

# WELLNESS CONNECTION

*for Faculty*



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## LETTER FROM THE EDITOR

Dear Faculty,

Welcome to the first Wellness Connection newsletter for Faculty. Similar to our monthly newsletter for students, we are hoping this publication helps you to stay up-to-date on health and wellness topics, and provides information on how to support the well-being of yourself and your students.

Each month, you'll receive an e-newsletter to your S&T email from your department's Faculty Well-Being Champion. If you have any topics you'd like us to include (that would fit into the categories listed to the left), please reach out to Miner Wellness. All our contact information is listed on the last page of this newsletter. All publications will be stored on our website, [minerwellness.mst.edu](http://minerwellness.mst.edu), under "Resources".

This newsletter is a collaborative project between Miner Wellness, CAFE (Center for Advancing Faculty Excellence), and the Faculty Engagement Subcommittee of the Health and Well-Being Committee. The Health and Well-Being Committee was created in response to becoming a JED Campus. JED Campus is a nationwide initiative of The Jed Foundation designed to guide schools through a collaborative process of comprehensive systems, programs, and policy development with customized support to build upon existing mental well-being, substance abuse, and suicide prevention efforts.

We hope you enjoy this publication and find valuable health and wellness resources.

With warm regards,

The Faculty Engagement Subcommittee of the Health and Well-Being Committee

# WELL-BEING UPDATES

## FACULTY CHAMPIONS

These faculty members are trained to recognize the signs of students who may be in distress or are struggling. They can get students connected to resources so that they can get needed assistance. Consider going to the faculty champion in your department if you have concerns about a student and need assistance in taking action.

- 
- Joseph Smith (*Chemical and Biochemical Engineering*)
  - Eric Showalter (*Civil, Architectural, Environmental Engineering*)
  - Jennifer Leopold (*Computer Science*)
  - Ali Hurson (*Electrical and Computer Engineering*)
  - Suzie Long (*Engineering Management and Systems Engineering*)
  - John Hogan (*Geosciences, Geological, Petroleum Engineering*)
  - Greg Hilmas (*Materials Science and Engineering*)
  - Daniel Stutts (*Mechanical and Aerospace Engineering*)
  - Kwame Awuah-Offei (*Mining and Explosives Engineering*)
  - Carlos Henry Castano Giraldo (*Nuclear Engineering*)
  - Taylor Gruenloh (*Arts, Languages, and Philosophy*)
  - Dave Westenberg (*Biological Sciences*)
  - Sarah Stanley (*Business and Information Technology*)
  - Jeffrey G Winiarz (*Chemistry*)
  - Eun Soo Park (*Economics*)
  - Kelly Tate (*English and Technical Communications*)
  - Diana Ahmad (*History and Political Science*)
  - Stephanie Fitch (*Mathematics and Statistics*)
  - Dan Waddill (*Physics*)
  - Amber Henslee (*Psychological Sciences*)
  - Michelle Schwartze (*Teacher Education and Certification*)
  - Phel (Rophel) Eckert (*Army ROTC and AF ROTC*)

## MISSOURI S&T™

### Health and Well-Being Committee

Below are the names of the members of the Health and Well-Being Committee.

Committee Chairs:

- Debra Robinson
- Jessica Gargus
- Stephen Roberts

General Committee Members:

- |                     |                      |
|---------------------|----------------------|
| Alison Ayers        | Jonathan Minor       |
| Denise Baker        | Rachel Morris        |
| Mindy Bryson        | Kathryn Northcut     |
| Eleanor Chapman     | Neil Outar           |
| Lynne Davidson      | Dorie Paine          |
| Tyrone Davidson     | Leneisa Parks        |
| Kate Drowne         | Michael Pleimann     |
| Carol Durk          | Mark Potrafka        |
| Daniel Forciniti    | Barb Prewett         |
| Chelsea George      | Doug Roberts         |
| Eddie Grover-Bisker | Shobi Sivadasan      |
| Brett Hartley       | Kelly Thornborrow    |
| Velvet Hasner       | Cathy Tipton         |
| Greg Hilmas         | Mark Van Zandt       |
| Wayne Jones         | Bruce Wade           |
| Josh Lind           | Dave Westenberg      |
| Erica Long          | Sammatha Wilcox      |
| Sharon Matson       | Laura Woods-Buchanan |

Subcommittee Members:

- |                        |                      |
|------------------------|----------------------|
| Jody Hawks             | William Showalter    |
| Emily Lasso de la Vega | Jeffrey Smith        |
| Bethany Quay           | Teresa Stratman      |
| Daniel Reardon         | Kelly Tate           |
| Fateme Rezaei          | Jeffrey Winiarz      |
| Sahra Sedighsarvestani | Maciej Jan Zawodniok |

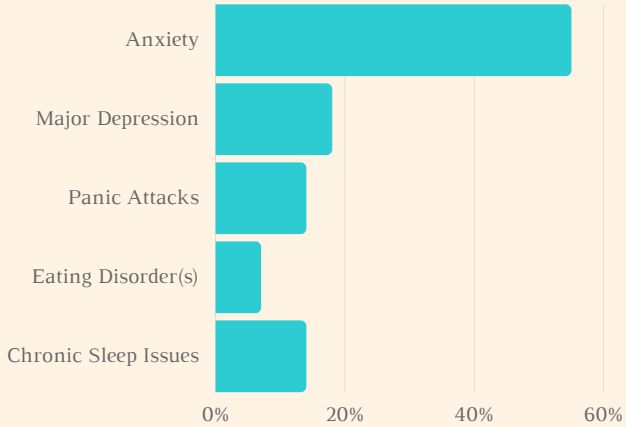
# DATA BRIEF

## How Missouri S&T Students Coped with COVID-19

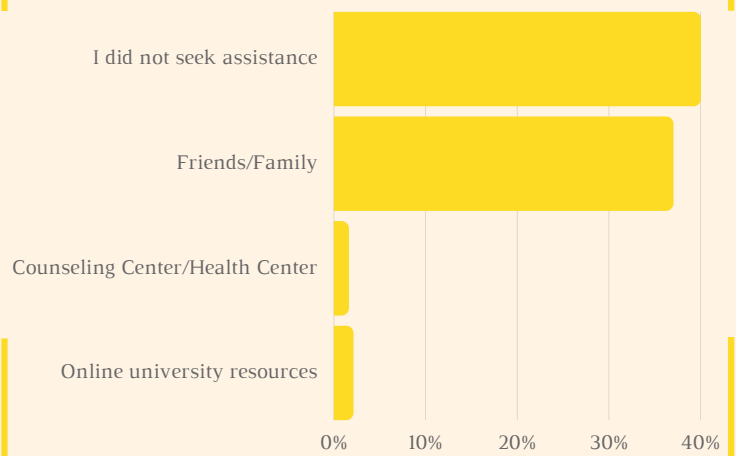
from Partners in Prevention, 2020 Students' Well-Being Survey

n = 414

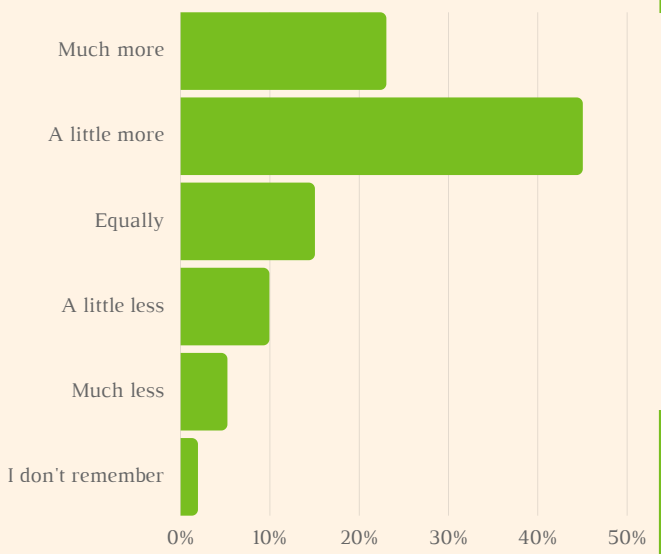
Which of the following did you experience during the spring COVID-19 outbreak? (check all that apply)



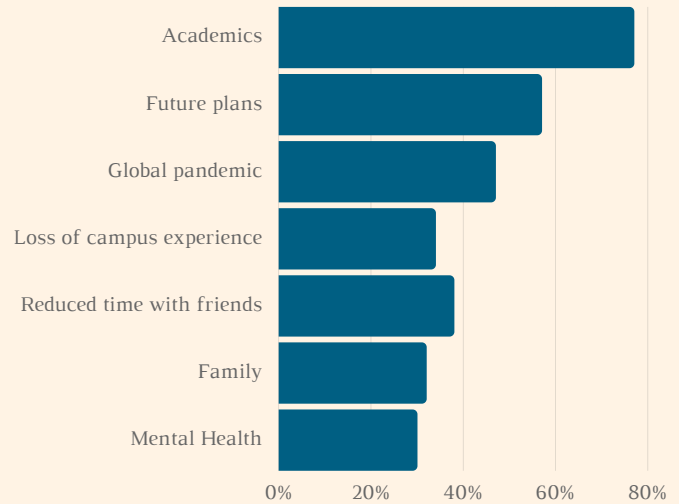
For the issues identified (to the left), where did you seek assistance? (check up to 2)



During the Spring COVID-19 outbreak, I felt \_\_\_\_\_ stressed than before (among who felt stressed)



Which of the following factors contributed to your stress during the Spring COVID-19 outbreak? (check all that apply)



# WELLNESS IN THE CLASSROOM



## Basic Stretching in Class

from Simon Fraser University, [sfu.ca](http://sfu.ca)

It's no secret that sitting and being sedentary all day can negatively affect your health- and this is amplified for students and faculty who are sitting in front of their computer screens for many hours a day due to remote and hybrid learning.

To combat this, try some basic stretching that can be done before or after classes, or incorporated into your lectures. Having a stretch break for yourself and for students is beneficial not only as a break from sitting and writing, but can serve as a mental health break as well. Especially with longer lectures and labs (in-person or remotely), it can be beneficial to offer a shared break to reset and refocus.

Use these basic stretching techniques to help students, and yourself, relax and feel their best.

### Neck Stretch

- Face forward, ears over the shoulders
- Tilt your head toward one shoulder
- Keep shoulders down
- Hold for 30 seconds
- Repeat on the other side



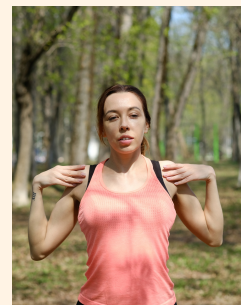
### Lower Body Stretch

- Stand near a wall
- Grip ankle and gently pull heel up and back
- Pull until you feel a stretch in the front of your thigh
- Keep the knee close to the supporting leg
- Stand tall and hold for 30 seconds
- Repeat on other leg



### Upper Body Stretch

- Place hands on shoulders
- Bring elbows up, parallel to the floor
- Bring shoulder blades together
- Bring elbows back as far as possible
- Hold for 30 seconds to open the front of the chest



### Forearm Stretch

- Sitting up straight, reach both arms out in front
- Pretend like you are doing a pushup in the air
- Using one hand, gently pull the fingers back until you feel a light stretch on the underside of the forearm
- Hold for 30 seconds
- Switch sides



## FACULTY SPOTLIGHT

### What courses do you teach?

Electromagnetics, Antennas and Propagation, Microwave and Millimeter Wave Engineering, Nondestructive Testing (among others)

### Where did you attend school?

B.S. in Electrical Engineering at Colorado State, M.S. and PhD in Electrical Engineering at Missouri S&T

### What made you choose this career path?

Throughout my BS and MS, as much as I loved the academic environment and research, I never thought I was "smart enough" to earn a PhD and become an academician. I learned during a 2.5 year employment with Raytheon (after I completed my MSEE) that industry is not for me. I realized I am inherently motivated by my curiosity and love of problem-solving and as such, returned to S&T for my PhD. During that time, I was offered the opportunity to teach a course. Through that, I discovered my love of teaching. After graduation, I held a Post-Doc position (research only) and a teaching professor appointment (teaching only). In both cases, I missed the other part of academic life. I began my appointment as a tenure-track assistant professor in 2012, and have never looked back. I can be having a tough day, but when I step into the lab with my graduate team or into the classroom to teach, everything drops away and I am fully engaged in the moment. I am so fortunate to have been able to find a career that rarely feels like work.

### What are some of your hobbies?

Outside activities (biking, running, hiking, kayaking, etc) - alone or with my 6 yr old daughter. She's been my best training buddy since she was a baby! My daughter and I also love to go out on the boat with my boyfriend - you can find us on a lake somewhere just about every weekend in the summer!

### How do you manage a work/life balance?

Work hard and play hard! Plan your work time, and plan your play time. Then, do both to best of your abilities, and don't sacrifice one for the other.



## Kristen Donnell

**Associate Professor,  
Electrical and Computer Engineering**

*Interviewed by Miner Wellness Staff*

### Provide an example of how you incorporate well-being in the class environment.

The classroom environment in this post-COVID era is so much different than pre-2020. It is hard for all of us, and particularly for students who had a certain expectation of what college life would be. Online asynchronous classes probably never occurred to them, and yet here we are. My responsibility as a teacher is to facilitate a supportive environment where students engage, participate, and learn. Creating this type of space without physical interactions is challenging. Therefore, to create the classroom we want to offer, we as educators have to be creative. I have found offering meaningful exams to be one of the most challenging aspects of online teaching. After trying a few approaches (of which I did not like the overall outcome) and participating in the ACUE program, I opted for a totally new examination approach last Fall: "Teach Me A Topic". I provided a list of topics (and requirements), and had students record a lecture on a topic of their choice. I was blown away with the variety of new examples, overall technical content, enthusiastic and professional delivery, and well-thought out explanations that I viewed in my students' contributions. I also received positive feedback about the assessment activity, and believe this approach provided the students with a more comprehensive learning experience than a traditional exam. Ironically, this activity would never have come to mind without the forced changes brought about by the pandemic. It is, in my opinion, a very positive outcome of COVID-19, and I intend to include such activities in my classes in the future (online or face-to-face).

## FEATURED RESOURCES



### UCARE

Missouri S&T's University Committee for Assistance, Response, and Evaluation (UCARE) was formed to address the need for greater communication and preparedness regarding students facing difficulty through prevention and intervention strategies. Often times, multiple people have small bits of information, but no one person has all of the pieces. UCARE works to connect the pieces of the puzzle to identify needs and students who are at risk. This allows for early intervention, prevention, and support. Members of the campus community are encouraged to make a UCARE referral when they are concerned about a student, regardless of how insignificant the concern may seem. UCARE is also available for consultation. By using a multidisciplinary approach, UCARE supports student success, persistence to graduation, and helps promote a safe and healthy campus community.

*Get in touch with UCARE:*

[stuaff.mst.edu/ucare](http://stuaff.mst.edu/ucare)

573.341.4209

[ucare@mst.edu](mailto:ucare@mst.edu)

107 Norwood Hall

### ACUE

CAFE (Center for Advancing Faculty Excellence) will be hosting a campus-wide ACUE workshop on March 3rd at 12:00pm, led by ACUE Academic Director Cindy Blackwell. Learn more on the [CAFE website](#).



ACUE, the Association of College and University Educators, in partnership with institutions of higher education, prepares, credentials, and provides on-going support to faculty in the use of evidence-based teaching practices that promote student engagement, persistence to graduation, career readiness, and deeper levels of learning.

ACUE's mission is to ensure student success through quality instruction. We believe that every faculty member deserves the support and preparation needed to teach well, so that every student receives an extraordinary education. Currently, there are 59 S&T faculty members going through the ACUE training.

ACUE welcomes you to examine a set of free resources- including videos and downloadable planning guides- that can be immediately put to use to benefit both faculty and their students. These practices are tailored for online or hybrid teaching, but are also relevant to the physical classroom. View the full toolkit [here](#).



## CAFE TIP OF THE MONTH

### Mid-Semester Feedback

*From CAFE, Center for Advancing Faculty Excellence*

Classes are under way, you are presenting material, engaging students and assessing how well your students meet the student learning outcomes. You provide timely feedback for students as they progress through your

course, providing them the opportunity to adjust their study habits to improve. But how do you know if they are on the correct path? How do you know you are helping students succeed in their academic quest? You can get a check on the trajectory of the course plan by using Mid-Semester Feedback, facilitated by the Center for Advancing Faculty Excellence (CAFE).

The Mid-Semester Feedback program consists of a survey that provides students an opportunity to give you feedback on how well they feel the course is going or any roadblocks they are experiencing. Based on this “temperature reading” provided by students, you can address their concerns and make adjustments to the course, if needed. Instructors can choose from an array of survey questions, and all of the information is anonymous and voluntary. CAFE instructional designers are available to assist in debriefing the results with instructors, if requested.

Schedule a mid-semester feedback session with CAFE! Click [the link](#) to get started. [Watch this video](#) to see the benefits of completing mid-semester feedback.

**“Mid-semester feedback helps me to look into the class environment from student’s viewpoint, evaluate the efficiency of various teaching tools, understand the educational gaps in students learning and be proactive on bridging the gaps before it is late.”**

**Prof. Nicolas Libre**  
Civil, Architectural, and Environmental Engineering

## GET IN TOUCH



[minerwellness@mst.edu](mailto:minerwellness@mst.edu)



(573).341.4225



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## THIS MONTH'S EVENTS

Have an event you want featured? Submit to [minerwellness@mst.edu](mailto:minerwellness@mst.edu)  
Go to [minerwellness.mst.edu](http://minerwellness.mst.edu) for a list of up-to-date events!

February 22-26: Mental Well-Being Awareness Week

February 16: Career Fair

February 17: STEP UP! for Mental Well-Being Lunch and Learn

February 15-March 1: MACHB Survey

Have something you want included in the next issue? Have questions, comments, or concerns? Want to nominate a faculty member for Faculty Spotlight?

Submit to [minerwellness@mst.edu](mailto:minerwellness@mst.edu). All submissions must follow University policy. All submitted content will be used at the discretion of Miner Wellness. Content can be published credited to you or anonymously, whichever you prefer.