



ARCconnections

A newsletter of the Academic Resilience Consortium

Volume 3: Issue 3
Fall 2023

In this issue:

Greetings,

Message from the Chair

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I hope this message finds you in good health and high spirits as you navigate what I am sure is a productive 2023-24 academic year for your respective campuses. On behalf of the Steering Committee of the Academic Resilience Consortium (ASC), I say "thank you!" You are truly appreciated for your service as thought-leaders in educating and promoting the importance of academic resilience in the work we do. Together, we are making significant strides in creating a supportive and empowering environment for educators, researchers, and students alike.

Upcoming Workshops

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ARC Conference Call for Proposals

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ARC's mission to enhance academic resilience is more critical than ever, given the changing nature of the higher education landscape. Thus, the collective strength of our members and the amazing institutions we represent continues to be the foundation of our success, as we focus on assisting students, faculty, and staff to cope with the challenges, obstacles, and life setbacks that learners experience along their academic journeys.

Research Sneak Peek

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Steering Committee Opportunities

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As we progress in our mission, ARC will continue to foster a culture of collaboration and education around academic resilience. In the upcoming months we are planning a series of insightful workshops, and webinars to facilitate the exchange of best practices and innovative approaches. Most exciting, **April 4-6, 2023 ARC will be hosting our Annual Conference** on the beautiful campus of Winston-Salem State University (yes, I am biased). The theme is "Reach for Resilience" and you are invited to participate by submitting proposals for presentation, serving as track chairs, and volunteering to serve on conference committees. We are excited and hope to host an AMAZING conference.

TO DO:

[Join ARC](#)

You are encouraged to actively participate in sharing success stories, insights, research findings, and impactful strategies that have bolstered academic resilience within your respective spheres of influence. Your contributions serve as beacons of inspiration and guidance for our broader community. Let us

harness our strengths, knowledge, and networks to support our students, our colleagues, and one another.

Thank you for your continued dedication and tireless efforts in promoting academic resilience. Together, we will shape a brighter future for education.

Doria K. Stifft, Ph.D., ARC Chair Chair@AcademicResilience.org
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You are invited to join or renew your membership [here](#) and a reminder that an institutional membership allows membership for every faculty, staff, and student at the institution.

Upcoming Workshops



ACADEMIC RESILIENCE CONSORTIUM

Reach for Resilience Workshop

**Building Bridges for Success:
Resilience in Higher Education for
Students with Disabilities**

Jennifer Wilson, Ed.D.
Director of Disability Services
Nova Southeastern University

Tuesday, October 31, 2023
Noon-1
on Zoom
<https://tinyurl.com/ARCWebinarSeries>



The webinar above is from 12:00-1:00pm EST. Please sign up using [this link](#).

Stay tuned for information about our November webinar in your inboxes soon!

ARC Conference- Call for Proposals

CALL FOR PROPOSALS

TRACKS

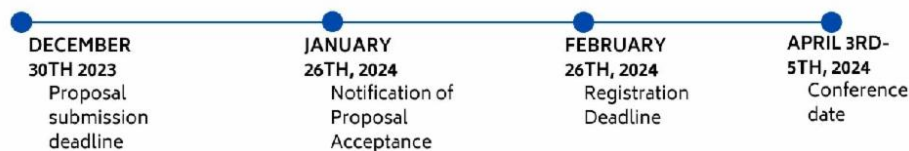
- ✓ **Assessment and Evaluation**
 - highlights research, strategies, and tools for assessing academic resilience.
- ✓ **Models for Academic Resilience**
 - explore conceptual and practical models for building academic resilience.
- ✓ **Initiatives and Programs**
 - innovative initiatives and programs aimed at fostering academic resilience among students and educators.

PROPOSAL REQUIREMENTS

Proposals should include:

- Title
- Abstract (250 words max)
- Detailed description (500 words max)
- Preferred Conference Track
- Brief Bio for each Presenter (100 words max)

IMPORTANT DATES



Conference Highlights

- Keynote speakers and renowned experts in the field
- Interactive workshops and discussions.
- Networking opportunities with fellow researchers, educators, and professionals.
- Publication opportunities

Scan to Submit Proposals



More Information www.academicresilience.org Events@academicresilience.org [@academicresilience](https://twitter.com/academicresilience)

Research Sneak Peek

This section provides a sneak peek into new and upcoming research, evaluations, and insights that emphasize college student well-being. Abstracts, summaries and notes are below:

Promoting university students' well-being and studying with an acceptance and commitment therapy (ACT)-based intervention



Students' poor well-being is a serious problem in higher education. In part, this problem is related to the problems in studying as poorer study skills are related to poorer well-being. Both students' study skills and their well-being should be enhanced in higher education, but effective ways to do this are needed. The aim of this study was to explore students' experiences of an ACT-based online, 8-week course on university students' well-being and studying. Data were collected in two ways: a) with qualitative data consisting of learning journals ($n = 97$) and with b) a pre- and post-questionnaire ($n = 143$) during the course. The students' scores on well-being, psychological flexibility, and time and effort management skills improved, and stress levels decreased during the course. Qualitative analyses showed that the students benefited from the course in many ways, both in terms of studying and well-being; their studying and time management skills had improved and they had learnt stress management skills and how to cope with their negative thoughts. We argue that supporting students' well-being, as well as their study skills with ACT-based course in higher education studies, can lead to more effective studying.

Reference:

Katajavuori, N., Vehkalahti, K. & Asikainen, H. Promoting university students' well-being and studying with an acceptance and commitment therapy (ACT)-based intervention. *Curr Psychol* 42, 4900–4912 (2023). <https://doi.org/10.1007/s12144-021-01837-x>



Are extracurricular activities stress busters to enhance students' well-being and academic performance? Evidence from a natural experiment

The stress-coping model is extensively studied in the academic context. Past studies have primarily focused on different coping strategies adopted by students to overcome academic stress. However, an important question, how to equip students to cope with stress, was ignored. Drawing on stress-coping theory and the extracurricular activity

(ECA) literature, the current study investigates the intervention of ECA participation on students' coping, academic performance, and well-being in a natural setting.

Reference: Mukesh, H.V., Acharya, V. and Pillai, R. (2023), "Are extracurricular activities stress busters to enhance students' well-being and academic performance? Evidence from a natural experiment", *Journal of Applied Research in Higher Education*, Vol. 15 No. 1, pp. 152-168. <https://doi.org/10.1108/JARHE-06-2021-0240>



A randomized controlled trial of mindfulness-based stress reduction on academic resilience and performance in college students

The transition into college can pose barriers for student success. We examined the impact of mindfulness-based stress reduction (MBSR) compared to an active and no treatment control group, respectively, on stressor appraisals, academic persistence, and performance in university students.

Reference:

Jennifer N. Baumgartner, PhD & Tamera R. Schneider, PhD (2023) A randomized controlled trial of mindfulness-based stress reduction on academic resilience and performance in college students, *Journal of American College Health*, 71:6, 1916-1925, DOI: [10.1080/07448481.2021.1950728](https://doi.org/10.1080/07448481.2021.1950728)

Students are:



Join the ARC Steering Committee

Do you value the advancement of academic resilience and building a strong community of educators, researchers, and institutions? The Academic Resilience Consortium is seeking dynamic and dedicated individuals to join our team.

Membership Chair

As the Membership Chair of the Academic Resilience Consortium, you will play a crucial role in managing and expanding our membership base. You

will be responsible for developing and implementing strategies to attract new members, as well as fostering strong relationships with existing members. Your main goal will be to ensure the growth and sustainability of our organization by actively engaging with academic institutions, educators, researchers, and other stakeholders in the field of resilience. This is a volunteer position who will become a member of the Academic Resilience Consortium Steering Committee.

If interested contact the Vice-Chair of the Steering Committee, Dr. Debra L. Ainbinder, vice-chair@academicresilience.org

Join ARC as an Institutional Member

Everyone at the institution becomes a member

[Click Here to Purchase an Institutional Membership](#)

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