

Tips for faculty to promote a culture of well-being:

- **Acknowledge the parallel stressors facing students and faculty, especially during times of trauma and uncertainty, such as the COVID pandemic or racial injustice events.**
 - “The pandemic is causing everyone to feel stressed out and isolated.”
 - “When I have grant or publication deadlines, I have to work hard on balancing my stress level.”
- **Emphasize the importance of well-being and self-care, and acknowledge it may be challenging to attend to personal well-being in environments that stress competition and achievement.**
 - “Taking care of yourself (e.g., exercising, sleeping) is not a side activity that only matters if you can fit it into your schedule.”
 - “Learning is not simply the completion of academic tasks; it relies on sufficient energy, time and space to absorb what is taught.”
 - Provide examples of how you take care of your own mental health.
- **Attend to the pace and timing of academic assignments in your courses.**
 - Avoid deadlines that compromise sleep or rest (e.g., early morning, 1st day after break).
 - Remind students they need to plan ahead and manage their workload across the semester, and encourage them to reach out to you or other instructors if they find the workload difficult to manage.
- **Be accessible to students and let them know they can share challenges with you.**
 - “If you have concerns about this class, please come and see me during my office hours or just email me for an appointment.”
 - “I’d love to hear more about how your semester is going and whether this class is helping you think about your future.”
 - If you are teaching online, and especially during the pandemic, hold more office hours and try not to cancel them.
 - When teaching online, turn your camera on to the extent you are able.
- **Promote use of university support resources on your syllabus and offer occasional reminders to access them.**
- **Become familiar with warning signs that may indicate a student needs support.**
 - Excessive tardiness or absences, particularly if these are sudden or uncharacteristic
 - Marked inattentiveness or sleepiness during class
 - Marked change in behavior or mood
 - Deterioration in personal care and hygiene
 - Marked change in level of participation and/or quality of classwork
 - Repeated reluctance to turn the camera on during a virtual class
- **Reach out privately to students who seem to be struggling.**
 - Ask open ended questions that start with what, how, why. For example, you might say: “I noticed you missed the last couple of assignments. How are you doing?”
 - Reflect back what you hear to ensure clear understanding: “What I hear you saying is...”
- **Become familiar with how and when to refer students to university resources.**
 - Support students in making informed decisions about mental health and destigmatize the need for assistance.
 - Reframe mental health resources as a positive step and a source of personal growth and development.
 - Explore resources related to student mental health, including links to university specific resources for students and faculty.
 - **U of I System:** https://vpaa.uillinois.edu/student_mental_health
 - **UIC:** <https://counseling.uic.edu/online-resources/suicide-prevention-and-education-at-uic/helping-someone-in-distress/i-am-a-faculty-staff-member-and-i-want-to-help-a-student/>
 - https://today.uic.edu/resources/current-student-resources?utm_source=mailpoet&utm_medium=email&utm_campaign=prov%2Bofficial%2B09.22.20
 - **UIS:** <https://www.uis.edu/counselingcenter/resources/>
 - **UIUC:** <http://www.counselingcenter.illinois.edu/outreach-and-prevention-services>
 - <http://www.counselingcenter.illinois.edu/emergency/consult-about-student-distress>

REFERENCES

- American College Health Association and The Healthy Minds Network (2020). The Impact of COVID-19 on College Student Mental Health. https://healthymindsnetwork.org/wp-content/uploads/2020/07/Healthy_Minds_NCHA_COVID_Survey_Report_FINAL.pdf.
- American Council on Higher Education (2020). Mental Health, Higher Education, and COVID-19: Strategies for Leaders to Support Campus Well-Being. <https://www.acenet.edu/Documents/Mental-Health-Higher-Education-Covid-19.pdf>.
- Center for Collegiate Mental Health (2020). 2019 Annual Report (Publication No. STA 20-244).
- Chegg.org. (2020). COVID-19 and Mental Health: How America’s High School and College Students Are Coping During the Pandemic. <https://www.chegg.org/covid-19-mental-health-2020>.
- Chirikov, I., Soria, K. M., Horgos, B., & Jones-White, D. (2020). Undergraduate and Graduate Students’ Mental Health During the COVID-19 Pandemic. UC Berkeley: Center for Studies in Higher Education. Retrieved from <https://escholarship.org/uc/item/80k5d5hw>.
- Healthy Minds (2019). The Healthy Minds Study: 2018-2019 Data Report. https://healthymindsnetwork.org/wp-content/uploads/2019/09/HMS_national-2018-19.pdf.