



# Building a community of care

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# Preview

- Student landscape
- Building a community of care
- Supporting a sense of belonging
- Sustaining grace
- Q&A

When you are  
going through  
one of life's  
storms, let  
**GRATITUDE**  
be your  
umbrella.



# Student Landscape





# Students want to be in-person

- Students are attending more activities in person
- Students are seeking community outside the classroom
- Students want connection and a sense of belonging



# Student concerns continue

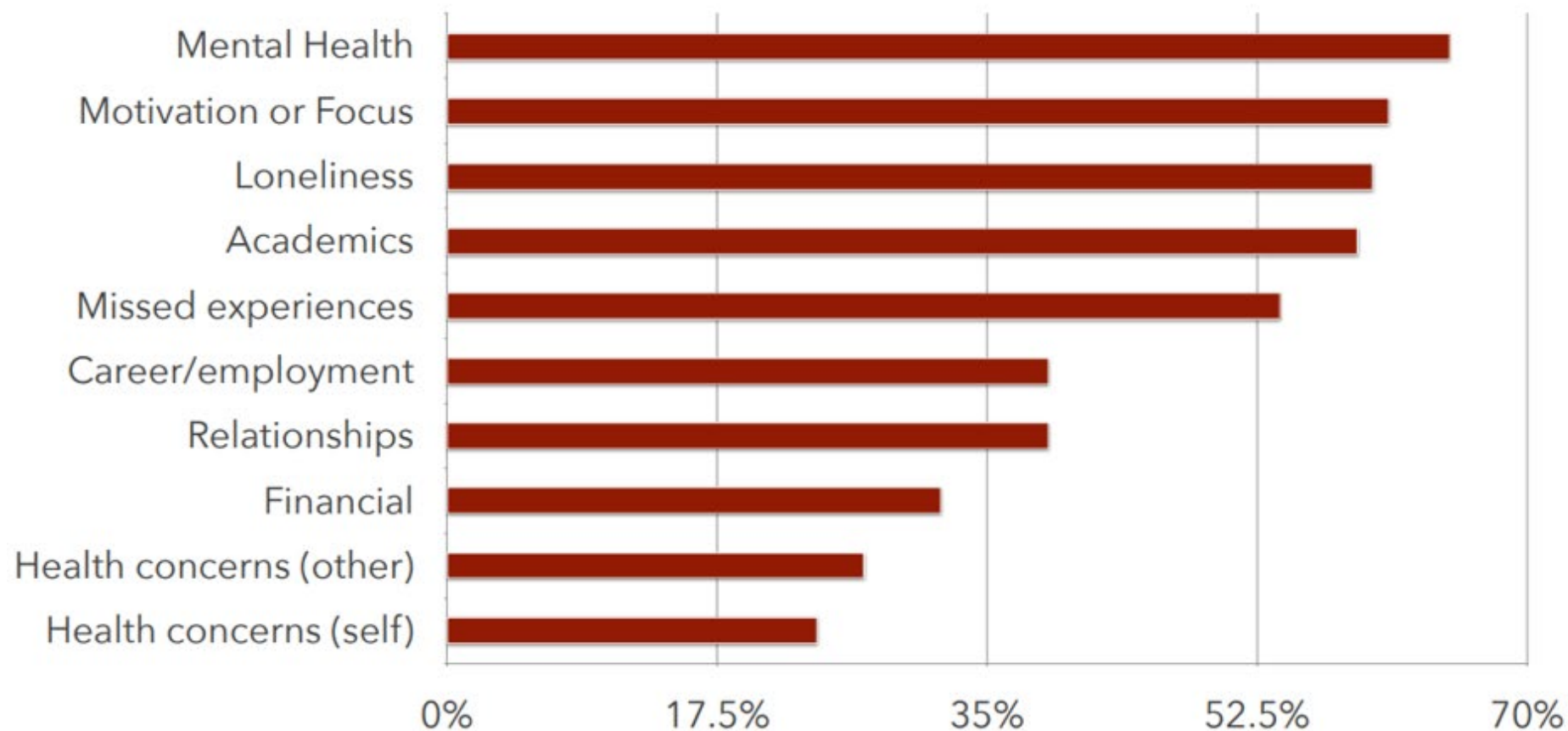
- Pent-up demand for “return to normal”
- Running on fumes
- Unreasonably high expectations
- Demand for BOTH in-person and virtual
- Student anxiety and depression

Sources: **Forbes**. 8 Reasons This Coming Year Could Be The Hardest Yet For Higher Ed. July 14, 2021. **The Chronicle**. Students Struggling With Mental Health Often Confide in Professors. They Want More Guidance on How to Help. May 17, 2021.



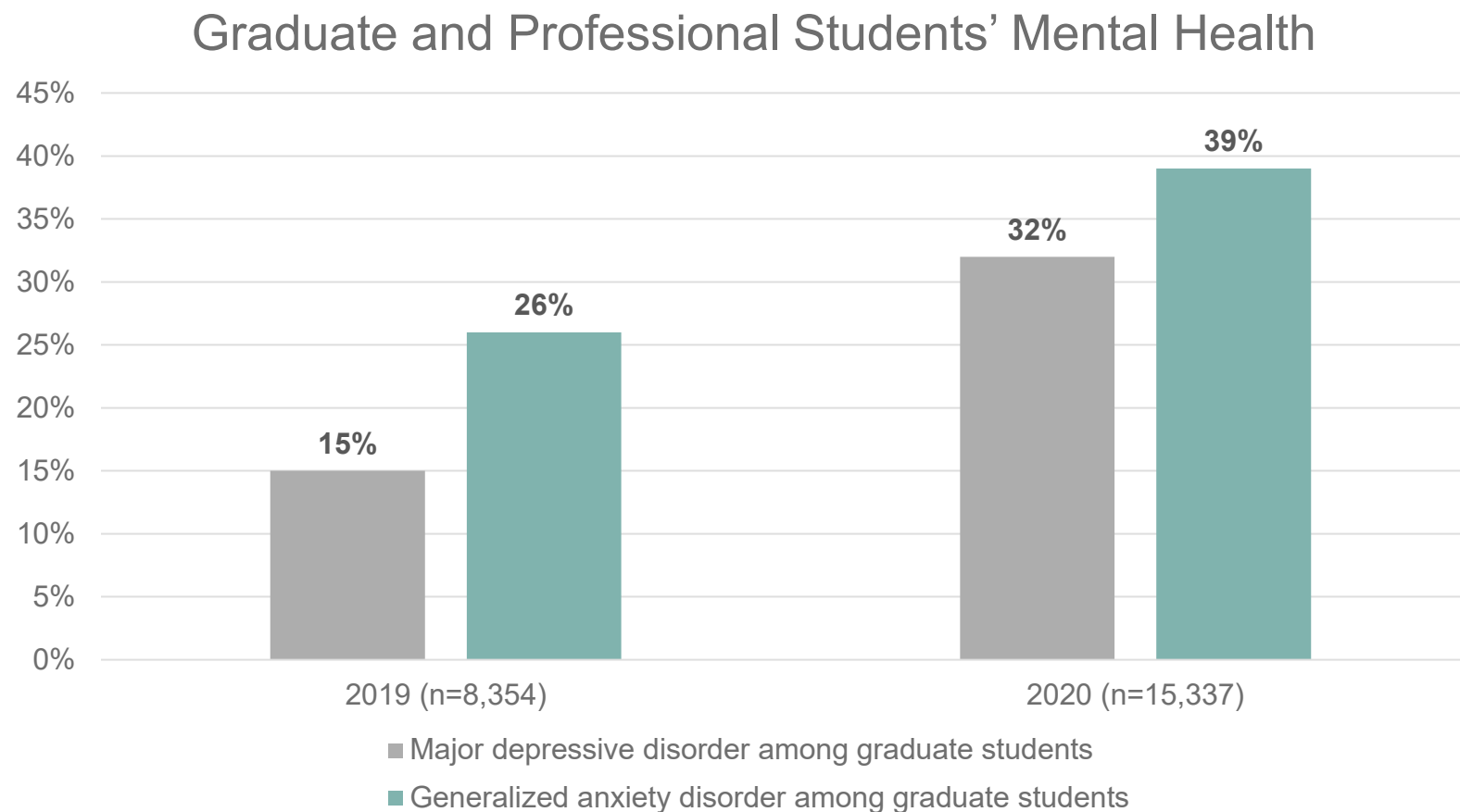
# Student well-being — national trends

Which aspects of students' lives were negatively impacted by COVID-19?





# Student well-being — grad/professional



Source: Undergraduate and Graduate Students Mental Health During the COVID-19 Pandemic – Student Experience in the Research University (SERU) Consortium

# Strategies & Resources





# Building a community of care

- Students feel like they're a burden or inconvenience. **Be present.**
- Utilize **mental health training** for faculty and staff in Canvas (“Recognize, Respond, Refer”)
- Revise **syllabi** to include financial, academic, and mental health resources
- Maximize the **flexibility** of your course policies
- **Reimagine** classroom culture



# Advocating for systemic changes

- Re-examine **classroom and campus-wide policies** for right balance of compassion and excellence
- Review the **calendar** (possibly adding a fall break, finals schedule, etc.)
- Seek **new assessments** for learning through the Center for Teaching, Learning, and Mentoring



# Supporting a sense of belonging

- Consider **student identity** in curriculum and in conversation – race, sexual orientation, ability, religion, heritage
- Explore **name pronunciations and pronouns** in Canvas
- Be aware of the importance of **safe and welcoming spaces**





“How can already stressed faculty members **give grace without exhausting themselves** in the effort?”





# Sustaining grace

- Care for yourself so that you have the capacity to care for others
- Let students know you care
- Presume goodwill
- Model grace, compassion, kindness, and excellence

# Q&A



WHAT DOES  
**COURAGE IN COMMUNITY**  
mean to **YOU**?

