



ARConnections

A newsletter of the Academic Resilience Consortium

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Message from the Chair:

We are making final preparations for our upcoming conference, **A More Resilient Future**, on October 25-26 on the Florida State University campus. Time is running out to register to be part of a vibrant exchange of ideas about student resilience in higher education. *In-person registration closes October 10th, 2022.*

Our presenters are extraordinary, as you can see on our website (AcademicResilience.org). They will share innovative programs, strategies, courses, and activities to help students develop resilience.

Our attendees are just as impressive, representing many different institutions, including:

- University of Virginia
- California State University, Sacramento
- Idaho State University
- University of Washington
- Duke University
- Boston University
- Wesleyan University
- Kansas State University
- Emory University
- Royal Holloway University London
- Loyola University Chicago
- University of Florida
- Embry - Riddle Aeronautical University
- Florida Agricultural and Mechanical university
- Auburn University
- Tsinghua University, Beijing
- and many others.

In November, ARC will hold elections for our **Steering Committee and Leadership Team**. If you are interested in running for a leadership position, remember that only ARC members are eligible. So be sure to join ARC and stay informed about all of the exciting upcoming events, including our webinar in November.

TO DO:

Register for
the
Conference

Welcome to our newest institutional members: University of Arkansas at Little Rock, Boston University, Florida State University, Northwestern University, University of Florida, Purdue University, College of Saint Mary, and University of Toronto. Remember to encourage your institution to join so all staff and faculty benefit from ARC resources.

Meet Charles Clark (Video)

Take one minute to meet our welcoming speaker
for the October conference:



2022 Conference: A More Resilient Future

October 25-26, 2022

Florida State University | Turnbull Conference Center

The **Academic Resilience Consortium (ARC)** and Florida State University are hosting a vibrant international conference that promotes academic resilience in higher education with over 20 presenters from diverse colleges and organizations.

Presentations from:

- Boston University
- University of Washington
- University of Pittsburgh
- Duke University
- Indiana University Bloomington
- University of Calgary
- Idaho State University
- Sacramento State University
- JED Foundation
- ...and many more

Featuring topics on:

- Fostering Belonging & Well-Being
- Building Resilient Teams on Campus
- Campus Academic Resilience Programming
- Effects of COVID-19 on Student Resilience
- Addressing Trauma and Building Resilience
- ...and much more

Register Here 
For more information:
AcademicResilience.org



Click Here for more Conference Information and Updates

Preview the presentation topics:

- Resilience and Diverse Student Populations
- Culture of Resilience in the Pandemic and Beyond

- Resiliency Development as an Academic Partnership
- Universal Condition: Helping Students Deal with Grief & Loss
- The Academic Enhancement Program: Resilience Coaching for Special Populations at an HBCU
- Real Talk: The Power of Creating Informal Space for Student-Faculty Engagement
- The Academic Guides Program: A Novel Approach to Holistic Student Support
- Fostering Belonging to Promote Student Success: Mindset Skills Training for Faculty and Advisors
- Building Connections and Well-Being after the Pandemic: The Gratitude Challenge
- Spiritual Well-Being and Academic Persistence

Explore all topics
here

Program Spotlight on Changing Minds, Changing Lives: Resilience Research and Training

University of Massachusetts Amherst and beyond

Self-awareness, stress management, and a sense of belonging increase through the **Changing Minds, Changing Lives** (CMCL) wellness curriculum, facilitator training, and research program.



Curriculum:

In the one-credit, strength-based course, an evidenced-based, experiential format of relaxation, research, writing, and reflection (with the Positive Practices text) is used in each class. Facilitator-student attunement promotes the resilience process of active coping, building on strengths and cultivating connections to access needed resources to normalize stress and provide prevention strategies for all students. CMCL has served as a first-year seminar, a senior capstone, an honors colloquium, and a course for students on academic probation.

Training:

The six-session training and mentored consultation provides the theory, process and support to coach facilitators in the pedagogy of strength-based teaching, a radical departure from the usual deficit model of learning. Step-by-step relaxation, research writing, and reflection prompt is included in the Facilitator Guide.

E-book:

Positive Practices from stress to strength: Build your resilience one neuron at a time: <https://www.2treesresilience.com/product-page/positive-practices-from-stress-to-strength>

These CMCL developers will be presenting at the October conference:



Genevieve E. Chandler,
PhD, RN



Jim Helling,
LICSW, CMPC



Betsy Cracco,
PhD

Program Spotlight on Upskilling Graduates for Success Cultivating Wellbeing in Workplaces and Communities



Upskilling Graduates for Success: Cultivating Wellbeing in Workplaces and Communities teaches graduate students how to be well – and stay well – as they transition from graduate school into the workplace. Developed through a partnership across five Canadian universities, this course was purposefully designed to help more graduate

students feel prepared to enter a rapidly-evolving local and global labor market with new skills that set them apart to become wellness champions on campus and in their future workplaces.

This 3-module, 12-hour online course teaches graduate students how to:

- decrease the stigma associated with mental health and mental illness;
- take an anti-oppressive approach to analyzing and proposing solutions for mental health disparities in the workplace and other communities;
- customize strategies to respond to challenges, recover from setbacks, and build a support network at work;
- respond to interview questions about their role in contributing to healthy workplace cultures

This program was developed by:
Melanie-Anne Atkins, PhD (she/her)
Associate Director, TA Programs
Centre for Teaching and Learning



Adjunct Research Faculty, Interdisciplinary Centre for
Research in Curriculum as a Social Practice
Western University
e. matkin4@uwo.ca

Come listen as Dr. Atkins discusses *Diversifying Pathways to Academic Buoyancy* at the **October ARC Conference**.

Research Corner

This section highlights three studies from 2022 that emphasize significant findings on college student well-being. These articles and their findings are summarized below:



Life Purpose as a Predictor of Resilience and Persistence in College Students During the COVID-19 Pandemic

This study by Sharma and Yukhymenko-Lescroart (2022) investigated the extent to which three dimensions of life purpose (awareness of purpose, awakening to purpose, and altruistic purpose) explained the variance among college students' levels of resilience and persistence during the COVID-19 pandemic. Findings indicate that resilience and persistence were positively and significantly predicted by the general factor of purpose. The study describes purpose as being people's intention to strive for self-growth, happiness, success, and harmony. Additionally, it encompasses setting and fulfilling important goals to effect positive change in their lives and their communities.

Reference:

Sharma, G. & Yukhymenko-Lescroart, M. A. (2022). Life purpose as a predictor of resilience and persistence in college students during the COVID-19 pandemic. *Journal Of College Student Retention: Research, Theory & Practice*, 0(0). doi:10.1177/15210251221076828.

Understanding the Connection Between Student Wellbeing and Teaching and Learning at a Canadian Research University: A Qualitative Student Perspective

This study by Lindsay et al., (2022) addresses aspects of students' well-being in a higher education environment. The Canadian University investigated these aspects from the postsecondary students' viewpoint asking them: what the university's role is in their mental health and well-being and what university practices and policies are least and most supportive in a learning environment.



The study shows that competition, rigidity, and high pressure are not helpful to students in the learning environment. Additionally, it strongly supports the connection between academic success and students' positive mental health

and well-being. Current institutional policies and practices are reinforced, while encouraging stakeholders and instructors to formulate a more supportive and comprehensive approach to students' mental health and well-being in postsecondary institutions.

The study revealed that students want:

- Mental health prioritized on campus consistently and collectively across faculty and staff
- Consider student feedback to inform policies and procedures
- Encourage life balance between academics and outside interests
- Consideration of equity, diversity and inclusion
- Normalize mental health conversations
- Opportunities for connection with others

Reference:

Lindsay, B.L., Bernier, E., Boman, J., Boyce, M.A., (2022). Understanding the connection between student wellbeing and teaching and learning at a Canadian research university: A qualitative student perspective. *Pedagogy in Health Promotion*. 0(0). doi:10.1177/23733799221089578



Building Neurodiversity-Inclusive Postsecondary Campuses: Recommendations for Leaders in Higher Education

For neurodivergent students, resilience may begin with inclusion. This study by Dwyer et al. (2022) discusses recommendations for a system-wide approach to promoting the inclusion of neurodivergent students, staff, and faculty on postsecondary campuses. Specific recommendations include creating a disability culture center, providing campus-wide neurodiversity training, and having neurodivergent

leadership involved in developing and implementing neurodiverse initiatives. Additional recommendations include integrating disability accommodations in one place, making the eligibility process less complex, accommodating sensory distress and distractions, creating programs to help facilitate transitions in and out of college, and improving mental health support. As well as a procedure to follow when students are denied accommodations. Other recommendations include allowing students to involve their support people and having flexible and accessible options for communication and taking classes.

Reference: Dwyer, P., Mineo, E., Mifsud, K., Lindholm, C., Gurba, A., & Waisman, T. C. (2022). Building neurodiversity-inclusive postsecondary campuses: Recommendations for leaders in Higher Education. *Autism in Adulthood*. doi.org/10.1089/aut.2021.0042

Students are:



Upcoming Webinar November 17:

ARC Explores Webinar Series: Leveraging Connection to Prevent Staff and Faculty Burnout



Jessica Gifford,
LICSW,
Chief Connection
Officer

Date: November 17,
2022

Time: 12:00 - 1:15PM
(EST)

Location: Zoom

Join us for this interactive workshop, facilitated by **Jessica Gifford, LICSW**, Chief Connection Officer at ProjectConnect.

This session will outline the factors that contribute to burnout and turnover and explore building employee connection to increase resilience.

Research shows that liking and feeling connected to co-workers is the number one reason people choose to stay at their jobs and the top predictor of job satisfaction, yet most campuses do little to facilitate relationship-building among staff and faculty. Participants will learn strategies for promoting connection, and practice three exercises that they can bring back to their campuses.

Register for Nov.
Webinar

Kintsugi ARC Conference Activity

What is Kintsugi?

Kintsugi is the Japanese art of repairing broken pottery with gold or silver to represent the beauty of imperfections.

By repairing the piece, life and beauty are restored to the object. The practice of Kintsugi reminds us of human experiences. We all have experienced feeling broken at some point, but we are resilient and can rebuild ourselves back to something beautiful.



Attend the conference to learn about ARC's adaptation of kintsugi. Bring home an accessible and adaptable way to show your students this healing practice. This activity and many others will

be highlighted during the Resilience Happier Hour at the conference.

[View the conference schedule](#)

Join ARC as an Institutional Member

Everyone at the institution becomes a member

Institutional Membership Benefits

Your **ENTIRE** institution will receive:

- Access to new free resources each month
- Quarterly newsletter **ARConnections**
- Free webinars & reduced conference registration fees

2022 topics include:

- Fostering Belonging & Well-being
 - Building Resilient Teams on Campus
 - Campus Academic Resilience Programming
 - Effects of COVID-19 on Student Resilience
 - Addressing Trauma and Building Resilience
 - ...and much more
- Access to colleagues' pioneering, cutting-edge interventions & research, including resilience efforts world-wide
 - Downloadable ARC posters for new knowledge/skill building
 - Opportunities to present at conferences/workshops
 - Membership/Training recognition
 - Advance your scholarship; spotlight your campus innovation

ARC's Newest Institutional Members:

- Northwestern University
- Boston University
- Florida State University

Join Here 
For more information:
AcademicResilience.org

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For more information about **Leadership Council** elections, contact Merina Cameron at **(850) 645-0024** or **Hello@AcademicResilience.org**.

Visit AcademicResilience.org for more information.

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Florida State University

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Boston University

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Margaret Mbindyo, Secretary
Millersville University

ARC Contact Details



(850) 645-0024



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