

### Top Pedagogical Wellness Tips

| Course Component | Pedagogical Wellness Tip  | Instructor Impact  | Student Impact  |
|------------------|---|--|---|
| Course Design    | <p>Incorporate projects and assessments that might require less grading time. In addition, use grading strategies to streamline the grading process.</p> <ul style="list-style-type: none"> <li>● Consider using <a href="#">project-based learning</a> and <a href="#">flexible pedagogies</a>.</li> <li>● Consider <a href="#">alternative assessments</a> and formats that focus on mastery.</li> <li>● Utilize rubrics to standardize grading and clearly communicate student learning outcomes.</li> </ul> | <p>Group projects and project-based learning can decrease workload and time spent grading. This may also reduce anxious emails from students.</p>  | <p>Generally, students have heightened anxiety around high-stakes assignments (Jones et al., 2021). PBL may allow students to “learn by doing” and learn to integrate problem-solving skills to be used in their future careers in the field (Leal Filho et al., 2016).</p> |
| Course Policies  | <p>Build <a href="#">flexibility</a> into your course policies.</p> <ul style="list-style-type: none"> <li>● Have a <b>soft and hard deadline</b> for assignments</li> <li>● <b>Set deadlines between 10 PM – 11:59 PM</b> to account for those who may work in the evenings.</li> <li>● <b>Avoid attendance policies or build in attendance flexibility</b> (e.g., 2-3 free sick days).</li> </ul>   | <p>Building flexibility into assignments decreases the workload of negotiating extensions over emails. Avoid asking for proof of attendance or extensions as this increases the burden on you to verify.</p> | <p>Flexibility in course design and policies can decrease anxiety, and give students agency for their learning process, and space for life to happen!</p>   |

|  |  |  |  |
|--|--|--|--|
| <p>Syllabus</p>                                    | <p>Use the syllabus as your communication tool with students to convey expectations and boundaries.</p> <ul style="list-style-type: none"> <li>● Add a <b>predictable pattern</b> of assignments due each week.</li> <li>● List <b>student academic and wellness resources</b> in your syllabus.</li> <li>● <b>Self-assess whether your syllabus and course design support diversity, equity, and inclusion (DEI)</b> using the UCI <a href="#">DEI rubric</a>.</li> </ul>   | <p>Instructors can use the syllabi to prevent or deescalate conflicts about expectations, deadlines, and assignments (Morrissette &amp; Doty-Sweetnam, 2010).</p>  | <p>Syllabi can be a useful tool to engage students, create clear expectations, reduce student apprehension and anxiety, give students a sense of control (Morrissette &amp; Doty-Sweetnam, 2010).</p>  |
| <p>The First Day and the Classroom Environment</p> | <p>Create a safe, supportive space for students to share their experiences with you and other classmates</p> <ul style="list-style-type: none"> <li>● <a href="#">Incorporating icebreakers and community-building activities</a> on the first day sets a supportive, community-oriented tone.</li> <li>● Use this <a href="#">Active Learning Library</a> to identify strategies that work for different class sizes and formats</li> <li>● <b>Seek to build classroom community</b> by setting up community agreements to establish mutual participation expectations.</li> <li>● <b>Include inclusive</b> language, activities, and policies.</li> <li>● <b>Consider using inclusive, contemplative, and trauma-informed pedagogies</b> in your classroom.</li> </ul> | <p>Understanding student perspectives, building community, and seeking to ensure safety in the classroom increases self-efficacy in navigating students' learning (Harper &amp; Neubauer, 2021; Holley &amp; Steiner, 2005; Thompson &amp; Carello, 2022).</p> | <p>Building community in the classroom allows students to connect with each other and you (the instructor) in the classroom space fosters decreased loneliness and feelings of belonging (Cook-Sather &amp; Felten, 2017; Daniels et al., 2019; Davis et al., 2019).</p> |

|                                  |  |   |   |
|----------------------------------|--|---|---|
| <p>Well-Being Activities</p>     | <p>Incorporate well-being activities into the class to cultivate a culture of well-being for both faculty and student.</p> <ul style="list-style-type: none"> <li>● Intention setting</li> <li>● Brief <a href="#">meditation and mindfulness</a> practices (Shapiro et al., 2011)</li> <li>● Reflection on the <b>meaning of work and accomplishments</b> (Seligman, 2012)</li> <li>● Practice <b>gratitude</b> (Emmons &amp; Stern, 2013)</li> <li>● <b>Encourage and model boundary setting as well as healthy behavior</b> such as eating, physical activity, and rest.</li> </ul> | <p>Participating in well-being activities for the instructor may help to decrease stress and anxiety among faculty (Kennedy et al., 2022; Lemay et al., 2021; Morrissette &amp; Doty-Sweetnam, 2010; Seligman, 2012).</p>   | <p>Well-being strategies in the classroom can help enhance cognitive and academic performance, decrease academic-related stress, and develop the “whole person” (Mitchell, 2021; Shapiro et al., 2011).</p> |
| <p>Instructor Social Support</p> | <p>Find your teaching support among peers, the department, and the broader teaching community.</p> <ul style="list-style-type: none"> <li>● Join or create a <b>Faculty Learning Community</b> in your department to facilitate idea sharing and troubleshooting teaching issues.</li> <li>● Connect with your teaching community via existing programs like <a href="#">Active Learning Institute community</a>, <a href="#">Digital Learning Institute community</a>, <a href="#">Pedagogical Fellows Program</a>, <a href="#">Coffee Meets Teaching</a>.</li> </ul>                 | <p>Social support and mentoring among colleagues are important components of faculty vitality and well-being (Coyle et al., 2020; DeFelippo &amp; Dee, 2022). These can mitigate the effects of burnout (Boamah et al., 2022; Coyle et al., 2020; Roos &amp; Borkoski, 2021).</p> | <p>High teacher well-being is associated with student well-being and success (Kidger et al., 2021; Kiltz et al., 2020; Li et al., 2022).</p>  |

**Note:** When planning to incorporate well-being strategies in your course, consider the **class size**, **instructor-student comfort level**, **inclusivity**, and **accessibility** of your decisions. For example, some of these strategies may work better in smaller classes but may need to be modified for larger classes. As always, please feel free to reach out to DTEI for pedagogical consultations.

## References

- Boamah, S. A., Hamadi, H. Y., Havaei, F., Smith, H., & Webb, F. (2022). Striking a Balance between Work and Play: The Effects of Work–Life Interference and Burnout on Faculty Turnover Intentions and Career Satisfaction. *International Journal of Environmental Research and Public Health*, *19*(2), 809. <https://doi.org/10.3390/ijerph19020809>
- Cook-Sather, A., & Felten, P. (2017). *Where Student Engagement Meets Faculty Development: How Student-Faculty Pedagogical Partnership Fosters a Sense of Belonging*. *1*(2).
- Coyle, T., Miller, E. V., & Rivera Cotto, C. (2020). Burnout: Why Are Teacher Educators Reaching Their Limits? *Excelsior: Leadership in Teaching and Learning*, *13*(1). <https://doi.org/10.14305/jn.19440413.2020.13.1.04>
- Daniels, H. A., Grineski, S. E., Collins, T. W., & Frederick, A. H. (2019). Navigating Social Relationships with Mentors and Peers: Comfort and Belonging among Men and Women in STEM Summer Research Programs. *CBE—Life Sciences Education*, *18*(2), ar17. <https://doi.org/10.1187/cbe.18-08-0150>
- Davis, G. M., Hanzsek-Brill, M. B., Petzold, M. C., & Robinson, D. H. (2019). Students' Sense of Belonging: The Development of a Predictive Retention Model. *Journal of the Scholarship of Teaching and Learning*, *19*(1). <https://doi.org/10.14434/josotl.v19i1.26787>
- DeFelippo, A. M., & Dee, J. R. (2022). Vitality in the Academic Workplace: Sustaining Professional Growth for Mid-Career Faculty. *Innovative Higher Education*, *47*(4), 565–585. <https://doi.org/10.1007/s10755-021-09589-z>
- Harper, G. W., & Neubauer, L. C. (2021). Teaching During a Pandemic: A Model for Trauma-Informed Education and Administration. *Pedagogy in Health Promotion*, *7*(1),

14–24. <https://doi.org/10.1177/2373379920965596>

Holley, L. C., & Steiner, S. (2005). SAFE SPACE: STUDENT PERSPECTIVES ON CLASSROOM ENVIRONMENT. *Journal of Social Work Education, 41*(1), 49–64.

<https://doi.org/10.5175/JSWE.2005.200300343>

Jones, E., Priestley, M., Brewster, L., Wilbraham, S. J., Hughes, G., & Spanner, L. (2021). Student wellbeing and assessment in higher education: The balancing act. *Assessment & Evaluation in Higher Education, 46*(3), 438–450.

<https://doi.org/10.1080/02602938.2020.1782344>

Kennedy, D. R., Clapp, P., DeLuca, J. L., Filtz, T. M., Kroon, L., Lamberts, J. T., Oliphant, C. M., Prescott, W. A., & Ray, S. D. (2022). Enhancing Pharmacy Faculty Well-Being and Productivity While Reducing Burnout. *American Journal of Pharmaceutical Education, 86*(5), 8764. <https://doi.org/10.5688/ajpe8764>

Kidger, J., Turner, N., Hollingworth, W., Evans, R., Bell, S., Brockman, R., Copeland, L., Fisher, H., Harding, S., Powell, J., Araya, R., Campbell, R., Ford, T., Gunnell, D., Murphy, S., & Morris, R. (2021). An intervention to improve teacher well-being support and training to support students in UK high schools (the WISE study): A cluster randomised controlled trial. *PLOS Medicine, 18*(11), e1003847. <https://doi.org/10.1371/journal.pmed.1003847>

Kiltz, L., Rinas, R., Daumiller, M., Fokkens-Bruinsma, M., & Jansen, E. P. W. A. (2020). ‘When They Struggle, I Cannot Sleep Well Either’: Perceptions and Interactions Surrounding University Student and Teacher Well-Being. *Frontiers in Psychology, 11*, 578378. <https://doi.org/10.3389/fpsyg.2020.578378>

Leal Filho, W., Shiel, C., & Paço, A. (2016). Implementing and operationalising integrative

approaches to sustainability in higher education: The role of project-oriented learning. *Journal of Cleaner Production*, 133, 126–135.

<https://doi.org/10.1016/j.jclepro.2016.05.079>

Lemay, V., Hoolahan, J., & Buchanan, A. (2021). Impact of a Yin Yoga and meditation intervention on pharmacy faculty and student well-being. *Journal of the American Pharmacists Association*, 61(6), 703–708. <https://doi.org/10.1016/j.japh.2021.05.008>

Li, R., Liu, H., Chen, Y., & Yao, M. (2022). Teacher engagement and self-efficacy: The mediating role of continuing professional development and moderating role of teaching experience. *Current Psychology*, 41(1), 328–337.

<https://doi.org/10.1007/s12144-019-00575-5>

Mitchell, G. (2021). Pedagogical Self-Reflection in Higher Education. In T. Iwers & C. Roloff (Eds.), *Achtsamkeit in Bildungsprozessen* (pp. 185–196). Springer Fachmedien Wiesbaden.

[https://doi.org/10.1007/978-3-658-30832-2\\_14](https://doi.org/10.1007/978-3-658-30832-2_14)

Morrisette, P. J., & Doty-Sweetnam, K. (2010). Safeguarding student well-being: Establishing a respectful learning environment in undergraduate psychiatric/mental health education: Safeguarding. *Journal of Psychiatric and Mental Health Nursing*, 17(6), 519–527.

<https://doi.org/10.1111/j.1365-2850.2010.01551.x>

Roos, B. H., & Borkoski, C. C. (2021). Attending to the Teacher in the Teaching: Prioritizing Faculty Well-Being. *Perspectives of the ASHA Special Interest Groups*, 6(4), 831–840.

[https://doi.org/10.1044/2021\\_PERSP-21-00006](https://doi.org/10.1044/2021_PERSP-21-00006)

Seligman, M. (2012). *Flourish: A visionary new understanding of happiness and well-being*. Atria Paperback.

Shapiro, S. L., Brown, K. W., & Astin, J. (2011). Toward the Integration of Meditation into Higher Education: A Review of Research Evidence. *Teachers College Record: The Voice of Scholarship in Education*, 113(3), 493–528.

<https://doi.org/10.1177/0161468111111300306>

Thompson, P., & Carello, J. (Eds.). (2022). *Trauma-Informed Pedagogies: A Guide for Responding to Crisis and Inequality in Higher Education*. Springer International Publishing.

<https://doi.org/10.1007/978-3-030-92705-9>