Health & Wellness Services
*A **WorkWell** Resource*

FACULTY TOOLKIT



Supporting Student Learning & Success
Through Improved Well-Being

UNIVERSITY WELL-BEING

CU Boulder defines well-being as the personal experience of health, happiness, and sense of belonging and mattering. Our holistic approach is a collaborative, campus-wide effort to make CU Boulder a healthy place to live, learn, and work. Health and Wellness supports this definition by designing services, programming, and educational opportunities to develop balance across all eight dimensions of wellness.

Learn **more about Health and Wellness Services**



Promoting Student Success.

Student well-being is critical to student success. The way our students feel and experience CU Boulder impacts their learning, retention, and persistence.

The Faculty Toolkit was created as a foundation that speaks directly to incorporating well-being practices into the classroom environment.

According to the 2023 National College Health Assessment CU Boulder students' health and well-being directly contribute to their academic success. CU students reported the following negative impacts on their academic performance:

- 44.9% stress
- 41.5% anxiety
- 29.9% depression
- 29.5% sleep difficulties

While we often see the effects of students' distress, it's also important to recognize and enhance their resilience.

- 78.7% of students said they are often or nearly always able to adapt when changes occur
- 74.7% of students said they are often or nearly always able to bounce back after illness, injury, or other hardships



PERSONAL DEVELOPMENT

Instructors who provide opportunities for their students' personal and professional growth increase students' skills, resiliency, and preparedness for the future.

COURSE DESIGN

- Bring in guest speakers or alumni to help students connect in-class learning to real life issues, work skills, and their career development.
- Incorporate examples from the real world in class (news clips, career advice, guest speakers from the workforce).
- Use journaling or other reflective activities to encourage personal growth.
- Create assignments that allow students to explore the ways academic content relates to their lives, families, and current or future careers
- Use activities and practices in class to help build you & your students' intercultural competence.
- Consider what skills students will need to succeed in life and in their careers and try to find ways to foster these in class (for example teamwork, communication, problem solving, empathy, initiative).

BE A RESOURCE

- Offer mindfulness or other resiliency skill building activities during class breaks or as a part of the course.
- Link students to resources that support their personal resilience and well-being
- Encourage students to seek co-curricular and volunteer opportunities.
- Provide opportunities for mentor matching.

RESOURCES

Health & Wellness Services
Counseling & Psych Services (CAPS)
Academic Enrichment Programs
Career Services
Undergraduate Research Opportunities Program
CU Student Government
CISC
Education and Prevention
Volunteer Resource Center



FLEXIBILITY

Flexible instructors provide students with multiple avenues for engaging with the course in order to offer students control over their learning experiences. Personal agency helps students feel empowered and supported, which contributes to their well-being and overall success.

COURSE DESIGN

- Offer students the option to choose their "best two out of three" for assignments or quizzes.
- Offer opportunities for students to receive feedback on writing assignments before the deadline or allow for revisions of graded writing.
- Offer students choice in assignments and opportunities to set their own deadlines or percentage of final grade for assignments.
- Seek feedback from students throughout the semester. This could be done through a web-survey or an anonymous in class comment card.
- Use interactive tools like iClicker to promote class input and participation in non-graded ways due to accessibility issues.
- Reward students for demonstrating consistent investment in the course (asking questions, being timely, and being a positive, productive member of the class.)

ACCESSIBILITY

- In your syllabus, offer a variety of ways for students to contact you with questions or concerns.
- Consider providing students with lecture notes or power point slides ahead of class, and providing lecture recordings (particularly helpful for EASL students whereby they have more opportunities to work through the rate of speech during lectures.)
- Consider alternative forms of office hours (for example, web conferencing, group office hours).
- Upload slides and lecture notes to Canvas to allow easier access to the material.
- Incorporate principles of Universal Design for Learning to help accommodate diverse learners.
- Consider using Open Educational Resources (online texts that are free, adaptable and a flexible alternative to traditional text books.)

RESOURCES

Open Educational Resources
Universal Design for Learning
CU Boulder Disability Services Resources
Center for Teaching and Learning



SOCIAL CONNECTION

Instructors who facilitate interaction help students build social networks which foster resilience and are an asset to well-being. Interaction in the class can help create a sense of belonging, community, and positive classroom culture.

COURSE DESIGN

- Have students introduce themselves during the first class or use icebreaker activities as part of curriculum.
- Make it clear that the quality of teamwork in group assignments is important by including marks for the group process in grading rubrics.
- Offer personality assessment or a Team Style Inventory in forming groups and to help groups function smoothly.
- Design lecture assignments that require students to collectively work on study questions and participate in small group discussions.
- Work with your teaching assistants to create opportunities for social connection and teamwork in tutorials or labs.

RESOURCES

CU Boulder Center for Teaching & Learning
A Checklist for Building Community in the College Classroom
Columbia University - Community Building in the Classroom

CONNECTION

- Ask students to keep phones off and put away during class time.
- Create class guidelines as a group to respect others and create a safe place for interaction and discussion (ie: “appreciate all perspectives,” “listen for understanding,” “be empathetic.”)
- Encourage students to participate in study groups.
- Ask students to take down the name and number of at least one of their peers so that they can connect should they miss a lecture or want to form a study group.
- Offer mini breaks in class and encourage students to take this time to get to know one another
- If possible, move tables and chairs into small groups to facilitate discussion (just be sure to return them after class.)



OPTIMAL CHALLENGE

Students perform and feel their best when they are challenged, but have adequate resources to meet the challenge.

COURSE DESIGN

- Set clear course goals, and ensure assignments and expectations are clear from the start.
- Consider the timing of exams and assignments to alleviate undue stress.
- Publish grading rubrics in advance.
- Recognize that more tasks do not always equate to more learning.
- Avoid very heavily weighted components, such as an exam worth 50% of the final grade to give students more opportunity & agency throughout the semester.
- Provide activities where students design mock test/study questions.

RESOURCES

CU Boulder Peer Wellness Coaches
Universal Design for Learning
Academic Support & Resources
CU Boulder Medical Services
CU Boulder Counseling & Psychiatric Services
CU Boulder Disability Services
CU Advising by College

MEET STUDENTS

- Acknowledge that students have lives outside their academic pursuits and support them to find balance.
- Provide opportunities for feedback on each stage of assignments and help students progress to the next stage for larger projects.
- Give specific targeted and timely feedback about strengths and weaknesses.
- Incorporate principles of Universal Design for Learning to help accommodate diverse learners.
- Remind students about the resources available to them through the Academic Support & Resources or CU Health & Wellness.
- Pause and summarize or ask students to summarize (”Please summarize my example and add another,” or “Take a minute to prepare a question about this”).



POSITIVE CLASSROOM CULTURE

Instructors who create an enjoyable and welcoming classroom culture can enhance positive well-being for students and instructors. This can be accomplished through humor, inspiration, open mindedness, connecting with students, and deeply engaging them in their learning.

COURSE DESIGN

- Create class guidelines as a group to respect differences and create a safe place for discussion (i.e. “appreciate perspectives and differences” or “remember that people are talking from personal experiences - be empathetic”).
- Be intentional about setting a welcoming tone throughout the semester.
- Offer breaks in class where students can take a breather or connect to one another. Consider limiting student use of phones/devices during class.
- Use active learning techniques to create an engaging and dynamic learning environment. Look into the CU Dialogues Program.
- Allow students space to be wrong and gently encourage alternate viewpoints.
- When possible, ensure a pleasant and inviting space through use of color, art, music, and well maintained facilities.
- Incorporate inspirational quotes or laughter to lighten the mood.
- Take care of your own well-being so that you can be present and encouraging for your students - see Self-Care page for more resources.

BE IN IT TOGETHER

- Acknowledge that university can be intimidating and stressful for students; provide resources that can alleviate stress and promote success.
- Share your teaching philosophy with students.
- Share a bit about yourself, your career path or setbacks you’ve overcome.
- Take time in class to check-in with how your students are doing.
- Facilitate respectful, honest discussion as part of curriculum.
- Acknowledge that not all students are ready to share in the classroom and encourage them to engage with you during your office hours.
- Seek feedback from students throughout the semester (this could be done through web-survey or an anonymous in-class comment card).
- Incorporate informal check-ins and unofficial evaluations earlier in the semester to create an opportunity to address concerns early on and take the pressure off of semester-end evaluations.



CIVIC ENGAGEMENT

Instructors who provide students with opportunities to make valued contribution through their coursework can give them a boost to their emotional well-being. Service learning is beneficial in helping students learn about themselves and their interests therefore directing their college and career paths.

COURSE DESIGN

- Create assignments in which the results can be utilized by a community group or campus initiative.
- Where possible, incorporate community service or service learning components into your course.
- Lead discussions or activities that help students develop a sense of civic responsibility.
- Recognize that universities play a role in developing the leaders of tomorrow and encourage students to explore their own values and goals.
- Consider what skills students will need to succeed in life and in their careers and try to find ways to foster these in class (for example teamwork, communication, problem solving, empathy, initiative).

ENGAGEMENT

- Encourage students to get involved in extracurricular volunteer work. Consider extra credit points for civic engagement activities outside the classroom curriculum.
- Remind students of CU's Fall Be Involved Fair and Spring Volunteer Fair.
- Learn about the CU in the Community program and encourage your students to participate.
- Learn about CU's Alternative Breaks - a program for students to engage in service projects during academic breaks.

RESOURCES

CU Engage
CU Office of Government & Community Engagement
CU Volunteer Resource Center
Boulder County Volunteer Opportunities
CU Alternative Breaks



INSTRUCTOR SUPPORT

As an instructor, you play an important role in setting a positive and supportive tone that can go a long way in helping students to feel welcome and at ease.

CONNECT WITH YOUR STUDENTS

- Whenever possible, let students know you care about them and their success (e.g., general discussions to entire class, small personal connections with students).
- Ask students about their interests, their workloads, and extracurricular activities.

BE ACCESSIBLE

- Demystify your role by sharing an anecdote, joke, or something to reveal you, too, are human.
- Personally invite small groups of students to attend office hours.
- Consider alternative forms of office hours (for example web chat, group office hours).

OPEN LINES OF COMMUNICATION

- Set clear expectations using syllabi and rubrics.
- Provide constructive feedback throughout the semester.
- Suggest specific actions students can take to improve.
- Seek feedback from students mid-semester (e.g., anonymous paper forms, web survey, class discussion).
- Consider adding a statement to your syllabus outlining your philosophy on changes, feedback, response times.

BE IN IT TOGETHER

- Use engaging pedagogical techniques such as cooporative or problem-based learning.
- Acknowledge campus events which may be affecting students.
- Encourage students to be involved on campus.
- Promote campus resources available to students.



INCLUSIVITY

An inclusive learning environment demonstrates an intentional consideration for all students and in doing so, can enhance positive well-being.

COURSE DESIGN

- Use activities and practices in class to help build intercultural competence.
- Encourage participation in events designed to celebrate diversity.
- Offer a values clarification exercise.
- Break large projects into a series of smaller assignments and offer opportunities for feedback.

MEET STUDENTS WHERE THEY ARE

- Incorporate principles of Universal Design for Learning to help accommodate diverse learners.
- Pause and summarize or ask students to summarize ("I want you to summarize my example and add another" or "take a minute to prepare a question about this.")
- Provide visual support (text and/or graphic.)
- Consider Providing students with lecture notes or power point slides ahead of class and provide lecture recordings on Canvas (particularly helpful for EASL students whereby they have more opportunities to work through the rate of speech during lectures.)

OPEN COMMUNICATION

- Create class guidelines as a group to respect difference and create a safe place for discussion (ie. "appreciate perspectives and differences" or" remember that people are talking from personal experiences – be empathetic.")
- Encourage students to speak to you about any accessibility concerns they may have.

BE A RESOURCE

- Familiarize yourself with the intercultural awareness resources available at CU and share these with your students.
- Use inclusive language and gender neutral pronouns.
- Take an indigenous cultural competency course.
- Learn to identify "micro-aggressions" and work to mitigate them in your classroom.
- Remind students what resources are available to them.



INCLUSIVITY RESOURCES

CU Boulder has a variety of resources available to support an inclusive learning environment and experience for students.

Understanding Campus & Diversity, Equity, & Inclusion

- Review the campus website for Advancing Diversity, Equity, and Inclusion.
- Read the campus Inclusion, Diversity and Excellence in Academics (IDEA) Plan,
- Peruse the Campus Culture Survey Results which helps to reveal significant opportunities for growth, create baseline markers, provide a data informed foundation for change, and support empowered communities ready for growth.
- Learn more about the Five Common Goals and Why Campus-Wide Goals are Needed
- Find the action plan for your unit/college.

Know the Resources

- Definitions & Citations: A Campus Guide for DEI Terms
- The Benefits of Diversity
- DEI Impact Grants
- Employee Affinity Groups
- CU Boulder Land Acknowledgement
- Equity Minded Assessment Resources
- Introduction to Diverity, Equity, and Inclusion
- DEI Resources for Teaching

Advance Your Knowledge

- Access Training and Workshops through the Center for Inclusion and Social Change

FACULTY RESOURCES

The faculty resource page includes content on faculty recruitment practices, incorporating DEI into your practice, and content on the impact of identity in the workplace



RESPONDING TO A STUDENT IN CRISIS

Instructors who respond to the needs of struggling students and connect them with campus resources help support their personal well-being, resilience, and readiness to learn.

BE PREPARED

- Identify your personal philosophy and boundaries about responding to students in need - what are you willing to do, give, or sacrifice?
- Consult with Counseling and Psychiatric Services and your colleagues for guidance and support.
- Understand that you do not need to have all the answers. Students often know what they need. Just listening is a powerful helping tool.

HAVE YOU TAKEN THIS 15 MINUTE SKILLSOFT TRAINING?

Skills for Mental Health Support

This course provides a brief overview of mental health support. Participants will gain an understanding of why mental health is important, how it can impact academic and job success and support resources that are available. You will also learn to recognize signs of distress, respond effectively and refer someone to appropriate resources.

CREATE A STUDENT-CENTERED PLAN

- Acknowledge that it can be hard to ask for help, affirm the student for coming to you.
- Ask open-ended questions that can encourage the student to share more about their experience with you and help you to better understand their needs.
- Listen and respond with empathy.
- Reflect back what you hear to ensure clear understanding “What I hear you saying is...”
- Help the student identify his/her/their strengths.
- Engage your student in devising his/her/their own path forward.
- Have faith that your student can overcome any challenge with the proper help.



RESPONDING TO A STUDENT IN CRISIS

BE A RESOURCE

- Invite guest speakers from various campus services to present on their services during class.
- Create a list referrals with names and contact information to have ready when needed - help make necessary appointments if this fits within your personal boundaries.

KNOW THE RESOURCES AVAILABLE

- Familiarize yourself with the various student support services and co-curricular learning supports across campus that are listed on the following page.
- Familiarize yourself with CU Boulder's Red Folder,

RESPONDING TO A SERIOUS CONCERN

- Walk your student to Counseling and Psychiatric Services in the C4C immediately if he/she/they are suicidal.
- Contact CU Police and 911 for immediate emergencies.

PHONE NUMBERS

CU Boulder Police Department: 911
CU Boulder Counseling and Psychiatric Services: 303-492-2277
Colorado Crisis Services: 844-493-8255
Trevor Project (LQBTQ+): 866-488-7386
National Suicide Prevention Hotline: 800-273-8255 (English) 888-628-9454 (Spanish)

TEXT SUPPORT

Crisit Text Line: Text HOME to 741741
Colorado Crisis Services: Text TALK to 38255



RESPONDING TO A STUDENT IN CRISIS

Knowing the resources available to you when a student is in crisis is critical to your response and the services/resources provided to the student.

RESOURCES

CU Red Folder: Recognizing Signs of Distress
CU Red Folder: How to Respond
CU Boulder Police Department
CU Boulder Office of the Dean of Students
CU Boulder Basic Needs Center
CU Boulder Office of Institutional Equity & Compliance
CU Boulder Office of Victims Assistance
CU Boulder Student Support & Case Management
CU Boulder Office of Undergraduate Education
CU Boulder Honor Code Violation
CU Boulder Student Release of Information Form
CU Boulder Code of Conduct - Classroom Application
CU Boulder Student Conduct Crisis Resources
CU Boulder Conflict Resolution
CU Boulder Career Services
CU Boulder Medical Services
CU Boulder Counseling and Psychiatric Services
CU Boulder Disability Services
CU Boulder Office of Financial Aid
CU Boulder International Student & Scholar Services
CU Boulder Student Academic Success Center
CU Boulder Center for Inclusion & Social Change
CU Boulder Pride Office
CU Boulder Student Emergency Fund
CU Boulder Campus Dining Services
CU Boulder Center for Student Involvement
CU Boulder Student Housing
CU Boulder Off Campus Housing & Neighborhood Relations
CU Boulder Education and Social Change Office
CU Boulder First Generation Programs & Enrichment Office
CU Boulder Intercultural Engagement Office
CU Boulder Ombuds



SELF CARE FOR INSTRUCTORS

Responding to the dynamic needs of students is difficult when you are feeling depleted. Prioritizing self-care will boost your overall well-being, allowing you to be present for your students. The journey to better well-being is a personal one. One way to get started on your individual path is to identify which areas of your life are currently bringing you fulfillment or frustration. Which areas in your life might need some additional focus?

On a scale of 1 to 10, rate how satisfied or how well you feel you are doing in each area of your life.
1 = not at all satisfied, 10 = completely satisfied

CAREER /PROFESSION

1 2 3 4 5 6 7 8 9 10

PERSONAL RELATIONSHIPS

1 2 3 4 5 6 7 8 9 10

FUN, RELAXATION, CREATIVITY

1 2 3 4 5 6 7 8 9 10

SENSE OF COMMUNITY

1 2 3 4 5 6 7 8 9 10

FINANCES

1 2 3 4 5 6 7 8 9 10

PHYSICAL HEALTH AND WELL-BEING

1 2 3 4 5 6 7 8 9 10

SENSE OF PURPOSE

1 2 3 4 5 6 7 8 9 10

EMOTIONAL HEALTH AND WELL-BEING

1 2 3 4 5 6 7 8 9 10

These are great for students too!

MORE DETAILED ASSESSMENTS:

Personal Assessment: 8 Dimensions of Wellness
CU Self Care Assessment

CONSIDER THESE QUESTIONS TO HELP DEFINE THE FIRST STEPS ON YOUR PATH TO IMPROVED WELL-BEING:

1. Which are some areas on the last page you feel are going well?
2. Which could use some attention?

Below are some general strategies that can help foster well-being. Pick one or two that you'd like to experiment with.

CREATING SPACE FOR WHAT MATTERS TO YOU

- Consider and respect your boundaries. Communicate your availability (e.g., office hours, digital availability) to students and stick to it as best you can. Consider adding an expected response time to your email signature.
- Limit distractions by turning off phone notifications and logging into email at set times during the day.
- Set realistic expectations for yourself - recognize what you are sacrificing when you say yes to something.
- Schedule times during the day to take care of yourself - time to eat, reminders for water, daily breaks, meditation.
- Consider scheduling blocks of time during the day - email block, prep block, grading block, personal time block.

PHYSICAL HEALTH AND WELL-BEING

- Incorporate daily movement - find exercise you enjoy, park farther away, take the stairs, walk across campus.
- Prioritize sleep - limit caffeine and alcohol, turn off screens early and keep them out of the bedroom.
- Consider your the foods you eat. Here is a video on mindful eating or create a balanced diet using MyPlate.

EMOTIONAL HEALTH AND WELL-BEING

- Lower stress with breathing exercises - pair breathing exercises with things you do frequently each day.
- Create a support system - quality connection with others boosts mental well-being and happiness.
- Cultivate connection by talking in person when possible instead of only by email.
- Let go of perfectionism.
- Check out Greater Goods Resources to find science based insights for a meaningful life. This 4-Week Pathway to Happiness could be a great place to start!



SUPPORTING YOUR OWN WELL-BEING

Taking care of your own well-being can have a significant impact on your ability to provide the best education and support to CU Students.

RESOURCES

CU Boulder Employee Wellness: WorkWell
WorkWell Teams Channel
CU Boulder Employee Flu Shots
CU Boulder Faculty Staff Assistance Program
Completely Free Unlimited Telehealth (Urgent Care & Mental Health Counseling)
Employee Group Fitness Classes
Accupuncture Services
Employee Workshops
Sleepio
CU Health Plan - Move.
Pregnancy Support Ovia Health
Digital Weight-loss - Wondr
24/7 Emergency Counseling
Reduce Risk for Obesity-Related Illness
Fitness Resources for Adults on Medicare
Fitness Center Discounts
Public Service Loan Forgiveness
When to Enroll in Medicare

**Some content throughout this guide has been borrowed from the University of Montana and the original resource can be found here.