

BU|BeWell Implementation Guide

Infusing Wellness into Courses

Infusing dimensions of wellness into courses through readings, assignments, and in-class practices is generally not a heavy lift for instructors. And, research* shows that including well-being in academic spaces supports student success, achievement, and engagement in their intellectual lives. The following suggestions, organized by dimension of BU|BeWell, will help you get started.

Intellectual

1. **Utilize periodicals that are free of cost to faculty and students**, encourage students to utilize these in and outside of class. Consider incorporating these into classroom activities.
2. **Encourage students to participate in events** at the [Butler Arts Center](#).
3. **Encourage students to [study abroad](#)** to expand their horizons and broaden their learning opportunities.
4. **Incorporate events around campus** into your classroom activities. Consider requiring a reflection or surveying the students as part of a class activity. The [BCR calendar](#) is a great place to find a comprehensive list of events on campus.
5. **Incorporate activities that encourage a growth mindset** in students into the classroom.
6. **Incorporate a new activity** into your classroom to encourage ongoing well-being.

Social

1. **Structure peer introductions at the beginning of the term and continue conversations through the semester:** Faculty incorporate short, guided introductions or partner discussions in the first week of class so students begin forming connections and feel more comfortable communicating with one another. Continue discussions through the semester rotating to new groups/partners to encourage them to build relationships with a wider range of peers and help them learn to work with different personalities. Potentially build in problem-solving activities to keep interpersonal activities relevant to coursework.
2. **Peer feedback opportunities:** Structured peer review of papers, presentations, or projects allows students to practice constructive communication while supporting one another's learning and growth. Potentially build in reflection activities with partners or small groups.

3. **Connect to campus resources and communities:** Faculty and staff can highlight [student organizations](#), [campus lectures/presentations/performances](#), or [collaborative learning spaces](#) to encourage students to build networks and friendships.

Meaning & Purpose

1. **Create space for values reflection:** Invite students to reflect on the values, beliefs, identities, communities, and lived experiences that shape how they approach the course material. This can be done through a short writing prompt, opening reflection, discussion board, or final reflection. Faculty can also connect students with [The Compass Center's Meaning and Purpose Reflection resources](#), which offer tools for reflecting on values, decision-making, mentors, and vocational story.
2. **Connect course content to vocation, contribution, and the common good:** Help students consider how course learning connects to who they are becoming and how they hope to contribute. Possible reflection prompts include: "How might this learning shape the kind of person, professional, neighbor, or leader I am becoming?" or "What responsibility does this knowledge invite me to consider?" Courses with civic or community engagement components can also connect students with the [Center for Citizenship and Community](#).
3. **Help students explore possible futures:** Build in opportunities for students to connect academic learning with career exploration, graduate school, leadership, service, community impact, or personal calling. This might include an informational interview assignment, a vocational reflection paper, a career-connected class discussion, or a final project that asks students to name meaningful next steps. Faculty can refer students to [Career and Professional Success](#) for career advising, self-assessment, experiential education, and professional development support.
4. **Support students during moments of uncertainty or transition:** Normalize questions of identity, belonging, purpose, decision-making, and future direction as part of the learning process. Faculty can include brief check-ins, reflective advising conversations, or reminders that students do not need to have everything figured out at once. Students who would benefit from deeper reflective or spiritual support can be connected with [The Compass Center's Spiritual Life and Practices for Well-Being resources](#). Students needing mental health support can be referred to [Counseling and Consultation Services](#).

Sustainability

1. **Incorporate the [three E's of sustainability](#) (also known as the Triple Bottom Line) into your coursework or syllabi, as appropriate.** Consider how to infuse items from this list of [10 ways to integrate sustainability](#) into the curriculum, or peruse [this guide](#) for in-depth recommendations.

2. Review the [Butler Sustainability website](#) and consider how your class content may connect with campus sustainability initiatives.
3. Consider how topics covered in your class (or in a new class you are proposing) may be taught using the three E's of sustainability as a lens. Contact [Office of Sustainability staff](#) to brainstorm ideas and determine whether there is Butler data/information that could be used as real-world examples/experiences for your class. At a minimum, inform Office of Sustainability staff of your class content and project, we report extensively on education and research related to sustainability!
4. Once the class is updated, make sure to request a sustainability-focused (SUF) or sustainability-inclusive (SUI) attribute be added to the course listing. This can be requested through the Registrar and enables students to claim the course as part of the [Green Grad Program](#).
5. Encourage students in your class and advisees to consider signing up for the [Green Grad Program](#) and/or applying for [internships](#) through the Office of Sustainability.

Diversity & Inclusion

1. Review your [syllabus and course design for inclusive practices](#), become familiar with [Butler's Freedom of Expression and Inclusion Statement](#), ensure your [syllabus itself is accessible](#), and learn about how [classroom inclusivity](#) can positively influence learning, well-being, and belonging.
2. Ensure you are aware of required [Title IX](#) and [disability accommodation guidelines](#), as well as your role as [a mandatory reporter](#). Utilize the [Student Disability Support](#) and [Student Advocacy](#) offices as needed throughout the year.
3. Ask your college-based DEI Faculty Director for guidance and resources. If you aren't certain who your college's DEI Faculty Director is, please ask your Dean for more information. Or, request a training or resources from the [Center for Faculty Excellence](#).
4. Explore Butler's [curated list of inclusion resources](#) by faculty, for faculty.
5. Supplement your syllabi with events happening on campus through the [DEI Programs and Initiatives calendar](#).

Career & Life Skills

1. Include National Association of Colleges & Employers (NACE) [professional competencies](#), which are applicable to all disciplines, into syllabi and course assignments. Use a mapping tool [like this one](#) to overtly connect NACE competencies and course outcomes and content.

2. **Create project-based assignments** which can be reviewed by real organizations for feedback, or which help students build a portfolio of their work.
3. **Partner with Butler's Career and Professional Success (CaPS) office** to connect course content to career-ready skills that are in demand by today's employers.
4. **Use a [professional skills self-reflection guide](#)** to help raise students' awareness of their own strengths and areas of opportunity in terms of career readiness.

Mind & Body

1. **Refer students to a robust list of mind and body resources** available to Butler students, faculty, and staff by including links in your Canvas course page or syllabus. For example - <https://www.butler.edu/well-being/mental-health/> and <https://www.butler.edu/well-being/>. Place the "Mental Health Resources" flyer in your classroom or office, showing support and helping members of our community be more aware of existing tools
2. **Become familiar with the vast number of [presentations and trainings](#)** that are available to the Butler community, provided by our very own in-house experts. Invite authors of these presentations and trainings to your class or program in order to scale these important resources.
3. **Learn how to infuse [Mindfulness](#) into the classroom** or other aspects of campus life, to improve aspects of well-being which leads to better outcomes overall.
4. **Familiarize yourself with where campus [AEDs are located](#), and how to use them.** Attend trainings provided by Health Services that teach individuals how to use an Epi Pen, perform CPR and First Aid, as well as other [emergency situations](#).
5. **Learn about the [medical withdrawal policy](#)** and the roles instructors play in it. Read about effective teaching strategies that center [mental health skill-building](#) or how to [make mental health more visible](#) in your courses.

Service & Community

1. **Pursue [ICR designation](#) for your course, if appropriate.** All ICR courses are required to include (1) 20 hours of student engagement with community partners (generally unpaid), (2) assigned readings ([like this one](#)) and reflection on service learning, and (3) pre- and post-experience reflection.
2. **Bring in guest speakers from the community or a community organization** who can address your course topics from a new or different perspective. Consider making an assignment that includes students learning more about community organizations that relate to your course topics.

3. Design, implement, evaluate a project and or research initiative based in or focused on the community (Community Based Participatory Research). Invite community members to attend final project presentations and give feedback to students.

*For those interested in the research behind incorporating well-being into the academic realm, here is a short list of resources.

Eisenberg, D., Golberstein, E., & Hunt, J. B. (2009). Mental health and academic success in college. *The BE Journal of Economic Analysis & Policy*, 9(1).

Engle, C. C., Reilly, N. P., & Levine, H. B. (2004). A case study of an academic retention program. *Journal of College Student Retention: Research, Theory & Practice*, 5(4), 365-383.

Habley, W. R., Bloom, J. L., & Robbins, S. (2012). *Increasing persistence: Research-based strategies for college student success*. John Wiley & Sons.

Huber, M. T., Hutchings, P., Gale, R., Miller, R., & Breen, M. (2007, Spring). Leading initiatives for integrative learning. *Liberal Education*, 93(2), 46–51.

Soria, K., Troisi, J., & Stebleton, M. (2003). Reaching out, connecting within: Community service participation and sense of belonging among college students. *Higher Education in Review*, 9(65-85).

Thomas, N. S., Barr, P. B., Hottell, D. L., Adkins, A. E., & Dick, D. M. (2021). Longitudinal influence of behavioral health, emotional health, and student involvement on college student retention. *Journal of College Student Development*, 62(1), 2-18.

Trolan, T. L., Archibald, G. C., & Jach, E. A. (2022). Well-being and student–faculty interactions in higher education. *Higher Education Research & Development*, 41(2), 562-576.