombuds)

**Student Wellness** | [gvsu.edu/studentwellness](https://gvsu.edu/studentwellness)

**Team Against Bias** | [gvsu.edu/bias](https://gvsu.edu/bias)

**Title IX Office** | [gvsu.edu/titleix](https://gvsu.edu/titleix)

**Tutoring Center** | [gvsu.edu/tc](https://gvsu.edu/tc)

**Universal Design for Learning** | [gvsu.edu/elearn/udl](https://gvsu.edu/elearn/udl)

**University Counseling Center** | [gvsu.edu/counsel](https://gvsu.edu/counsel)

**Veterans Network** | [gvsu.edu/veterans](https://gvsu.edu/veterans)

**Victim's Rights and Options** | [gvsu.edu/vro](https://gvsu.edu/vro)

**Writing Center** | [gvsu.edu/wc](https://gvsu.edu/wc)



# PROMOTING STUDENT WELL-BEING

with the 8 dimensions of wellness

**GVSU** DIVISION OF STUDENT AFFAIRS

## Strategies to create supportive learning environments for student well-being

Students thrive when they are well. You have the unique opportunity to intentionally connect with students around wellness because a portion of their time is spent in the classroom. Your role is critical to every student's well-being.



## BEFORE CLASS

### Be positive and prepared. ● ● ●

- Walk into the classroom ready to go so you can spend time engaging with your students.
- Greet students as they enter your classroom.
- Play music.

### Build relationships with your students. ● ● ●

- Have informal conversations to let students know they can talk to you. Ask them about their day or how they are doing.
- Share how students help you learn and grow as faculty or staff.
- Send individual emails acknowledging a job well done.

### Hold an informal Q&A session to discuss course content. ●



## OUTSIDE OF CLASS

### Be mindful of types and frequency of communication. ● ● ●

- Avoid emailing or posting assignments after 10pm.
- Know preferred communication styles and respond timely.

### Encourage students to enjoy the outdoors. ● ●

- Research confirms that taking part in nature-based activities can improve mental and physical health.<sup>2</sup>
- Visual connection with nature has been shown to lower blood pressure and improve happiness and cognitive performance.<sup>3</sup>
- When the weather is nice, hold a class discussion outside.

### Reach out to students if you're concerned. ●

- Be observant. If you notice a distracted, fatigued, or unwell student, don't be afraid to ask them how they are doing.
- Offer to walk with students to resource locations on campus.
- Student contact info can be located in Navigate or Banner.

### Monitor student engagement and risk factors. ● ●

using Blackboard Retention Center dashboard.

### Submit academic concerns through EAB/Navigate. ●

- Faculty should be the first point of contact for a student who is struggling academically.
- Offer academic resources such as office hours, tutoring, academic coaching, and the knowledge market.
- Submit a concern at [gvsu.edu/navigate](https://gvsu.edu/navigate) for more proactive outreach.

### Submit a C.A.R.E. report ● ● ● ● ● ● ● ●

at [gvsu.edu/care](https://gvsu.edu/care) if a student expresses a non-academic struggle, such as mental health issues, death in family, medical concern, social/adjustment issue, addiction, or concerning behaviors.

## DURING CLASS

### Learn the names of your students and pronounce them correctly. ● ● ●

- Keep trying and make it a priority.
- Use tent cards to remember student names.
- Learn about microaggressions and how to avoid them.
- Learn more at [gvsu.edu/socialjustice](https://gvsu.edu/socialjustice)

### Use inclusive language. ● ●

- Sign up for training at [gvsu.edu/sprout](https://gvsu.edu/sprout) (filter inclusion and equity)
- Download a suggested syllabus at [gvsu.edu/inclusion](https://gvsu.edu/inclusion)
- Learn more at [gvsu.edu/ftlc/inclusiveteaching](https://gvsu.edu/ftlc/inclusiveteaching)

### Promote a community of learners where students get to know each other.<sup>4</sup> ● ●

- Start class with students sharing (ie. think, pair, share).
- Encourage students to have a growth mindset.
- Learn more at [gvsu.edu/ftlc/teachingresources](https://gvsu.edu/ftlc/teachingresources)

### Let students know you care and support their personal development. ● ●

- Share personal examples of when you struggled with content.
- Encourage students to speak up and seek support when needed.
- Learn more at [ulifeline.org/gvsu/help\\_a\\_friend](https://ulifeline.org/gvsu/help_a_friend)

### Recognize the financial investment of students. ●

- Be aware that many students are juggling work, class, and life.
- Provide alternatives to expensive textbooks.

### Ask about student career aspirations. ● ●

- Connect class content and skill-building opportunities to future career paths.

### Help students grow in their capacity to integrate health and well-being into part of their definition of success. ● ● ● ● ● ● ● ●

- Share information in your syllabus about student well-being and other university resources.
- Encourage students to stay hydrated, get good sleep, and participate in physical activity. Learn more at [gvsu.edu/rec](https://gvsu.edu/rec)
- Learn more at [gvsu.edu/studentwellness](https://gvsu.edu/studentwellness)

### Engage students in collaborative learning. ● ● ●

- Set norms for group work to help decrease anxiety.
- Encourage students to seek help from you or other students before completing a challenging assignment.
- Walk around the classroom and move out from behind the podium.
- Take academic field trips to different locations on campus.
- Learn more at [gvsu.edu/ftlc/collaborativelearning](https://gvsu.edu/ftlc/collaborativelearning)

### Create an environment for well-being in your classroom. ● ●

- Allow for an active break if classes last longer than one hour.
- Add a question to an assignment asking students to write about something that makes them feel grateful.
- Facilitate a mindfulness activity.
- Learn more at [gvsu.edu/ftlc/classroommindfulness](https://gvsu.edu/ftlc/classroommindfulness)

### Collaborate with campus partners. ● ● ●

- Invite them to class to speak to students about campus resources or student wellness topics, such as stress or finances.

THE 8 DIMENSIONS ARE INTERCONNECTED; ONLY PRIMARY DIMENSIONS HAVE BEEN IDENTIFIED.

<sup>2</sup>Bragg, R., & Atkins, G. (2016). A review of nature-based interventions for mental health care. Natural England Commissioned Reports.

<sup>3</sup>Browning, B. (2019, January 16). Innovation for Wellbeing: Systems and Settings. NASPA Strategies Conference Presentation. Washington D.C.: NASPA.

<sup>4</sup>Social environment influences health and individual mortality (Yen & Syme, 1999).